



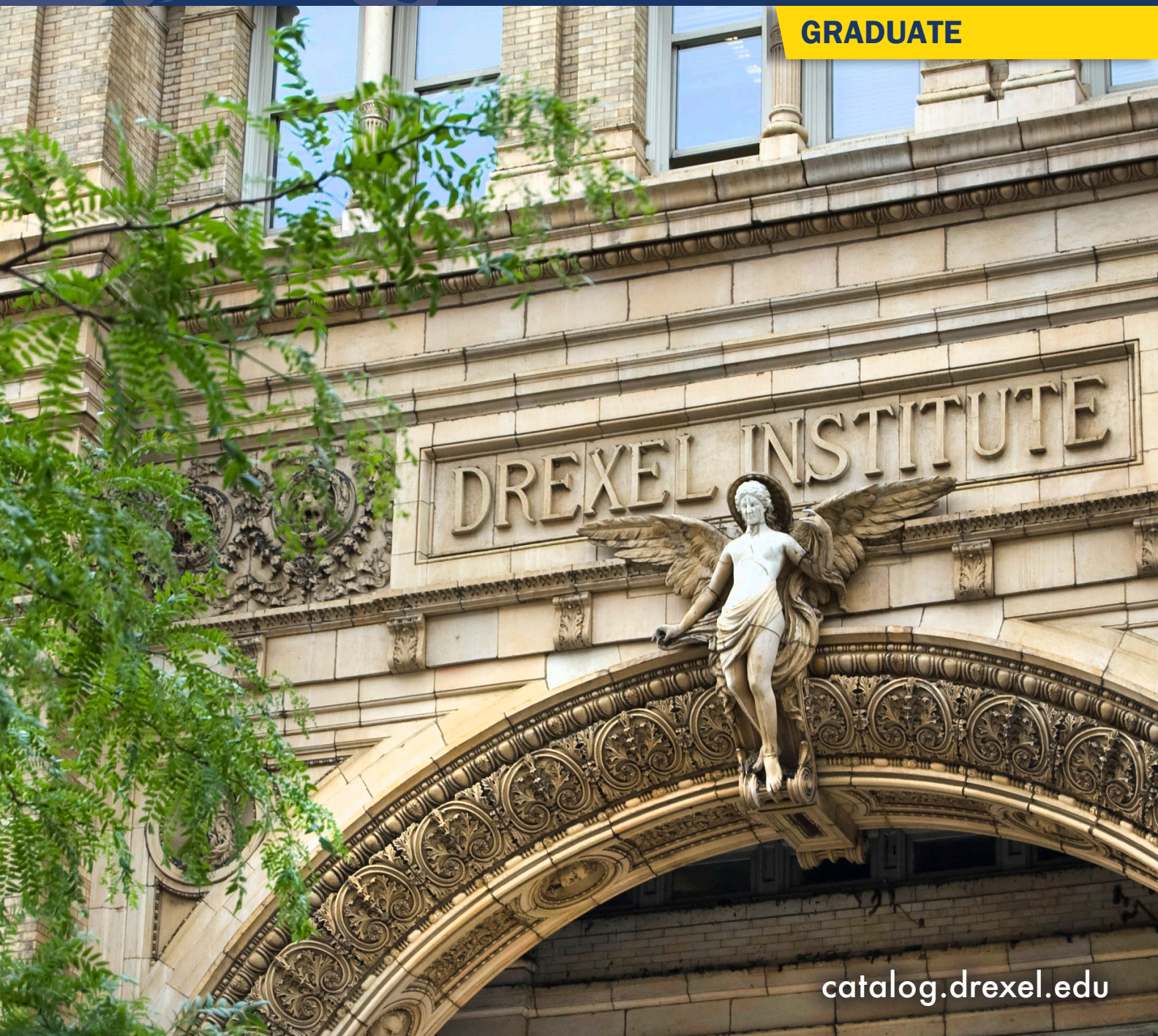
DREXEL UNIVERSITY

College of
Nursing and
Health Professions

CATALOG

2024-2025

GRADUATE



catalog.drexel.edu

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College of Nursing and Health Professions

By anticipating and meeting the challenges presented by the nation's healthcare system, Drexel's College of Nursing and Health Professions is doing its part to guarantee a lasting legacy for current and future health professionals.

The College of Nursing and Health Professions offers a wide range of graduate programs. Many offer flexible scheduling, making it possible for students to continue their education through part-time, online, night, or weekend study.

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About the College

An Inclusive Community

Diversity and inclusion are fundamental to all of CNHP's endeavors, enriching our educational, research and practice experiences. We are committed to reducing inequities in our education, research, practice, policy and civic engagement initiatives—advocating for intersectional social justice, promoting greater inclusivity and eliminating health disparities. Some examples of classes that address health disparities and health inequities span disciplines, from an Art Therapy and Counseling course that explores the impacts and implications of culture, race, ethnicity, sexual orientation, gender and other relevant identities within the context of mental health treatment to a Health Services Administration course that looks at the meaning of health through the eyes of various distinct vulnerable populations.

Cooperative Education Program (co-op) and Experiential Learning

Drexel University's cooperative education program, also known as co-op, is one of the most distinctive features of a Drexel education. Co-ops present the chance to gain invaluable real-world work experience in some of the nation's best health care institutions and other industry leaders. After their first year, depending on the program they choose, CNHP students can alternate six-month periods of full-time study with full-time employment at Drexel-approved employers. Complementing co-op, there is also a rich array of on-campus experiential learning opportunities, including those in the state-of-the-art Center for Interprofessional Clinical Simulation and Practice. This comprehensive, hands-on learning model provides the optimal environment for students to develop skills, learn from mistakes and become adept and competent caregivers for patients.

Practice and Engage in Philadelphia

Opportunities to engage and practice abound in CNHP's innovative health and wellness facilities. In addition to the Stephen and Sandra Sheller 11th Street Family Health Services (<https://drexel.edu/cnhp/practices/11th-street/>), the Community Wellness HUB (<https://drexel.edu/cnhp/practices/community-wellness-HUB/>) offers free health and wellness programming and disease prevention education, including screening, counseling and referral services for residents of nearby Mantua and Powelton Village. Several CNHP practices offer real-world experience including Physical Therapy Services, providing outpatient care for members of the community, and The Academic Bistro (<https://drexel.edu/cnhp/academics/departments/food-hospitality-management/academic-bistro/>), a student-run restaurant that serves as a lab for our students, who also produce, prepare and serve organic food from the Bistro Garden.

CNHP also works with community partners on exciting research opportunities like Eat Right Philly (<https://drexel.edu/cnhp/research/centers/Eat-Right-Philly/>), a grant-funded program in the Department of Nutrition Sciences that serves thousands of students, families and staff in more than 70 schools in the School District of Philadelphia.

Drexel For Life

Student life at CNHP and within the larger Drexel University community includes a diverse range of opportunities to engage, connect and thrive. A sense of belonging to something bigger than yourself, of a shared, common purpose that transcends disciplines and departments, extends not only through commencement but beyond. As one of the largest colleges at Drexel, CNHP offers an inclusive alumni network that helps graduates of all ages stay connected to the College, to the University and to each other. Friendships forged at CNHP can last a lifetime. And years after commencement, meeting a fellow Dragon can spark new friendships and professional collaborations. #foreverdragons

Research, Discovery and Innovation

Drexel University's Office of Research and Innovation invests in the future, enabling advances, innovations and progress that sustain our reputation as a preeminent research university globally, nationally and locally. In 2019, Drexel received acknowledgment from the Carnegie Classification of Institutions of Higher Education of its R1 research status, noting the highest research activity — one that is held by just 39 private universities.

Accreditation

- The Baccalaureate Degree in Nursing (BSN), the Master's Degree in Nursing (MSN), the Doctor of Nursing Practice (DNP), and the Post-Masters APRN Certificate Programs at Drexel University are accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington DC 20001, (202)887-6791. These programs and the Post Masters APRN certificates are also approved by the Pennsylvania State Board of Nursing
- The Couple and Family Therapy MFT degree and post-master's certificate programs are accredited by COAMFTE (Commission on Accreditation of Marriage and Family Therapy Education) (<https://www.coamfte.org/>).
- The Creative Arts Therapies MA degree in Dance/Movement Therapy are accredited by the American Dance Therapy Association (ADTA) (<https://www.adta.org/>).
- The Creative Arts Therapies MA degree in Music Therapy and Counseling is accredited by the American Music Therapy Association (AMTA) (<https://www.musictherapy.org/>).
- The Creative Arts Therapies MA degree in Art Therapy and Counseling is accredited by the Accreditation Council for Art Therapy Education (ACATE).
- The Didactic Program in Nutrition is accredited by the Accreditation Council for Education in Nutrition and Dietetics Association (ACEND) (<https://www.eatrightpro.org/acend/>).
- The Nurse Anesthesia program is accredited by the Council on Accreditation of Nurse Anesthesia Educational Programs (COA).
- The Doctor of Physical Therapy (DPT) program is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE) (<http://www.captionline.org/home.aspx>).
- The Physician Assistant program is accredited by the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA).

Addictions Counseling MS

Major: Addictions Counseling

Degree Awarded: Master of Science (MS)

Calendar Type: Quarter

Minimum Required Credits: 73.5

Co-op Option: None

Classification of Instructional Programs (CIP) code: 51.1501

Standard Occupational Classification (SOC) code: 21-1011

Note: Applications are not being accepted for the 2024-2025 academic year

About the Program

The Master of Science in Addictions Counseling (MAC) online program's mission is to develop the next generation of addictions counselors for the workforce. Students learn classical, postmodern and evidence-based counseling interventions. Students are trained to work with individuals and families impacted by trauma, behavioral and process addictions disorders, to practice in diverse substance treatment environments and to address dual disorders, intersecting identity locations and other contextual issues that often impact persons with a substance use disorder. Program faculty are licensed professionals who have expertise and certifications in an array of treatment models, including clinical trauma, solution focused brief therapy and prolonged exposure therapy.

The online program consists of a 73.5-quarter credit curriculum with a required field experience practicum and clinical supervision. The program is in the Department of Counseling and Family Therapy within the College of Nursing and Health Professions. The curriculum covers the knowledge, theory and skill development areas as suggested by the National Addiction Studies Accreditation Commission (NASAC) and TAP 21.

Individuals who wish to advance their career options and have a greater impact on the development of workforce competencies and treatment policy and resources will benefit from this program of study. Community members and professionals continue to seek educational advancement opportunities in addictions counseling and education due to the historical and continued impact of substance use on individuals, families and communities.

The online Master's degree in Addiction Counseling provides individuals in professions such as probation and parole, criminal justice, nursing, physician assistants and public health to receive supplemental education to improve their effectiveness in responding to the clinical problems associated with substance use disorders. In addition, this degree will provide a pathway to eligibility for a student's state certification requirements.

Additional Information

For more information, go to Drexel Online Master's In Addictions Counseling (<https://online.drexel.edu/online-degrees/nursing-degrees/ms-addictions-counseling/>) webpage.

Admission Requirements

The following minimum criteria determine an applicant's eligibility for admission:

- Bachelor's degree with an overall GPA of 2.5 or higher
- Academic transcripts(s)
- Focused personal essay:
 - Reason for applying to the program
 - How the program mission fits with their professional goals
- No GRE test scores
- Professional resume

Degree Requirements

Required Courses

BACS 500	Theories of Counseling	4.0
BACS 510	Introduction to Addictions and Substance Use Disorder	3.0
BACS 530	Understanding Prevention and Prevention Programs	3.0
BACS 531	Research Methods in Behavioral Sciences	4.0
BACS 532	Ethical Issues in Addictions Counseling	4.0
BACS 535	Motivational Enhancement Skills	3.0
BACS 537	Psychopharmacology & Addictions	3.0
BACS 540	Treatment Planning and Relapse Prevention	3.0
BACS 545	Psychopathology & Co-Occurring Disorders	3.0
BACS 568	Substance Use Counseling with Special Populations	3.0
BACS 570	Clinical Supervision Skills	3.0

BACS 573	Group Dynamics and Techniques	4.0
BACS 646	Multicultural Approaches in Addictions Counseling	4.0
BACS 672	Family Trauma and Addictive Disorders	4.0
CFTP 513	DSM I: Adult Psychopathology	3.0
CFTP 516	Behavioral/Process Addictions	4.0
CFTP 517	Addictions in The Family	4.0
CFTP 521	Human Development	4.0
CTCN 603	Clinical Appraisal and Assessment	4.5
Practicum Courses		
BACS 541	Addictions Practicum Supervision I	2.0
BACS 542	Addictions Practicum Supervision II	2.0
BACS 543	Addictions Practicum Supervision III	2.0
Total Credits		73.5

Sample Plan of Study

Part-time Plan of Study with Practicum Supervision

First Year				
Fall	Credits Winter	Credits Spring	Credits Summer	Credits
BACS 500	4.0 BACS 537	3.0 BACS 545	3.0 CFTP 516	4.0
BACS 510	3.0 BACS 540	3.0 BACS 568	3.0 CFTP 517	4.0
	7	6	6	8
Second Year				
Fall	Credits Winter	Credits Spring	Credits Summer	Credits
BACS 532	4.0 CFTP 513	3.0 BACS 672	4.0 BACS 531	4.0
BACS 646	4.0 CTCN 603	4.5 CFTP 521	4.0 BACS 573	4.0
	8	7.5	8	8
Third Year				
Fall	Credits Winter	Credits Spring	Credits	
BACS 535	3.0 BACS 530	3.0 BACS 570	3.0	
BACS 541	2.0 BACS 542	2.0 BACS 543	2.0	
	5	5	5	
Total Credits 73.5				

Art Therapy and Counseling MA

Major: Art Therapy and Counseling

Degree Awarded: Master of Arts (MA)

Calendar Type: Quarter

Minimum Required Credits: 90.0

Co-op Option: None

Classification of Instructional Programs (CIP) code: 51.2301

Standard Occupational Classification (SOC) code: 29-1129

About the Program

Drexel University's Master of Arts in Art Therapy and Counseling was founded in 1967 at Hahnemann Medical College and Hospital and provides students extensive exposure to current, interdisciplinary practices. This distinctive program teaches students informed skills and integrative theories for diverse therapeutic approaches in various care systems. Working with specified treatment objectives determined through client collaboration and ongoing assessment, students learn to apply art therapy methods alongside counseling skills. In-class experientials and didactic learning inform each student's simultaneous on-site, community and clinical educational experiences with individuals and groups. Students learn by doing, incorporating supervisor and faculty feedback within their sustained and often distinct learning trajectories. This multilayered pedagogy and each student's necessary interpersonal work and professional disposition development provide foundational learning for creative and ethical art therapy and counseling.

Throughout the multi-dimensional learning processes and content areas of the Art Therapy and Counseling program, students study the vital roles of creativity, empathy and cultural humility in professional work and interpersonal growth. In addition, students learn how their cognitive, behavioral, creative and emotional responses can block or augment the relationships of therapy, colleagueship and professional development. The 90.0 quarter-credit curriculum includes specific art therapy coursework in community care, assessment and treatment planning for children, adolescents, adults, older adults and families; trauma and systemic approaches; creativity, symbol and metaphor; digital media use; mindfulness; and addictions and recovery. Students also take classes in general mental health counseling topics, including human development, differential diagnosis, social and cultural foundations, clinical appraisal and assessment and group dynamics.

Graduates are eligible for the ATR-Provisional certification upon program graduation to work further towards their ATR and ATR-BC credentials and professional counseling licensure in Pennsylvania and other states upon completion of specified work and supervision hours that are critical parts of post-graduation requirements. We designed the Art Therapy and Counseling program's 90-quarter credits to meet the Pennsylvania Licensed Professional Counselor (LPC) educational requirements. We also uphold program and learning standards for art therapy accreditation through CAAHEP and the Accreditation Council for Art Therapy Education or ACATE. Because licensure requirements vary from state to state, we strongly advise applicants interested in attaining post-graduation counseling licensure to access and check the requirements for any state(s) where they plan to work and practice. In addition, the students must begin to know and understand the requirements for any future licensure they may seek. We strive to inform, update and support individualized pursuits for licensure and national board certification with each student.

For additional information about the program, visit the College of Nursing and Health Professions Art Therapy and Counseling (<https://drexel.edu/cnhp/academics/graduate/ma-art-therapy-counseling/>) website.

Degree Requirements

Core Courses

CATX 501	Foundations of Creative Arts Therapies	2.0
CTCN 501	Human Psychological Development	4.5
CTCN 503	Differential Diagnosis and Processes	4.5
CTCN 504	Professional Orientation and Ethics	4.5
CTCN 505	Theories of Counseling and Psychotherapy	4.5
CTCN 509	Social and Cultural Foundations	4.5
CTCN 540	Approaches to Addictions and Recovery	4.5
CTCN 601	Introduction to Behavioral Research	4.5
CTCN 603	Clinical Appraisal and Assessment	4.5
CTCN 604	Career Counseling	4.5
CTCN 606	Group Dynamics and Processes	4.5

Art Therapy Track Courses

CATX 528	Systems, Community Practices, and Therapeutic Relationships	4.5
CATX 529	Family Systems for Assessment and Treatment Planning	4.5
CATX 532	Trauma, Crisis, and Community Care	3.0
CATX 535	Creativity, Symbolism, and Metaphor in Art Therapy and Counseling	3.0
CATX 536	Studio Art for Art Therapists	1.0
CATX 537	Art Therapy Group Supervision I	1.0
CATX 538	Art Therapy Group Supervision II	1.0
CATX 539	Art Therapy Group Supervision III	1.0
CATX 631	Media, Materials and Process in Art Therapy	3.0
CATX 637	Advanced Art Therapy Group Supervision I	1.0
CATX 638	Advanced Art Therapy Group Supervision II	1.0
CATX 639	Advanced Art Therapy Group Supervision III	1.0
CATX 645	Professional Identity & Contemporary Practices	3.0

Clinical Education Courses

CTCN 510	Clinical Practicum I	2.0
CTCN 520	Clinical Practicum II	2.0
CTCN 530	Clinical Practicum III	2.0
CTCN 610	Clinical Internship I	2.0
CTCN 620	Clinical Internship II	2.0
CTCN 630	Clinical Internship III	2.0

Culminating Project

CATX 621	Culminating Project I	1.5
CATX 622	Culminating Project II	1.5

Art Therapy Electives *

CATX 541	Digital Media Use in Art Therapy and Counseling	
CATX 542	Mindfulness in Clinical Practice	

Additional Electives *

CATX 627	For Culminating Project Only	
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Total Credits

90.0

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Please note that electives are in addition to the 90 credits required for the degree. Please consult with you advisor before registering for an elective.

Sample Plan of Study

Two Year Plan of Study

First Year				
Fall	Credits Winter	Credits Spring	Credits Summer	Credits
CATX 501	2.0 CTCN 509	4.5 CTCN 503	4.5 CTCN 504	4.5
CATX 528	4.5 CATX 529	4.5 CATX 532	3.0 CTCN 505	4.5
CATX 537	1.0 CATX 538	1.0 CATX 535	3.0 CATX 536	1.0
CTCN 501	4.5 CTCN 520	2.0 CATX 539	1.0	
CTCN 510	2.0	CTCN 530	2.0	
	14	12	13.5	10
Second Year				
Fall	Credits Winter	Credits Spring	Credits	
CTCN 601	4.5 CTCN 603	4.5 CTCN 604	4.5	
CATX 631	3.0 CATX 638	1.0 CATX 639	1.0	
CATX 637	1.0 CTCN 540	4.5 CATX 645	3.0	
CTCN 606	4.5 CATX 621	1.5 CATX 622	1.5	
CTCN 610	2.0 CTCN 620	2.0 CTCN 630	2.0	
	15	13.5	12	
Total Credits 90				

Three-Year Plan of Study

First Year				
Fall	Credits Winter	Credits Spring	Credits Summer	Credits
CATX 501	2.0 CATX 529	4.5 CATX 532	3.0 CTCN 505	4.5
CTCN 501	4.5 CTCN 509	4.5 CATX 535	3.0 CATX 536	1.0
CATX 528	4.5	CTCN 503	4.5	
	11	9	10.5	5.5
Second Year				
Fall	Credits Winter	Credits Spring	Credits Summer	Credits
CATX 537	1.0 CATX 538	1.0 CATX 539	1.0 CTCN 504	4.5
CATX 631	3.0 CTCN 520	2.0 CTCN 530	2.0	
CTCN 510	2.0 CTCN 603	4.5 CTCN 604	4.5	
CTCN 606	4.5			
	10.5	7.5	7.5	4.5
Third Year				
Fall	Credits Winter	Credits Spring	Credits	
CTCN 610	2.0 CATX 621	1.5 CATX 622	1.5	
CTCN 601	4.5 CATX 638	1.0 CATX 639	1.0	
CATX 637	1.0 CTCN 540	4.5 CATX 645	3.0	
	CTCN 620	2.0 CTCN 630	2.0	
	7.5	9	7.5	
Total Credits 90				

Four-Year Plan of Study

First Year (Part-Time)				
Fall	Credits Winter	Credits Spring	Credits Summer	Credits
CATX 501	2.0 CTCN 509	4.5 CTCN 503	4.5 CTCN 505	4.5
CATX 528	4.5	CATX 535	3.0 CATX 536	1.0
	6.5	4.5	7.5	5.5
Second Year (Part-Time)				
Fall	Credits Winter	Credits Spring	Credits Summer	Credits
CTCN 501	4.5 CATX 529	4.5 CTCN 603	4.5 CTCN 504	4.5
CATX 631	3.0 CTCN 510	2.0 CTCN 520	2.0 CATX 539	1.0
	CATX 537	1.0 CATX 538	1.0 CTCN 530	2.0
	7.5	7.5	7.5	7.5
Third Year (Part-Time)				
Fall	Credits Winter	Credits Spring	Credits Summer	Credits
CATX 637	1.0 CATX 621	1.5 CATX 639	1.0 Vacation	
CTCN 606	4.5 CATX 638	1.0 CTCN 604	4.5	

CTCN 610	2.0 CTN 620	2.0 CTN 630	2.0	
	7.5	4.5	7.5	0
Fourth Year (Part-Time)				
Fall	Credits Winter	Credits Spring	Credits	
CTCN 601	4.5 CTN 540	4.5 CATX 532	3.0	
	CATX 622	1.5 CATX 645	3.0	
	4.5	6	6	
Total Credits 90				

Program Level Outcomes

- Students will learn to work with specified treatment objectives determined through client or group collaboration and formal to informal assessments to apply relevant art therapy methods alongside counseling micro-skills.
- In-class experientials and didactic learning will inform and support the simultaneous clinical and community education experiences each student engages with individuals and groups.
- Students will learn primary art therapy and counseling skills by completing ongoing clinical and community education placement work and incorporating their supervisor and faculty feedback within their sustained learning trajectories with diverse care systems.
- Each student will address and work within any necessary interpersonal work, self-care and professional disposition development in conscious, self-initiated and program-supported ways.
- The program learning and content areas will support a comprehensive foundation for creative and ethical clinical and community work within the multiple systems of care and culturally diverse populations possible.
- Faculty and supervisors will strive to inform, update and support individualized state licensure pursuits for each student via academic advisement and multiple licensure workshops while attending our program.
- Students will study the vital roles that their creativity, intersectional identities and cultural humility impact and augment therapeutic relationships and goals of therapy.
- Each student will be exposed to students and faculty members from other creative arts therapies and counseling fields while developing a strong identity as an art therapist.
- Each student will engage in a Master's culminating project that is informed scholarship and creative-based and disseminate the results via an end-of-academic-year community platform and any other relevant venues or opportunities for the topic areas.

Creative Arts Therapies Department Faculty

Joke Bradt, PhD, MT-BC (*Temple University*) *Director, PhD Program in Creative Arts Therapies*. Professor. Research in music therapy, chronic pain, systematic reviews.

Natalie Rae Carlton, PhD, ATR-BC, LPCC (*Lesley University*) *Director, Art Therapy and Counseling MA Program*. Associate Clinical Professor. New media and comics, zines and graphic novel uses in art therapy.

Christina Devereaux, PhD, LCAT, LMHC, BC-DMT, NCC (*UCLA*) *Program Director for Dance/Movement Therapy and Counseling*. Associate Clinical Professor. Dance movement therapy, children, attachment, autism spectrum disorder, trauma, group work, clinical supervision.

Girija Kaimal, EdD, MA, ATR-BC (*Harvard University*) *Interim Department Chair, Assistant Dean for the Division of Human Development and Health Administration*. Associate Professor. Art therapy, indigenous arts, oncology, trauma leadership, program evaluation.

Clarissa Lacson, PhD, MT-BC (*Drexel University*) *Core Counseling Course Coordinator, Creative Arts Therapy MA Programs*. Assistant Clinical Professor. Interprofessional collaboration, program development, clinical supervision, research coordination, pediatric and medical music therapy

Marisol S. Norris, PhD, MT-BC (*Drexel University*) *Director, Music Therapy and Counseling MA Program*. Assistant Clinical Professor. . Community music therapy, critical pedagogies, Black aesthetics, culturally sustaining practice, radical healing framework.

Nalini Prakash, BC-DMT, CMA (*Drexel University*). Assistant Clinical Professor. Dance/Movement Therapy. movement analysis, mental illness, criminal justice, violence prevention, clinical supervision, arts and culture, arts-based community development.

Michele Rattigan, MA, ATR-BC, NCC, LPC, LPAT (*MCP Hahnemann University*). Associate Clinical Professor. Art Therapy. self-compassion, community compassion, and mindfulness-based arts therapies approaches for U unresolved trauma; post-partum depression and anxiety; disordered eating and body image concerns; self-harming behaviors; & dissociative disorders. Critical compassionate pedagogy, interprofessional collaboration, & Universal Design for Learning in higher education. Doctor of health science student; higher education concentration.

Minjung Shim, PhD, BC-DMT (*Drexel University*). Assistant Professor. Medical dance/movement therapy, chronic pain management, mindfulness-based interventions, healthy aging, virtual reality and eHealth interventions, clinical trials, theory/model-building, scoping reviews.

Adenike Webb, PhD, MT-BC (*Temple University*) *Clinical Education Coordinator, Creative Arts Therapy MA Programs*. Assistant Clinical Professor. Anti-oppressive pedagogy, wellbeing and creativity, social justice, culturally sustaining practice.

Denise Wolf, ATR-BC, ATCS, LPC, LPAT (*Drexel University*). Associate Clinical Professor. Consulting, trauma sensitive care/complex interpersonal trauma, clinical supervision, hand paper-making, Dialectical behavior therapy, art museum spaces, school-based art therapy, community engagement.

Emeritus Faculty

Nancy Gerber, PhD, ATR-BC (*Union Institute and University*). Associate Clinical Professor Emerita. Art therapy assessment and treatment of adolescents and adults; modern psychoanalysis and art therapy; arts therapy education and doctoral education; arts based research and mixed methods research.

Sharon W. Goodill, PhD, BC-DMT, NCC, LPC (*Union Institute and University*). Clinical Professor Emerita. Medical dance/movement, mind/body studies, movement assessment for DMT, CAT research and leadership.

Florence Ierardi, MM, MT-BC, LPC (*Temple University*). Associate Clinical Professor Emerita. Clinical improvisation, trauma-informed music therapy, multicultural music therapy perspectives.

Ellen Schelly-Hill, MMT, BC-DMT, NCC, LPC (*Antioch NE Graduate School*). Associate Clinical Professor Emerita. Adults diagnosed with mood disorders, anxiety, chronic pain and with histories of trauma; clinical supervision; ethics.

Complementary and Integrative Health MS

Major: Complementary and Integrative Health

Degree Awarded: Master of Science (MS)

Calendar Type: Quarter

Minimum Required Credits: 45.0

Co-op Option: None

Classification of Instructional Programs (CIP) code: 51.3306

Standard Occupational Classification (SOC) code: 29-1199

About the Program

The Master of Science in Complementary and Integrative Health (CIH) is designed to provide practicing health care professionals with an evidence-based program in complementary and integrative health practices. Students will be taught to assess, guide and evaluate patient use of alternative modalities and to integrate CIH into one's own professional practice. The program provides core competencies in complementary and integrative health, offering a theoretical basis for applying complementary and integrative health practices. The curriculum emphasizes the integration of evidence-based CIH therapies such as phytomedicine, functional nutrition and mind/body modalities within the framework of conventional health care practice.

A foundational principle of this program is interdisciplinary practice and collaboration with the goal of improving health outcomes. In addition, students will be introduced to historical, indigenous health care practices and upon graduation may seek further training to build expertise in a particular modality (e.g. yoga, nutrition, reiki, etc.) which may lead to additional credentialing or licensing.

The American Holistic Nurses Credentialing Corporation, Inc. (<http://www.ahncc.org/school-endorsement-program/current-endorsed-nursing-programs/>) has endorsed Drexel University's Complementary and Integrative Health Master's and Certificate programs, which allows graduates of these programs to sit for the nationally accredited board certification in holistic nursing.

Students from Drexel University's online MS in Complementary and Integrative Health degree program are eligible to apply and concurrently enroll in the University of Arizona's Andrew Weil Center for Integrative Medicine (AWCIM) Integrative Health & Wellness Coaching (IHW) certification program. The concurrent completion of the AWCIM IHW coaching program can count toward the nine elective credits requirement for the Drexel MS in Complementary and Integrative Health program. The AWCIM IHW Coaching program is approved by the National Board of Health and Wellness Coaching. Graduates of Drexel's MS in Complementary and Integrative Health in combination with the AWCIM IHW Coaching program would then be eligible to sit for the national exam. If you are interested in this option, you may either answer the related questions on the Drexel MS in Complementary and Integrative Health application or you can let your academic advisor know of your interest. Learn more about the program (<https://drexel.edu/now/archive/2021/July/CNHP-Arizona-Collaboration-Integrative-Health-Care/>).

Program Mission and Values

The program mission is to develop leaders in complementary and integrative health care. We are committed to developing competent practitioners through exemplary and rigorous training in the clinical applications of complementary and integrative health; comprehensive curricula incorporating theoretical foundations, research and evidence-based practice; and provision of extensive support and mentorship to advance the integrative health care professional role. All efforts in the program are designed to build knowledge, enhance practice, foster professional integrity, promote innovation, engage in interdisciplinary collaboration and ultimately improve the health outcomes of patients and families from diverse communities across the continuum of care.

Intended Audience

This program is applicable to a wide range of health care professionals including nurses, advanced practice nurses, nurse practitioners, physician assistants, psychologists, women's health practitioners, members of oncology organizations, clinical nutritionists, psych/mental health nurse practitioners and couple and family therapists.

This program is congruent with the educational standards set forth by the American Holistic Nurses Association (AHNA) and meets the core competencies of the Academic Consortium for Integrative Medicine & Health.

Additional Information

For more information about this program, contact:

Graduate Nursing Division
CNHPGraduateDivision@drexel.edu

Additional information is also available on Drexel's College of Nursing and Health Professions MS in Complementary and Integrative Health (<https://drexel.edu/cnhp/academics/graduate/MS-Complementary-Integrative-Health/>) webpage and on the Drexel University Online MS in Complementary and Integrative Health (<https://www.online.drexel.edu/online-degrees/nursing-degrees/complementary-integrative-health/>) webpage.

Admission Requirements

- Health care professional within a scope of practice from a variety of disciplines including nurses, advanced practice nurses, nurse practitioners, physician assistants, psychologists, women's health practitioners, members of oncology organizations, clinical nutritionists, psych/mental health nurse practitioners, couple and family therapists and others
- A baccalaureate degree with a major in a health-related field from an accredited university
- GPA of 3.0 or above on all previous coursework
 - 3.0 or above on all previous coursework or the last 60 credits completed. Applications from RNs with a GPA less than 3.0 may be considered on an individual basis.
- Official transcripts from all universities or colleges and other post-secondary educational institutions attended (including trade schools)
- Two professional letters of recommendation from either previous or immediate supervisors or former faculty members who can attest to your clinical knowledge, skill and potential aptitude for graduate study
 - Students with a GPA of 3.0 or higher are not required to submit letters of recommendation.
- Personal statement (no more than two pages and no less than one page double-spaced) that will give the admissions committee a better understanding of the following:
 - Why you are choosing this particular program of study
 - Your plans upon completion of the degree
 - How your current work experience will enhance your experience in this program
- Resume or curriculum vitae including specific details of your responsibilities and job experiences

International students will need to meet University international student admissions guidelines including TOEFL.

TOEFL Requirement:

International applicants, as well as immigrants to the United States and United States permanent residents whose native language is not English and who have not received a bachelor's degree or higher in the U.S., Australia, Canada, Ireland, New Zealand or the United Kingdom, must show proficiency in English speaking as well as listening, writing and reading. U.S. citizens born on U.S. military bases abroad may be waived from the TOEFL requirement after providing documentation of this status; otherwise, applicants must meet one of the following requirements:

If the TOEFLiBT exam is taken, students are required to have a minimum combined score for the listening, writing and reading sections of 79 plus a speaking section score of 26 or higher.

If the TOEFL is taken, students are required to have a minimum score of 550 or higher and a Test of Spoken English score (TSE) of 55 or higher.

Degree Requirements

Core Courses

CIT 501	Foundations of Phytotherapy	3.0
CIT 502	Foundations of Complementary and Integrative Therapies	3.0
or NURS 529	Foundations of Complementary and Integrative Therapies	
CIT 503	Holistic Living For The Caregiver	3.0
or NURS 539	Holistic Living for the Caregiver	
CIT 511	Spirituality, Health and Healing	3.0
or NURS 561	Spirituality, Health and Healing	

CIT 553	Health Coaching for Lifestyle and Behavior Change	3.0
CIT 619	Principles of Bioenergy Therapies	3.0
or NURS 619	Principles of Bioenergy Therapies	
CIT 626	Translational Research in Complementary and Integrative Health	3.0
CIT 656	Traditional Healing Systems	3.0
or NURS 656	Traditional Healing Systems	
CIT 657	Functional Approach to Clinical Nutrition	3.0
or NURS 657	Functional Approach to Clinical Nutrition	
CIT 696	Integrative Health Strategies I	3.0
CIT 697	Integrative Health Strategies II	3.0
CIT 698	Graduate Seminar	3.0
Electives *		9.0
Total Credits		45.0

*

Electives can be any course with the prefix CIT (Complementary and Integrative Health), with course number ranging from 500-699.

Sample Plan of Study

First Year

Fall	Credits Winter	Credits Spring	Credits Summer	Credits
CIT 502	3.0 CIT 501	3.0 CIT 511	3.0 CIT 553	3.0
CIT 503	3.0 CIT 656	3.0 CIT 657	3.0 CIT 619	3.0
	Elective	3.0		
	6	9	6	6

Second Year

Fall	Credits Winter	Credits Spring	Credits
Elective	3.0 CIT 626	3.0 CIT 697	3.0
Elective	3.0 CIT 696	3.0 CIT 698	3.0
	6	6	6
Total Credits 45			

Note: Second Year Summer is less than the 4.5-credit minimum required (considered half-time status) of graduate programs to be considered financial aid eligible. As a result, aid will not be disbursed to students this term.

Program Level Outcomes

The graduate of the Master of Science in Complementary and Integrative Health:

- Practices within a legal and ethical framework of health care delivery and scope of practice
- Advances the role of advanced practice in the health care system through scholarship, clinical experience, advocacy and political involvement
- Demonstrates critical thinking and diagnostic reasoning skills in clinical decision-making
- Integrates multiple technologies and relevant theories into the organization and synthesis of health data required to develop plans of care for patients, families and communities
- Integrates culturally sensitive health promotion activities that contribute to the health and wellness of the community into clinical practice
- Demonstrates leadership in health care through involvement in the development of outcome-based standards of care and practice-based health policy issues
- Evaluates and modifies the quality and effectiveness of clinical practice based on current research findings, standards of care and patient outcomes
- Contributes to the advancement of complementary and integrative health and humanity through communication, collaboration and education

Graduate Nursing Faculty

Anthony Angelow, PhD, CRNP, ACNPC, AGACNP-BC, FAEN, FAANP (*University of Northern Colorado*) Chair, Advanced Practice Nursing. Associate Clinical Professor. Nurse Practitioner Role Transition, Acute Care, Trauma/Surgical Critical Care, Ethics/Health Law

Susan M. Burke, PhD, RN, CPNP-BC (*The Catholic University of America*) Track Director, Pediatric Primary Care. Associate Clinical Professor. Pediatric Primary Care Nursing

Rita Carroll, PhD, CPCRT, CBIST, CMHMP (*Capella University*). Assistant Clinical Professor. Complementary and Integrative Health, Cognitive Rehabilitation, Integrative Health Coaching, Mindfulness

Jennifer Coates, MSN, MBA, ACNPC, ACNP-BC (*The University of Pennsylvania*). Associate Clinical Professor. Adult Critical Care, Adult/Gero Acute Care Nurse Practitioner, Nursing Leadership

Frances (Fran) Cornelius, PhD, MSN (*Drexel University; Wayne State University*). Clinical Professor. Online Learning, Nursing Education, Public/Community Health Nursing

Jennifer Cummings, DNP, MSN, CRNP-BC (*Drexel University*). Assistant Clinical Professor. Adult Health, Primary Care, Evidence-Based Practice.

Diane DePew, DSN, BSN, RN-BC, CNE (*University of Alabama, Birmingham*). Associate Clinical Professor. Nursing Leadership and Development, Nursing Education

Kathryn (Katie) Farrell, EdD, MSN, RN (*Drexel University*) *Quality Safety and Risk Management Track Director: Graduate Nursing*. Assistant Clinical Professor. Nursing Education, Quality, Safety, and Risk Management.

Alecia Schneider Fox, PhD, APRN, FNP-BC (*Widener University*). Assistant Clinical Professor. Emergency Nurse Practitioner, Critical Care Nursing

Marcia Gamaly, PhD, MSN, MHS, RN-BC, CBN (*Villanova University*). Assistant Clinical Professor. Online Education, Clinical Education, Emergency Nursing

Kimberly Garcia, DNP, APRN, PMHNP-BC, FNT-BC, GNP-BC, NP-C (*Indiana University*). Assistant Clinical Professor. Family Nurse Practitioner, Psychiatric/Mental Health Nursing, Transcultural/International Nursing

Maria Irerra-Newcomb, MSN, APRN, FNP-BC (*Duke University*). Assistant Clinical Professor. Family/Individual Across the Lifespan Nursing

Marie McClay, DrNP, WHNP-BC, RN (*Drexel University*). Assistant Clinical Professor. Women's Health Nursing

Cheryl Mele, DNP, PNPAC-BC, PNP PC/AC-BC, NNP-BC (*Touro University*). Associate Clinical Professor. Pediatric Acute Care Nursing, Pediatric Primary Care Nursing, Nursing Leadership, Healthcare Genetics

Sally K. Miller, PhD, CRNP, FAANP, FNP-BC, AGACNP-BC, AGPCNP-BC, PMHNP-BC (*Walden University*). Clinical Professor. Adult-Gerontology Acute/Primary Care Nursing, Psychiatric Mental Health Nursing, Pathophysiology, Pharmacology

Kate Morse, PhD, MSN, RN, AGACNP-RET (*Villanova University*). Clinical Professor. Adult Critical Care Nursing, Healthcare Simulation

Jackie Murphy, EdD, RN, CNE (*Drexel University*). Associate Clinical Professor. Nursing Education, Online Learning, Nursing Theory, Nursing Research, Mindfulness

Jennifer (Jenn) Myers, MSN, RN, CNE (*Drexel University*). Assistant Clinical Professor. Pediatric Nursing, Nursing Education, Online Learning

Barbara R. Osborne, DNP, APRN, WHNP-BC (*Drexel University*). Assistant Clinical Professor. Women's Health, Metabolic Health, Primary Care, Evidence-Based Practice, Advanced Practice Nursing

Lori Ruskin, MSN, FNO-BC (*Thomas Jefferson University*). Assistant Clinical Professor. Family Nurse Practitioner, Adult Gerontology Primary Care Nurse Practitioner

Kelley Scott, DNP, APN-BC (*Drexel University*). Assistant Clinical Professor. Emergency Nursing, Family/Individual Across the Lifespan Nursing

Joanne Serembus, EdD, RN, CCRN (Alum), CCNE (*Widener University*). Clinical Professor. Online Learning, Nursing Education

Susan Solecki, DrPH, FNP-BC, PPCNP-BC (*Drexel University*). Clinical Professor. Advanced Practice Nursing, Pediatrics, Adult Health, Epidemiology, Occupational Health

Erica Springer, MSN, CRNP, WHNP-BC (*Drexel University*). Assistant Clinical Professor. Women's Health Nurse Practitioner

Kimberly J. Twaddell, DNO, CRNP, ACNPC, CCRN (*University of Northern Colorado*). Assistant Clinical Professor. Advanced Practice Nursing, Trauma/Surgical Critical Care, Acute Care

Megan Walsh Ossont, PhD, MSN, CRNP (*Villanova University*). Assistant Clinical Professor. Nursing Research, Adult Psychiatry, Correctional Psychiatry

Virginia (Ginny) Wilson, MSN, RN, NEA-BC, NE-BC, PhD (c) (*Widener University*). Assistant Clinical Professor. Nursing Leadership

Patricia (Patti) Zuzelo, EdD, RN, APRN, ACNS-BC, ANP-BC, ANEF, FAAN (*Widener University*). Clinical Professor. Advanced Practice Nursing, Leadership and Management, Nursing Education, Clinical Nurse Specialist (Adult Health), Adult Nurse Practitioner

Couple and Family Therapy PhD

Major: Couple and Family Therapy

Degree Awarded: Doctor of Philosophy (PhD)

Calendar Type: Quarter

Minimum Required Credits: 112.0

Co-op Option: None

Classification of Instructional Programs (CIP) code: 51.1505

Standard Occupational Classification (SOC) code: 21-1013

About the Program

The PhD program in Couple and Family Therapy (CFT) develops the next generation of couple and family therapy scholars interested in research related to family-based psychotherapy, families and health and health disparities. Students are trained to advance the knowledge base of couple and family therapy through education, research and clinical service with a particular emphasis on evidenced-informed treatment modalities.

Our program is a mentoring model. Each year, a limited number of faculty members accept doctoral students. You should confirm that the faculty members that you are interested in doing research with are taking applicants prior to completing your essay for admission into the doctoral program. Your research interest should be somewhat aligned with the faculty that you are interested in working with.

Graduates of the Couple and Family Therapy PhD program serve as researchers in public and private institutions and faculty in graduate programs of couple and family therapy, psychology, social work or medical schools.

Additional Information

For more information about the PhD in Couple and Family Therapy, please visit the program website (<https://drexel.edu/cnhp/academics/doctoral/PHD-Couple-Family-Therapy/>).

Degree Requirements

Students are required to complete the standard curriculum in couple and family therapy before pursuing the doctoral curriculum. The standard curriculum is offered in the COAMFTE-accredited Master of Family Therapy (p. 29) program at the University.

The curriculum includes study in the following areas:

- Knowledge of the profession
- Practice of therapy
- Human diversity and social structure
- Professional ethics, law and identity
- Research and evidence-based practice

Core CFT Courses

CFTP 713	Introduction to CFT Clinical Research	3.0
CFTP 720	Couple Therapy Theory & Practice	3.0
CFTP 723	Advanced Trauma in Couple and Family Therapy: Evidence-Based Approaches and Outcomes	3.0
CFTP 727	Advanced Multicultural Considerations in Systemic Practice and Research: Theoretical Approaches	3.0
CFTP 729	Diverse Families and Communities: Intervention Strategies	3.0
CFTP 735	Family Healthcare Policy	3.0
CFTP 757	Attachment, Emotions and Psychotherapy	3.0
CFTP 759	Psychotherapy Outcome and Process Research	3.0

Applied CFT Courses

CFTP 734	Supervision in Couple and Family Therapy	4.0
CFTP 749	Leadership in Couple and Family Therapy	1.0
CFTP 760	Teaching Practicum	2.0

Clinical Experience

CFTP 701	Advanced Clinical Experience and Professionalism *	6.0
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Research Requirements

RCRG 600	An Introduction to the Responsible Conduct of Research	0.0
RSCH 700	Foundations in Quantitative Research	3.0
RSCH 714	Qualitative Research Methods I	3.0
RSCH 720	Foundations of Biostatistics	3.0
RSCH 721	Intermediate Statistics in Health I	3.0
RSCH 722	Intermediate Statistics in Health II	3.0
RSCH 742	Scientific Writing	3.0

Research Elective **

3.0

Internship - Minimum of 27 credits ***

27.0

CFTP 801	Couple and Family Therapy Internship	
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Dissertation - Minimum of 27 credits [†]**27.0**

CFTP 802	Couple and Family Therapy Dissertation
CFTP 803	Couple and Family Therapy Dissertation Defense
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Total Credits	112.0

*

Student will take this course a total of 6 times

**

Elective shall be taken in fall term of year 2. Elective requires advisor approval and includes RSCH 600-RSCH 899 or another course deemed relevant to the students' course of study.

Internship (CFTP 801): Students required to complete at least three terms of internship during the third year of the program. They must register for 9.0 credits per quarter to cover this activity. While most internships will be done in 3 quarters (27.0 credits), the expectation has been set that the internship will be completed within 4 quarters (36.0 credits) to give the students some flexibility, if needed.

†

Dissertation (CFTP 802): Students should begin their dissertation in year three or four of the program. This project is expected to take a minimum of three quarters. For each of those quarters, the student must register for 9.0 credits of CFTP 802. If the project takes longer than three quarters, the student may continue to sign up for 9.0 credits of CFTP 802 each quarter. The actual number of credits required will vary dependent upon student's dissertation and research topic, and students may take up to 53.0 credits of CFTP 802. Consult with dissertation advisor.

Dissertation Defense (CFTP 803): Students are required to defend their dissertations when they are complete. To defend, a student must register for 1.0 credit of CFTP 803.

Students must be actively engaged in clinical practice throughout the program. Before graduating from the PhD program, all students are encouraged to complete at least 1,000 hours of direct client contact hours.

Internship

All students are required to do an internship. Internship supervisors must be clearly senior in experience to the student intern. The purpose of the internship is to provide students with a supervised full-time clinical, research, academic or administrative experience of at least nine months duration. Clinical and alternate internships must emphasize relationally focused practice and research. For the clinical internship, it is to ensure that students meet the 1,000 direct client contact hour standard.

Students should contact the Counseling and Family Therapy Department (<https://drexel.edu/cnhp/academics/departments/Counseling-and-Family-Therapy/>) for additional information about the qualifying exam and the dissertation.

Sample Plan of Study**First Year**

Fall	Credits Winter	Credits Spring	Credits Summer	Credits
CFTP 701	1.0 CFTP 701	1.0 CFTP 701	1.0 Vacation	
CFTP 713	3.0 CFTP 723	3.0 CFTP 720	3.0	
CFTP 729	3.0 RCRG 600	0.0 CFTP 727	3.0	
RSCH 720	3.0 RSCH 700	3.0 RSCH 714	3.0	
	RSCH 721	3.0		
	10	10	10	0

Second Year

Fall	Credits Winter	Credits Spring	Credits
CFTP 701	1.0 CFTP 701	1.0 CFTP 701	1.0
CFTP 757	3.0 CFTP 735	3.0 CFTP 734	4.0
CFTP 759	3.0 CFTP 760	2.0 CFTP 749	1.0
Research Elective	3.0 RSCH 742	3.0 RSCH 722	3.0
	10	9	9

Third Year

Fall	Credits Winter	Credits Spring	Credits
CFTP 801	9.0 CFTP 801	9.0 CFTP 801	9.0
	9	9	9

Fourth Year

Fall	Credits Winter	Credits Spring	Credits
CFTP 802	9.0 CFTP 802	9.0 CFTP 802	8.0

	CFTP 803	1.0
9	9	9
Total Credits 112		

Program Level Outcomes

Our program has the following program goals and student learning outcomes (SLOs):

Program Goal 1 - Knowledge and Research: Increase knowledge and related skillset pertaining to research, publication and dissemination of systemically-oriented and civically-minded scholarship and research.

- *SLO # 1 - Knowledge:* Students will develop an advanced C/MFT knowledge base within context of families, health and health disparities, evidenced by contributing through scholarship dissemination in the field.
- *SLO # 2 - Research:* Students will demonstrate competence in conducting systemically-oriented and civically minded research, both within multidisciplinary contexts and as the lead author.
- *SLO # 3 – Research Ethics:* Students will demonstrate knowledge of research ethics within the context of systemically-oriented and civically-minded research.

Program Goal 2 - Practice and Ethics: Increase knowledge and related skillset of systemically-oriented and ethical clinical practice utilizing evidence-informed models.

- *SLO # 4 – Practice:* Students will demonstrate knowledge of advanced clinical practice within context of evidence-informed models and families, health and health disparities.
- *SLO # 5 – Ethics:* Students will be able to identify and apply ethical considerations within the context of working with families, health and health disparities.

Program Goal 3 - Health Equity and Diversity: Advance awareness of health disparities and diversity considerations within the context of the C/MFT profession.

- *SLO # 6 - Health and health disparities:* Students will be able to articulate the systemic impacts of health and health disparities within the context of systemically oriented practice and research.
- *SLO # 7 – Diversity:* Students will demonstrate advanced knowledge and related skillset in working with diverse populations within the context of systemically-oriented practice and research.

Counseling and Family Therapy Department Faculty

Veronica Carey, PhD (*Capella University*) Assistant Dean of Diversity and Student Affairs. Associate Clinical Professor. National and international speaker on psychiatric rehabilitation evidence-based best practices and diversity, equity, and inclusion. Adheres to social justice as an essential curriculum content orientation.

Jessica Chou, PhD, LMFT, LPC (*St. Louis University*). Assistant Professor. Community-based research within marginalized populations including women and families impacted by substance use, training experiences of couple/marriage and family therapists (C/MFT) and migration and resettlement among immigrant and refugee families.

Stephanie Krauthamer Ewing, PhD, MPH (*University of Delaware*). Assistant Professor. Promoting healthy emotional development and resilience in children and adolescents, attachment and care-giving relationships, impact of trauma on parenting and attachment, developmental and contextual risk factors for depression and suicide risk in youth, evidence based treatments for depression and suicide risk, research methodology.

Christian Jordal, PhD, LMFT, CST (*Virginia Polytechnic Institute and State University*) Interim Chair, Program Director, Master of Family Therapy Program (MFT). Associate Clinical Professor. Behavioral health outcomes, mixed methodology; program evaluation, sexual and gender identity, healthcare best practices.

James Muruthi, PhD (*University of Georgia*). Assistant Professor. Family aging, health, wellness, social capital, health disparities.

Rikki Patton, PhD, LMFT (*The Ohio State University*). Research Professor. Family impact of substance abuse disorders and addiction, interprofessional education and collaboration.

Phyllis Swint, PhD, LMFT (*Drexel University*) Director of Clinical Training. Assistant Clinical Professor. Development of clinical training models and affiliate relationships that align with foundational learning and placement experiences for C/MFT and Masters of Addictions Counseling students. Extensive background in advocacy and working with marginalized families in behavioral health, community mental health, and the Philadelphia prison

systems. Community outreach, collaboration and research, dedicated to the relational treatment needs of marginalized communities within the scope of clinical training and development.

Couple and Family Therapy DCFT

Major: Couple and Family Therapy

Degree Awarded: Doctor in Couple and Family Therapy (DCFT)

Calendar Type: Quarter

Minimum Required Credits: 71.0

Co-op Option: None

Classification of Instructional Programs (CIP) code: 51.1505

Standard Occupational Classification (SOC) code: 21-1013

About the Program

The Doctor of Couple and Family Therapy (DCFT) is an advanced clinical degree program preparing couple and family therapists to take leadership roles in the couple and family therapy field as administrators, advanced practice clinicians and educators. The program prepares students to work with diverse individuals, couples and families across multiple health care settings, with a particular focus on clinical issues and evidence-informed practices related to couples therapy, trauma and addiction.

This is a part-time, online program that takes approximately three years to complete. The curriculum includes courses in advanced theory and practice, teaching pedagogy, health-care policy, research methodologies and a clinical internship.

Additional Information

For more information about the Doctor of Couple and Family Therapy program, visit the Counseling and Family Therapy Department (<https://drexel.edu/cnhp/academics/departments/Counseling-and-Family-Therapy/>) website.

Admission Requirements

The following minimum criteria will be used for to determine an applicant's admissibility:

- Master's degree in marriage/couple and family therapy
- Cumulative GPA of 3.5
- Academic transcripts(s)
- Focused Personal Essay:
 - Reason for applying to the program
 - How the program mission fits with their professional goals
- No GRE test scores
- Virtual interview
- Three (3) recommendation letters

All applicants will be scored on the following criteria, as it relates to their admission decision:

1. Ability to perform academically
2. Leadership abilities
3. Clinical abilities
5. Commitment to working with work with diverse individuals, couples and families
6. Commitment to scholarship

Degree Requirements

CFTP 710	Advanced Legal and Ethical Implications in Couple and Family Therapy	4.0
CFTP 716	Advanced Family Therapy Theory and Practice	3.0
CFTP 720	Couple Therapy Theory & Practice	3.0
CFTP 724	Multicultural Approach to Couple and Family Therapy	4.0
CFTP 734	Supervision in Couple and Family Therapy	4.0
CFTP 735	Family Healthcare Policy	3.0
CFTP 740	Systemic Approaches to Addiction	3.0
CFTP 742	Couples Sexual Therapy	3.0
CFTP 743	Trauma Theory and Models with Vulnerable Populations	3.0
CFTP 750	Professional Development and Leadership	3.0
CFTP 760	Teaching Practicum	2.0

CFTP 765	Grant Writing for Program Development	3.0
NHP 762	Health Professional Education	3.0
RSCH 700	Foundations in Quantitative Research	3.0
RSCH 714	Qualitative Research Methods I	3.0
RSCH 720	Foundations of Biostatistics	3.0
Internship		
CFTP 805	Couple and Family Therapy Doctoral Internship I	3.0
CFTP 806	Couple and Family Therapy Doctoral Internship II	3.0
CFTP 807	Couple and Family Therapy Doctoral Internship III	3.0
Portfolio Planning and Development		
CFTP 797	Capstone Portfolio Development I	2.0
CFTP 798	Capstone Portfolio Development II	2.0
CFTP 799	Capstone Portfolio Development III	2.0
Capstone Portfolio Sequence		
CFTP 810	Capstone Portfolio I	2.0
CFTP 811	Capstone Portfolio II	2.0
CFTP 812	Capstone Portfolio III	2.0
Total Credits		71.0

Sample Plan of Study

First Year

Fall	Credits Winter	Credits Spring	Credits Summer	Credits
CFTP 710	4.0 CFTP 720	3.0 CFTP 724	4.0 CFTP 735	3.0
CFTP 716	3.0 CFTP 740	3.0 NHP 762	3.0 CFTP 743	3.0
	CFTP 797	2.0	CFTP 798	2.0
	7	8	7	8

Second Year

Fall	Credits Winter	Credits Spring	Credits Summer	Credits
CFTP 734	4.0 CFTP 750	3.0 CFTP 760	2.0 CFTP 742	3.0
RSCH 720	3.0 RSCH 700	3.0 CFTP 799	2.0 CFTP 765	3.0
		RSCH 714	3.0	
	7	6	7	6

Third Year

Fall	Credits Winter	Credits Spring	Credits
CFTP 805	3.0 CFTP 806	3.0 CFTP 807	3.0
CFTP 810	2.0 CFTP 811	2.0 CFTP 812	2.0
	5	5	5

Total Credits 71

Program Level Outcomes

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

- Understand and demonstrate core skills related to administration in clinical settings.
- Demonstrate advanced knowledge of couple and family therapy theory and practice.
- Develop key skills for teaching in clinical programs in couple and family therapy.
- Recognize the importance of cultural humility and practice it consistently across clinical practice and supervision, administration and teaching.
- Understand and respect cultural differences and diversity in couple and family therapy practice.
- Demonstrate advanced knowledge of core theories and models in couple therapy.
- Identify systemic impact of trauma and addiction and implications for clinical treatment.

Counseling and Family Therapy Department Faculty

Veronica Carey, PhD (*Capella University*) Assistant Dean of Diversity and Student Affairs. Associate Clinical Professor. National and international speaker on psychiatric rehabilitation evidence-based best practices and diversity, equity, and inclusion. Adheres to social justice as an essential curriculum content orientation.

Jessica Chou, PhD, LMFT, LPC (*St. Louis University*). Assistant Professor. Community-based research within marginalized populations including women and families impacted by substance use, training experiences of couple/marriage and family therapists (C/MFT) and migration and resettlement among immigrant and refugee families.

Stephanie Krauthamer Ewing, PhD, MPH (*University of Delaware*). Assistant Professor. Promoting healthy emotional development and resilience in children and adolescents, attachment and care-giving relationships, impact of trauma on parenting and attachment, developmental and contextual risk factors for depression and suicide risk in youth, evidence based treatments for depression and suicide risk, research methodology.

Christian Jordal, PhD, LMFT, CST (*Virginia Polytechnic Institute and State University*) *Interim Chair, Program Director, Master of Family Therapy Program (MFT)*. Associate Clinical Professor. Behavioral health outcomes, mixed methodology; program evaluation, sexual and gender identity, healthcare best practices.

James Muruthi, PhD (*University of Georgia*). Assistant Professor. Family aging, health, wellness, social capital, health disparities.

Rikki Patton, PhD, LMFT (*The Ohio State University*). Research Professor. Family impact of substance abuse disorders and addiction, interprofessional education and collaboration.

Phyllis Swint, PhD, LMFT (*Drexel University*) *Director of Clinical Training*. Assistant Clinical Professor. Development of clinical training models and affiliate relationships that align with foundational learning and placement experiences for C/MFT and Masters of Addictions Counseling students. Extensive background in advocacy and working with marginalized families in behavioral health, community mental health, and the Philadelphia prison systems. Community outreach, collaboration and research, dedicated to the relational treatment needs of marginalized communities within the scope of clinical training and development.

Creative Arts Therapies PhD

Major: Creative Arts Therapies

Degree Awarded: Doctor of Philosophy

Calendar Type: Quarter

Minimum Required Credits: 45.0

Co-op Option: None

Classification of Instructional Programs (CIP) code: 51.2399

Standard Occupational Classification (SOC) code: 29-1129

About the Program

The PhD in Creative Arts Therapies is a research degree program for art therapists, dance/movement therapists and music therapists who are interested in pursuing advanced scholarship and assuming academic leadership in their discipline. The primary mission of the program is the cultivation of scholars and academic leaders in the creative arts therapies who can:

- Generate and disseminate relevant, robust, rigorous research
- Contribute to theory evaluation and building
- Develop evidence-based best clinical practices
- Cultivate academic proficiency in educating the next generation of art therapists, dance/movement therapists and music therapists

The PhD program consists of four interactive learning modules plus a dissertation:

- **Interdisciplinary-** Delivered as seminars, these modules challenge students to study, explore, critically evaluate and synthesize areas of interdisciplinary knowledge relative to creative arts therapies origins, philosophy and theory.
- **Research-** Includes intensive study of multiple approaches to research. The purpose of the research module is to develop research skills along a spectrum of traditional and innovative approaches. The research curriculum contributes to the generation and dissemination of robust and relevant research in the students' respective fields.
- **Self/Other Artistic Knowledge-** Introduces the exploration of the intrinsic intersubjective therapeutic processes emergent through artistic inquiry and parallel to the actual arts therapies experience.
- **Practicum-** Emphasizes the transformation of theoretical knowledge to practical application and specialization. The research practicum is aimed at helping students gain hands-on experience in the design and conduct of research, collaborative teamwork, grant writing, data analysis and writing of research reports and publications. All students are required to complete a teaching practicum for one term.
- **Dissertation-** An original robust research project that directly relates to the development of and contribution to the theory and practice of the students' creative arts therapy specialization. The dissertation is the culmination and representation of the students' doctoral work that not only advances knowledge in their field but also positions them for career opportunities in academia and research.

Research

The professions of art therapy, dance/movement therapy and music therapy have grown and become increasingly integrated as interventions in health care, education and human services. Implicit in the emergent growth and integration of these professions is our responsibility to evaluate existing and develop new evidence-based theories and clinical practices. The mission of the PhD in Creative Arts Therapies is to generate, critically evaluate and disseminate research to address this need and ultimately to advance the knowledge and evidence bases for these professions. Consequently, we have identified the following core values central to our research agenda.

Stewardship and scholarship in the Creative Arts Therapies include:

- Critical evaluation of the philosophical assumptions inherent in and essential to the understanding, preservation and advancement of theory and practice of the CATs
- Critical evaluation of the research approaches and methods best suited for the investigation of theories, processes, mechanisms and outcomes in the creative arts therapies
- Generation of knowledge that contributes to the construction, evaluation and credibility of evidence-based theory and clinical practices
- Translation, dissemination and application of rigorous research that contributes to the preservation and advancement of our fields and the health of society.

Additional Information

For more information about the program, visit the College of Nursing and Health Professions' PhD in Creative Arts Therapies (<https://drexel.edu/cnhp/academics/doctoral/PHD-Creative-Arts-Therapies/>) webpage.

Degree Requirements

Research and Statistics Courses

CATX 712	Philosophy and Theory in Research	3.0
CATX 715	Expanded Perspectives on Research Methodologies	3.0
RSCH 700	Foundations in Quantitative Research	3.0
RSCH 714	Qualitative Research Methods I	3.0
RSCH 720	Foundations of Biostatistics	3.0
RCRG 600	An Introduction to the Responsible Conduct of Research	0.0

Research Elective

3.0

Select one of the following:

CHP 806	Community-Based and Participatory Research	
RSCH 715	Qualitative Research Methods II	
RSCH 721	Intermediate Statistics in Health I	
RSCH 722	Intermediate Statistics in Health II	
RSCH 813	Measurement Theory in Healthcare	
RSCH 816	Intermediate Mixed Methods Research	
RSCH 723	Interpretation of Data	

Writing Elective

3.0

Select one of the following:

RSCH 742	Scientific Writing	3.0
RSCH 743	Grantsmanship	3.0

Optional Elective *

0.0-6.0

Interdisciplinary Seminars

CATX 703	Interdisciplinary Seminar I	3.0
CATX 704	Interdisciplinary Seminar II	3.0
CATX 705	Interdisciplinary Seminar III	3.0

Self/Other Artistic Knowledge Studio Labs

CATX 716	Studio Based Artistic Inquiry	3.0
CATX 717	Intro to Arts-Based Research	3.0

Practical Application Courses

Practica in either research, teaching, clinical supervision, or advanced clinical practice.

CATX 808	Practicum I	2.0-9.0
CATX 809	Practicum II	2.0-9.0
CATX 812	Teaching Practicum	1.0

Dissertation Research **

4.0-72.0

CATX 804	Dissertation Research I	
CATX 805	Dissertation Research II	
CATX 806	Dissertation Research III	
CATX 807	Dissertation Research IV	

Total Credits

51.0-139.0

*

Students are permitted to take up to two additional courses from RSCH 700-899, NPH 700-899, IPS 700-899 or CATX 1899.

**

Dissertation Sequence: Students are required to complete the following courses: CATX 804, which focuses upon choosing a research topic for the dissertation; CATX 805, with faculty advisement, the student writes the dissertation proposal; CATX 806, the student revises the dissertation proposal based upon the results of the Dissertation Proposal Defense and collects the data; and CATX 807, the final stages of the dissertation in which the student analyzes the data, writes the final dissertation, and completes the oral defense. Courses in this sequence can be repeated multiple times until the stage of the dissertation process is complete for each course, and students must complete each course in the sequence. A minimum of 4 credits is required.

Sample Plan of Study

First Year			
Fall	Credits Winter	Credits Spring	Credits
CATX 703	3.0 CATX 704	3.0 CATX 705	3.0
CATX 712	3.0 CATX 717	3.0 CATX 715	3.0
CATX 716	3.0 RSCH 700	3.0 RSCH 714	3.0
	RCRG 600	0.0	
	9	9	9
Second Year			
Fall	Credits Winter	Credits Spring	Credits
RSCH 720	3.0 CATX 804**	1.0-9.0 CATX 805**	1.0-9.0
CATX 808	2.0-9.0 CATX 809	2.0-9.0 CATX 812	1.0
Research Elective	3.0 Writing Elective	3.0 Optional Elective*	
	8-15	6-21	2-10
Third Year			
Fall	Credits Winter	Credits	
CATX 806**	1.0-9.0 CATX 807**	1.0-9.0	
Optional Elective*			
	1-9	1-9	
Total Credits 45-91			

*

Students are permitted to take up to two additional courses from RSCH 700-899, NPH 700-899 or IPS 700-899 or CATX 1899.

**

Dissertation Sequence: Students are required to complete the following courses: CATX 804, which focuses upon choosing a research topic for the dissertation; CATX 805, with faculty advisement, the student writes the dissertation proposal; CATX 806, the student revises the dissertation proposal based upon the results of the Dissertation Proposal Defense and collects the data; and CATX 807, the final stages of the dissertation in which the student analyzes the data, writes the final dissertation, and completes the oral defense. Courses in this sequence can be repeated multiple times until the stage of the dissertation process is complete for each course, and students must complete each course in the sequence. A minimum of 4 credits is required.

Program Level Outcomes

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

- Become advanced critical and creative thinkers, scholars and leaders in their fields.
- Examine existing theory, propose revisions as necessary and develop new theoretical constructs that contribute to the evidence base for the creative arts disciplines.
- Critically evaluate traditional and innovative research paradigms most compatible with the epistemology, knowledge gaps and research questions in the creative arts therapies.
- Design and conduct research that aligns with one's research worldview and contributes to theory building and evidence-informed practice in the fields of art therapy, dance/movement therapy and music therapy.
- Engage in scholarly writing, artistic inquiry, teaching, and oral presentation to disseminate knowledge about the creative arts therapies to both public and professional communities.
- Demonstrate critical thinking, initiative, humility and intellectual morality and honesty as scholarly leaders, researchers and advocates in the professions of art therapy, dance/movement therapy and music therapy.

Creative Arts Therapies Department Faculty

Joke Bradt, PhD, MT-BC (*Temple University*) Director, PhD Program in Creative Arts Therapies. Professor. Research in music therapy, chronic pain, systematic reviews.

Natalie Rae Carlton, PhD, ATR-BC, LPCC (*Lesley University*) *Director, Art Therapy and Counseling MA Program*. Associate Clinical Professor. New media and comics, zines and graphic novel uses in art therapy.

Christina Devereaux, PhD, LCAT, LMHC, BC-DMT, NCC (*UCLA*) *Program Director for Dance/Movement Therapy and Counseling*. Associate Clinical Professor. Dance movement therapy, children, attachment, autism spectrum disorder, trauma, group work, clinical supervision.

Girija Kaimal, EdD, MA, ATR-BC (*Harvard University*) *Interim Department Chair, Assistant Dean for the Division of Human Development and Health Administration*. Associate Professor. Art therapy, indigenous arts, oncology, trauma leadership, program evaluation.

Clarissa Lacson, PhD, MT-BC (*Drexel University*) *Core Counseling Course Coordinator, Creative Arts Therapy MA Programs*. Assistant Clinical Professor. Interprofessional collaboration, program development, clinical supervision, research coordination, pediatric and medical music therapy

Marisol S. Norris, PhD, MT-BC (*Drexel University*) *Director, Music Therapy and Counseling MA Program*. Assistant Clinical Professor. . Community music therapy, critical pedagogies, Black aesthetics, culturally sustaining practice, radical healing framework.

Nalini Prakash, BC-DMT, CMA (*Drexel University*). Assistant Clinical Professor. Dance/Movement Therapy. movement analysis, mental illness, criminal justice, violence prevention, clinical supervision, arts and culture, arts-based community development.

Michele Rattigan, MA, ATR-BC, NCC, LPC, LPAT (*MCP Hahnemann University*). Associate Clinical Professor. Art Therapy. self-compassion, community compassion, and mindfulness-based arts therapies approaches for U unresolved trauma; post-partum depression and anxiety; disordered eating and body image concerns; self-harming behaviors; & dissociative disorders. Critical compassionate pedagogy, interprofessional collaboration, & Universal Design for Learning in higher education. Doctor of health science student; higher education concentration.

Minjung Shim, PhD, BC-DMT (*Drexel University*). Assistant Professor. Medical dance/movement therapy, chronic pain management, mindfulness-based interventions, healthy aging, virtual reality and eHealth interventions, clinical trials, theory/model-building, scoping reviews.

Adenike Webb, PhD, MT-BC (*Temple University*) *Clinical Education Coordinator, Creative Arts Therapy MA Programs* . Assistant Clinical Professor. Anti-oppressive pedagogy, wellbeing and creativity, social justice, culturally sustaining practice.

Denise Wolf, ATR-BC, ATCS, LPC, LPAT (*Drexel University*). Associate Clinical Professor. Consulting, trauma sensitive care/complex interpersonal trauma, clinical supervision, hand paper-making, Dialectical behavior therapy, art museum spaces, school-based art therapy, community engagement.

Emeritus Faculty

Nancy Gerber, PhD, ATR-BC (*Union Institute and University*). Associate Clinical Professor Emerita. Art therapy assessment and treatment of adolescents and adults; modern psychoanalysis and art therapy; arts therapy education and doctoral education; arts based research and mixed methods research.

Sharon W. Goodill, PhD, BC-DMT, NCC, LPC (*Union Institute and University*). Clinical Professor Emerita. Medical dance/movement, mind/body studies, movement assessment for DMT, CAT research and leadership.

Florence Ierardi, MM, MT-BC, LPC (*Temple University*). Associate Clinical Professor Emerita. Clinical improvisation, trauma-informed music therapy, multicultural music therapy perspectives.

Ellen Schelly-Hill, MMT, BC-DMT, NCC, LPC (*Antioch NE Graduate School*). Associate Clinical Professor Emerita. Adults diagnosed with mood disorders, anxiety, chronic pain and with histories of trauma; clinical supervision; ethics.

Culinary & Food Science MS

Major: Culinary and Food Science

Degree Awarded: Master of Science (MS)

Calendar Type: Quarter

Minimum Required Credits: 45.0

Co-op Option: None

Classification of Instructional Programs (CIP) code: 01.1001

Standard Occupational Classification (SOC) code: 19-1012

About the Program

Pushing the boundaries of food development through science is at the core of Drexel University's Master of Science in Culinary and Food Science. The program offers dynamic, multidisciplinary education grounded in the latest research techniques and technological applications for those interested in applying science to meet an ever-growing demand for healthy, safe and nutritious foods. Because of collaborative opportunities to work with faculty and students who are pursuing the art and taste of good food, our students work on current and novel product development for companies looking for sustainable and interesting new products. Our students gain a comprehensive overview of the food industry. The curriculum includes both theoretical and applied aspects of the science, technology, sustainability and safety of food as well as coursework in urban gardening, culinary arts and food

systems. Culinary and food scientists learn to integrate and apply knowledge from the disciplines of chemistry, physics, engineering, microbiology, nutrition, food studies and culinary arts in order to preserve, process, package and distribute foods that are safe, nutritious, enjoyable and affordable.

The program provides a science-based professional education that encompasses classroom theory, practical research and application. Food science is concerned with foods, ingredients and their physicochemical and biochemical interactions at the molecular and cellular levels. Students in the culinary and food science program participate in research by completing a research project. Current research in food science includes:

- Food sustainability and reuse issues
- Food product development
- Sensory analysis of foods

The program is designed for students who:

- Are already working within the food industry and seeking professional advancement
- Have an undergraduate degree in a general science-related area such as biology or chemistry and would like to change fields or move into the more specialized field of food science
- Are interested in the science of food and cooking

The MS in Culinary and Food Science program offers students numerous opportunities for hands-on, real-world careers in applied science and technology. Potential employers include food product manufacturers, along with other companies providing services related to institutional feeding or supplying ingredients, processing equipment and packaging materials. Technical and administrative positions are also available in various government agencies and with independent testing laboratories.

Food scientists are needed in the areas of:

- Food product development
- Food quality assessment and management
- Food processing
- Food product research and development
- Food sustainability and food waste reduction and practices
- Technical sales and support
- Sensory analysis

Additional Information

For more information please visit the Culinary and Food Science website (<https://www.drexel.edu/cnhp/academics/graduate/MS-Culinary-Food-Science/>).

Admission Requirements

Additional co- or prerequisites: CULA 115 *Culinary Fundamentals*, CULA 125 *Foundations of Professional Baking*, FDSC 100 *ServSafe* or proof of ServSafe certificate.

Degree Requirements

Food Science Core Competency - Required

FDSC 506 or FDSC 560	Food Composition & Behavior Food Chemistry	3.0
FDSC 550	Food Microbiology	3.0
FDSC 551	Food Microbiology Laboratory	2.0
FDSC 556	Food Preservation Processes	3.0
FDSC 557	Advanced Food Product Development	3.0
FDSC 662	Sensory Evaluation of Food	3.0
FDSC 890	Seminar in Food Science	1.0

Culinary Core Competency - Required

FOOD 605	Culture and Gastronomy	3.0
FOOD 606	The Contemporary Food System	3.0
FOOD 612	Food Writing	3.0
FOOD 626	Kitchen Garden	3.0

Electives

15.0

Select 15.0 credits from the following:

FDSC 501	Research Methods for Food Science
FDSC 561	Food Analysis

FDSC 570	Meat Science	
FDSC 577	Food Engineering	
FDSC 610	The Science of Wine	
FDSC 669	Readings in Food Science	
FOOD 502	Culinary Medicine	
FOOD 503	Global Cuisine Studio	
FOOD 525	Garde Manger Laboratory	
FOOD 530	Charcuterie	
FOOD 699	Thesis Research in Culinary Arts and Science	
FOOD 801	Food Systems Practicum/Project	
FOOD 890	Seminar in Culinary Arts and Science	
Optional Co-op Experience *		0-1
COOP 500	Career Management and Professional Development for Master's Degree Students	
Total Credits		45.0-46.0

*

Co-op is an option for this degree for full-time on-campus students. To prepare for the 6-month co-op experience, students will complete: COOP 500.

The total credits required for this degree with the co-op experience is 46.0

Students not participating in the co-op experience will need 45.0 credits to graduate.

Sample Plan of Study

Graduate Co-Op Plan of Study

First Year

Fall	Credits Winter	Credits Spring	Credits Summer	Credits
COOP 500	1.0 FDSC 556	3.0 FDSC 662	3.0 Electives	9.0
FDSC 506 or 560	3.0 FDSC 557	3.0 FOOD 605	3.0	
FDSC 550	3.0 FOOD 606	3.0 FOOD 626	3.0	
FDSC 551	2.0			
FDSC 890	1.0			
	10	9	9	9

Second Year

Fall	Credits Winter	Credits Spring	Credits
COOP EXPERIENCE	COOP EXPERIENCE	FOOD 612	3.0
		Electives	6.0
	0	0	9

Total Credits 46

Non Co-Op Plan of Study

First Year

Fall	Credits Winter	Credits Spring	Credits Summer	Credits
FDSC 506 or 560	3.0 FDSC 556	3.0 FDSC 662	3.0 Vacation	
FDSC 550	3.0 FDSC 557	3.0 FOOD 605	3.0	
FDSC 551	2.0 FOOD 606	3.0 FOOD 626	3.0	
FDSC 890	1.0			
	9	9	9	0

Second Year

Fall	Credits Winter	Credits
FOOD 612	3.0 Electives	9.0
Electives	6.0	
	9	9

Total Credits 45

Program Level Outcomes

To develop understanding of food disciplines to include:

- Culinary arts and food science and the interplay required for food product development.
- Develop an understanding of the properties and reactions of food components.

- iii. Develop effective communication skills to include reading and writing technical reports and the presentation of accurate and concise information regarding food in the media and/or within the context of a professional position in a food-related field.
- iv. Cultivate an understanding of cultural aspects of the food industries and how cuisines develop.
- v. Understand the importance of food safety and quality assurance in the food industry.
- vi. Develop understanding of how food is grown, harvested, formulated and processed.

Culinary Arts & Science Faculty

Jonathan Deutsch, PhD (*New York University*). Professor. Social and cultural aspects of food, culinary education, culinary improvisation, recipe and product development; food sustainability.

Paul O'Neill, MA (*La Salle University*). Assistant Clinical Professor. Hospitality Management

Richard Pepino Associate Clinical Professor. Executive Kitchen Director

Rosemary Trout, DHS (Drexel University) Program Director, Culinary Arts and Food Science. Associate Clinical Professor. Food safety and sanitation in food service and food manufacturing; sensory evaluation, ingredient functionality and food chemistry, food media.

Michael Tunick, PhD (*Temple University*). Assistant Clinical Professor. Dairy and Cheese science, rheology, Sensory science, Food chemistry and engineering

Charles Ziccardi, MS (*Drexel University*). Assistant Teaching Professor. Classic Italian cuisine, Italian culture, gardening for the kitchen, food sustainability, and professional hospitality management.

Emeritus Faculty

A. Philip Handel, PhD (*University of Massachusetts*). Professor Emeritus. Food science, especially lipid chemistry; food composition and functionality; evaluation and analysis of frying fats and fried foods.

Donna H. Mueller, PhD (*Temple University*). Associate Professor Emeritus. Clinical nutrition; pediatric nutrition; nutrition in pulmonary diseases, especially cystic fibrosis; nutrition in developmental delay; dental nutrition; dietetic education and professional development.

Dance/Movement Therapy and Counseling MA

Major: Dance/Movement Therapy and Counseling

Degree Awarded: Master of Arts (MA)

Calendar Type: Quarter

Minimum Required Credits: 90.0

Co-op Option: None

Classification of Instructional Programs (CIP) code: 51.2302

Standard Occupational Classification (SOC) code: 29-1129

About the Program

The Master of Arts program in Dance/Movement Therapy and Counseling supports students to become creative, responsive and effective mental health practitioners where dance and movement are the essential modes of transformation. Through a balance of experiential and reflective learning, theory and skill-based education and supervised practicum and internship experiences, students develop a strong base for effective clinical practice as dance/movement therapists and counselors.

The 90.0 quarter-credit curriculum includes anti-oppressive and trauma-informed clinical mental health counseling coursework in addictions and recovery; human psychological development; differential diagnosis and processes; crisis and trauma; social and cultural foundations; clinical appraisal and assessment; and group dynamics and processes. Specialty coursework also centers around dance movement as (1) a tool for communication, creativity and expression; (2) essential for growth and development; and (3) situated within cultures. In-class experientials and didactic learning inform each student's simultaneous on-site, community educational experiences with individuals and groups.

Program graduates are eligible for the Registered Dance/Movement Therapist (R-DMT) credential with the American Dance Therapy Association (ADTA) as well as professional counseling licensure in Pennsylvania (upon completion of post-graduation requirements). Because licensure requirements vary from state to state, students interested in attaining post-graduation counseling licensure are encouraged to check the requirements for any state(s) where they plan to work and practice. In addition, the students must begin to know and understand the requirements for any future licensure they may seek.

The profession is positioned to meet an increasing interest in mind-body approaches to mental and physical health that have emerged in health profession circles and in the general public. Upon graduation, students utilize their skills to work in a variety of settings such as schools, early

intervention programs, community mental health, inpatient psychiatry, medical, social service and wellness settings. Students also engage in innovative therapeutic applications through clinical work and research.

Additional Information

For more information about the program, visit the College of Nursing and Health Professions Dance/Movement Therapy and Counseling (<https://drexel.edu/cnhp/academics/graduate/ma-dance-movement-therapy-counseling/>) website.

Degree Requirements

Core Courses

CATX 501	Foundations of Creative Arts Therapies	2.0
CTCN 501	Human Psychological Development	4.5
CTCN 503	Differential Diagnosis and Processes	4.5
CTCN 504	Professional Orientation and Ethics	4.5
CTCN 505	Theories of Counseling and Psychotherapy	4.5
CTCN 509	Social and Cultural Foundations	4.5
CTCN 540	Approaches to Addictions and Recovery	4.5
CTCN 601	Introduction to Behavioral Research	4.5
CTCN 603	Clinical Appraisal and Assessment	4.5
CTCN 604	Career Counseling	4.5
CTCN 606	Group Dynamics and Processes	4.5

Dance/Movement Therapy Track Courses

CTCN 552	Therapy Relationship Skills I	2.5
CTCN 553	Therapy Relationship Skills II	2.0
CTCN 554	Movement Observation and Assessment I	2.0
CTCN 560	Theory and Practice: Special Populations	3.0
CTCN 555	Movement Observation and Assessment II	2.5
CTCN 563	Movement Perspectives in Human Development	3.0
CTCN 651	Medical Dance/Movement Therapy	1.0
CTCN 565	Movement Observation and Assessment III	2.5
CTCN 654	Crisis, Trauma, and the Body	4.0
CTCN 655	Dance, Culture, and Healing	1.5
CTCN 659	Advanced Topics in Dance/Movement Therapy	2.0
CTCN 656	Movement Observation and Assessment IV	2.0

Clinical Education Courses

CTCN 511	Clinical Practicum & Practicum Seminar I	2.0
CTCN 521	Clinical Practicum & Practicum Seminar II	2.0
CTCN 531	Clinical Practicum & Practicum Seminar III	2.0
CTCN 611	Clinical Internship & Internship Seminar I	2.0
CTCN 621	Clinical Internship & Internship Seminar II	2.0
CTCN 631	Clinical Internship & Internship Seminar III	2.0

Culminating Project

CATX 623	Culminating Project in Dance/Movement Therapy I	1.5
CATX 624	Culminating Project in Dance/Movement Therapy II	1.5

Additional Electives *

As needed, in consultation with the program director students can select the following electives:

CATX 627	For Culminating Project Only
CATX I699	Independent Study in Creative Arts Therapies

Total Credits

90.0

*

Please note that electives are in addition to the 90 credits required for the degree. Please consult with you advisor before registering for an elective

Sample Plan of Study

First Year

Fall	Credits Winter	Credits Spring	Credits Summer	Credits
CATX 501	2.0 CTN 509	4.5 CTN 503	4.5 CTN 504	4.5
CTCN 501	4.5 CTN 521	2.0 CTN 531	2.0 CTN 505	4.5
CTCN 511	2.0 CTN 555	2.5 CTN 553	2.0 CTN 651	1.0
CTCN 552	2.5 CTN 606	4.5 CTN 560	3.0	
CTCN 554	2.0 CTN 655	1.5 CTN 565	2.5	

CTCN 563	3.0			
	16	15	14	10
Second Year				
Fall	Credits Winter	Credits Spring	Credits	
CTCN 601	4.5 CATX 623	1.5 CATX 624	1.5	
CTCN 611	2.0 CTCN 540	4.5 CTCN 604	4.5	
CTCN 654	4.0 CTCN 603	4.5 CTCN 631	2.0	
CTCN 656	2.0 CTCN 621	2.0 CTCN 659	2.0	
	12.5	12.5	10	
Total Credits 90				

Program Level Outcomes

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

- Provide individual and group dance/movement therapy and counseling services across a diverse spectrum of recipient populations and ages, including assessment, evaluation and intervention.
- Utilize creative processes in therapeutic work and elicit healing properties of dance and movement within a given cultural context.
- Apply understanding of functional, relational, developmental and expressive aspects of movement to support health and wellbeing.
- Exercise cultural humility to work with diverse populations, applying collaboration and advocacy with respect for differences and a commitment to social justice.
- Critically interpret and apply research and other scholarly literature in practice relevant to dance/movement therapy and counseling.
- Effectively communicate, interface and collaborate with other professionals and members of the public as part of clinical/community practice and advocacy.
- Demonstrate an understanding of systems of care and professional roles within systems.
- Demonstrate ethical sensitivity and consistent application of ethical principles and standards of practice.
- Use of self-awareness, reflexivity and self-evaluation for continued professional growth.

Creative Arts Therapies Department Faculty

Joke Bradt, PhD, MT-BC (*Temple University*) *Director, PhD Program in Creative Arts Therapies*. Professor. Research in music therapy, chronic pain, systematic reviews.

Natalie Rae Carlton, PhD, ATR-BC, LPCC (*Lesley University*) *Director, Art Therapy and Counseling MA Program*. Associate Clinical Professor. New media and comics, zines and graphic novel uses in art therapy.

Christina Devereaux, PhD, LCAT, LMHC, BC-DMT, NCC (*UCLA*) *Program Director for Dance/Movement Therapy and Counseling*. Associate Clinical Professor. Dance movement therapy, children, attachment, autism spectrum disorder, trauma, group work, clinical supervision.

Girija Kaimal, EdD, MA, ATR-BC (*Harvard University*) *Interim Department Chair, Assistant Dean for the Division of Human Development and Health Administration*. Associate Professor. Art therapy, indigenous arts, oncology, trauma leadership, program evaluation.

Clarissa Lacson, PhD, MT-BC (*Drexel University*) *Core Counseling Course Coordinator, Creative Arts Therapy MA Programs*. Assistant Clinical Professor. Interprofessional collaboration, program development, clinical supervision, research coordination, pediatric and medical music therapy

Marisol S. Norris, PhD, MT-BC (*Drexel University*) *Director, Music Therapy and Counseling MA Program*. Assistant Clinical Professor. Community music therapy, critical pedagogies, Black aesthetics, culturally sustaining practice, radical healing framework.

Nalini Prakash, BC-DMT, CMA (*Drexel University*). Assistant Clinical Professor. Dance/Movement Therapy. movement analysis, mental illness, criminal justice, violence prevention, clinical supervision, arts and culture, arts-based community development.

Michele Rattigan, MA, ATR-BC, NCC, LPC, LPAT (*MCP Hahnnemann University*). Associate Clinical Professor. Art Therapy. self-compassion, community compassion, and mindfulness-based arts therapies approaches for U unresolved trauma; post-partum depression and anxiety; disordered eating and body image concerns; self-harming behaviors; & dissociative disorders. Critical compassionate pedagogy, interprofessional collaboration, & Universal Design for Learning in higher education. Doctor of health science student; higher education concentration.

Minjung Shim, PhD, BC-DMT (*Drexel University*). Assistant Professor. Medical dance/movement therapy, chronic pain management, mindfulness-based interventions, healthy aging, virtual reality and eHealth interventions, clinical trials, theory/model-building, scoping reviews.

Adenike Webb, PhD, MT-BC (*Temple University*) *Clinical Education Coordinator, Creative Arts Therapy MA Programs*. Assistant Clinical Professor. Anti-oppressive pedagogy, wellbeing and creativity, social justice, culturally sustaining practice.

Denise Wolf, ATR-BC, ATCS, LPC, LPAT (*Drexel University*). Associate Clinical Professor. Consulting, trauma sensitive care/complex interpersonal trauma, clinical supervision, hand paper-making, Dialectical behavior therapy, art museum spaces, school-based art therapy, community engagement.

Emeritus Faculty

Nancy Gerber, PhD, ATR-BC (*Union Institute and University*). Associate Clinical Professor Emerita. Art therapy assessment and treatment of adolescents and adults; modern psychoanalysis and art therapy; arts therapy education and doctoral education; arts based research and mixed methods research.

Sharon W. Goodill, PhD, BC-DMT, NCC, LPC (*Union Institute and University*). Clinical Professor Emerita. Medical dance/movement, mind/body studies, movement assessment for DMT, CAT research and leadership.

Florence Ierardi, MM, MT-BC, LPC (*Temple University*). Associate Clinical Professor Emerita. Clinical improvisation, trauma-informed music therapy, multicultural music therapy perspectives.

Ellen Schelly-Hill, MMT, BC-DMT, NCC, LPC (*Antioch NE Graduate School*). Associate Clinical Professor Emerita. Adults diagnosed with mood disorders, anxiety, chronic pain and with histories of trauma; clinical supervision; ethics.

Master of Family Therapy MFT

Major: Family Therapy

Degree Awarded: Master of Family Therapy (MFT)

Calendar Type: Quarter

Minimum Required Credits: 90.0

Co-op Option: None

Classification of Instructional Programs (CIP) code: 51.1505

Standard Occupational Classification (SOC) code: 21.1013

About the Program

The Master of Family Therapy (MFT) program is designed to prepare the next generation of couple and family therapists for the workforce. Students are trained to work in diverse, inter-professional health care environments and to address the complex public health issues that impact individuals, couples and families. The program has a particular focus on working with couples and families impacted by trauma and addiction. Students are trained in modern, post-modern and evidence-based therapy approaches. Faculty have expertise and certifications in an array of treatment models, including attachment-based family therapy, emotionally focused couples therapy, sex therapy and self-of-the-therapist frameworks.

This 22-month, full-time, graduate degree program meets the minimum educational requirements for MFT license eligibility in the Commonwealth of Pennsylvania. The program is currently accredited by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE).

NOTE: This program is subject to approval by the program accrediting body, the Commission for Accreditation of Marriage and Family Therapy Education (COAMFTE).

Additional Information

For more information, visit Drexel's College of Nursing and Health Professions Counseling and Family Therapy Department (<https://drexel.edu/cnhp/academics/departments/Counseling-and-Family-Therapy/>) webpage.

Degree Requirements

The MFT curriculum assists students in integrating theory and practice. Issues of cultural diversity such as race, class, gender, sexual orientation, and ethnicity and power and privilege are addressed throughout the program. Students are fully trained to assume clinical practice in couple and family therapy and meet the educational requirements for Clinical Fellow membership in the AAMFT.

Required Courses

CFTP 500	Introduction to Systems Theory	4.0
CFTX 501	Introduction to Family Therapy Models I	3.0
CFTP 502	Introduction to Family Therapy II	3.0
CFTP 513	DSM I: Adult Psychopathology	3.0
CFTP 514	DSM II: Child Psychopathology	3.0
CFTP 522	Legal and Ethical Implications in Couple and Family Therapy Practice	4.0
CFTP 524	Family Assessment and Evaluation	3.0
CFTP 525	Research in Couple and Family Therapy	4.0
CFTP 540	Child Therapy in Couple and Family Therapy	3.0
CFTP 568	Addictions in the Family System	3.0
CFTP 570	Foundational Elements of Trauma Care	2.0

CFTP 571	Human Development and Family Life Cycles	4.0
CFTP 572	Diversity and Contextual Factors in Clinical Practice	4.0
CFTX 573	Group Therapy: Theoretical Models and Practice	2.0
CFTP 574	Intersections of Trauma and Families Across Contexts	4.0
CFTP 575	Foundational Elements of Addiction	2.0
CFTP 577	Self of the Therapist	2.0
CFTP 578	Couples and Sex Therapy	4.0
CFTP 600	Advanced Theory and Practice I	3.0
CFTX 601	Advanced Theory and Practice II	3.0
CFTP 602	Advanced Theory and Practice III	3.0
Practicum		
CFTX 530	Clinical Practicum Supervision I	3.0
CFTX 531	Clinical Practicum Supervision II	1.0
CFTX 532	Clinical Practicum Supervision III	1.0
CFTX 533	Clinical Practicum Supervision IV	1.0
CFTX 534	Clinical Practicum Supervision V	1.0
CFTX 535	Clinical Practicum Supervision VI	1.0
CFTX 536	Clinical Practicum Supervision VII	1.0
CFTP 539	Clinical Readiness Seminar	3.0
CFTP 561	Group Supervision Practicum I	2.0
CFTP 562	Group Supervision Practicum II	2.0
CFTP 563	Group Supervision Practicum III	2.0
CFTP 564	Group Supervision Practicum IV	2.0
Capstone		
CFTP 603	Professional Development Capstone	4.0
Total Credits		90.0

Clinical Practicum Experience

All interns must complete two practicum experiences continuously prior to graduation: 9 month and 12 month. Interns will be expected to spend 16-20 hours per week working at the approved program practicum site. The intern, site supervisor, and CFT Director of Clinical Training negotiate practicum schedules. The practicum schedule cannot conflict with program class schedule.

Clinical practicum sites are located primarily in Philadelphia, Delaware, and New Jersey. Settings include addictions facilities, schools, family based and forensic family therapy treatment programs, hospitals, community health centers, juvenile justice treatment systems, and inpatient and outpatient behavioral health agencies. Students should expect to travel up to 30 miles to their practicum site or for related supervision. Transportation, therein is the responsibility of the student.

For additional information, students should contact the Couple and Family Therapy Department (<https://drexel.edu/cnhp/academics/departments/Counseling-and-Family-Therapy/>).

Sample Plan of Study

First Year

Fall	Credits Winter	Credits Spring	Credits Summer	Credits
CFTP 500	4.0 CFTP 513	3.0 CFTP 514	3.0 CFTP 502	3.0
CFTP 522	4.0 CFTP 572	4.0 CFTP 524	3.0 CFTP 561	2.0
CFTP 539	3.0 CFTP 577	2.0 CFTP 570	2.0 CFTP 574	4.0
CFTP 571	4.0 CFTX 501	3.0 CFTP 578	4.0 CFTP 575	2.0
CFTX 530	3.0 CFTX 531	1.0 CFTX 532	1.0 CFTX 533	1.0
	18	13	13	12

Second Year

Fall	Credits Winter	Credits Spring	Credits
CFTP 525	4.0 CFTP 540	3.0 CFTP 564	2.0
CFTP 562	2.0 CFTP 563	2.0 CFTP 602	3.0
CFTP 568	3.0 CFTX 535	1.0 CFTP 603	4.0
CFTP 600	3.0 CFTX 573	2.0 CFTX 536	1.0
CFTX 534	1.0 CFTX 601	3.0	
	13	11	10

Total Credits 90

Program Level Outcomes

Program Goal 1: To graduate students who have acquired the theoretical knowledge and clinical skills to practice in the field of Marriage and Family Therapy

- SLO 1: Employ a systemic/relational perspective to identify, assess and treat clinical and mental health issues using traditional and psycho-diagnostic categories
- SLO 2: Identify, assess and understand individual and family development across the family life cycle and its related influence on clinical, physical and mental health issues

Program Goal 2: To graduate students who can identify and execute the legal and ethical responsibilities to practice in the field of Marriage and Family Therapy

- SLO 3: Maintain a professional couple and family therapy identity and ethical conduct to support future MFT licensure credentialing
- SLO 4: Identify ethical and legal issues and responsibilities related to the practice of couple and family therapy

Program Goal 3: To graduate students trained to identify cultural and contextual differences, to use their self in the therapeutic process and who serve diverse peoples and communities in the practice of couple and family therapy.

- SLO 5: Identify and utilize foundational and current, contemporary directions to couple and family therapy practice
- SLO 6: Understand, respect and maintain understanding of cultural differences in couple and therapy practice

Program Goal 4: To graduate students who can consume and contribute to the Marriage and Family Therapy research literature

- SLO 7: Demonstrate knowledge of traditional and contemporary research practices in couple and family therapy
- SLO 8: Identify ethical responsibilities in couple and family therapy research practices

Counseling and Family Therapy Department Faculty

Veronica Carey, PhD (*Capella University*) Assistant Dean of Diversity and Student Affairs. Associate Clinical Professor. National and international speaker on psychiatric rehabilitation evidence-based best practices and diversity, equity, and inclusion. Adheres to social justice as an essential curriculum content orientation.

Jessica Chou, PhD, LMFT, LPC (*St. Louis University*). Assistant Professor. Community-based research within marginalized populations including women and families impacted by substance use, training experiences of couple/marriage and family therapists (C/MFT) and migration and resettlement among immigrant and refugee families.

Stephanie Krauthamer Ewing, PhD, MPH (*University of Delaware*). Assistant Professor. Promoting healthy emotional development and resilience in children and adolescents, attachment and care-giving relationships, impact of trauma on parenting and attachment, developmental and contextual risk factors for depression and suicide risk in youth, evidence based treatments for depression and suicide risk, research methodology.

Christian Jordal, PhD, LMFT, CST (*Virginia Polytechnic Institute and State University*) Interim Chair, Program Director, Master of Family Therapy Program (MFT). Associate Clinical Professor. Behavioral health outcomes, mixed methodology; program evaluation, sexual and gender identity, healthcare best practices.

James Muruthi, PhD (*University of Georgia*). Assistant Professor. Family aging, health, wellness, social capital, health disparities.

Rikki Patton, PhD, LMFT (*The Ohio State University*). Research Professor. Family impact of substance abuse disorders and addiction, interprofessional education and collaboration.

Phyllis Swint, PhD, LMFT (*Drexel University*) Director of Clinical Training. Assistant Clinical Professor. Development of clinical training models and affiliate relationships that align with foundational learning and placement experiences for C/MFT and Masters of Addictions Counseling students. Extensive background in advocacy and working with marginalized families in behavioral health, community mental health, and the Philadelphia prison systems. Community outreach, collaboration and research, dedicated to the relational treatment needs of marginalized communities within the scope of clinical training and development.

Health and Rehabilitation Sciences MS

Major: Health and Rehabilitation Sciences

Degree Awarded: Master of Science (MS)

Calendar Type: Quarter

Minimum Required Credits: 45.0

Co-op Option: None

Classification of Instructional Programs (CIP) code: 51.2314

Standard Occupational Classification (SOC) code: 19-1099

About the Program

The health and rehabilitation sciences MS program is designed to provide a flexible curriculum to meet the needs of students with interests across the health and rehabilitation sciences continuum. Core courses will provide scientific foundations in health and rehabilitation research, biostatistics and research methods. The core includes a thesis option for those seeking a career in research and a non-thesis final project option for those with professional or clinical interests.

Elective courses enable each student, with guidance from their advisor, to focus the program of study on the particular areas of health and rehabilitation science they seek to develop graduate-level expertise in. Additionally, elective credits may be used to complete a graduate minor from the many excellent options across Drexel's schools and colleges.

Students completing the program are prepared for further graduate study at the PhD level and careers in health and rehabilitation and exercise science.

Additional Information

For more information about this program, contact:

Department of Physical Therapy and Rehabilitation Sciences

PTadmissions@drexel.edu

Additional information is also available on Drexel's College of Nursing and Health Professions MS in Health and Rehabilitation Sciences (<https://drexel.edu/cnhp/academics/graduate/MS-Health-Rehabilitation-Sciences/>) web page

Admission Requirements

- Degree: a STEM or health-related bachelor's degree from an accredited institution in the United States or equivalent international institution. Must have a GPA of 3.0 or above.
- GRE: not required
- References: two letters of recommendation submitted electronically.
- Personal statement: approximately 500 words explaining your reasons for pursuing the MS degree, your short- and long-term career plans and how your background and experience to date when combined with this degree will enable you to pursue these goals successfully.
- CV/resume: required

International students: International applicants, as well as immigrants to the United States and United States permanent residents whose native language is not English and who have not received a bachelor's degree or higher in the United States, Australia, Canada, Ireland, New Zealand or the United Kingdom, must show proficiency in English speaking as well as listening, writing and reading.

Applicants must meet one of the following requirements:

- Test of English as a Foreign Language (TOEFL minimum scores: 90/577/233)
- the International English Language Testing System (IELTS minimum Overall Band Score: 6.5)
- or the Pearson Test of English (PTE minimum score: 61)

Degree Requirements

Core Courses

HRSC 541	Introduction to Scholarly Inquiry and Communication in Health and Rehabilitation Sciences	3.0
RSCH 519	Introduction to Biostatistics	3.0

Choose a final project or thesis concentration:

Final Project Concentration		3.0-9.0
HRSC 690	Final Project I	
HRSC 691	Final Project II	
Thesis Concentration *		6.0-9.0
HRSC 695	Thesis Research I	
HRSC 696	Thesis Research II	

Electives: **

BMES 528	Pediatric Engineering I	
BMES 529	Pediatric Engineering II	
BMES 531	Chronobioengineering I	
BMES 532	Chronobioengineering II	
BMES 571	Biological Evolution: Applications to Human Health and Performance	

30.0-36.0

BMES 585	Medical Technology Innovation: Devices
BMES 641	Biomedical Mechanics I
BMES 642	Biomedical Mechanics II
BMES 718	Brain Computer Interfaces
HRSC 671	Research Practicum I
HRSC 672	Research Practicum II
HRSC 673	Research Practicum III
HRSC I699	Independent Study in Health & Rehabilitation Sciences
HSAD 500	Historical Influences on the US Healthcare System
HSAD 501	Managerial Epidemiology
IPS 502	Advanced Ethical Decision Making in Health Care
IPS 507	Mindfulness Meditation
IPS 511	Collaboration with Vulnerable Populations
IPS 663	Communication and Self-Awareness for Leadership
IPS 861	Interdisciplinary Approaches in Aging Research
NFS 526	Lifecycle Nutrition
NFS 546	World Nutrition
NFS 625	Nutrition and Exercise Physiology
NFS 636	Maternal and Child Health Nutrition
NFS 640	Nutrition of the Schoolchild
RSCH 700	Foundations in Quantitative Research
RSCH 741	Foundations in Scholarly Inquiry & Writing
SCL 501	Coaching Theory and Principles
SCL 502	Ethical Considerations in Coaching
SCL 503	Learning Strategies in Coaching
SCL 504	Coaching Psychology
SCL 614	Sport Performance & Energy Systems
SCL 616	Sport Conditioning
SCL 617	Prevention & Care of Athletic Injuries

Total Credits**45.0-60.0**

*

Not to exceed 9 credits

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Students complete a minimum of 30.0 - 36.0 credits of electives, which may include preapproved electives and other graduate courses from within and outside CNHP as appropriate to support the individualized plan of study. Electives require approval from the Program Director. Additionally, with prior approval from the Program Director, elective credits may be used to fulfill the requirements for a graduate minor.

Sample Plan of Study

Final Project concentration- Sample Plan of Study

First Year			
Fall	Credits Winter	Credits Spring	Credits
HRSC 541	3.0 BMES 571	4.0 HSAD 501	3.0
NFS 526	3.0 HRSC I699	1.0 IPS 502	3.0
RSCH 519	3.0 HSAD 500	4.0 IPS 861	3.0
	9	9	9
Second Year			
Fall	Credits Winter	Credits	
HRSC 690	3.0 HRSC 691	3.0	
HRSC I699	3.0 HRSC I699	1.5	
IPS 502	3.0 IPS 663	4.5	
	9	9	
Total Credits 45			

Thesis concentration - Sample Plan of Study

First Year			
Fall	Credits Winter	Credits Spring	Credits
HRSC 541	3.0 HRSC 672	3.0 HRSC 673	3.0
HRSC 671	3.0 RSCH 700	3.0 HRSC I699	3.0

RSCH 519	3.0 RSCH 741	3.0 NFS 546	3.0
	9	9	9
Second Year			
Fall	Credits Winter	Credits	
HRSC 673	3.0 HRSC 696	6.0	
HRSC 695	3.0 HRSC 1699	3.0	
NFS 526	3.0		
	9	9	
Total Credits 45			

Program Level Outcomes

Upon completion of the program graduates will be prepared to:

- Demonstrate understanding of advanced topics in health and rehabilitation sciences.
- Critically read, evaluate and discuss relevant research literature in health and rehabilitation sciences.
- Analyze issues using critical thinking and solution-focused problem-solving skills.
- Communicate effectively with a variety of different stakeholders.
- Students completing a thesis will pursue research activities that lead to published scientific findings.

Physical Therapy and Rehabilitation Sciences Faculty

Benjamin Binder-Markey, PT, DPT, PhD (*Northwestern University, University of Delaware*). Assistant Professor. Skeletal muscle adaptations after injury and disease; muscle adaptation effects on physical function; musculoskeletal computational models; neurological rehabilitation.

Heather L. Brossman, DHSC, PT, DPT, MS Board Certified Cardiopulmonary Clinical Specialist, Board-Certified Pediatric Clinical Specialist (*Temple University*) Associate Director of Clinical Education. Assistant Professor. Acute care, preschool and school-based practice, early intervention, cardiovascular and pulmonary disorders, complex conditions, participation of children with multiple disabilities, physical activity.

Sudeshna A. Chatterjee, PT, PhD (*University of Florida*). Assistant Professor. Aging, Neurorehabilitation, Functional Neuroimaging, Non-invasive Brain Stimulation.

Lisa Ann Chiarello, PT, PhD, FAPTA (*Hahnemann University*) Interim Department Chair of Physical Therapy and Rehabilitation Sciences, Executive Director, DPT Program, . Professor. Pediatric community-based practice; family-centered care; determinants of outcomes; and participation of children with physical disabilities.

Margaret Finley, PT, PhD (*University of Maryland*). Associate Professor. Upper extremity movement patterns in persons with chronic neuromuscular disorders.

Kevin E. Gard, PT, DPT, Board Certified Orthopaedic Clinical Specialist (*Temple University*) Vice-Chair, Department of Physical Therapy and Rehabilitation Sciences and Director of Operations, Professional Doctor of Physical Therapy Program. Clinical Professor. Orthopedics; sports medicine, lower extremity biomechanics and movement analysis especially related to running.

Noel Goodstadt, PT, DPT, Board Certified Orthopaedic Clinical Specialist, Certified Strength and Conditioning Specialist (*Temple University*) Director of Human Gross Anatomy, Director of Residency Programs. Associate Clinical Professor. Orthopaedic injuries of the shoulder, knee, and back, and innovation for human performance and function.

Robert C. Hand, PT, DPT, Board-Certified Neurologic Clinical Specialist (*Saint Joseph's University*). Assistant Clinical Professor. Neurologic disorders, primarily chronic and neurodegenerative diagnoses, advocacy and accessibility, promotion of skilled maintenance and wellness, and emerging technologies in neurologic rehabilitation.

Robert Maschi, PT, DPT, Board Certified Orthopaedic Clinical Specialist, Certified Strength and Conditioning Specialist (*Temple University*). Associate Clinical Professor. Orthopedics, musculoskeletal disorders, lower extremity biomechanics and movement analysis.

Clare Milner, PhD, FACSM (*University of Durham, University of Leeds*) Director, Graduate Programs in Health and Rehabilitation Sciences. Associate Professor. Gait biomechanics; overuse injuries in runners; functional independence in gait and activities of daily living in clinical populations.

Lynette Montgomery, PT, PhD (*University of Queensland, The Ohio State University*). Assistant Professor. Motor Control and rehabilitation after neurological injury, mechanisms of neuroplasticity and recovery of locomotion following neurological injury.

Annalisa Na, PT, DPT, PhD, Board-Certified Orthopaedic Clinical Specialist (*University of Delaware*). Assistant Research Professor. Interactions of multimorbidity diseases on functional outcomes in older adults

Stephen Samendinger, PhD (*Michigan State University*). Associate Teaching Professor. Psychosocial aspects of physical activity and healthy lifestyles, motivation: group dynamics, identity, physical activity determinants and responses.

Sara Tomaszewski, PT, DPT, Board-Certified Orthopaedic Clinical Specialist (*Duke University*). Clinical Instructor. Orthopedics and sports physical therapy, injury prevention, and return-to-sport decision making.

Sarah Wenger, PT, DPT, Board-Certified Orthopaedic Clinical Specialist (*Arcadia University; Temple University*). Adjunct Faculty. Health, wellness and fitness, models for preventative physical therapy, dance medicine.

Glenn Williams, PT, PhD, Board-Certified Athletic Trainer (*University of Delaware*) *Chair, Department of Physical Therapy & Rehabilitation Sciences*. Associate Professor. Neuromuscular plasticity after joint injury, orthopaedic-sports rehabilitation, human performance, post-traumatic osteoarthritis.

Emeritus Faculty

Margo Orlin, PT, PhD, FAPTA (*Drexel University*). Associate Professor Emeritus. Walking and running biomechanics and participation in children with developmental disabilities, evaluation of enhancing participation for children and adolescents with cerebral palsy.

Robert J. Palisano, PT, ScD, FAPTA (*Boston University*). Distinguished Professor. Classification and prognosis for gross motor function in children and youth with cerebral palsy; interventions to improve activity and participation in children with physical disabilities; transition to adulthood for youth with disabilities.

Patricia Rubertone, PT, MPT, MSW, EdD (*Widener University*) *Director of Experiential Learning*. Associate Clinical Professor Emerita. Student learning; course design; judgment of physical therapy student clinic performance by novice vs. experienced clinical instructors.

Susan Smith, PT, PhD (*University of Connecticut, Texas Woman's University*). Associate Professor and Dean Emerita. Geriatrics: health promotion and interventions for manifestations of low bone mass; assessment of fall risk and fall prevention interventions for older adults

Health and Rehabilitation Sciences PhD

Major: Health and Rehabilitation Sciences

Degree Awarded: Doctor of Philosophy (PhD)

Calendar Type: Quarter

Minimum Required Credits: 48.0

Classification of Instructional Programs (CIP) code: 51.2314

Standard Occupational Classification (SOC) code: 19-1099

About the Program

The Doctor of Philosophy (PhD) is designed to prepare PhDs to be leaders as research scientists and educators in health and rehabilitation sciences.

Program Objectives

On completing the Doctor of Philosophy degree, graduates will be prepared to:

- Create innovative mechanisms, methods, interventions and approaches for service delivery for health promotion and rehabilitation
- Establish a research agenda that will impact health and rehabilitation sciences
- Collaborate, integrate expertise and conduct research within interprofessional teams
- Write research proposals that are competitive for grant funding
- Disseminate and translate research through presentations, publications and contemporary media
- Teach effectively and contribute to the academic community
- Institute a plan for continued professional development as a research scientist

Additional Information

For more information about this program, contact:

Department of Physical Therapy and Rehabilitation Sciences

PTAdmissions@drexel.edu

Additional information is also available on Drexel's College of Nursing and Health Professions PhD in Health and Rehabilitation Sciences (<https://drexel.edu/cnhp/academics/doctoral/PHD-Rehabilitation-Sciences/>) web page.

Admission Requirements

Degree

For bachelor's degree entry:

Degree: a STEM or health-related bachelor's degree from an accredited institution in the United States or equivalent international institution. Must have a GPA of 3.0 or above.

For graduate degree entry:

Applicants must provide proof that they have earned a master's, DPT or other advanced degree from an accredited U.S. college or university or an equivalent degree from a non-U.S. university or college. A degree in physical therapy is not required. Applicants from all health- or rehabilitation-related backgrounds (e.g., kinesiology, occupational therapy, exercise science, biomedical or rehabilitation engineering, etc.) are welcome.

Standardized Tests

Submit standardized test scores from the Graduate Record Examination (GRE).

International applicants: International applicants, as well as immigrants to the United States and United States permanent residents whose native language is not English and who have not received a bachelor's degree or higher in the United States, Australia, Canada, Ireland, New Zealand or the United Kingdom, must show proficiency in English speaking as well as listening, writing and reading. Applicants must meet one of the following requirements: Test of English as a Foreign Language (TOEFL minimum scores: 100/577/233), the International English Language Testing System (IELTS minimum Overall Band Score: 6.5), or the Pearson Test of English (PTE minimum score: 61)

Transcripts

- Official transcripts must be sent directly to Drexel from all the colleges/universities that you have attended. Transcripts must be submitted in a sealed envelope with the college/university seal over the flap. Please note that transcripts are required regardless of number of credits taken or if the credits were transferred to another school. An admission decision may be delayed if you do not send transcripts from all colleges/universities attended.
- Transcripts must show course-by-course grades and degree conferrals. If your school does not notate degree conferrals on the official transcripts, you must provide copies of any graduate or degree certificates.
- If your school issues only one transcript for life, you are required to have a course-by-course evaluation completed by an approved transcript evaluation agency.
- Use our Transcript Lookup Tool to assist you in contacting your previous institutions.

References

Submit three recommendations, including at least one from a previous supervisor and one from a mentor or advisor.

You may use our electronic letter of recommendation service.

If a recommender prefers to submit an original, hard copy letter, please remind them that it must include an ink signature and be submitted in a sealed envelope.

Personal Statement/Essay

Your essay should address the following points:

- Introduction
 - Tell us why you want to earn a PhD in Rehabilitation Sciences at Drexel University.
 - What knowledge and skills do you want to learn?
 - What career path are you planning to pursue with a PhD?
- Research Experience and Interest
 - What research experience do you have?
 - What is your research area of interest?
 - How did you become interested in this area?
 - Briefly indicate a gap in knowledge in your area of interest that might be addressed in dissertation research.
 - Based on having identified and communicated with a potential PhD mentor, how does your area of research interest match the research of one of the PhD faculty in the Department of Physical Therapy and Rehabilitation Sciences at Drexel?

Interview/Portfolio

An interview is required. A scholarly writing sample may be required.

CV/Resume

Required

Licenses

Applicants with clinical degrees may be required to have a Pennsylvania license to practice depending on proposed research activities.

Clinical/Work/Volunteer Experience

For some areas of research, it is preferred that applicants with clinical degrees (PT, OT, etc.) have two years of relevant clinical experience beyond that required to complete the professional degree.

International Students

International applicants must have their transcripts evaluated and sent to us by one of the following agencies:

- World Education Services (<https://www.wes.org/>)
- International Consultants of Delaware (<http://www.icdel.org/>)

Degree Requirements

Research Foundations *		9.0-15.0
HRSC 761	Foundations of Health and Rehabilitation Research	
RCRG 600	An Introduction to the Responsible Conduct of Research	
RSCH 700	Foundations in Quantitative Research	
RSCH 742	Scientific Writing	
Quantitative and Qualitative Analysis		
RSCH 720	Foundations of Biostatistics	3.0
RSCH 721	Intermediate Statistics in Health I	3.0
Choose one of the following:		3.0
RSCH 714	Qualitative Research Methods I	
RSCH 715	Qualitative Research Methods II	
RSCH 722	Intermediate Statistics in Health II	
RSCH 723	Interpretation of Data	
Research		6.0-36.0
HRSC 821	Research Practicum I	
HRSC 822	Research Practicum II	
HRSC 823	Research Practicum III	
HRSC 824	Research Practicum IV	
Education		6.0
NHP 762	Health Professional Education	
NHP 822	Teaching Practicum	
Dissertation **		6.0-72.0
HRSC 831	Dissertation Research I	
HRSC 832	Dissertation Research II	
HRSC 833	Dissertation Research III	
HRSC 834	Dissertation Research IV	
Electives ***		12.0-48.0
Total Credits		48.0-186.0

*

BS entry students must complete HRSC 541 and RSCH 519 during the first year of study as part of the Research Foundations sequence.

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Student must complete each course in the dissertation sequence. Minimum of 6.0 credits.

In consultation with their advisor, students complete a minimum of 48.0 (BS entry) or 12.0 (MS entry) credits of electives (courses with subject codes IPS, NHP, RHAB, RSCH at 500-level or greater), including independent study, practica, and dissertation, to support their individualized research plan of study.

Sample Plan of Study

The student and faculty advisor collaboratively design an individualized plan of study based on common research interests. Prospective students are encouraged to explore our faculty research areas and information on our PhD

faculty mentors on the program website (https://drexel.edu/cnhp/academics/doctoral/PHD-Rehabilitation-Sciences/?_gl=1*154q3el*_ga*NjUyMzQyMzYyLjE2OTUzMjQ5NzA.*_ga_6KJ1PNLE19*MTcxOTI0ODI1OC40MDcuMS4xNzE5MjYwMTcyLjE1LjAuMA..).

Sample Plan of Study (BS Entry)

First Year				
Fall	Credits Winter	Credits Spring	Credits Summer	Credits
HRSC 541	3.0 HRSC 822	3.0 BMES 531	3.0 VACATION	
HRSC 821	3.0 RHAB I899	3.0 HRSC 823	3.0	
RSCH 519	3.0 RSCH 741	3.0 RHAB I899	3.0	
	9	9	9	0
Second Year				
Fall	Credits Winter	Credits Spring	Credits	
HRSC 761	3.0 HRSC 822	3.0 NHP 762	3.0	
HRSC 821	3.0 RSCH 700	3.0 RSCH 722	3.0	
RSCH 720	3.0 RSCH 721	3.0 RSCH 723	3.0	
	9	9	9	
Third Year				
Fall	Credits Winter	Credits Spring	Credits	
HRSC 831	3.0 HRSC 832	4.0 HRSC 833	6.0	
NHP 767	3.0 NHP 822	2.0 RSCH 743	3.0	
NHP 822	1.0 RSCH 742	3.0		
RHAB I899	2.0			
	9	9	9	
Fourth Year				
Fall	Credits			
HRSC 834	9.0			
	9			

Total Credits 90

Sample Plan of Study (MS Entry)

First Year				
Fall	Credits Winter	Credits Spring		Credits
HRSC 761	3.0 HRSC 822	1.0-3.0 NHP 762		3.0
HRSC 821	1.0-3.0 RSCH 700	3.0 RSCH 722		3.0
RSCH 720	3.0 RSCH 721	3.0 RSCH 723		3.0
	7-9	7-9		9
Second Year				
Fall	Credits Winter	Credits Spring		Credits
HRSC 831	3.0-4.0 HRSC 832	1.0-4.0 HRSC 833		4.5-9.0
NHP 822	1.0 NHP 822	2.0		
RHAB I899	1.5-4.0 RSCH 742	3.0		
	5.5-9	6-9		4.5-9
Third Year				
Fall	Credits Winter	Credits		
HRSC 834	4.5-9.0 HRSC 834	4.5-9.0		
	4.5-9	4.5-9		

Total Credits 48-72

Note: International students are required to maintain 9.0 credits per term except for summer term.

Program Level Outcomes

- Create innovative mechanisms, methods, interventions and approaches for service delivery for health promotion and rehabilitation
- Establish a research agenda that will impact health and rehabilitation sciences
- Collaborate, integrate expertise and conduct research within interprofessional teams
- Write research proposals that are competitive for grant funding
- Disseminate and translate research through presentations, publications and contemporary media
- Teach effectively and contribute to the academic community
- Institute a plan for continued professional development as a research scientist

Physical Therapy and Rehabilitation Sciences Faculty

Benjamin Binder-Markey, PT, DPT, PhD (*Northwestern University, University of Delaware*). Assistant Professor. Skeletal muscle adaptations after injury and disease; muscle adaptation effects on physical function; musculoskeletal computational models; neurological rehabilitation.

Heather L. Brossman, DHSC, PT, DPT, MS Board Certified Cardiopulmonary Clinical Specialist, Board-Certified Pediatric Clinical Specialist (*Temple University*) *Associate Director of Clinical Education*. Assistant Professor. Acute care, preschool and school-based practice, early intervention, cardiovascular and pulmonary disorders, complex conditions, participation of children with multiple disabilities, physical activity.

Sudeshna A. Chatterjee, PT, PhD (*University of Florida*). Assistant Professor. Aging, Neurorehabilitation, Functional Neuroimaging, Non-invasive Brain Stimulation.

Lisa Ann Chiarello, PT, PhD, FAPTA (*Hahnemann University*) *Interim Department Chair of Physical Therapy and Rehabilitation Sciences, Executive Director, DPT Program*, . Professor. Pediatric community-based practice; family-centered care; determinants of outcomes; and participation of children with physical disabilities.

Margaret Finley, PT, PhD (*University of Maryland*). Associate Professor. Upper extremity movement patterns in persons with chronic neuromuscular disorders.

Kevin E. Gard, PT, DPT, Board Certified Orthopaedic Clinical Specialist (*Temple University*) *Vice-Chair, Department of Physical Therapy and Rehabilitation Sciences and Director of Operations, Professional Doctor of Physical Therapy Program*. Clinical Professor. Orthopedics; sports medicine, lower extremity biomechanics and movement analysis especially related to running.

Noel Goodstadt, PT, DPT, Board Certified Orthopaedic Clinical Specialist, Certified Strength and Conditioning Specialist (*Temple University*) *Director of Human Gross Anatomy, Director of Residency Programs*. Associate Clinical Professor. Orthopaedic injuries of the shoulder, knee, and back, and innovation for human performance and function.

Robert C. Hand, PT, DPT, Board-Certified Neurologic Clinical Specialist (*Saint Joseph's University*). Assistant Clinical Professor. Neurologic disorders, primarily chronic and neurodegenerative diagnoses, advocacy and accessibility, promotion of skilled maintenance and wellness, and emerging technologies in neurologic rehabilitation.

Robert Maschi, PT, DPT, Board Certified Orthopaedic Clinical Specialist, Certified Strength and Conditioning Specialist (*Temple University*). Associate Clinical Professor. Orthopedics, musculoskeletal disorders, lower extremity biomechanics and movement analysis.

Clare Milner, PhD, FACSM (*University of Durham, University of Leeds*) *Director, Graduate Programs in Health and Rehabilitation Sciences*. Associate Professor. Gait biomechanics; overuse injuries in runners; functional independence in gait and activities of daily living in clinical populations.

Lynette Montgomery, PT, PhD (*University of Queensland, The Ohio State University*). Assistant Professor. Motor Control and rehabilitation after neurological injury, mechanisms of neuroplasticity and recovery of locomotion following neurological injury.

Annalisa Na, PT, DPT, PhD, Board-Certified Orthopaedic Clinical Specialist (*University of Delaware*). Assistant Research Professor. Interactions of multimorbidity diseases on functional outcomes in older adults

Stephen Samendinger, PhD (*Michigan State University*). Associate Teaching Professor. Psychosocial aspects of physical activity and healthy lifestyles, motivation: group dynamics, identity, physical activity determinants and responses.

Sara Tomaszewski, PT, DPT, Board-Certified Orthopaedic Clinical Specialist (*Duke University*). Clinical Instructor. Orthopedics and sports physical therapy, injury prevention, and return-to-sport decision making.

Sarah Wenger, PT, DPT, Board-Certified Orthopaedic Clinical Specialist (*Arcadia University; Temple University*). Adjunct Faculty. Health, wellness and fitness, models for preventative physical therapy, dance medicine.

Glenn Williams, PT, PhD, Board-Certified Athletic Trainer (*University of Delaware*) *Chair, Department of Physical Therapy & Rehabilitation Sciences*. Associate Professor. Neuromuscular plasticity after joint injury, orthopaedic-sports rehabilitation, human performance, post-traumatic osteoarthritis.

Emeritus Faculty

Margo Orlin, PT, PhD, FAPTA (*Drexel University*). Associate Professor Emeritus. Walking and running biomechanics and participation in children with developmental disabilities, evaluation of enhancing participation for children and adolescents with cerebral palsy.

Robert J. Palisano, PT, ScD, FAPTA (*Boston University*). Distinguished Professor. Classification and prognosis for gross motor function in children and youth with cerebral palsy; interventions to improve activity and participation in children with physical disabilities; transition to adulthood for youth with disabilities.

Patricia Rubertone, PT, MPT, MSW, EdD (*Widener University*) *Director of Experiential Learning*. Associate Clinical Professor Emerita. Student learning; course design; judgment of physical therapy student clinic performance by novice vs. experienced clinical instructors.

Susan Smith, PT, PhD (*University of Connecticut, Texas Woman's University*). Associate Professor and Dean Emerita. Geriatrics: health promotion and interventions for manifestations of low bone mass; assessment of fall risk and fall prevention interventions for older adults

Health Administration MHA

Major: Health Administration

Degree Awarded: Master of Health Administration (MHA)

Calendar Type: Quarter

Minimum Required Credits: 45.0

Co-op Option: None

Classification of Instructional Programs (CIP) code: 51.0701

Standard Occupational Classification (SOC) code: 11-9111

About the Program

The Master of Health Administration program consists of 10 core courses, one on-site residency and two elective courses for a total of 45.0-46.0 credits. All courses, except for the residency, will be conducted online through Drexel University Online (<http://online.drexel.edu/online-degrees/nursing-degrees/mha/>). The residency, based at Drexel University's University City campus, is designed to provide students with a full master's level collaborative experience with on-campus and/or community activities and the experience of working directly with health care or public health service organizations to improve the planning, delivery and evaluation of these services. Students will be prepared for leadership roles in health-related businesses or organizations.

The program is designed for experienced health care professionals seeking to explore the three areas of health leadership - transformation, execution and people. The program's curriculum is grounded in the business of health care with every class focusing on real-life application to some aspect of the health care industry. The curriculum is led by experienced on-campus faculty and addresses three core areas:

- Business of Health Management
- Health Methodologies
- Healthcare Policy and Health System

Students collaborate to produce an Applied Management Project which will be assigned in groups as a culminating project for the program. In this project, students will apply management tools and/or research tools to address particular administrative challenges, assuring that students think at an organizational level and use particular strategies to respond to change.

In addition to the content of the Applied Management Project, self-confidence and self-development are integrated in the management courses and the on-campus portion of the program, which encourages self-reflection, application of theoretical perspectives and synthesis of data and management tools. In the online portion of the course, students engage in threaded discussions with classmates about their completed projects.

This curriculum is designed to help students achieve their goals on a timeline that fits their lifestyle and allows a student to graduate in 18 months up to three years. Students also have the option to enter during the fall or spring term.

Additional Information

For more information about this program, please contact CNHPAdvising@drexel.edu.

Degree Requirements

REQUIRED COURSES

HSAD 500	Historical Influences on the US Healthcare System	4.0
HSAD 501	Managerial Epidemiology	3.0
HSAD 505	Ethical and Legal Issues in Healthcare Management and Policy	4.0
HSAD 515	Practice issues in Healthcare Management	4.0
HSAD 522	Applied Management Project	4.0
HSAD 525	National Health Expenditures	4.0
HSAD 530	Politics and Policy of Healthcare Resources	4.0
HSAD 540	Resources, Recruitment and Retention in Healthcare	4.0
HSAD 550	Strategic Planning for Healthcare Administration	4.0
IPS 564	The Business of Healthcare	3.0

ELECTIVE COURSES (Choice of 2)

7.0-8.0

HSAD 527	Intro to Long Term Care & Post Acute Care Admin
HSAD 555	Aging & Disability Policy in the US
HSAD 560	Advanced Healthcare Marketing
HSAD 561	Risk Management
HSAD 562	Group Dynamics & Leadership in Health Care Management

HSAD 565	Global Health and Management Issues	
HSAD 566	Evaluation and Assessment of Healthcare Systems	
IPS 562	Comparative Health Systems	
Total Credits		45.0-46.0

Sample Plan of Study

Two Year Sample Plan of Study FALL ADMISSION

First Year				
Fall	Credits Winter	Credits Spring	Credits Summer	Credits
HSAD 501	3.0 HSAD 500	4.0 HSAD 515	4.0 HSAD 522 **	4.0
HSAD 505	4.0 Elective *	3.0-4.0 HSAD 550	4.0 HSAD 540	4.0
	7	7-8	8	8
Second Year				
Fall	Credits Winter	Credits		
HSAD 525	4.0 IPS 564	3.0		
HSAD 530	4.0 Elective	4.0		
	8	7		
Total Credits 45-46				

*

Student is able to take one 3-credit elective only

**

Course is typically delivered intensively as a residential course in week 1 of Summer Quarter

Three Year Sample Plan of Study FALL ADMISSION

First Year				
Fall	Credits Winter	Credits Spring	Credits Summer	Credits
HSAD 505	4.0 HSAD 500	4.0 HSAD 550	4.0 Elective	4.0
	4	4	4	4
Second Year				
Fall	Credits Winter	Credits Spring	Credits Summer	Credits
HSAD 501	3.0 HSAD 530	4.0 HSAD 515	4.0 HSAD 522 **	4.0
			Elective *	3.0-4.0
	3	4	4	7-8
Third Year				
Fall	Credits Winter	Credits Spring	Credits	
HSAD 525	4.0 IPS 564	3.0 HSAD 540	4.0	
	4	3	4	
Total Credits 45-46				

*

Student is able to take one 3-credit elective only

**

Course is typically delivered intensively as a residential course in week 1 of Summer Quarter

Two Year Sample Plan of Study SPRING ADMISSION

First Year				
		Spring	Credits Summer	Credits
		HSAD 501	3.0 HSAD 500	4.0
		HSAD 505	4.0 Elective	4.0
			7	8
Second Year				
Fall	Credits Winter	Credits Spring	Credits Summer	Credits
HSAD 525	4.0 IPS 564	3.0 HSAD 515	4.0 HSAD 522 **	4.0
HSAD 530	4.0 Elective	3.0-4.0 HSAD 550	4.0 HSAD 540	4.0
	8	6-7	8	8
Total Credits 45-46				

Three Year Sample Plan of Study SPRING ADMISSION

First Year

	Spring	Credits Summer	Credits
	HSAD 505	4.0 HSAD 500	4.0
		4	4

Second Year

Fall	Credits Winter	Credits Spring	Credits Summer	Credits
HSAD 501	3.0 Elective	4.0 HSAD 540	4.0 HSAD 550	4.0
	3	4	4	4

Third Year

Fall	Credits Winter	Credits Spring	Credits Summer	Credits
IPS 564	3.0 HSAD 525	4.0 HSAD 515	4.0 HSAD 522 **	4.0
			Elective	3.0-4.0
	3	4	4	7-8

Fourth Year

Fall	Credits
HSAD 530	4.0
	4

Total Credits 45-46

Note: Some terms are less than the 4.5-credit minimum required (considered half-time status) of graduate programs to be considered financial aid eligible. As a result, aid will not be disbursed to students during these terms.

Program Level Outcomes

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

- Describe methods for summarizing health and epidemiological data and use those methods to analyze statistical data sets.
- Identify ethical principles relevant to health care systems to analyze health care or health administrative issues based on these principles.
- Analyze which method of quality management is most appropriate given a specific health care environment.
- Apply economic concepts and economic analysis to examine health care expenditures in the delivery of health services propose solutions based on the results.
- Describe the major components of organizational structure (e.g., structure, vision, mission) and identify how they affect health care business and apply tools in human resources management to health care environment (e.g., employee selection, training and development, performance management and performance appraisal) in the context of current legal responsibilities.
- Apply the appropriate financial management tools in a health care delivery system, for the purpose of planning, budgeting and financial analysis.
- Describe the major components of a healthcare organization's strategic planning process, apply appropriate environmental assessments and identify key components of market analysis.
- Conduct policy analysis on current health policy issues based on the role of all branches of government and the role of regulation at federal, state and local authority in health matters, including environmental health and workplace safety.
- Identify the political, legal and regulatory factors that presented avenues and obstacles for health care delivery, explain the importance of the historical foundation of American values, culture and norms in the evolution of health care system changes and discuss the implications of the historical events and patterns on the health of the US population.

Health Services Administration Faculty

Jesse Ballenger, PhD (*Case Western Reserve University*). Clinical Professor. Healthcare, medicine and ethics; aging and neurodegenerative diseases; Science and Technology Studies.

Fred DiCostanzo, EdD, RN (*Rowan University*). Assistant Clinical Professor. Organizational leadership, Healthcare Management, Human resources and team effectiveness

Stephen F. Gambescia, PhD, MEd, MBA, MHum, MLS, MCHES (*Temple University*). Clinical Professor. Health care policy, nonprofits and health care, and health care management and leadership.

Kevin Mitchell, PhD, MBA (*Walden University*). Assistant Teaching Professor. Health Services Administration; continuous quality improvement, strategic health care management. Research interests include health disparities in vulnerable population, evidenced based medicine and clinical pharmacology and therapeutics.

Kristine A. Mulhorn, PhD, MHSA, FGSA (*University of Delaware*) Chair, Department of Health Administration. Clinical Professor. Disability and aging; long-term care and post-acute care administration, cross-national interventions for health aging

Constance Karin Perry, PhD, EMT (*University of Buffalo*). Associate Professor. Biomedical ethics and ethical theory. Research interests include autonomy, personhood, feminist ethics, the ethics of animal experimentation, and ethical issues in reproduction and pregnancy.

Health Science DHSc

Major: Health Science

Degree Awarded: Doctor of Health Science (DHSc)

Calendar Type: Quarter

Minimum Required Credits: 48.0

Co-op Option: None

Classification of Instructional Programs (CIP) code: 51.1199

Standard Occupational Classification (SOC) code: 19-1042; 21-1091

Note: Applications are not being accepted for the 2024-2025 academic year

About the Program

The Doctor of Health Science (DHSc) program is designed to be an advanced doctoral degree program open to health professionals seeking leadership roles in their respective professions. The aim of the program is to prepare health professionals to be leaders in health care by acquiring skills as educators, administrators, members of research teams and advocates for best practice in health care and public health services with a commitment to interprofessional practice.

Program Objectives

Graduates of the Doctor of Health Science program will be prepared to:

- Assume leadership positions in professional, academic, clinical and/or community organizations.
- Educate students and practitioners in health sciences to work in academic, clinical and community settings.
- Collaborate with key stakeholders, communities and professionals in the health, welfare and safety fields, to advance interprofessional practice, education and research.
- Contribute to and disseminate scholarship for transfer of knowledge in the health sciences to promote excellence and best practice in healthcare.

Optional Certificate

Students are eligible to receive a post-baccalaureate certificate in Mind, Brain, & Learning (<https://catalog.drexel.edu/graduate/schoolofeducation/mindbrainlearningpbd/>), when the certificate coursework has been completed. Students wishing to apply to the certificate must meet with their advisor **prior** to completing any certificate coursework.

Admission Requirements

Applicants must possess a master's degree or a doctoral degree in a health care or public health profession, including administration.

Applicants must have a current, active US or Canadian license to practice their discipline. Additional materials/qualifications may be required depending upon the admitting department. Applicants would complete a standard graduate application including submission of the following:

- Copy of professional license (if applicable)
- All college/university transcripts with minimum overall GPA of 3.0
- Two letters of recommendation from direct supervisors, professors or mentors that can speak to the candidate's interest and contributions to a health profession, ability to be successful in a doctoral program of this type and commitment to interprofessional practice
- CV/resume showing significant health care experience (at least five years)
- Personal statement* reflecting:
 - Career goals
 - How this program will enable you to contribute to the profession and society
 - Interest and commitment to interprofessional education, research and practice
 - Topic of scholarship interest
 - Applicants are encouraged to review the list of departments and faculty in the college to see the fit of potential mentors to their area of interest for study and research.
 - Following this review, and possible discussion with possible faculty mentors, applicants should include in this personal statement the possible faculty mentors and describe how their scholarship area matches the research of one/two of the CNHP faculty.
 - You are ready for the journey to take on doctoral-level work which will demand much time and attention.

*Questions about the content of the personal statement can be directed to Dr. Stephen F. Gambescia at sfg23@drexel.edu

Degree Requirements

Core Courses

NHP 760	Academia for Health Professionals	2.0
NHP 762	Health Professional Education	3.0
NHP 767	Leadership & Professional Issues	3.0
NHP 769	Population Health: An Interprofessional Approach	3.0

Research Courses

NHP 810	Biostatistical Applications	2.0
RSCH 519	Introduction to Biostatistics	3.0
RSCH 700	Foundations in Quantitative Research	3.0
RSCH 813	Measurement Theory in Healthcare	3.0

Scholarship

NHP 818	Scholarship Question Development	2.0
NHP 827	Scholarship I	2.0
NHP 828	Scholarship II	2.0
NHP 829	Scholarship III	2.0
RSCH 741	Foundations in Scholarly Inquiry & Writing	3.0

Practicum Experience

IPS 860	Interprofessional Research Experience	
NHP 822	Teaching Practicum *	

Concentrations (Education or Individualized) 12.0

Education Concentration (12 credits)

CRTV 615	Neuroscience, Creativity and Innovation	
EDHE 620	Mind, Brain and Learning	
EDHE 621	Neuropedagogy and Assessment	
EDHE 622	Neurodiversity in Education and Workforce	
IPS 763	Teaching Strategies and Learning Technologies in Health Professions Education	
IPS 765	Assessment, Measurement, and Evaluation in Health Professions Education	

Individualized Concentration (by advisement) 12 credits **

Total Credits	48.0-50.0
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*

DHSc students who follow the Individualized concentration may choose to not complete the 2-credit Teaching practicum.

**

DHSc students who follow the Individualized concentration must complete 12 credits of electives. The courses must be 500-level, with no pre-requisites and/or restrictions, and are pre-approved by the student's Faculty Mentor. Courses are to be chosen from the College of Nursing and Health Professions. Courses from other colleges need approval from the mentor and advisor.

Sample Plan of Study

Sample Plan of Study (Individualized Concentration - 2 courses per term)

Note: Terms with less than 4.5 credits are ineligible for Financial Aid

First Year

Fall	Credits Winter	Credits Spring	Credits Summer	Credits
NHP 767	3.0 NHP 760	2.0 NHP 762	3.0 IPS 860	3.0
RSCH 519	3.0 NHP 769	3.0 RSCH 741	3.0 NHP 818	2.0
	6	5	6	5

Second Year

Fall	Credits Winter	Credits Spring	Credits Summer	Credits
RSCH 813	3.0 RSCH 700	3.0 NHP 810	2.0 NHP 822 *	
Elective (on advisement)**	3.0 Elective (on advisement)**	3.0 Elective (on advisement)**	3.0 Elective (on advisement)**	3.0
	6	6	5	3

Third Year

Fall	Credits Winter	Credits Spring	Credits
NHP 827	2.0 NHP 828	2.0 NHP 829	2.0
	2	2	2

Total Credits 48

*

DHSc students who follow the Individualized concentration may choose to not complete the 2-credit Teaching practicum.

**

DHSc students who follow the Individualized concentration must complete 12 credits of electives. The courses must be 500-level, with no pre-requisites and/or restrictions, and are pre-approved by the student's Faculty Mentor. Courses are to be chosen from the College of Nursing and Health Professions. Courses from other colleges need approval from the mentor and advisor.

Sample Plan of Study (Education Concentration - 2 courses per term)

Note: Terms with less than 4.5 credits are ineligible for Financial Aid

First Year				
Fall	Credits Winter	Credits Spring	Credits Summer	Credits
NHP 767	3.0 NHP 760	2.0 NHP 762	3.0 IPS 860	3.0
RSCH 519	3.0 NHP 769	3.0 RSCH 741	3.0 NHP 818	2.0
	6	5	6	5
Second Year				
Fall	Credits Winter	Credits Spring	Credits Summer	Credits
IPS 765 or CRTV 615	3.0 IPS 763 or EDHE 620	3.0 EDHE 621 (OR Elective [On Advisement]) [†]	3.0 EDHE 622 (OR Elective [On Advisement]) [†]	3.0
RSCH 813	3.0 RSCH 700	3.0 NHP 810	2.0 NHP 822	2.0
	6	6	5	5
Third Year				
Fall	Credits Winter	Credits Spring	Credits	
NHP 827	2.0 NHP 828	2.0 NHP 829	2.0	
	2	2	2	

Total Credits 50

†

DHSc students who follow the Education concentration and choose not to complete EDHE 621 and EDHE 622 must complete elective courses. The courses must be 500-level, with no pre-requisites and/or restrictions, and are pre-approved by the student's Faculty Mentor. Courses are to be chosen from the College of Nursing and Health Professions. Courses from other colleges need approval from the mentor and advisor.

Sample Plan of Study (Individualized Concentration - one course per term)

Note: Terms with less than 4.5 credits are ineligible for Financial Aid

First Year				
Fall	Credits Winter	Credits Spring	Credits Summer	Credits
NHP 767	3.0 NHP 769	3.0 RSCH 741	3.0 IPS 860	3.0
	3	3	3	3
Second Year				
Fall	Credits Winter	Credits Spring	Credits Summer	Credits
RSCH 519	3.0 NHP 760	2.0 NHP 762	3.0 NHP 818	2.0
	3	2	3	2
Third Year				
Fall	Credits Winter	Credits Spring	Credits Summer	Credits
Elective (on advisement) ^{**}	3.0 Elective (on advisement) ^{**}	3.0 Elective (on advisement) ^{**}	3.0 Elective (on advisement) ^{**}	3.0
	3	3	3	3
Fourth Year				
Fall	Credits Winter	Credits Spring	Credits Summer	Credits
RSCH 813	3.0 RSCH 700	3.0 NHP 810	2.0 NHP 822 [*]	0
	3	3	2	0
Fifth Year				
Fall	Credits Winter	Credits Spring	Credits	
NHP 827	2.0 NHP 828	2.0 NHP 829	2.0	
	2	2	2	

Total Credits 48

*

DHSc students who follow the Individualized concentration may choose to not complete the 2-credit Teaching practicum.

**

DHSc students who follow the Individualized concentration must complete 12 credits of electives. The courses must be 500-level, with no pre-requisites and/or restrictions, and are pre-approved by the student's Faculty Mentor. Courses are to be chosen from the College of Nursing and Health Professions. Courses from other colleges need approval from the mentor and advisor.

Sample Plan of Study (Education Concentration - one course per term)

Note: Terms with less than 4.5 credits are ineligible for Financial Aid

First Year				
Fall	Credits Winter	Credits Spring	Credits Summer	Credits
NHP 767	3.0 NHP 769	3.0 RSCH 741	3.0 IPS 860	3.0
	3	3	3	3
Second Year				
Fall	Credits Winter	Credits Spring	Credits Summer	Credits
RSCH 519	3.0 NHP 760	2.0 NHP 762	3.0 NHP 818	2.0
	3	2	3	2
Third Year				
Fall	Credits Winter	Credits Spring	Credits Summer	Credits
IPS 765 or CRTV 615	3.0 IPS 763 or EDHE 620	3.0 EDHE 621 (OR Elective [On Advisement]) [†]	3.0 EDHE 622 (OR Elective [On Advisement]) [†]	3.0
	3	3	3	3
Fourth Year				
Fall	Credits Winter	Credits Spring	Credits Summer	Credits
RSCH 813	3.0 RSCH 700	3.0 NHP 810	2.0 NHP 822	2.0
	3	3	2	2
Fifth Year				
Fall	Credits Winter	Credits Spring	Credits	
NHP 827	2.0 NHP 828	2.0 NHP 829	2.0	
	2	2	2	
Total Credits 50				

†

DHSc students who follow the Education concentration and choose not to complete EDHE 621 and EDHE 622 must complete elective courses. The courses must be 500-level, with no pre-requisites and/or restrictions, and are pre-approved by the student's Faculty Mentor. Courses are to be chosen from the College of Nursing and Health Professions. Courses from other colleges need approval from the mentor and advisor.

Program Level Outcomes

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

- Assume health care and public health leadership positions in professional, academic, clinical and/or community organizations.
- Educate students and practitioners in health sciences in academic, clinical and community settings.
- Collaborate with key stakeholders, communities and professionals in health and other fields, to advance interprofessional practice, education and research.
- Contribute to and disseminate scholarship for transfer of knowledge in the health sciences to promote excellence and best practice.

Healthcare Simulation MS

Major: Healthcare Simulation
Degree Awarded: Master of Science (MS)
Calendar Type: Quarter
Minimum Required Credits: 46.0
Co-op Option: None
Classification of Instructional Programs (CIP) code: 51.2213
Standard Occupational Classification (SOC) code: 11-9111

NOTE: No applications will be accepted for the 2024-2025 academic year. Please check back in summer 2025 for an update.

About the Program

The MS in Healthcare Simulation program prepares nurses, health care professionals and simulation technicians to meet future challenges in both academic and professional spaces. Specialized training in simulation-based education, partnered with advanced education in patient safety, prepares

students to be leaders in their fields. The skills attained in this interdisciplinary simulation-based graduate program are transferable to the clinical environment, clinical teaching and the classroom. Graduates of the program will have the skills to lead a simulation program in an academic or hospital environment. Graduates will also be prepared to sit for the Certified Healthcare Simulation Educator (CHSE) certification as soon as they meet the practice requirements.

Additional Information

For more information about this program, contact:

Graduate Nursing Division

CNHPGraduateDivision@drexel.edu

Additional information is also available on Drexel's College of Nursing and Health Professions MS in Healthcare Simulation (<https://drexel.edu/cnhp/academics/graduate/Online-MS-in-Healthcare-Simulation-Degree-Program/>) webpage and Drexel University Online's MS in Healthcare Simulation (<https://www.online.drexel.edu/online-degrees/nursing-degrees/ms-healthcare-simulation/>) webpage.

Admission Requirements

- A baccalaureate degree with a major in a health-related field from an accredited university
- GPA of 3.0 or above on all previous coursework
 - 3.0 or above on all previous coursework or the last 60.0 credits completed. Applications from RNs with a GPA less than 3.0 may be considered on an individual basis.
- Official transcripts from all universities or colleges and other post-secondary educational institutions attended (including trade schools)
- Two professional letters of recommendation from either previous or immediate supervisors or former faculty members who can attest to your clinical knowledge, skill and potential aptitude for graduate study
 - Students with a GPA of 3.0 or higher are not required to submit letters of recommendation.
- Personal statement (no more than two pages and no less than one page double-spaced) that will give the admissions committee a better understanding of the following:
 - Why you are choosing this particular program of study
 - Your plans upon completion of the degree
 - How your current work experience will enhance your experience in this program
- Resume or curriculum vitae including specific details of your responsibilities and job experiences

International students will need to meet University international student admissions guidelines including TOEFL.

TOEFL Requirement:

International applicants, as well as immigrants to the United States and United States permanent residents whose native language is not English and who have not received a bachelor's degree or higher in the U.S., Australia, Canada, Ireland, New Zealand or the United Kingdom, must show proficiency in English speaking as well as listening, writing and reading. U.S. citizens born on U.S. military bases abroad may be waived from the TOEFL requirement after providing documentation of this status; otherwise, applicants must meet one of the following requirements:

- If the TOEFLiBT exam is taken, students are required to have a minimum combined score for the listening, writing and reading sections of 79 plus a speaking section score of 26 or higher.
- If the TOEFL is taken, students are required to have a minimum score of 550 or higher and a Test of Spoken English score (TSE) of 55 or higher.
- Personal statement/essay: Personal statement describing interest in MS degree and particular specialty
- Interview/portfolio: Admissions interview may be required
- CV/resume: Required
- Clinical/work/volunteer experience: While specific experience is not required, previous related work experience may make the applicant more competitive.

Degree Requirements

IPS 502	Advanced Ethical Decision Making in Health Care	3.0
IPS 503	Confronting Issues in Contemporary Health Care Environments	3.0
IPS 544	Quality and Safety in Healthcare	3.0
IPS 585	Science of Safety, Human Factors, and System Thinking	3.0
IPS 587	Safety Culture in Healthcare	3.0
IPS 591	Foundations of Healthcare Education	3.0
IPS 617	Simulation in Healthcare Education	4.5
IPS 618	Standardized Patients	3.0
IPS 619	Advanced Debriefing and Reflective Practice	3.0

IPS 620	Simulation Center Leadership	3.0
IPS 621	Evaluation in Simulation-Based Education	3.0
IPS 622	Simulation Capstone	5.5
RSCH 503	Research Methods and Biostatistics	3.0
RSCH 504	Evaluation and Translation of Health Research	3.0
Total Credits		46.0

Sample Plan of Study

First Year (Part-Time)

Fall	Credits Winter	Credits Spring	Credits Summer	Credits
IPS 503	3.0 IPS 502	3.0 IPS 617	4.5 IPS 618	3.0
IPS 591	3.0 IPS 544	3.0	RSCH 503	3.0
	6	6	4.5	6

Second Year (Part-Time)

Fall	Credits Winter	Credits Spring	Credits Summer	Credits
IPS 619	3.0 IPS 585	3.0 IPS 620	3.0 IPS 622	5.5
RSCH 504	3.0 IPS 587	3.0 IPS 621	3.0	
	6	6	6	5.5

Total Credits 46

Graduate Nursing Faculty

Anthony Angelow, PhD, CRNP, ACNPC, AGACNP-BC, FAEN, FAANP (*University of Northern Colorado*) Chair, *Advanced Practice Nursing*. Associate Clinical Professor. Nurse Practitioner Role Transition, Acute Care, Trauma/Surgical Critical Care, Ethics/Health Law

Susan M. Burke, PhD, RN, CPNP-BC (*The Catholic University of America*) Track Director, *Pediatric Primary Care*. Associate Clinical Professor. Pediatric Primary Care Nursing

Rita Carroll, PhD, CPCRT, CBIST, CMHMP (*Capella University*). Assistant Clinical Professor. Complementary and Integrative Health, Cognitive Rehabilitation, Integrative Health Coaching, Mindfulness

Jennifer Coates, MSN, MBA, ACNPC, ACNP-BC (*The University of Pennsylvania*). Associate Clinical Professor. Adult Critical Care, Adult/Gero Acute Care Nurse Practitioner, Nursing Leadership

Frances (Fran) Cornelius, PhD, MSN (*Drexel University; Wayne State University*). Clinical Professor. Online Learning, Nursing Education, Public/Community Health Nursing

Jennifer Cummings, DNP, MSN, CRNP-BC (*Drexel University*). Assistant Clinical Professor. Adult Health, Primary Care, Evidence-Based Practice.

Diane DePew, DSN, BSN, RN-BC, CNE (*University of Alabama, Birmingham*). Associate Clinical Professor. Nursing Leadership and Development, Nursing Education

Kathryn (Katie) Farrell, EdD, MSN, RN (*Drexel University*) Quality Safety and Risk Management Track Director: *Graduate Nursing*. Assistant Clinical Professor. Nursing Education, Quality, Safety, and Risk Management.

Alecia Schneider Fox, PhD, APRN, FNP-BC (*Widener University*). Assistant Clinical Professor. Emergency Nurse Practitioner, Critical Care Nursing

Marcia Gamaly, PhD, MSN, MHS, RN-BC, CBN (*Villanova University*). Assistant Clinical Professor. Online Education, Clinical Education, Emergency Nursing

Kimberly Garcia, DNP, APRN, PMHNP-BC, FNT-BC, GNP-BC, NP-C (*Indiana University*). Assistant Clinical Professor. Family Nurse Practitioner, Psychiatric/Mental Health Nursing, Transcultural/International Nursing

María Irerra-Newcomb, MSN, APRN, FNP-BC (*Duke University*). Assistant Clinical Professor. Family/Individual Across the Lifespan Nursing

Marie McClay, DrNP, WHNP-BC, RN (*Drexel University*). Assistant Clinical Professor. Women's Health Nursing

Cheryl Mele, DNP, PNPAC-BC, PNP PC/AC-BC, NNP-BC (*Touro University*). Associate Clinical Professor. Pediatric Acute Care Nursing, Pediatric Primary Care Nursing, Nursing Leadership, Healthcare Genetics

Sally K. Miller, PhD, CRNP, FAANP, FNP-BC, AGACNP-BC, AGPCNP-BC, PMHNP-BC (*Walden University*). Clinical Professor. Adult-Gerontology Acute/Primary Care Nursing, Psychiatric Mental Health Nursing, Pathophysiology, Pharmacology

Kate Morse, PhD, MSN, RN, AGACNP-RET (*Villanova University*). Clinical Professor. Adult Critical Care Nursing, Healthcare Simulation

Jackie Murphy, EdD, RN, CNE (*Drexel University*). Associate Clinical Professor. Nursing Education, Online Learning, Nursing Theory, Nursing Research, Mindfulness

Jennifer (Jenn) Myers, MSN, RN, CNE (*Drexel University*). Assistant Clinical Professor. Pediatric Nursing, Nursing Education, Online Learning

Barbara R. Osborne, DNP, APRN, WHNP-BC (*Drexel University*). Assistant Clinical Professor. Women's Health, Metabolic Health, Primary Care, Evidence-Based Practice, Advanced Practice Nursing

Lori Ruskin, MSN, FNO-BC (*Thomas Jefferson University*). Assistant Clinical Professor. Family Nurse Practitioner, Adult Gerontology Primary Care Nurse Practitioner

Kelley Scott, DNP, APN-BC (*Drexel University*). Assistant Clinical Professor. Emergency Nursing, Family/Individual Across the Lifespan Nursing

Joanne Serembus, EdD, RN, CCRN (Alum), CCNE (*Widener University*). Clinical Professor. Online Learning, Nursing Education

Susan Solecki, DrPH, FNP-BC, PPCNP-BC (*Drexel University*). Clinical Professor. Advanced Practice Nursing, Pediatrics, Adult Health, Epidemiology, Occupational Health

Erica Springer, MSN, CRNP, WHNP-BC (*Drexel University*). Assistant Clinical Professor. Women's Health Nurse Practitioner

Kimberly J. Twaddell, DNO, CRNP, ACNPC, CCRN (*University of Northern Colorado*). Assistant Clinical Professor. Advanced Practice Nursing, Trauma/Surgical Critical Care, Acute Care

Megan Walsh Ossont, PhD, MSN, CRNP (*Villanova University*). Assistant Clinical Professor. Nursing Research, Adult Psychiatry, Correctional Psychiatry

Virginia (Ginny) Wilson, MSN, RN, NEA-BC, NE-BC, PhD (c) (*Widener University*). Assistant Clinical Professor. Nursing Leadership

Patricia (Patti) Zuzelo, EdD, RN, APRN, ACNS-BC, ANP-BC, ANEF, FAAN (*Widener University*). Clinical Professor. Advanced Practice Nursing, Leadership and Management, Nursing Education, Clinical Nurse Specialist (Adult Health), Adult Nurse Practitioner

Human Nutrition MS

Major: Human Nutrition

Degree Awarded: Master of Science (MS)

Calendar Type: Quarter

Minimum Required Credits: 45.0

Co-op Option: None

Classification of Instructional Programs (CIP) code: 30.1901

Standard Occupational Classification (SOC) code: 29-1031

About the Program

The Master of Science in Human Nutrition is designed to provide the didactic coursework necessary to prepare students to address the nutrition needs of individuals or groups through the prevention or management of illness or chronic disease. This major also encompasses nutrition science, the application of the principles of biochemistry, physiology and biology to human nutritional needs. The major includes two tracks: the Didactic Program in Dietetics (DPD) track leading to becoming a registered dietitian nutritionist (RDN) and the Nutrition Sciences track leading to application in research or industry. Applicants to the program should indicate to which track they are applying in their essay/personal statement.

Didactic Program in Dietetics Plus Partner Dietetic Internship Track

The DPD track is accredited by the Academy of Nutrition and Dietetics Accreditation Council for Education in Nutrition and Dietetics (ACEND). Students who enter the MS in Human Nutrition planning to become an RDN are automatically admitted to one of our ACEND-accredited partner dietetic internships. Students complete the didactic (classroom) portion of their training at Drexel, followed by their supervised practice (internship) with one of our partners. Partners include Yale New Haven Hospital Dietetic Internship, University of Maryland Medical Center Dietetic Internship, Virginia Commonwealth University Dietetic Internship and Tulane University Dietetic Internship. The degree is completed full-time in one academic year (12 months; 9.0-12.0 credits per term). Students are admitted only in the fall term. All students complete a capstone project in their final term.

Nutrition Sciences Track

The Nutrition Sciences track prepares students for entry into doctoral-level study in nutrition or other health care disciplines (eg. medicine) or employment in industry. The degree focuses on nutrition research and requires completion of a thesis. In addition to the core curriculum, students select specialty courses relating to their major as well as electives. Completion of the track requires two academic years.

Current research in human nutrition includes the prevention of obesity and diabetes across the lifespan; community engagement to improve healthful food access, availability and exposure in school and clinic-based settings; diet and cancer survivorship; and dietary intake of participants of home-delivered therapeutic meals.

Current research in nutrition science includes dopamine-mediated mechanisms of food intake regulation in humans and its impact on metabolic homeostasis, especially as it applies to obesity, eating disorders and aging; identifying potential unique food safety risks for minoritized, racial/ethnic and low-income populations; and understanding whether novel dietary interventions can influence bone-regulating hormones, bone mineral density, pro-inflammatory cytokines and energy metabolism.

Additional Information

Visit the College's MS in Human Nutrition webpage (<https://drexel.edu/cnhp/academics/graduate/ms-human-nutrition/>) for more information.

Program Prerequisites

The Human Nutrition program builds on a fundamental background in human behavior, written communication and the sciences of biology, chemistry, physiology and nutrition.

Applicants may apply to the program at any point in time while completing prerequisites; however, if they are accepted, all prerequisite courses must be completed with a grade of B or better before students may enroll in the program.

- 1 year of English composition and/or literature
- 1 semester of general biology with lab to include cells and genetics
- 2 semesters of general chemistry with lab OR 1 semester of general chemistry with lab AND 1 semester of organic chemistry with lab
- 1 semester of biochemistry
- 1 semester of human physiology OR 2 semesters of anatomy and physiology with lab
- 1 semester of general psychology
- 1 semester of statistics
- 1 semester of nutrition

Degree Requirements - Nutrition Sciences Track

Students are required to complete 18.0 credits of core courses and then select 27.0 credits of electives chosen from courses currently offered in Biology, Nutrition, Food Science, Environmental Science, or Public Health after consulting with their advisor.

Program Requirements

Required Courses

NFS 525	Nutritional Assessment Through the Life Cycle	3.0
NFS 526	Lifecycle Nutrition	3.0
NFS 601	Research Methods	3.0
NFS 629	Readings in Nutrition Science	3.0

Research

NFS 997	Research	6.0
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Electives (27 credits chosen from the following; must be approved by thesis advisor or committee)

BIO 500	Biochemistry I	
BIO 501	Biochemistry Laboratory I	
BIO 610	Biochemistry of Metabolism	
BIO 613	Genomics	
BIO 614	Behavioral Genetics	
BIO 615	Proteins	
BIO 616	Biochemistry of Major Diseases	
BIO 626	Immunology	
BIO 662	Biology of Neuron Function	
BIO 664	Neurobiology of Disease	
FDSC 506	Food Composition & Behavior	
FDSC 550	Food Microbiology	
FDSC 551	Food Microbiology Laboratory	
FDSC 554	Microbiology & Chemistry of Food Safety I	
FDSC 560	Food Chemistry	
FDSC 561	Food Analysis	
FDSC 568	Functional Foods	
FDSC 654	Microbiology & Chemistry of Food Safety II	

FDSC 662	Sensory Evaluation of Food
NFS 530	Macronutrient Metabolism
NFS 531	Micronutrient Metabolism
NFS 546	World Nutrition
NFS 625	Nutrition and Exercise Physiology
NFS 690	Community Nutrition
NFS 810	Topics in Metabolic Nutrition
NFS 811	Topics in Community Nutrition
PSY 828	Weight and Eating Disorders
RSCH 700	Foundations in Quantitative Research
RSCH 720	Foundations of Biostatistics
RSCH 721	Intermediate Statistics in Health I
RSCH 723	Interpretation of Data
RSCH 813	Measurement Theory in Healthcare

Total Credits

45.0

Sample Plan of Study - Nutrition Sciences Track

First Year

Fall	Credits Winter	Credits Spring	Credits Summer	Credits
NFS 526	3.0 NFS 525	3.0 NFS 629	3.0 Vacation	
Electives	6.0 NFS 601	3.0 Elective	3.0	
	Elective	3.0		
	9	9	6	0

Second Year

Fall	Credits Winter	Credits Spring	Credits
NFS 997	2.0 NFS 997	2.0 NFS 997	2.0
Electives	6.0 Electives	6.0 Elective	3.0
	8	8	5

Total Credits 45

Degree Requirements - Didactic Program in Dietetics (DPD) Track

The Didactic Program in Dietetics (DPD) (<https://drexel.edu/cnhp/academics/graduate/ms-human-nutrition/>) provides the coursework that is required to become a Registered Dietitian Nutritionist (RDN). *Dietetics* is the practical application of nutrition in the prevention and treatment of disease. Dietetics is an exciting and challenging profession because there are many diseases that are related to nutrition, such as heart disease, high blood pressure, stroke, cancer, diabetes, and obesity.

The Drexel University Didactic Program in Dietetics (DPD) provides classroom training for students who want to become RDNs. Our Didactic Program in Dietetics is accredited by the Accreditation Council for Education in Nutrition and Dietetics (ACEND) of the Academy of Nutrition and Dietetics:

Academy of Nutrition and Dietetics

120 South Riverside Plaza

Suite 2000

Chicago, IL 60606

800-877-1600 x5400

www.eatright.org (<http://www.eatright.org>)

The Academy of Nutrition and Dietetics (<https://www.cdrnet.org/>) is the nation's largest organization of food and nutrition professionals, most of whom are Registered Dietitians (RD) or Registered Dietitians/Nutritionists (RDN). Note that the "RD" and "RDN" credential are the same credential.

To become an RDN, students must complete a:

- Minimum of a master's degree with coursework approved by ACEND. Coursework typically includes food and nutrition sciences, chemistry, biochemistry, physiology, microbiology, community nutrition, nutrition counseling, basic and quantity food preparation, foodservice systems management, and medical nutrition therapy.
- An accredited, supervised practice program, also called a dietetic internship (DI), at health care facilities, community agencies, and in foodservice operations. The internship must provide a minimum of 1000 hours of hands-on training.
- Pass a national examination administered by the Commission on Dietetic Registration.

Students who already have a bachelor's degree and want to become an RDN may complete coursework approved by ACEND at the master's degree level. Drexel University was one of the first universities in the country to offer the DPD program on the graduate level.

The MS in Human Nutrition with the DPD option is a full- or part-time program with courses offered primarily in the evening. The program is 45.0 credits including a capstone project and may be completed in 12-21 months. Students who enroll part-time typically complete the program in two years. After completing the MS in Human Nutrition, students participating in this program will also receive a Verification Statement that shows successful completion of the DPD and allows them to apply for an accredited supervised practice experience (dietetic internship).

Program Requirements

Required Courses

FDSC 506	Food Composition & Behavior	3.0
NFS 510	Profession of Dietetics	3.0
NFS 525	Nutritional Assessment Through the Life Cycle	3.0
NFS 526	Lifecycle Nutrition	3.0
NFS 530	Macronutrient Metabolism	3.0
NFS 531	Micronutrient Metabolism	3.0
NFS 543	Medical Nutrition Therapy I	3.0
NFS 544	Medical Nutrition Therapy II	3.0
NFS 545	Nutrition in Critical Care	3.0
NFS 546	World Nutrition	3.0
NFS 550	Foodservice Systems Management	3.0
NFS 601	Research Methods	3.0
NFS 630	Nutrition Counseling	3.0
NFS 660	Capstone Project in Nutrition and Dietetics	3.0
NFS 690	Community Nutrition	3.0
Total Credits		45.0

Sample Plan of Study, Didactic Program in Dietetics (DPD) Track

Full Time Plan of Study

First Year

Fall	Credits Winter	Credits Spring	Credits Summer	Credits
FDSC 506	3.0 NFS 525	3.0 NFS 544	3.0 NFS 545	3.0
NFS 510	3.0 NFS 531	3.0 NFS 546	3.0 NFS 550	3.0
NFS 526	3.0 NFS 543	3.0 NFS 630	3.0 NFS 660	3.0
NFS 530	3.0 NFS 601	3.0 NFS 690	3.0	
	12	12	12	9

Total Credits 45

Part-Time Plan of Study

First Year (Part-Time)

Fall	Credits Winter	Credits Spring	Credits Summer	Credits
NFS 526	3.0 NFS 525	3.0 NFS 546	3.0 NFS 543	3.0
NFS 530	3.0 NFS 531	3.0 NFS 690	3.0 NFS 550	3.0
	6	6	6	6

Second Year (Part-Time)

Fall	Credits Winter	Credits Spring	Credits Summer	Credits
FDSC 506	3.0 NFS 545	3.0 NFS 510	3.0 NFS 660	3.0
NFS 544	3.0 NFS 601	3.0 NFS 630	3.0	
	6	6	6	3

Total Credits 45

Second Year Summer is less than the 4.5-credit minimum required (considered half-time status) of graduate programs to be considered financial aid eligible. As a result, aid will not be disbursed to students this term.

Program Level Outcomes

Mission, Goals and Outcome Measures

Drexel University's College of Nursing and Health Professions Nutrition Sciences Didactic Program in Dietetics integrates a foundation in the nutrition sciences with courses in the social sciences to provide the knowledge, skills and professional values needed to prepare students to become entry-level registered dietitian nutritionists.

Goals:

- To provide quality didactic instruction and learning experiences to prepare graduates to be accepted into dietetic internships or to work in the field of nutrition and dietetics.
- To prepare graduates to become competent entry-level dietitians.
- To increase diversity in the profession by facilitating the success of graduates from underrepresented groups.

Objectives

- At least 80% of students complete program requirements within 1.5 years (150% of planned program length).
- At least 90% of program graduates apply for admission to a supervised practice program prior to or within 12 months of graduation.
- At least 90% of program graduates apply for admission to a supervised practice program prior to or within 12 months of graduation.
- Of program graduates who apply to a supervised practice program, at least 90% are admitted within 12 months of graduation.
- The program's one-year pass rate (graduates who pass the registration exam within one year of first attempt) on the CDR credentialing exam for dietitian nutritionists is at least 80%.
- Internship directors or employers of graduates of the DPD will rate ten aspects of the students' preparation for internship an average of "4" or better, on a scale of 1=poor to 5 =excellent within 12 months of graduation.
- At least 25% of graduates will be from underrepresented groups.

Human Nutrition Faculty

Nyree Dardarian, EdD, MS, RD, LDN, CSSD, FAND (*East Tennessee State University*) Director, Center for Nutrition & Performance. Clinical Assistant Professor. Energy expenditure; sports nutrition.

Mary Pat DeHaven, MS, RD, LDN (*Drexel University*) Director, Nutrition & Dietetics. Assistant Clinical Professor. Clinical nutrition.

Jonathan Deutsch, PhD (*New York University*). Professor. Social and cultural aspects of food, culinary education, culinary improvisation, recipe and product development; food sustainability.

RoseAnn DiMaria-Ghalili, PhD, MSN, BSN, CNSC (*New York University, School of Education, Division of Nursing*). Professor. Nutrition and surgical recovery to improve the care of older adults undergoing surgery; nutrition assessment, inflammation, and health outcomes.

Beth L. Leonberg, DHSc, MS, MA, RDN, CSP, FAND, LDN (*Drexel University*) Director, Didactic Program in Dietetics . Associate Clinical Professor. Pediatric nutrition.

Brandy-Joe Milliron, PhD (*Arizona State University*). Associate Professor. The development and evaluation of modifications in the natural environment to promote healthier living; farm to table school initiatives

Jennifer Nasser, PhD, RD, FTOS (*Rutgers University*). Associate Professor. Dopamine-mediated mechanisms of food intake regulation in humans and its impact on metabolic homeostasis, especially as it applies to obesity, eating disorders and aging. Implementation of methods to maximize nutrient density of food provided in community food services.

Deeptha Sukumar, PhD (*Rutgers University*). Associate Professor. Vitamin D and magnesium and bone mineral density; obesity and bone mineral density.

Emeritus Faculty

Donna H. Mueller, PhD (*Temple University*). Associate Professor Emeritus. Clinical nutrition; pediatric nutrition; nutrition in pulmonary diseases, especially cystic fibrosis; nutrition in developmental delay; dental nutrition; dietetic education and professional development.

Music Therapy and Counseling MA

Major: Music Therapy and Counseling

Degree Awarded: Master of Arts (MA)

Calendar Type: Quarter

Minimum Required Credits: 90.0

Co-op Option: None

Classification of Instructional Programs (CIP) code: 51.2305

Standard Occupational Classification (SOC) code: 29-1129

About the Program

The Master of Arts program in Music Therapy and Counseling educates students for creative, responsive and effective therapy practice in which music is the essential mode of transformation. Through a balance of classroom education and clinically supervised practicum and internship experiences, students develop a strong foundation for skilled clinical practice. The 90 quarter-credit curriculum includes specific music therapy coursework in areas such as clinical musicianship, clinical improvisation, music therapy across the lifespan and technological applications as well as general mental health

counseling coursework in human development, social and cultural foundations, clinical appraisal and assessment and group dynamics. All courses are taught at the graduate level. Graduates are eligible for board certification through the Certification Board for Music Therapists as well as professional counseling licensure in Pennsylvania (upon completion of post-graduation requirements).

Music therapists use music within a therapeutic relationship to address physical, emotional, cognitive and social needs of individuals. Research shows that music therapy is an effective treatment for children, adolescents, adults and older adults with mental health needs, developmental and learning disabilities, Alzheimer's disease and other aging-related conditions, substance use disorders, acute and chronic pain and brain injuries. Graduates of the MA in Music Therapy & Counseling program go on to work in a variety of clinical environments, including but not limited to medical and behavioral health in-patient and out-patient settings, community health and wellness centers, schools and after-school programs, trauma-informed settings, correctional facilities, elder care facilities and private practices.

Additional Information

For more information about the program, visit the College of Nursing and Health Professions' Music Therapy (<https://drexel.edu/cnhp/academics/graduate/ma-music-therapy-counseling/>)

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Degree Requirements

Core Courses

CATX 501	Foundations of Creative Arts Therapies	2.0
CTCN 501	Human Psychological Development	4.5
CTCN 503	Differential Diagnosis and Processes	4.5
CTCN 504	Professional Orientation and Ethics	4.5
CTCN 505	Theories of Counseling and Psychotherapy	4.5
CTCN 509	Social and Cultural Foundations	4.5
CTCN 540	Approaches to Addictions and Recovery	4.5
CTCN 575	Therapeutic Processes & Relationship Skills I	2.0
CTCN 601	Introduction to Behavioral Research	4.5
CTCN 603	Clinical Appraisal and Assessment	4.5
CTCN 604	Career Counseling	4.5
CTCN 606	Group Dynamics and Processes	4.5
CTCN 675	Therapeutic Processes & Relationship Skills II	2.0
CTCN 677	Crisis & Trauma Approaches in Therapeutic Practice	4.0

Music Therapy Track Courses

CATX 510	Principles and Practices in Music Therapy	2.0
CATX 512	Music Therapy Across the Life Span	2.0
CATX 578	Clinical Improvisation Skills	2.0
CATX 579	Technological Applications in Music Therapy	2.0
CATX 590	Clinical Musicianship I: Piano	2.0
CATX 591	Clinical Musicianship II: Guitar	2.0
CATX 592	Clinical Musicianship III- Integrated Voice	2.0
CATX 615	Community-Centered Processes in Music Therapy	2.0
CATX 679	Advanced Clinical Improvisation and Analysis	2.0
CATX 685	Professional Identity & Contemporary Practices in Music Therapy	2.0

Clinical Education Courses

CTCN 512	Clinical Practicum & Practicum Supervision I	2.0
CTCN 522	Clinical Practicum & Practicum Supervision II	2.0
CTCN 532	Clinical Practicum & Practicum Supervision III	2.0
CTCN 542	Clinical Supplement *	
CTCN 612	Clinical Internship & Internship Supervision I	2.0
CTCN 622	Clinical Internship & Internship Supervision II	2.0
CTCN 632	Advanced Clinical Internship & Internship Supervision III	2.0

Culminating Project

CATX 625	Culminating Project in Music Therapy I	1.5
CATX 626	Culminating Project in Music Therapy II	1.5

Additional Electives

As needed, in consultation with the program director students can select the following electives:

CATX 627	For Culminating Project Only	
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Total Credits

90.0

*

CTCN 542- This course is only applicable for students on three-year and four-year part-time plans of study. This supervised clinical experience is a continuation to support the integration of clinical experience and coursework as related to clinical practice as initiated in CTCN 512, CTCN 522 & CTCN 532.

Sample Plan of Study

Two-Year Plan of Study

First Year				
Fall	Credits Winter	Credits Spring	Credits Summer	Credits
CATX 501	2.0 CATX 578	2.0 CATX 579	2.0 CATX 615	2.0
CATX 510	2.0 CATX 591	2.0 CATX 592	2.0 CTCN 504	4.5
CATX 512	2.0 CTCN 509	4.5 CTCN 503	4.5 CTCN 505	4.5
CATX 590	2.0 CTCN 522	2.0 CTCN 532	2.0	
CTCN 501	4.5 CTCN 575	2.0 CTCN 606	4.5	
CTCN 512	2.0			
	14.5	12.5	15	11
Second Year				
Fall	Credits Winter	Credits Spring	Credits	
CTCN 601	4.5 CATX 625	1.5 CATX 626	1.5	
CTCN 612	2.0 CTCN 540	4.5 CATX 685	2.0	
CTCN 675	2.0 CTCN 603	4.5 CATX 679	2.0	
CTCN 677	4.0 CTCN 622	2.0 CTCN 604	4.5	
		CTCN 632	2.0	
	12.5	12.5	12	
Total Credits 90				

Three-Year Plan of Study

First Year				
Fall	Credits Winter	Credits Spring	Credits Summer	Credits
CATX 501	2.0 CATX 591	2.0 CATX 579	2.0 CTCN 505	4.5
CATX 590	2.0 CTCN 509	4.5 CATX 592	2.0	
CTCN 501	4.5 CTCN 522	2.0 CTCN 503	4.5	
CTCN 512	2.0 CTCN 575	2.0 CTCN 542*	1.0	
	10.5	10.5	9.5	4.5
Second Year				
Fall	Credits Winter	Credits Spring	Credits Summer	Credits
CATX 510	2.0 CATX 578	2.0 CTCN 604	4.5 CATX 615	2.0
CATX 512	2.0 CATX 625	1.5 CTCN 606	4.5 CTCN 504	4.5
CTCN 532	2.0 CTCN 542*	1.0		
CTCN 601	4.5 CTCN 603	4.5		
	10.5	9	9	6.5
Third Year				
Fall	Credits Winter	Credits Spring	Credits	
CATX 626	1.5 CTCN 540	4.5 CATX 679	2.0	
CTCN 612	2.0 CTCN 622	2.0 CATX 685	2.0	
CTCN 675	2.0	CTCN 632	2.0	
CTCN 677	4.0			
	9.5	6.5	6	
Total Credits 92				

*

CTCN 542- This course is only applicable for students on three-year and four-year part-time plans of study. This supervised clinical experience is a continuation to support the integration of clinical experience and coursework as related to clinical practice as initiated in CTCN 512, CTCN 522 & CTCN 532.

Four-Year Part-Time Plan of Study

First Year (Part-Time)

Fall	Credits Winter	Credits Spring	Credits Summer	Credits
CATX 590	2.0 CATX 591	2.0 CATX 592	2.0 CTCN 505	4.5
CTCN 501	4.5 CTCN 509	4.5 CTCN 503	4.5	
	6.5	6.5	6.5	4.5

Second Year (Part-Time)

Fall	Credits Winter	Credits Spring	Credits Summer	Credits
CATX 501	2.0 CATX 578	2.0 CATX 579	2.0 CTCN 504	4.5
CATX 510	2.0 CTCN 512	2.0 CTCN 542	1.0 CTCN 522	2.0
CATX 512	2.0 CTCN 575	2.0 CTCN 606	4.5	
	6	6	7.5	6.5

Third Year (Part-Time)

Fall	Credits Winter	Credits Spring	Credits Summer	Credits
CTCN 601	4.5 CTCN 603	4.5 CTCN 532	2.0 CATX 615	2.0
CTCN 675	2.0	CTCN 604	4.5 CATX 625	1.5
			CTCN 542*	1.0
	6.5	4.5	6.5	4.5

Fourth Year (Part-Time)

Fall	Credits Winter	Credits Spring	Credits
CTCN 612	2.0 CTCN 540	4.5 CATX 626	1.5
CTCN 677	4.0 CTCN 622	2.0 CATX 679	2.0
		CATX 685	2.0
		CTCN 632	2.0
	6	6.5	7.5

Total Credits 92

*

CTCN 542- This course is only applicable for students on three-year and four-year part-time plans of study. This supervised clinical experience is a continuation to support the integration of clinical experience and coursework as related to clinical practice as initiated in CTCN 512, CTCN 522, & CTCN 532

Program Level Outcomes

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

- Work with culturally diverse populations, applying cultural and social diversity theories and competency models to an understanding of identity development, empowerment, concepts of health and pathology, collaboration and advocacy with respect for differences and a commitment to social justice.
- Demonstrate an understanding of systems of care and professional roles within systems.
- Effectively communicate, interface and collaborate with other professionals and lay people as part of clinical practice.
- Demonstrate mastery and consistent application of ethical principles and standards of practice.
- Provide individual and group CAT specialty and counseling services across a diverse spectrum of recipient populations and ages, including assessment, evaluation and intervention.
- Self-evaluate for continued improvement and professional growth.
- Critically interpret and apply research and other scholarly literature in practice, including research designs and methodologies relevant to music therapy and counseling.
- Utilize creative processes in therapeutic work, applying theories of creativity and curative properties of artistic communication and expression.
- Apply comprehensive knowledge of the foundations and principles of music therapy practice.
- Apply comprehensive knowledge of current methods of music therapy assessment, implementation and evaluation within a developmental and multicultural framework.
- Utilize extensive and varied repertoire of contemporary and traditional idioms within improvisational, re-creative, songwriting and receptive music therapy methods in order to enhance creative and therapeutic processes.
- Selectively modify music therapy approaches based on knowledge of the roles and meanings of music in various cultures.

Creative Arts Therapies Department Faculty

Joke Bradt, PhD, MT-BC (*Temple University*) Director, PhD Program in Creative Arts Therapies. Professor. Research in music therapy, chronic pain, systematic reviews.

Natalie Rae Carlton, PhD, ATR-BC, LPCC (*Lesley University*) *Director, Art Therapy and Counseling MA Program*. Associate Clinical Professor. New media and comics, zines and graphic novel uses in art therapy.

Christina Devereaux, PhD, LCAT, LMHC, BC-DMT, NCC (*UCLA*) *Program Director for Dance/Movement Therapy and Counseling*. Associate Clinical Professor. Dance movement therapy, children, attachment, autism spectrum disorder, trauma, group work, clinical supervision.

Girija Kaimal, EdD, MA, ATR-BC (*Harvard University*) *Interim Department Chair, Assistant Dean for the Division of Human Development and Health Administration*. Associate Professor. Art therapy, indigenous arts, oncology, trauma leadership, program evaluation.

Clarissa Lacson, PhD, MT-BC (*Drexel University*) *Core Counseling Course Coordinator, Creative Arts Therapy MA Programs*. Assistant Clinical Professor. Interprofessional collaboration, program development, clinical supervision, research coordination, pediatric and medical music therapy

Marisol S. Norris, PhD, MT-BC (*Drexel University*) *Director, Music Therapy and Counseling MA Program*. Assistant Clinical Professor. . Community music therapy, critical pedagogies, Black aesthetics, culturally sustaining practice, radical healing framework.

Nalini Prakash, BC-DMT, CMA (*Drexel University*). Assistant Clinical Professor. Dance/Movement Therapy. movement analysis, mental illness, criminal justice, violence prevention, clinical supervision, arts and culture, arts-based community development.

Michele Rattigan, MA, ATR-BC, NCC, LPC, LPAT (*MCP Hahnemann University*). Associate Clinical Professor. Art Therapy. self-compassion, community compassion, and mindfulness-based arts therapies approaches for U unresolved trauma; post-partum depression and anxiety; disordered eating and body image concerns; self-harming behaviors; & dissociative disorders. Critical compassionate pedagogy, interprofessional collaboration, & Universal Design for Learning in higher education. Doctor of health science student; higher education concentration.

Minjung Shim, PhD, BC-DMT (*Drexel University*). Assistant Professor. Medical dance/movement therapy, chronic pain management, mindfulness-based interventions, healthy aging, virtual reality and eHealth interventions, clinical trials, theory/model-building, scoping reviews.

Adenike Webb, PhD, MT-BC (*Temple University*) *Clinical Education Coordinator, Creative Arts Therapy MA Programs* . Assistant Clinical Professor. Anti-oppressive pedagogy, wellbeing and creativity, social justice, culturally sustaining practice.

Denise Wolf, ATR-BC, ATCS, LPC, LPAT (*Drexel University*). Associate Clinical Professor. Consulting, trauma sensitive care/complex interpersonal trauma, clinical supervision, hand paper-making, Dialectical behavior therapy, art museum spaces, school-based art therapy, community engagement.

Emeritus Faculty

Nancy Gerber, PhD, ATR-BC (*Union Institute and University*). Associate Clinical Professor Emerita. Art therapy assessment and treatment of adolescents and adults; modern psychoanalysis and art therapy; arts therapy education and doctoral education; arts based research and mixed methods research.

Sharon W. Goodill, PhD, BC-DMT, NCC, LPC (*Union Institute and University*). Clinical Professor Emerita. Medical dance/movement, mind/body studies, movement assessment for DMT, CAT research and leadership.

Florence Ierardi, MM, MT-BC, LPC (*Temple University*). Associate Clinical Professor Emerita. Clinical improvisation, trauma-informed music therapy, multicultural music therapy perspectives.

Ellen Schelly-Hill, MMT, BC-DMT, NCC, LPC (*Antioch NE Graduate School*). Associate Clinical Professor Emerita. Adults diagnosed with mood disorders, anxiety, chronic pain and with histories of trauma; clinical supervision; ethics.

Nurse Anesthesia DNP

Major: Nurse Anesthesia (NA)

Degree Awarded: Doctor of Nursing Practice (DNP)

Calendar Type: Quarter

Minimum Required Credits: 135.0

Co-op Option: None

Classification of Instructional Programs (CIP) code: 51.3804

Standard Occupational Classification (SOC) code: 29-1150

About the Program

The Doctor of Nursing Practice (DNP) program is fully accredited by the Council on Accreditation of Nurse Anesthesia Educational Programs (COA).

The Drexel NAP-DNP is a clinically focused practice doctoral degree that combines the scientific and theoretical underpinnings with an extensive clinical experience that culminates in the DNP Scholarly Project. The NAP-DNP was developed in accordance with the DNP Standards as mandated by the Council on Accreditation of Nurse Anesthesia Educational Programs, as well as the American Association of Colleges of Nursing (AACN) DNP Essentials. The NAP-DNP is a 39-month, 135.0 quarter credit, full-time integrated program that begins each spring. The first three quarters of the program (spring, summer and fall) are full-time and offered entirely online. After the first nine months, students complete the remaining 30 months

onsite at Drexel University's campus in Philadelphia. Upon successful completion of the program, the student is awarded a Doctor of Nursing Practice (DNP) degree and is eligible to take the national certification examination offered by the National Board of Certification and Recertification for Nurse Anesthetists (NBCRNA).

Graduates of this program are able to provide safe, compassionate, culturally competent anesthesia care in rapidly changing practice environments across the lifespan. The DNP in Nurse Anesthesia educational experience will facilitate your professional growth and development into a competent, knowledgeable and vigilant nurse anesthesia practitioner.

Additional Information

For more information please contact napadmissions@drexel.edu. Additional information is also available on the College of Nursing and Health Professions (<https://drexel.edu/cnhp/academics/doctoral/dnp-na/>) webpage.

Admission Requirements

- Completed online application: Applications are accepted on a rolling basis.
- Degree Prerequisite:
 - For post-BSN applicants: A baccalaureate degree with a major in nursing (BSN) from an ACEN- or CCNE-accredited program.
 - For post-MSN applicants: A master's degree with a major in nursing (MSN) from an ACEN- or CCNE-accredited program.
- GPA Requirements:
 - Applicants to the NAP-DNP program who completed their education in the United States, with a BSN or MSN, must have a **minimum GPA of 3.2 on a 4.0 scale** in BOTH their last earned/completed degree AND in their calculated science GPA on our science GPA form.
- Certification and Transcripts:
 - Specialty Certification: CCRN or population-specific equivalent required.
 - Transcripts: Official transcripts from an accredited BSN/MSN program and all undergraduate and graduate schools attended (Please note that official transcripts can take up to six weeks to arrive.).
 - Official transcripts must be sent directly to Drexel from all the colleges/universities that the applicant has attended.
 - Please note that transcripts are required regardless of number of credits taken or if the credits were transferred to another school.
 - An admission decision may be delayed if transcripts are not submitted from all colleges/universities attended.
 - Transcripts must show course-by-course grades and degree conferrals. If the school does not notate degree conferrals on the official transcripts, you must provide copies of any graduate or degree certificates.
- Professional Licensure:
 - Current unencumbered United States Registered Nurse (RN) License with eligibility for licensure in Pennsylvania, New Jersey and Delaware.
 - Pennsylvania, New Jersey and Delaware RN licensure is required six months prior to the start of your clinical components. While this is not a requirement for admission, we recommend starting the process of obtaining licensure immediately after admission.
 - Current American Heart Association CPR (BLS) certification.
 - Current Advanced Cardiac Life Support (ACLS) certification.
 - Pediatric Advanced Life Support (PALS) certification.
 - Please provide at least one of the following: PALS or ACLS. If admitted, you will be required to have the other certification by the time you enroll in the program.
- Personal Statement/Essay:
 - Submit a statement of interest detailing your desire to pursue a career in nurse anesthesia practice, your long-term career goals and identify a current clinical practice problem impacting nurse anesthesia practice.
 - Please limit your statement of interest to two pages, double-spaced, using Times New Roman, 12-point font.
- Current CV/Resume:
 - A current curriculum vitae detailing academic and professional experience.
- References:
 - Three (3) references are required from the following individuals who can attest to the applicant's clinical knowledge, clinical skill and potential aptitude for graduate-level study:
 - Nurse manager.
 - Physician or clinical supervisor.
 - Clinical educator or professor.
 - *References will not be accepted from colleagues, friends, CRNA/anesthesiologist shadowed by the applicant or family members.*
- Applicants may use Drexel's electronic letter of recommendation service.
- If a recommender prefers to submit an original, hard copy letter, please remind them that it must include an ink signature and be submitted in a sealed envelope.

Applicants to the NAP-DNP program will possess a minimum of two years (post-orientation) full-time experience working with the most critically ill patients.

Clinical Critical Care Experience:

The Council on Accreditation of Nurse Anesthesia Programs defines a critical care setting:

Critical care experience must be obtained in a critical care area within the United States, its territories or a US military hospital outside of the United States. During this experience, the registered professional nurse has developed critical decision-making and psychomotor skills, competency in patient assessment and the ability to use and interpret advanced monitoring techniques. A critical care area is defined as one where, on a routine basis, the registered professional nurse manages one or more of the following: invasive hemodynamic monitors (e.g., pulmonary artery, central venous pressure and arterial catheters), cardiac assist devices, mechanical ventilation and vasoactive infusions. Examples of critical care units may include but are not limited to surgical intensive care, cardiothoracic intensive care, coronary intensive care, medical intensive care, pediatric intensive care and neonatal intensive care. Those who have experiences in other areas may be considered provided they can demonstrate competence with managing unstable patients, invasive monitoring, ventilators and critical care pharmacology.

Technical Standards:

The Nurse Anesthesia Program requires that all applicants must be able to meet the technical standards for admission, progression and graduation. The technical standards can be found by clicking on this link: Technical Standards-Nurse Anesthesia (<https://drexel.edu/cnhp/academics/departments/Nursing-Graduate/Technical-Standards-Anesthesia/>).

Tuition and Fees:

Cost of Attendance for Graduate Programs (<https://drexel.edu/drexelcentral/cost/grad/>)

Degree Requirements

GENERAL REQUIREMENTS

NUAN 600	Doctor of Nursing Practice Program and Project Introduction	2.0
NUAN 601	Introduction to Nurse Anesthesia Practice	2.0
NUAN 602	Fundamental Principles of Nurse Anesthesia Practice	3.0
NUAN 603	Overview of Nurse Anesthesia	3.0
NUAN 604	Introduction to Simulation for Nurse Anesthesia Practice	3.0
NUAN 700	Nurse Anesthesia Pharmacology I	3.0
NUAN 701	Nurse Anesthesia Practice Principles I	2.0
NUAN 703	Nurse Anesthesia Pharmacology II	3.0
NUAN 704	Nurse Anesthesia Practice for Special Patient Populations I	2.0
NUAN 705	Intraprofessional Communication Simulation	1.0
NUAN 707	Nurse Anesthesia Practice for Special Patient Populations II	2.0
NUAN 708	Nurse Anesthesia Practice Principles II	3.0
NUAN 710	Nurse Anesthesia Practice for Special Patient Populations III	4.0
NUAN 711	DNP Project I-Practice Problem and Search for Evidence	2.0
NUAN 800	Nurse Anesthesia Practice for Special Patient Populations IV	4.0
NUAN 801	DNP Project II-Project Planning and Design	2.0
NUAN 803	Nurse Anesthesia Practice for Special Patient Populations V	4.0
NUAN 804	Crisis Management in Anesthesia Practice	2.0
NUAN 806	Anesthesia Practice Correlative Seminar I	2.0
NUAN 807	Nurse Anesthesia Professional Development	2.0
NUAN 808	DNP Project III-Project Implementation	2.0
NUAN 810	Anesthesia Practice Correlative Seminar II	4.0
NUAN 811	DNP Project IV-Project Evaluation and Dissemination	2.0
NUAN 813	Anesthesia Practice Curricular Review and Certification Exam Preparation	3.0
NUAN 702	Nurse Anesthesia Clinical Practicum I	2.0
NUAN 706	Nurse Anesthesia Clinical Practicum II	2.0
NUAN 709	Nurse Anesthesia Clinical Practicum III	2.0
NUAN 712	Nurse Anesthesia Clinical Practicum IV	3.0
NUAN 802	Nurse Anesthesia Clinical Practicum V	3.0
NUAN 805	Nurse Anesthesia Clinical Practicum VI	3.0
NUAN 809	Nurse Anesthesia Clinical Practicum VII	3.0
NUAN 812	Nurse Anesthesia Clinical Residency I	3.0
NUAN 814	Nurse Anesthesia Clinical Residency II	2.0

PHYSIOLOGY PHARM HEALTH ASSESSMENT

NUPR 600	Advanced Pharmacotherapeutics	5.0
NURS 520	Advanced Physiology	3.0
NURS 550	Advanced Health Assessment & Diagnostic Reasoning	4.0
NURS 521	Advanced Pathophysiology I	3.0

NURS 522	Advanced Pathophysiology II	3.0
NURS 523	Advanced Pathophysiology III	3.0
DOCTOR OF NURSING PRACTICE CORE		
NUPR 530	Introduction to Advanced Practice Nursing: Professional and Self Development	3.0
NUPR 531	Evidence-Based Practice: Processes, Structures and Impact	3.0
NUPR 532	Appraising Quantitative Evidence: Research Designs and Methodologies I	2.0
NUPR 533	Appraising Qualitative Evidence: Research Designs and Methodologies II	2.0
NUPR 607	Clinical Ethics and Health Law	3.0
NUPR 715	Health Policy and Politics	4.0
NUPR 716	Leadership and Management in Healthcare Delivery Systems	3.0
NURS 706	Applied Epidemiology	3.0
NURS 720	Health Information Technology and Information Systems	3.0
RSCH 519	Introduction to Biostatistics	3.0
Total Credits		135.0

Sample Plan of Study

First Year

	Spring	Credits Summer	Credits
	NUAN 600	2.0 NURS 520	3.0
	NUPR 600	5.0 NUPR 531	3.0
	NUPR 530	3.0 NURS 720	3.0
	RSCH 519	3.0 NURS 706	3.0
	13		12

Second Year

Fall	Credits Winter	Credits Spring	Credits Summer	Credits
NUAN 601	2.0 NUAN 602	3.0 NUAN 700	3.0 NUAN 703	3.0
NURS 550	4.0 NUAN 603	3.0 NUAN 701	2.0 NUAN 704	2.0
NUPR 532	2.0 NUAN 604	3.0 NUAN 702	2.0 NUAN 705	1.0
NUPR 715	4.0 NUPR 533	2.0 NURS 521	3.0 NUAN 706	2.0
		NUPR 607	3.0 NURS 522	3.0
	12	11	13	11

Third Year

Fall	Credits Winter	Credits Spring	Credits Summer	Credits
NUAN 707	2.0 NUAN 710	4.0 NUAN 800	4.0 NUAN 803	4.0
NUAN 708	3.0 NUAN 711	2.0 NUAN 801	2.0 NUAN 804	2.0
NUAN 709	2.0 NUAN 712	3.0 NUAN 802	3.0 NUAN 805	3.0
NURS 523	3.0		NUPR 716	3.0
	10	9	9	12

Fourth Year

Fall	Credits Winter	Credits Spring	Credits
NUAN 806	2.0 NUAN 810	4.0 NUAN 813	3.0
NUAN 807	2.0 NUAN 811	2.0 NUAN 814	2.0
NUAN 808	2.0 NUAN 812	3.0	
NUAN 809	3.0		
	9	9	5

Total Credits 135

Program Level Outcomes

Graduates will demonstrate the ability to:

- Evaluate evidence-based processes that address practice standards to promote safe and equitable patient-centered care
- Implement pertinent evidence-based findings to foster practice guidelines that improve population health and the practice environment to support safe and equitable patient-centered care
- Integrate technology and information systems with advanced nursing practice to improve patient care
- Demonstrate expertise in the analysis, formulation and implementation process of health care policy
- Contribute to the advancement of anesthesia practice, health care and humanity through leadership, education and promotion of intraprofessional and interprofessional collaboration
- Utilize advanced critical thinking and decision-making skills throughout the perioperative period, during the autonomous administration of anesthesia for patients across the lifespan

- Demonstrate advanced levels of nursing practice, clinical judgment and accountability to deliver optimal patient care with an emphasis on diverse and vulnerable populations

Nurse Anesthesia Faculty

Suzanne Ariza, MSN, CRNA (*Drexel University*). Assistant Clinical Professor. Didactic education of nurse anesthesia students

Lew Bennett, DNP, CRNA (*Chatham University*) *Chair, Nurse Anesthesia Department*. Assistant Clinical Professor. Didactic education of nurse anesthesia students.

Ferne Cohen, EdD, CRNA (*Drexel University*) *Associate Chair & Director of Clinical Education, Nurse Anesthesia Department*. Assistant Clinical Professor. Clinical and didactic education of nurse anesthesia students.

Jessica Hessel, DNP, CRNA (*Drexel University*). Assistant Clinical Professor. Didactic education of nurse anesthesia students

Nursing PhD

Major: Nursing

Degree Awarded: Doctor of Philosophy

Calendar Type: Quarter

Minimum Required Credits: 90.0

Co-op Option: None

Classification of Instructional Programs (CIP) code: 51.3801

Standard Occupational Classification (SOC) code: 29-1141

About the Program

The College of Nursing and Health Professions (CNHP) offers a Doctor of Philosophy in Nursing, a community-engaged, research-based program that prepares emerging nurse scientists to promote health and health equity using a social justice lens.

The objective of the PhD in Nursing program is to prepare professional nurses as scholars and researchers who will make a substantive contribution to the body of knowledge for the discipline of nursing and thereby improve the health of individuals, families and communities. Doctoral students are expected to plan and launch an independent program of research and seek needed support for the initial phases of the research program.

The PhD in Nursing program represents leadership in the field with interdisciplinary/interprofessional and community collaboration as core values. Innovation is also central to this doctoral program as evidenced in its curriculum plan and research philosophy.

This innovative program offers mentored experience with faculty, in interprofessional classrooms, with options for full-time, part-time, in-person and hybrid study.

What Students Will Learn

The PhD in Nursing faculty are committed to teaching traditional research methods as well as innovative and emergent research approaches and paradigms. In addition to structured coursework, the program builds upon a research mentorship model, which recognizes that research skills are learned most effectively by working with a faculty mentor who provides opportunities to use appropriate tools to design and execute an original research project within a focused program of study.

Graduates of the PhD in Nursing program possess knowledge and skills in theoretical, methodological, analytical, interprofessional and social justice-oriented approaches to conducting research designed to discover and apply knowledge in nursing science to promote health equity among individuals, families and communities.

Doctoral faculty research interests and expertise reflect a diversity of educational backgrounds and research experiences. Early in the program, the student selects a research emphasis that needs to complement or match that of a faculty member's research work. The focal areas of faculty research currently include the following:

- Aging (e.g. nutrition in aging; health of persons with dementia and neurodegenerative conditions; health of older adults with intellectual disability)
- Dementia and caregiver health
- Determinates of health and health equity for vulnerable populations
- Community-engaged and population health
- Health innovation and technology
- Behavioral interventions and implementation science
- Community and population health

- Sexual health (e.g. HIV; STI; teen-pregnancy prevention)
- Bioethics

What Makes this PhD in Nursing Program Unique

The faculty, program, college and University are strongly committed to research that promotes health and health equity and are dedicated to engaging with communities to promote optimum health outcomes. Interprofessional and interdisciplinary curricula are valued, and a robust, active and engaging learning environment is promoted and nurtured. Faculty mentors are dedicated to the learning experiences of students. Students are important participants in the opportunities of Drexel University's College of Nursing and Health Professions, a forward-thinking, progressive, effective and collaborative health care educational enterprise.

Additional Information

For more information, contact:

Anna Pohuly, Executive Assistant, Nursing & Student Affairs
College of Nursing and Health Professions
60 N. 36th Street
Philadelphia, PA 19104
ap469@drexel.edu

Admission Requirements

Criteria for admission include:

- Current United States/International licensure as a registered nurse.
- A Master's Degree in one of the following:
 - Master of Science in Nursing (MSN).
 - Master's degree in a health-related field (*If master's degree is not in Nursing, a Bachelor's Degree in Nursing (BSN) is required*).
- GPA of 3.25.
- GRE scores (optional).
- International applicants, as well as immigrants to the United States and U.S. permanent residents whose native language is not English and who have not received a bachelor's degree or higher in the United States, Australia, Canada, Ireland, New Zealand or the United Kingdom must show proficiency in English speaking as well as listening, writing and reading. International applicants are required to demonstrate English language proficiency by submitting scores from the Test of English as a Foreign Language (TOEFL minimum score: 100), the International English Language Testing System (IELTS minimum Overall Band Score: 7.0), or the Duolingo Test (Duolingo minimum score: 130) unless they meet the criteria for a waiver
- Letters of recommendation (3): Letters must address your academic ability, professionalism, and practice competence from a person in a position to appraise you: specifically, a professor, employer, or professional colleague. The reference may not be from a friend, family member or workplace/organizational peer or subordinate.
- Personal Statement/Essay that addresses the following items [word-processed; approximately 1000 word-length]:
 - Introduce yourself and describe the personal attributes and experiences that will promote your success in Drexel University's PhD in Nursing program.
 - Describe why you are interested in the Nursing PhD.
 - Your potential research interest. Identify a potential faculty mentor in the Nursing PhD program with whom you would like to work and offer an explanation as to how your interests fit with the proposed faculty mentor's research platform/trajectory.
- Professional accomplishments as evidenced by a current submitted vitae or resume.
- Fit with available faculty research interests and expertise.
- Personal interview with a faculty member.

Degree Requirements

The student is required to successfully complete a Candidacy/Qualifying Examination, Dissertation Proposal Defense, and Final Dissertation defense in addition to the Program Requirements noted below.

Required Courses

Nursing Courses		
NURS 802	Epistemology, Ontology, and the Philosophy of Nursing Science	3.0
NURS 806	Scientific Appraisal and Knowledge Development	3.0
NURS 819	Qualitative Research Methods in Nursing Inquiry	3.0
NURS 820	The Science of Therapeutics	3.0
NURS 863	Mixed-Methods Research	3.0

Research and Statistics Competencies

RCRG 600	An Introduction to the Responsible Conduct of Research	0.0
RSCH 700	Foundations in Quantitative Research	3.0
RSCH 720	Foundations of Biostatistics	3.0
RSCH 721	Intermediate Statistics in Health I	3.0
RSCH 722	Intermediate Statistics in Health II	3.0
RSCH 723	Interpretation of Data	3.0

Writing Competencies

Students are required to take both of the following:

RSCH 742	Scientific Writing	3.0
RSCH 743	Grantsmanship	3.0

Dissertation Research ***39.0-72.0**

NURS 988	Dissertation Proposal Development	
NURS 989	Dissertation	

Research Apprenticeship

NURS 850	Research Apprenticeship **	
NURS 1899	Independent Study in Nursing ***	

Electives [†] 12.0Research Elective ^{††} 3.0**Total Credits 90.0-123.0**

*

International students enroll in 9.0 credits of dissertation for no fewer than 3 quarters per academic year until successful dissertation defense. Non-international students have the option to enroll, once all other required courses are completed, for fewer than full-time credits of dissertation (1.0- 4.0) until successful dissertation defense as reflected in the plan of study.

**

NURS 850 is required for all students with the exception of Research Fellows. International students are required to enroll in 3.0 credits of NURS 850 during summer quarter of Year 1 *and* Year 2. Non-international students who are not participating in research fellowships are required to enroll in NURS 850 for minimum of 3.0 credits in each of Year 1 *and* Year 2.

International students will require 6.0 credits of independent study planned with the approval of the faculty advisor to provide research apprenticeship experiences during Year 1 *and* Year 2 summer quarters.

[†]

Courses within these ranges require advisor permission: CHP 600-899, PBHL 600-899, EPI 600-899, CIT 600-698, IPS 700-899, RSCH 600-899, NURS 550-899.

^{††}

Course selection for the research elective requires advisor approval and includes RSCH 600-RSCH 899.

Sample Plan of Study

Full-Time Plan of Study

First Year

Fall	Credits Winter	Credits Spring	Credits Summer	Credits
NURS 802	3.0 RCRG 600	0.0 NURS 806	3.0 Candidacy/Qualifying Exam ***	
NURS 819	3.0 RSCH 700	3.0 RSCH 722	3.0	
RSCH 720	3.0 RSCH 721	3.0 RSCH 723	3.0	
	RSCH 742	3.0		
	9	9	9	0

Second Year

Fall	Credits Winter	Credits Spring	Credits Summer	Credits
NURS 863	3.0 NURS 820	3.0 NURS 988	3.0 Vacation *	
Elective **	3.0 RSCH 743	3.0 Elective **	6.0	
Research Elective [†]	3.0 Elective **	3.0		
	9	9	9	0

Third Year				
Fall	Credits Winter	Credits Spring	Credits Summer	Credits
NURS 989	9.0 NURS 989	9.0 NURS 989	9.0 NURS 989	9.0
	9	9	9	9

Total Credits 90

Part-Time Plan of Study

First Year				
Fall	Credits Winter	Credits Spring	Credits Summer	Credits
NURS 802	3.0 RCRG 600	0.0 RSCH 722	3.0 Vacation *	
RSCH 720	3.0 RSCH 700	3.0 RSCH 723	3.0	
	RSCH 721	3.0		
	6	6	6	0

Second Year				
Fall	Credits Winter	Credits Spring	Credits Summer	Credits
NURS 819	3.0 NURS 820	3.0 NURS 806	3.0 Candidacy/Qualifying Exam ***	
Electives	3.0 RSCH 742	3.0 Electives	3.0	
	6	6	6	0

Third Year				
Fall	Credits Winter	Credits Spring	Credits	
Research Elective [†]	3.0 RSCH 743	3.0 NURS 988	3.0	
NURS 863	3.0 Electives	3.0 Electives	3.0	
	6	6	6	

Fourth Year				
Fall	Credits Winter	Credits Spring	Credits Summer	Credits
NURS 989	4.5 NURS 989	4.5 NURS 989	6.0 NURS 989	6.0
	4.5	4.5	6	6

Fifth Year				
Fall	Credits Winter	Credits Spring	Credits	
NURS 989	6.0 NURS 989	6.0 NURS 989 [^]	3.0	
	6	6	3	

Total Credits 90

*

NURS 850 is required for all students with the exception of Research Fellows. International students are required to enroll in 3.0 credits of NURS 850 during summer quarter of Year 1 *and* Year 2. Non-international students who are not participating in research fellowships are required to enroll in NURS 850 for minimum of 3.0 credits in each of Year 1 *and* Year 2. International students will require 6.0 credits of independent study planned with the approval of the faculty advisor to provide research apprenticeship experiences during Year 1 *and* Year 2 summer quarters.

**

Courses within these ranges require advisor permission: CHP 600-899, PBHL 600-899, EPI 600-899, CIT 600-698, IPS 700-899, RSCH 600-899, NURS 550-899.

The student is required to successfully complete a Candidacy/Qualifying Examination during this term.

†

Course selection for the research elective requires advisor approval and includes RSCH 600-RSCH 899.

††

International students enroll in 9.0 credits of dissertation for no fewer than 3 quarters per academic year until successful dissertation defense. Non-international students have the option to enroll, once all other required courses are completed, for fewer than full-time credits of dissertation (1.0-4.0) until successful dissertation defense as reflected in the plan of study. The actual number of credits required will vary dependent upon student's dissertation and research topic. Consult with dissertation advisor.

^

Note: This term is less than the 4.5-credit minimum required (considered half-time status) of graduate programs to be considered financial aid eligible. As a result, aid will not be disbursed to students this term.

Program Level Outcomes

- Demonstrate effective communication through professional publications, presentations and collaborative efforts such as conferences and leadership activities.

- Conduct scientifically rigorous research using quantitative, qualitative or mixed methods to advance nursing science and/or practice.
- Disseminate research findings to inform science-driven policies, practice models and health recommendations to varied stakeholders.
- Synthesize knowledge from related disciplines, including the biological and social sciences, and policy sources to inform a purposeful, planned program of research that recognizes and responds to health disparities and promotes health equity.
- Integrate critical thinking skills and philosophical principles of inquiry from ontology, epistemology, axiology, methodology and with nursing knowledge.
- Pursue research and program funding opportunities available through intramural and extramural sources including, federal, private and public fellowships.
- Conduct research that is informed by and consistent with the Code of Ethics for Nurses, National Institutes of Health Responsible Conduct of Research principles and institutional policies and procedures that guide research, scholarship and science development.
- Evaluate scholarship from an interprofessional, inclusive and equitable approach to nursing and health research that promotes socially just outcomes, respects diversity and diminishes disparities.

Nursing PhD Faculty

Rose Ann DiMaria-Ghalili, PhD, RN, FASPN, FAAN, FGSA (*New York University*) *Senior Associate Dean for Research*. Professor. Provost Solutions Fellow; Nursing PhD; Graduate Nursing; Nutrition Sciences Department

Kathleen Fisher, PhD, RN, CRNP (*Pennsylvania State University*) *Interim Director, PhD in Nursing*. Professor. Graduate Nursing

Loretta Jemmott, PhD, MSN, RN, FAAN (*University of Pennsylvania*) *Vice President, Health and Health Equity*. Professor. College of Nursing and Health Professions; Graduate Nursing; Nursing PhD

Safiyyah Okoye, PhD, MSN, RN (*Johns Hopkins University*). Assistant Professor. Graduate Nursing; FIRST Faculty (Faculty Institutional Recruitment for Sustainable Transformation)

Lilianna Phan, PhD, MPH, MS (*University of Maryland College Park*). Assistant Professor. Department of Community Health and Prevention. Drexel FIRST Program. Drexel College of Nursing and Health Professions. Social determinants of health; health disparities; community-engaged research; tobacco prevention and control; tobacco-related health disparities; tobacco regulatory science; health communication; racism and discrimination

Justine S. Sefcik, PhD, RN (*University of Pennsylvania*). Assistant Professor. Graduate Nursing PhD

Emeritus Faculty

Joan Rosen Bloch, PhD, CRNP (*University of Pennsylvania*). Associate Professor Emerita. Urban women's health, Prenatal care, Health disparities research, Planning and implementing innovative health care delivery models, Perinatal nurse health home visiting, Maternal mortality and morbidity.

Elizabeth Gonzalez, PhD, MSN, PMHCNS-BC (*New York University*) *Department Chair, Doctoral Nursings*. Associate Professor Emerita. Mental health nursing, Caregiving, Aging, Minority health issues, Resourcefulness.

Nursing Practice DNP

Major: Nursing Practice

Degree Awarded: Doctor of Nursing Practice (DNP)

Calendar Type: Quarter

Total Credit Hours: 45.0

Co-op Option: None

Classification of Instructional Programs (CIP) code: 51.3818

Standard Occupational Classification (SOC) code: 11-9111

About the Program

Drexel's accredited online Doctor of Nursing Practice (DNP) program is designed for nurses seeking a terminal degree in nursing practice and offers an alternative to research-focused doctoral programs. The mission of the DNP program is to prepare advanced nursing practice leaders for the application of evidence-based knowledge in practice, quality improvement and systems leadership to improve health outcomes. DNP-prepared nurses are well-equipped to fully implement the science developed by nurse researchers prepared in PhD, DNS and other research-focused nursing doctorates. DNP-prepared nurses also are able partners on research initiatives that require the input and guidance of practice experts with advanced skills as advanced practice registered nurses, nurse administrators and nursing leaders.

Upon graduation, students will be able to:

- Design evidence-driven health care delivery approaches using fiscally responsible and environmentally sustainable strategies to meet current and anticipated individual and population health needs across the illness-wellness continuum.

- Execute established steps of evidence-based practice when leading efforts to improve health care quality based on measurable and manageable outcomes.
- Model communication skills necessary to lead and contribute to effective interprofessional collaborations and patient care encounters to accomplish high-quality and mission-driven outcomes.
- Appraise health care systems' delivery processes to improve quality, accessibility and/or the sustainability of health care enterprises.
- Propose policy initiatives that promote social justice and the health and wellness of all people, including those who are disparaged, oppressed or vulnerable.
- Appraise practice dilemmas using moral reasoning and legal/ethical analyses to make decisions in practice settings and to create policies that are consistent with professional codes, practice standards and laws.
- Utilize information systems/technologies to analyze health outcomes for individuals, aggregates and populations and to evaluate healthcare delivery systems.
- Demonstrate advanced specialty and role competence as an advanced practice registered nurse or as an advanced nurse in a role focused on advanced aggregate/systems/organizational expertise.

Clinical Requirements

A minimum of 1000 *post-baccalaureate* precepted clinical hours are required for the DNP degree. Prescribed procedures and credentialing processes must be followed prior to starting practicum experiences. Required competencies are periodically assessed throughout the program. Practicum experiences vary in length and purpose. Details may be reviewed on the Degree Requirements and Sample Plan of Study pages.

Additional Information

For more information about this program, contact:

Graduate Nursing Division
CNHPGraduateDivision@drexel.edu

Admission Requirements

Admissions Criteria

- Current United States licensure as a registered nurse
[State Regulations and Restrictions ([\]](https://www.online.drexel.edu/about/state-regulations.aspx?_gl=1*1m84v3j*_ga*MzcZMzc1ODE4LjE2MjkzNzk2Njg.*_ga_6KJ1PNLE19*MTY0MzY0NDQyOS4xMjkuMS4xNjQzNjQ0Nzk4LjM.)
- A Master's Degree in one of the following:
 - Master of Science in Nursing (MSN).
 - Master's Degree in Health-Related Field.*
 - Master of Business Administration (MBA).*

**If your master's degree is not in nursing, a Bachelor's Degree in Nursing (BSN) is required.*

- Cumulative graduate grade point average (GPA): 3.2 or higher.
- A graduate-level Research Methods course (grade B or higher).
- Undergraduate or graduate-level Statistics course (grade B or higher).
- Advanced Clinical Expert Track Applicants: *Advanced Practice Registered Nurses* (Nurse Practitioner, Clinical Nurse Specialist, Nurse Midwife or Nurse Anesthetist) **require** APRN national certification. †
 - *Plan of Study Path A.*
 - Verification of no fewer than 620 hours of precepted practice hours during graduate studies.
 - *Plan of Study Path B.*
 - Verification of 400 to 619 hours of precepted practice hours during graduate studies.
- Nurse Executive/Leadership Expert Track Applicants: *Nurses in Advanced Leadership Roles* require advanced national certification **OR** verification of no fewer than 400 hours of precepted practice hours during graduate studies. †
 - *Plan of Study Path A.*
 - Verification of no fewer than 620 hours of precepted practice hours during graduate studies.
 - *Plan of Study Path B.*
 - Verification of 400 to 619 hours of precepted practice hours during graduate studies **OR** relevant national certification: ††
 - American Association of Colleges of Nursing (AACN) Clinical Nurse Leader (CNL) Certification.
 - American Nursing Credentialing Center (ANCC) Nurse Executive-Advanced certification (NEA). †††
 - American Organization for Nursing Leadership (AONL) Certified in Executive Nursing Practice (CENP).

- Two electronic recommendation letters addressing your academic ability, professionalism and practice competence from a person in a position to appraise you; specifically, a professor, employer or professional colleague. The reference may not be from a personal friend, family member or workplace/organizational peer or subordinate.

† Applicants must have no fewer than 400 hours of precepted practice hours completed during graduate studies for DNP Program admission consideration.

†† If submitting certification for admission, submit documentation of certification or verification that you are scheduled to take one of these exams no later than August 15. Students who are scheduled to take a certification exam will be considered for conditional acceptance for the fall quarter and will not be permitted to progress in the program until advanced certification is earned and submitted to the DNP Program Director.

††† Applicants with leadership/administrative experience and the NE-BC certification may be considered.

Required Documents

With multiple ways to submit documents, Drexel makes it easy to complete your application. Learn more by visiting our Completing Your Application Guide (<https://www.online.drexel.edu/support/supporting-documents.aspx>).

- A completed online application.
- Current U.S. Registered Nurse (RN) Licensure [State Regulations and Restrictions ([\]](https://www.online.drexel.edu/about/state-regulations.aspx?_gl=1*1m84v3j*_ga*MzczMzc1ODE4LjE2MjkzNzk2Njg.*_ga_6KJ1PNLE19*MTY0MzY0NDQyOS4xMjkuMS4xNjQzNjQ0Nzk4LjM.)
- Verification of precepted clinical/practicum hours from your graduate program.
- Role-specific documents:
 - *Advanced Practice Registered Nurses* (Nurse Practitioner, Clinical Nurse Specialist, Nurse Midwife or Nurse Anesthetist): **License and national certification documents.**
 - *Advanced Roles in Nursing Administration/Leadership.*
 - American Association of Colleges of Nursing (AACN) Clinical Nurse Leader (CNL) Certification.
 - American Credentialing Center (ANCC) Nurse Executive-Advanced certification (NEA).
 - American Organization of Nurse Executives (AONE) Certified in Executive Nursing Practice (CENP).
 - Other advanced role/specialization certifications will be individually considered. Official transcripts (<https://online.drexel.edu/support/supporting-documents/transcripts.aspx>) from all universities or colleges and other post-secondary educational institutions (including trade schools) attended.
- Official transcripts must be sent directly to Drexel from all the colleges/universities that you have attended. Transcripts must be submitted in a sealed envelope with the college/university seal over the flap. Please note that transcripts are required regardless of number of credits taken or if the credits were transferred to another school. An admission decision may be delayed if you do not send transcripts from all colleges/universities attended.
- Transcripts must show course-by-course grades and degree conferrals. If your school does not notate degree conferrals on the official transcripts, you must provide copies of any graduate or degree certificates.
 - If your school issues only one transcript for life, you are required to have a course-by-course evaluation completed by an approved transcript evaluation agency.
 - Use our Transcript Lookup Tool (<http://www.drexel.com/tools/transcript.aspx>) to assist you in contacting your previous institutions.
- Two letters of recommendation (<https://www.online.drexel.edu/support/supporting-documents/recommendations.aspx>) that respond to your academic ability, professionalism and practice competence from a person with a graduate degree and practicing in a position to appraise you: specifically, a professor, employer or professional colleague. The reference may not be from a friend, family member or workplace/organizational peer or subordinate.
- Personal statement/essay integrating responses to the following questions in three word-processed pages, double-spaced, 10-12 font:
 - Introduce yourself and describe the personal attributes and experiences that will promote your success in Drexel University's online DNP program.
 - What is your area of practice interest and how do you envision the Doctor of Nursing Practice degree professionally benefitting you and the population you serve?
 - Identify a practice problem that intrigues you and discuss how you believe that the DNP program will be useful in assisting you with developing the skills and expertise needed to improve or eliminate this problem.
- Curriculum Vitae (CV) or Resume: *You must identify your current position/job title and include a description of this role.*
- *Clinical Hours Verification Form (CHVF): Documents the number of graduate-level precepted clinical/practicum hours previously earned.*
- Additional requirements for International Students (<https://www.online.drexel.edu/support/international-students.aspx>)

Degree Requirements

Curriculum

The Doctor of Nursing Practice (DNP) program's plan of study integrates core courses along with practicum experiences, including experiences focused on creating, implementing and evaluating a DNP Project that is crafted to improve health care processes and outcomes through carefully

planned practice change. The curriculum provides the student learner with an opportunity for acquiring advanced, specialized knowledge and skills informed by an individually-driven, faculty-supervised plan that is influenced by the relevant Academic Emphasis Pathway; specifically advanced clinical expert or nurse executive/leadership expert. Doctoral students are assigned to a *category* of practice experiences that is determined by the number of precepted clinical hours completed at the graduate level at the point of admission. The curriculum is based on nationally recognized standards by the American Association of Colleges of Nursing (AACN) and consistent with the DNP program accrediting by the Commission on Collegiate Nursing Education (CCNE).

A doctorate-prepared Practicum Mentor is required (for practicum intensive courses) who may be internal or external to the student's practice setting. Additional formal or informal experts, mentors, partners, and/or facilitators may provide intermittent or limited support throughout practicum experiences. Students are strongly encouraged and advised to stretch beyond their workplace setting and explore opportunities that enhance networking opportunities while broadening expertise related to benchmarking, new and different practice models, or other experiences that foster the development of deep and broad knowledge and skills.

The DNP Project is designed to respond to an identified practice problem that offers an opportunity to enhance care delivery or improve an outcome. A comprehensive search is planned and conducted to identify relevant, curated evidence that informs an intervention that typically builds on established quality improvement methodology. Each student will collect and analyze data to determine the effect of the planned intervention on the problem of interest. Recommendations to sustain change are developed. Each student will submit a completed DNP Project paper that is rigorously evaluated. Students will participate in a DNP Project dissemination activity during Year 2 of the program. Faculty support, guidance, and supervision are hallmarks of the Drexel University DNP Project process. Each student is required to satisfactorily complete the DNP Project Paper and Presentation as components of successful degree completion.

Required Core Courses (200 Practice Hours)

NUPR 700	Global Health: Disparities, Social Justice, and Evidence-Based interventions	3.0
NUPR 701	Evidence-based Practice: Research-driven Health Care Delivery *	3.0
NUPR 702	Research Methodologies Seminar	1.0
NUPR 703	Nursing Knowledge Development: Ways of Knowing	2.0
NUPR 704	Evaluating Research Quality: Evidence Appraisal	1.0
NUPR 705	Health Policy and Politics: Nurses Influencing Health	3.0
NUPR 706	Improving Quality and Safety of Health Care Delivery	4.5
NUPR 707	Health Law and Clinical Practice/Organizational Ethics	3.0
NUPR 708	Leading Projects and Evaluating Programs in Nursing and Healthcare Systems	2.0
NUPR 805	Leading by Transforming and Partnering: The Future of Nursing	4.5
NURS 706	Applied Epidemiology	3.0
RSCH 519	Introduction to Biostatistics	3.0

Academic Emphasis Pathways (Select one Pathway and one Category within each Pathway) 12.0

Advanced Clinical Expert - Category 1 (Accepted with no fewer than 620 precepted practice hours.) **

NUPR 782	DNP Scholarly Project Seminar 1: Planning Practice Change (120 Practice Hours)
NUPR 783	DNP Scholarly Project Seminar 2: Implementing and Evaluating Practice Change (160 Practice Hours)
Elective †††	

Advanced Clinical Expert - Category 2 (Accepted with no fewer than 400 precepted practice hours.) ***

NUPR 781	Advanced Clinical Practice Specialization (120 Practice Hours)
NUPR 782	DNP Scholarly Project Seminar 1: Planning Practice Change (120 Practice Hours)
NUPR 783	DNP Scholarly Project Seminar 2: Implementing and Evaluating Practice Change (160 Practice Hours)

Nurse Executive / Leadership Expert - Category 1 †

NUPR 782	DNP Scholarly Project Seminar 1: Planning Practice Change (120 Practice Hours)
NUPR 783	DNP Scholarly Project Seminar 2: Implementing and Evaluating Practice Change (160 Practice Hours)
Elective †††	

Nurse Executive / Leadership Expert - Category 2 (Accepted with no fewer than 400 precepted clinical hours.) ††

NUPR 781	Advanced Clinical Practice Specialization (120 practice hours)
NUPR 782	DNP Scholarly Project Seminar 1: Planning Practice Change (120 Practice Hours)
NUPR 783	DNP Scholarly Project Seminar 2: Implementing and Evaluating Practice Change (160 Practice Hours)

Total Credits 45.0

*

Major assignment tailored to academic emphasis.

**

Advanced Clinical Expert Category 1: Total Practice Hours = 480

Advanced Clinical Expert Category 2: Total Practice Hours = 600

†

Nurse Executive / Leadership Expert: Total Practice Hours = 480

††

Nurse Executive/Leadership Expert: Total Practice Hours = 600

†††

With advisor approval, approved electives may include: NURS 550-889, RSCH 500-899, NUPR 500-899, CIT 600-698, CHP 600-899, PBHL 600-899, EPI 600-899, IPS 500-899; NUPR 788 (requires program director approval)

Program Delivery

The DNP program is an online distance-learning program with an information technology requirement for accessing courses. The DNP program is delivered over 10-week quarters per year with four academic quarters offered per year (**1-semester credit is equivalent to 1.5-quarter credits**). Course faculty use distance learning technologies (e.g. Blackboard Learn, Zoom, Collaborate) to provide synchronous and asynchronous educational experiences. Students are required to fully engage in the DNP Program learning experiences and faculty provide varied options for ensuring learning opportunities that are in real-time virtually or recorded/presented for asynchronous review.

Sample Plan of Study

Plan 1 Advanced Clinical Expert or Nurse Executive/Leadership Expert: Category 1

First Year

Fall	Credits Winter	Credits Spring	Credits Summer	Credits
NUPR 701	3.0 NUPR 704	1.0 NUPR 706 (120 practice hours)	4.5 NUPR 708	2.0
NUPR 702	1.0 NURS 706	3.0 NUPR 707 (20 practice hours)	3.0 Elective *	3.0
NUPR 703	2.0 RSCH 519	3.0		
	6	7	7.5	5

Second Year

Fall	Credits Winter	Credits Spring	Credits
NUPR 705 (20 Practice Hours)	3.0 NUPR 700	3.0 NUPR 805 (40 Practice Hours)	4.5
NUPR 782 (120 Practice Hours)	3.0 NUPR 783 (160 Practice Hours)	4.5 Elective *	1.5
	6	7.5	6

Total Credits 45

Note: With program director approval, student make take NUPR 788 for additional DNP Scholarly Project time.

*

With advisor approval, student may enroll in NURS 500-899, RSCH 500-899, NUPR 500-899, CIT 600-698, CHP 600-899, PBHL 600-899, EPI 600-899, IPS 500-899.

Plan 2 Advanced Clinical Expert or Nurse Executive/Leadership Expert: Category 2

First Year

Fall	Credits Winter	Credits Spring	Credits Summer	Credits
NUPR 701	3.0 NUPR 704	1.0 NUPR 706 (120 Practice Hours)	4.5 NUPR 781 (120 Practice Hours)	4.5
NUPR 702	1.0 NURS 706	3.0 NUPR 707 (20 Practice Hours)	3.0 NUPR 708	2.0
NUPR 703	2.0 RSCH 519	3.0		
	6	7	7.5	6.5

Second Year

Fall	Credits Winter	Credits Spring	Credits
NUPR 705 (20 Practice Hours)	3.0 NUPR 700	3.0 NUPR 805 (160 Practice Hours)	4.5
NUPR 782 (120 Practice Hours)	3.0 NUPR 783 (160 Practice Hours)	4.5	
	6	7.5	4.5

Total Credits 45

Note: With program director approval, student make take NUPR 788 for additional DNP Scholarly Project time.

Program Level Outcomes

- Design evidence-driven health care delivery approaches using fiscally responsible and environmentally sustainable strategies to meet current and anticipated individual and population health needs across the illness-wellness continuum.
- Execute established steps of evidence-based practice when leading efforts to improve health care quality based on measurable and manageable outcomes.
- Model communication skills necessary to lead and contribute to effective interprofessional collaborations and patient care encounters to accomplish high-quality and mission-driven outcomes.
- Appraise health care systems' delivery processes to improve quality, accessibility and/or the sustainability of health care enterprises.
- Propose policy initiatives that promote social justice and the health and wellness of all people, including those who are disparaged, oppressed or vulnerable.
- Appraise practice dilemmas using moral reasoning and legal/ethical analyses to make decisions in practice settings and to create policies that are consistent with professional codes, practice standards and laws.
- Utilize information systems/technologies to analyze health outcomes for individuals, aggregates and populations and to evaluate health care delivery systems.
- Demonstrate advanced specialty and role competence as an advanced practice registered nurse or as an advanced nurse in a role focused on advanced aggregate/systems/organizational expertise.

Graduate Nursing Faculty

Anthony Angelow, PhD, CRNP, ACNPC, AGACNP-BC, FAEN, FAANP (*University of Northern Colorado*) *Chair, Advanced Practice Nursing*. Associate Clinical Professor. Nurse Practitioner Role Transition, Acute Care, Trauma/Surgical Critical Care, Ethics/Health Law

Susan M. Burke, PhD, RN, CPNP-BC (*The Catholic University of America*) *Track Director, Pediatric Primary Care*. Associate Clinical Professor. Pediatric Primary Care Nursing

Rita Carroll, PhD, CPCRT, CBIST, CMHMP (*Capella University*). Assistant Clinical Professor. Complementary and Integrative Health, Cognitive Rehabilitation, Integrative Health Coaching, Mindfulness

Jennifer Coates, MSN, MBA, ACNPC, ACNP-BC (*The University of Pennsylvania*). Associate Clinical Professor. Adult Critical Care, Adult/Gero Acute Care Nurse Practitioner, Nursing Leadership

Frances (Fran) Cornelius, PhD, MSN (*Drexel University; Wayne State University*). Clinical Professor. Online Learning, Nursing Education, Public/Community Health Nursing

Jennifer Cummings, DNP, MSN, CRNP-BC (*Drexel University*). Assistant Clinical Professor. Adult Health, Primary Care, Evidence-Based Practice.

Diane DePew, DSN, BSN, RN-BC, CNE (*University of Alabama, Birmingham*). Associate Clinical Professor. Nursing Leadership and Development, Nursing Education

Kathryn (Katie) Farrell, EdD, MSN, RN (*Drexel University*) *Quality Safety and Risk Management Track Director: Graduate Nursing*. Assistant Clinical Professor. Nursing Education, Quality, Safety, and Risk Management.

Alecia Schneider Fox, PhD, APRN, FNP-BC (*Widener University*). Assistant Clinical Professor. Emergency Nurse Practitioner, Critical Care Nursing

Marcia Gamaly, PhD, MSN, MHS, RN-BC, CBN (*Villanova University*). Assistant Clinical Professor. Online Education, Clinical Education, Emergency Nursing

Kimberly Garcia, DNP, APRN, PMHNP-BC, FNP-BC, GNP-BC, NP-C (*Indiana University*). Assistant Clinical Professor. Family Nurse Practitioner, Psychiatric/Mental Health Nursing, Transcultural/International Nursing

Maria Irrera-Newcomb, MSN, APRN, FNP-BC (*Duke University*). Assistant Clinical Professor. Family/Individual Across the Lifespan Nursing

Marie McClay, DrNP, WHNP-BC, RN (*Drexel University*). Assistant Clinical Professor. Women's Health Nursing

Cheryl Mele, DNP, PNPAC-BC, PNP PC/AC-BC, NNP-BC (*Touro University*). Associate Clinical Professor. Pediatric Acute Care Nursing, Pediatric Primary Care Nursing, Nursing Leadership, Healthcare Genetics

Sally K. Miller, PhD, CRNP, FAANP, FNP-BC, AGACNP-BC, AGPCNP-BC, PMHNP-BC (*Walden University*). Clinical Professor. Adult-Gerontology Acute/Primary Care Nursing, Psychiatric Mental Health Nursing, Pathophysiology, Pharmacology

Kate Morse, PhD, MSN, RN, AGACNP-RET (*Villanova University*). Clinical Professor. Adult Critical Care Nursing, Healthcare Simulation

Jackie Murphy, EdD, RN, CNE (*Drexel University*). Associate Clinical Professor. Nursing Education, Online Learning, Nursing Theory, Nursing Research, Mindfulness

Jennifer (Jenn) Myers, MSN, RN, CNE (*Drexel University*). Assistant Clinical Professor. Pediatric Nursing, Nursing Education, Online Learning

Barbara R. Osborne, DNP, APRN, WHNP-BC (*Drexel University*). Assistant Clinical Professor. Women's Health, Metabolic Health, Primary Care, Evidence-Based Practice, Advanced Practice Nursing

Lori Ruskin, MSN, FNO-BC (*Thomas Jefferson University*). Assistant Clinical Professor. Family Nurse Practitioner, Adult Gerontology Primary Care Nurse Practitioner

Kelley Scott, DNP, APN-BC (*Drexel University*). Assistant Clinical Professor. Emergency Nursing, Family/Individual Across the Lifespan Nursing

Joanne Serembus, EdD, RN, CCRN (Alum), CCNE (*Widener University*). Clinical Professor. Online Learning, Nursing Education

Susan Solecki, DrPH, FNP-BC, PPCNP-BC (*Drexel University*). Clinical Professor. Advanced Practice Nursing, Pediatrics, Adult Health, Epidemiology, Occupational Health

Erica Springer, MSN, CRNP, WHNP-BC (*Drexel University*). Assistant Clinical Professor. Women's Health Nurse Practitioner

Kimberly J. Twaddell, DNO, CRNP, ACNPC, CCRN (*University of Northern Colorado*). Assistant Clinical Professor. Advanced Practice Nursing, Trauma/ Surgical Critical Care, Acute Care

Megan Walsh Ossont, PhD, MSN, CRNP (*Villanova University*). Assistant Clinical Professor. Nursing Research, Adult Psychiatry, Correctional Psychiatry

Virginia (Ginny) Wilson, MSN, RN, NEA-BC, NE-BC, PhD (c) (*Widener University*). Assistant Clinical Professor. Nursing Leadership

Patricia (Patti) Zuzelo, EdD, RN, APRN, ACNS-BC, ANP-BC, ANEF, FAAN (*Widener University*). Clinical Professor. Advanced Practice Nursing, Leadership and Management, Nursing Education, Clinical Nurse Specialist (Adult Health), Adult Nurse Practitioner

Nutrition and Dietetics MS

Major: Nutrition and Dietetics

Degree Awarded: Master of Science (MS)

Calendar Type: Quarter

Minimum Required Credits: 63.0

Co-op Option: None

Classification of Instructional Programs (CIP) code: 51.3101

Standard Occupational Classification (SOC) code: 29-1031

About the Program

The Nutrition and Dietetics program is designed to provide both the didactic coursework and experiential learning necessary to prepare students to become registered dietitian nutritionists (RDN). Using knowledge of nutrition science, biology, chemistry, physiology, biochemistry, psychology and statistics, RDNs address the nutrition needs of individuals or groups through the prevention or management of illness or chronic disease. Upon successful completion of the program, students are eligible to sit for the entry-level exam to become an RDN. This program fulfills the requirements of the Graduate Program (GP) in Nutrition and Dietetics Accreditation Council on Education in Nutrition and Dietetics (ACEND) Future Education Model Accreditation standards.

Students spend the first two quarters in the program in the classroom taking foundation courses. Beginning in the third quarter, in addition to taking six credits of didactic coursework, students enroll in three credits of supervised practice (24 hours per week) to develop and demonstrate competency in dietetics practice. Experiential learning is completed at locations in and around the Delaware Valley or in locations outside of the area with approval from the program director.

During the last four months of the program, students complete a capstone project in a chosen concentration area. Concentrations are available with Drexel Athletics, Eat Right Philly and at a wide variety of other facilities and programs with whom the department has relationships.

Students have the option to complete a research thesis instead of a capstone project. Applicants are encouraged to visit the program website (<https://drexel.edu/cnhp/academics/departments/Nutrition-Sciences/>) to review the research programs of the department's faculty.

The program is offered on a full-time basis. Students are admitted in the fall term.

Program Mission: Drexel University's Nutrition Sciences graduate program in dietetics integrates didactic coursework with experiential learning to provide the knowledge, competencies and professional values needed to prepare students to become entry-level registered dietitian nutritionists.

Program Goals and Objectives

Program Goal #1: To provide quality classroom and experiential learning to prepare graduates to become registered dietitian nutritionists and be employed in the field of dietetics.

- **Objective #1:** At least 80 percent of students complete the program within 32 months (150 percent of the planned program length).
- **Objective #2:** Of graduates who seek employment, at least 80 percent are employed in nutrition and dietetics or related fields within 12 months of graduation.
- **Objective #3:** Graduates of the GP will rate aspects of their concentration supervised experiential learning experiences an average of "4" or better, on a scale of 1=poor to 5 =excellent.
- **Objective #4:** Employers of graduates of the GP will rate ten aspects of the students' preparation for employment an average of "4" or better, on a scale of 1=poor to 5 =excellent within 12 months of graduation.

Program Goal #2: To prepare graduates to take and pass the Commission on Dietetic Registration (CDR) credentialing exam.

- **Objective #1:** At least 80 percent of program graduates take the CDR credentialing exam for dietitian nutritionists within 12 months of program completion.
- **Objective #2:** The program's one-year pass rate on the CDR credentialing exam for registered dietitian nutritionists is at least 80 percent.

Program Goal #3: To increase diversity in the profession by facilitating the success of students from underrepresented groups.

- **Objective #1:** At least 25 percent of students will be from underrepresented groups.

Additional Information

For more information, visit the College's MS in Nutrition and Dietetics webpage (<https://drexel.edu/cnhp/academics/graduate/MS-Nutrition-and-Dietetics/>).

Admission Requirements

Degree

A bachelor's degree from an accredited institution in the United States or an equivalent international institution. Must have a GPA of 3.0 or above.

Transcripts

Official transcripts must be sent directly to Drexel from all the colleges/universities that you have attended. Transcripts must be submitted in a sealed envelope with the college/university seal over the flap. Please note that transcripts are required regardless of number of credits taken or if the credits were transferred to another school. An admission decision may be delayed if you do not send transcripts from all colleges/universities attended. Transcripts must show course-by-course grades and degree conferrals. If your school does not notate degree conferrals on the official transcripts, you must provide copies of any graduate or degree certificates.

If your school issues only one transcript for life, you are required to have a course-by-course evaluation completed by an approved transcript evaluation agency.

Use our Transcript Lookup Tool to assist you in contacting your previous institutions.

Prerequisites

You must complete the following prerequisite courses with a grade of B or better before starting the program:

- 1 year English composition and/or literature
- 1 semester general biology with lab to include cell and genetics.
- 2 semesters general chemistry, including an introduction to organic chemistry with lab, OR 1 semester general/inorganic chemistry with lab AND 1 semester organic chemistry with lab
- 1 semester biochemistry
- 1 semester human physiology or 2 semesters anatomy and physiology
- 1 semester general psychology
- 1 semester statistics
- 1 semester introductory nutrition

References: Two letters of recommendation. You may use our electronic letter of recommendation service. If a recommender prefers to submit an original, hard copy letter, please remind them that it must include an ink signature and be submitted in a sealed envelope.

Personal statement/essay: Approximately 500 words explaining your reasons for pursuing a degree from Drexel, your short- and long-term career plans and how your background, experience, interest and/or values—when combined with a Drexel degree—will enable you to pursue these goals successfully.

Interview/portfolio: Admissions interview is not required.

CV/resume: Required

International Students: International applicants, as well as immigrants to the United States and United States permanent residents whose native language is not English and who have not received a bachelor's degree or higher in the United States, Australia, Canada, Ireland, New Zealand or the United Kingdom, must show proficiency in English speaking as well as listening, writing and reading. American citizens born on U.S. military bases abroad may be waived from the TOEFL requirement after providing documentation of this status. Otherwise, applicants must meet one of the following requirements:

If you take the TOEFLiBT exam, you must have a minimum combined score for listening, writing and reading sections of 79 plus a speaking section score of 26 or higher.

Degree Requirements

Core Courses

NFS 525	Nutritional Assessment Through the Life Cycle	3.0
NFS 530	Macronutrient Metabolism	3.0
NFS 531	Micronutrient Metabolism	3.0
NFS 601	Research Methods	3.0

Required Courses

FDSC 506	Food Composition & Behavior	3.0
NFS 510	Profession of Dietetics	3.0
NFS 526	Lifecycle Nutrition	3.0
NFS 543	Medical Nutrition Therapy I	3.0
NFS 544	Medical Nutrition Therapy II	3.0
NFS 545	Nutrition in Critical Care	3.0
NFS 546	World Nutrition	3.0
NFS 550	Foodservice Systems Management	3.0
NFS 609	Supervised Experiential Learning *	15.0
NFS 630	Nutrition Counseling	3.0
NFS 660	Capstone Project in Nutrition and Dietetics	3.0
NFS 690	Community Nutrition	3.0
Elective **		3.0

Total Credits		63.0
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Course is taken multiple times over several terms.

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Students may select from the following options: NFS 625 *Nutrition and Exercise Physiology*; NFS 640 *Nutrition of the Schoolchild*; NFS T680 *Special Topics*; NFS I799 *Independent Study*; CIT 501 *Foundations of Phytotherapy*; CIT 502 *Foundations of Complementary and Integrative Therapies*. In addition to the list above, any 3-credit, graduate-level course that is related to Nutrition and Dietetics may be used to fulfill the requirement with prior approval from the Program Director.

Sample Plan of Study

First Year

Fall	Credits Winter	Credits Spring	Credits Summer	Credits
FDSC 506	3.0 NFS 525	3.0 NFS 510	3.0 NFS 543	3.0
NFS 530	3.0 NFS 526	3.0 NFS 609	3.0 NFS 550	3.0
NFS 531	3.0 NFS 601	3.0 NFS 690	3.0 NFS 609	3.0
	9	9	9	9

Second Year

Fall	Credits Winter	Credits Spring	Credits
NFS 544	3.0 NFS 546	3.0 NFS 545	3.0
NFS 609	3.0 NFS 609	3.0 NFS 609	3.0

NFS 630	3.0 Elective	3.0 NFS 660	3.0
	9	9	9

Total Credits 63

Program Level Outcomes

Program Goal #1: To provide quality classroom and experiential learning to prepare graduates to become registered dietitian nutritionists and be employed in the field of dietetics.

- **Objective #1:** At least 80 percent of students complete the program within 32 months (150 percent of the planned program length).
 - Actual Outcomes (2019-2023): 100%
- **Objective #2:** Of graduates who seek employment, at least 80 percent are employed in nutrition and dietetics or related fields within 12 months of graduation.
 - Actual Outcomes (2019-2023): 100%
- **Objective #3:** Graduates of the GP will rate aspects of their concentration supervised experiential learning experiences an average of "4" or better, on a scale of 1=poor to 5=excellent.
 - New objective added in 2024
- **Objective #4:** Employers of graduates of the GP will rate aspects of will rate ten aspects of the students' preparation for employment an average of "4" or better, on a scale of 1=poor to 5=excellent within 12 months of graduation.
 - Actual Outcomes (2023): 4.79/5

Program Goal #2: To prepare graduates to take and pass the Commission on Dietetic Registration (CDR) credentialing exam.

- **Objective #1:** At least 80 percent of program graduates take the CDR credentialing exam for dietitian nutritionists within 12 months of program completion.
 - Actual Outcomes (2021-2023): 100%
- **Objective #2:** The program's one-year pass rate on the CDR credentialing exam for registered dietitian nutritionists is at least 80 percent.
 - Actual Outcomes (2022-2023): 100%

Program Goal #3: To increase diversity in the profession by facilitating the success of students from underrepresented groups.

- **Objective #1:** At least 25 percent of students will be from underrepresented groups.
 - Actual Outcomes (2022): 29%

Nutrition and Dietetics MS Faculty

Nyree Dardarian, EdD, MS, RD, LDN, CSSD, FAND (*East Tennessee State University*) Director, Center for Nutrition & Performance. Clinical Assistant Professor. Energy expenditure; sports nutrition.

Mary Pat DeHaven, MS, RD, LDN (*Drexel University*) Director, Nutrition & Dietetics. Assistant Clinical Professor. Clinical nutrition.

Jonathan Deutsch, PhD (*New York University*). Professor. Social and cultural aspects of food, culinary education, culinary improvisation, recipe and product development; food sustainability.

RoseAnn DiMaria-Ghalili, PhD, MSN, BSN, CNSC (*New York University, School of Education, Division of Nursing*). Professor. Nutrition and surgical recovery to improve the care of older adults undergoing surgery; nutrition assessment, inflammation, and health outcomes.

Beth L. Leonberg, DHSc, MS, MA, RDN, CSP, FAND, LDN (*Drexel University*) Director, Didactic Program in Dietetics. Associate Clinical Professor. Pediatric nutrition.

Brandy-Joe Milliron, PhD (*Arizona State University*). Associate Professor. The development and evaluation of modifications in the natural environment to promote healthier living; farm to table school initiatives

Jennifer Nasser, PhD, RD, FTOS (*Rutgers University*). Associate Professor. Dopamine-mediated mechanisms of food intake regulation in humans and its impact on metabolic homeostasis, especially as it applies to obesity, eating disorders and aging. Implementation of methods to maximize nutrient density of food provided in community food services.

Deeptha Sukumar, PhD (*Rutgers University*). Associate Professor. Vitamin D and magnesium and bone mineral density; obesity and bone mineral density.

Emeritus Faculty

Donna H. Mueller, PhD (*Temple University*). Associate Professor Emeritus. Clinical nutrition; pediatric nutrition; nutrition in pulmonary diseases, especially cystic fibrosis; nutrition in developmental delay; dental nutrition; dietetic education and professional development.

Jennifer Quinlan, PhD (*North Carolina State University*). Professor Emeritus. Food microbiology; microbiological quality and safety of produce, dairy and meat products in markets in high vs. low socioeconomics areas, *Bacillus* and *Clostridium* spores in food processing.

Nutrition Sciences PhD

Major: Nutrition Sciences

Degree Awarded: Doctor of Philosophy (PhD)

Calendar Type: Quarter

Minimum Required Credits: 90.0

Co-op Option: None

Classification of Instructional Programs (CIP) code: 30.1901

Standard Occupational Classification (SOC) code: 11-9121

About the Program

The program mission is to develop scientists who are able to contribute to the scholarly generation of nutrition science knowledge, spanning the overlapping disciplines of human nutrition, nutritional biochemistry, food safety, human physiology, exercise physiology and community nutrition and the translation of this knowledge with respect to health, disease prevention and treatment.

Nutrition scientists with a PhD can be involved in research, education, industry, community health and clinical practice. With the current epidemic of obesity and Type 2 diabetes mellitus, the need for PhD-educated nutritionists who can discover and design new treatment interventions is of major public health interest.

Admission Requirements

Applicants must possess a minimum of a Bachelor of Science degree in biology, chemistry, nutrition, exercise physiology, food science or a similar area with a strong science base and have taken an advanced undergraduate course in biochemistry, as well as a course in human nutrition and a course in basic statistics.

- College/University transcripts with a minimal overall grade point average (GPA) of 3.0 (on a 4.0 scale)
- Two letters of recommendation from advisors, supervisors, professors and/or mentors
- Curriculum vitae
- Personal statement outlining career plan, topic of research interest and preferred Nutrition Sciences faculty mentor with whom they would like to work

Degree Requirements

The PhD program consists of 90.0 quarter credits. The 90.0 credits include 51.0 credits of course work, 39.0 credits of research, as well as a research dissertation. Additionally, all PhD students will be required to obtain a minimum of 10 contact hours of nutrition-related teaching experience.

Minimum Credits Required for the PhD in Nutrition Sciences

- For students admitted with a bachelor's degree, a minimum of 90.0 credits is required for the PhD, including all required courses.
- For students admitted with a master's degree, the minimum number of credits required varies from 75.0 to 90.0.

For students who, as part of their master's degree, completed courses equivalent to foundation or elective courses in the PhD curriculum, the minimum number of credits may be reduced by up to 15.0 approved credits. The Graduate Committee of the PhD Program in Nutrition Sciences makes this determination.

Required Nutrition Courses

NFS 526	Lifecycle Nutrition	3.0
NFS 546	World Nutrition	3.0
NFS 629	Readings in Nutrition Science	3.0

Required Research and Statistics Competencies Courses

RSCH 700	Foundations in Quantitative Research	3.0
RSCH 720	Foundations of Biostatistics	3.0
RSCH 721	Intermediate Statistics in Health I	3.0
or RSCH 714	Qualitative Research Methods I	
RSCH 743	Grantsmanship	3.0
or RSCH 742	Scientific Writing	

Choose one of the following:		3.0
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CHP 806	Community-Based and Participatory Research
EPI 570	Introduction to Epidemiology

RSCH 714	Qualitative Research Methods I
RSCH 715	Qualitative Research Methods II
RSCH 722	Intermediate Statistics in Health II
RSCH 723	Interpretation of Data
RSCH 816	Intermediate Mixed Methods Research
Required Research Credits	
NFS 997	Research
NFS 999	Dissertation Research
Scientific Electives *	
BACS 530	Understanding Prevention and Prevention Programs
BACS 531	Research Methods in Behavioral Sciences
BIO 610	Biochemistry of Metabolism
BIO 616	Biochemistry of Major Diseases
BIO 662	Biology of Neuron Function
BIO 664	Neurobiology of Disease
CATX 542	Mindfulness in Clinical Practice
CFTP 516	Behavioral/Process Addictions
CHP 500	Behavior and Social Change Theories
CHP 501	Community Engagement in Public Health Practice & Research
CHP 503	Multi-Method Data Analysis in Community Health & Prevention
CHP 560	Design and Grant Writing for Community Health Programs
CHP 804	Qualitative Research in Community Health
EPI 551	Epidemiology of Cancer
EPI 621	Social Epidemiology
FDSC 506	Food Composition & Behavior
FDSC 550	Food Microbiology
FDSC 551	Food Microbiology Laboratory
FDSC 554	Microbiology & Chemistry of Food Safety I
FDSC 557	Advanced Food Product Development
FDSC 560	Food Chemistry
FDSC 561	Food Analysis
FDSC 568	Functional Foods
FDSC 654	Microbiology & Chemistry of Food Safety II
FDSC 662	Sensory Evaluation of Food
FOOD 503	Global Cuisine Studio
FOOD 605	Culture and Gastronomy
FOOD 606	The Contemporary Food System
HMP 505	Qualitative Data and Mixed Methods Analysis
HMP 550	Health Disparities: Systemic, Structural, Environmental & Economic
NFS 525	Nutritional Assessment Through the Life Cycle
NFS 530	Macronutrient Metabolism
NFS 531	Micronutrient Metabolism
NFS 601	Research Methods
NFS 602	Methods of Nutrition Research
NFS 625	Nutrition and Exercise Physiology
NFS 690	Community Nutrition
NFS 801	Techniques in Nutrition Sciences Research
NFS 810	Topics in Metabolic Nutrition
NFS 811	Topics in Community Nutrition
NFS I599	Independent Study in Nutrition & Food Science
NFS I699	Independent Study in Nutrition & Food Science
NFS I799	Independent Study in Nutrition & Food Science
NFS I899	Independent Study in Nutrition & Food Science
NFS I999	Independent Study in Nutrition & Food Science
NFS T580	Special Topics in Nutrition & Food Science
NFS T680	Special Topics in Nutrition & Food Science
NFS T780	Special Topics in Nutrition & Food Science
NFS T880	Special Topics in Nutrition & Food Science
NFS T980	Special Topics in Nutrition & Food Science
PSY 530	Neuroanatomy and Behavior
Total Credits	

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Also includes any course in IPS 700-899, NHP 700-899, and RSCH 700-899.

Sample Plan of Study

First Year			
Fall	Credits Winter	Credits Spring	Credits
NFS 526	3.0 RSCH 721	3.0 NFS 546	3.0
RSCH 720	3.0 Electives	6.0 RSCH 722	3.0
Elective	3.0	Elective	3.0
	9	9	9
Second Year			
Fall	Credits Winter	Credits Spring	Credits
RSCH 700	3.0 Electives	9.0 NFS 629	3.0
Electives	6.0	NFS 997	3.0
		RSCH 743 or 742	3.0
	9	9	9
Third Year			
Fall	Credits Winter	Credits Spring	Credits
NFS 999	9.0 NFS 999	9.0 NFS 999	9.0
	9	9	9
Fourth Year			
Fall	Credits		
NFS 999	9.0		
	9		
Total Credits 90			

Program Level Outcomes

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

- Contribute to the scholarly generation of nutrition science knowledge and the translation of this knowledge with respect to health, disease prevention and treatment.
- Actively participate in scientific communication through publishing of research results, presenting at scientific meetings and interacting with the lay public.
- Continually be aware of the need for and obtain the knowledge to be able to engage in scientific research and education with ethics and integrity.
- Write research proposals that are competitive for grant funding.

Nutrition Sciences Faculty

Nyree Dardarian, EdD, MS, RD, LDN, CSSD, FAND (*East Tennessee State University*) *Director, Center for Nutrition & Performance*. Clinical Assistant Professor. Energy expenditure; sports nutrition.

Angelo Del Parigi, MD (*University of Bari, Italy*) *Courtesy Appointment*. Visiting Research Professor.

Jonathan Deutsch, PhD (*New York University*). Professor. Social and cultural aspects of food, culinary education, culinary improvisation, recipe and product development; food sustainability.

RoseAnn DiMaria-Ghalili, PhD, MSN, BSN, CNSC (*New York University, School of Education, Division of Nursing*). Professor. Nutrition and surgical recovery to improve the care of older adults undergoing surgery; nutrition assessment, inflammation, and health outcomes.

Susan Ettinger, PhD, RD, DABN, CDN (*Columbia University*) *Courtesy Appointment*. Visiting Research Professor.

Beth L. Leonberg, DHSc, MS, MA, RDN, CSP, FAND, LDN (*Drexel University*) *Director, Didactic Program in Dietetics*. Associate Clinical Professor. Pediatric nutrition.

Michael Lowe, PhD (*Boston College*). Professor. Prevention and treatment of eating disorders and obesity; effects of appetitive responsiveness and dietary restraint on eating regulation; psychobiology of obesity-proneness; empirical foundations of unconscious processes.

Brandy-Joe Milliron, PhD (*Arizona State University*). Associate Professor. The development and evaluation of modifications in the natural environment to promote healthier living; farm to table school initiatives

Jennifer Nasser, PhD, RD, FTOS (*Rutgers University*). Associate Professor. Dopamine-mediated mechanisms of food intake regulation in humans and its impact on metabolic homeostasis, especially as it applies to obesity, eating disorders and aging. Implementation of methods to maximize nutrient density of food provided in community food services.

Patricia A. Shewokis, PhD (*University of Georgia*). Professor. Roles of cognition and motor function during motor skill learning; role of information feedback frequency on the memory of motor skills, noninvasive neural imaging techniques of functional near infrared spectroscopy(fNIRS) and electroencephalography (EEG) and methodology and research design.

Deeptha Sukumar, PhD (*Rutgers University*). Associate Professor. Vitamin D and magnesium and bone mineral density; obesity and bone mineral density.

Emeritus Faculty

Donna H. Mueller, PhD (*Temple University*). Associate Professor Emeritus. Clinical nutrition; pediatric nutrition; nutrition in pulmonary diseases, especially cystic fibrosis; nutrition in developmental delay; dental nutrition; dietetic education and professional development.

Jennifer Quinlan, PhD (*North Carolina State University*). Professor Emeritus. Food microbiology; microbiological quality and safety of produce, dairy and meat products in markets in high vs. low socioeconomic areas, *Bacillus* and *Clostridium* spores in food processing.

Physical Therapy DPT

Major: Physical Therapy

Degree Awarded: Doctor of Physical Therapy (DPT)

Calendar Type: Quarter

Minimum Required Credits: 128.0

Co-op Option: None

Classification of Instructional Programs (CIP) code: 51.2308

Standard Occupational Classification (SOC) code: 29-1123

About the Program

The Doctor of Physical Therapy (DPT) curriculum produces broadly educated physical therapists while being sensitive to the needs of the health care community and the students' interests. The program strives to foster both intellectual and professional growth in students and is reflective of contemporary practice to prepare graduates for the ongoing changes in health care delivery.

The Doctor of Physical Therapy (DPT) program prepares students for autonomous practice in physical therapy. As a science, physical therapy examines human motion at the tissue, organ and systems levels. In the clinical environment, physical therapists (PTs) examine and evaluate patients/clients and implement procedural interventions that restore physical function for all people across the lifespan. As essential practitioners in the health care delivery system, PTs assume roles in rehabilitation services, prevention and health maintenance programs and professional and community programs. As professional members of the health care team, PTs supervise support personnel, serve as consultants to other health care personnel, serve as consultants to families and caregivers, participate in administrative services and conduct clinical research. PTs also serve as advocates for health policy and standards of care that help ensure optimum care for their patients/clients.

Graduates of the Doctor of Physical Therapy program are prepared to fulfill their professional obligations, provide leadership to the profession and use their knowledge and skills to contribute to the health care of society.

The program is 2.5 years in length and spans ten academic quarters. The curricula consist of integrated didactic and clinical study with an emphasis on adult learning methodology. Foundational courses are emphasized during the first year, with subsequent quarters sequenced to progress through the hierarchy of educational objectives from simple to complex. All didactic material is organized for synthesis and application to professional practice.

Additional Information

For more information, visit the Physical Therapy and Rehabilitation Science (<https://www.drexel.edu/cnhp/academics/doctoral/DPT-Doctor-Physical-Therapy/>) page on the College of Nursing and Health Professions website.

For application instructions, visit Drexel's Graduate Admission page for the Doctor of Physical Therapy (<http://drexel.edu/grad/programs/cnhp/professional-doctor-of-physical-therapy/>).

Degree Requirements

The DPT curriculum occurs in a 10-week quarter format over ten quarters: fall, winter, spring, and summer I; fall, winter, spring, and summer II; and fall and winter III. Classes begin in late September for first-year students. The curriculum is subject to modification.

PTRS 507	Neuroscience I	3.0
PTRS 508	Neuroscience II	2.0
PTRS 530	Kinesiology I	4.0

PTRS 531	Kinesiology II	3.0
PTRS 532	Human Gross Anatomy I	4.0
PTRS 533	Human Gross Anatomy II	4.0
PTRS 534	Physical Therapy Exam & Intervention I	3.0
PTRS 535	Physical Therapy Exam & Intervention II	3.0
PTRS 541	Topics in Pathophysiology I	3.0
PTRS 600	Clinical Reasoning	4.0
PTRS 607	Topics in Pathophysiology II	3.0
PTRS 610	Issues in Pharmacotherapy	3.0
PTRS 613	Integrated Clinical Experience I	0.5
PTRS 614	Integrated Clinical Experience II	0.5
PTRS 615	Integrated Clinical Experience III	0.5
PTRS 616	Integrated Clinical Experience IV	0.5
PTRS 620	Orthopedic Physical Therapy: Upper Extremity	4.0
PTRS 621	Orthopedic Physical Therapy: Lower Extremity	4.0
PTRS 622	Orthopedic Physical Therapy: Spine	4.0
PTRS 623	Physical Agents	3.0
PTRS 624	Functional Mobility	3.0
PTRS 627	Cardiopulmonary Physical Therapy I	4.0
PTRS 630	Cardiopulmonary Physical Therapy II	3.0
PTRS 639	Motor Learning	2.0
PTRS 641	Neurological Exam and Intervention I	4.0
PTRS 642	Neurological Exam and Intervention II	5.0
PTRS 644	Integumentary Physical Therapy	1.5
PTRS 648	Prosthetics and Orthotics	3.0
PTRS 649	Culture, Ethics and Interprofessionalism in Healthcare	2.5
PTRS 654	Topics in Health Policy & Services	3.0
PTRS 655	Health Administration	2.5
PTRS 656	Motor Control and Rehabilitation	2.0
PTRS 663	Pediatric Physical Therapy I	3.5
PTRS 665	Pediatric Physical Therapy II	3.5
PTRS 680	Geriatric Physical Therapy	3.0
PTRS 733	Advanced Clinical Reasoning	2.0
PTRS 751	Evidence-Based Practice	3.0
PTRS 752	Evidence-Based Practice II	2.0
PTRS 791	Clinical Experience I	4.5
PTRS 792	Terminal Clinical Experience II	4.5
PTRS 793	Terminal Clinical Experience III	4.5
Electives (600 and 700 level PTRS)		6.0
Total Credits		128.0

Sample Plan of Study

First Year

Fall	Credits Winter	Credits Spring	Credits Summer	Credits
PTRS 530	4.0 PTRS 531	3.0 PTRS 507	3.0 PTRS 508	2.0
PTRS 532	4.0 PTRS 533	4.0 PTRS 615	0.5 PTRS 616	0.5
PTRS 534	3.0 PTRS 535	3.0 PTRS 620	4.0 PTRS 621	4.0
PTRS 600	4.0 PTRS 541	3.0 PTRS 623	3.0 PTRS 627	4.0
PTRS 613	0.5 PTRS 614	0.5 PTRS 639	2.0 PTRS 641	4.0
	PTRS 624	3.0 PTRS 751	3.0 PTRS 752	2.0
	15.5	16.5	15.5	16.5

Second Year

Fall	Credits Winter	Credits Spring	Credits Summer	Credits
PTRS 622	4.0 PTRS 791	4.5 PTRS 610	3.0 PTRS 607	3.0
PTRS 630	3.0	PTRS 642	5.0 PTRS 654	3.0
PTRS 644	1.5	PTRS 655	2.5 PTRS 665	3.5
PTRS 649	2.5	PTRS 663	3.5 PTRS 680	3.0
PTRS 648	3.0	Electives	3.0 PTRS 733	2.0
PTRS 656	2.0		Elective	3.0
	16	4.5	17	17.5

Third Year

Fall	Credits Winter	Credits
PTRS 792	4.5 PTRS 793	4.5
	4.5	4.5

Total Credits 128

Clinical Education

A strong history of comprehensive clinical education exists for our professional students. The clinical education for the DPT program is integrated into the didactic portions of the curriculum so that knowledge obtained in the classroom is readily put into practice. The DPT program has contracts with hundreds of clinical sites across the nation, representing all facets of professional practice. Students build confidence by participating in part-time integrated clinical experiences (ICEs) during the first year of the program and 33 weeks of full-time clinical experiences that offer various levels of acuity in different clinical environments.

Students may select from clinical sites that offer experiences with all ages across the lifespan and in a variety of environments, including, but not limited to, acute care, pediatrics, adult rehabilitation, geriatrics, orthopedics, sports medicine and industrial and occupational rehabilitation.

Additional Information

For more information, visit the Physical Therapy and Rehabilitation Sciences Overview (<https://www.drexel.edu/cnhp/academics/doctoral/DPT-Doctor-Physical-Therapy/>) page on the College of Nursing and Health Professions website.

Facilities

Teaching Facilities

Classes are held in lecture halls, classrooms, laboratories or in clinical and research facilities on the University City campus of Drexel University. The Health Sciences Building (HSB) is where the Department of Physical Therapy and Rehabilitation Sciences (PTRS) is located, along with other programs in the College of Nursing and Health Professions (CNHP) and the College of Medicine. The HSB is a new building opened in September of 2022. PTRS has two state-of-the-art dedicated laboratories where the clinical components of the professional curriculum are taught. In these laboratories, equipment reflects current physical therapy practice and is part of a multi-disciplinary clinical learning and resource center. Included as part of the resource center is a standardized patient lab that utilizes paid actors to simulate various clinical situations while students' interactions with those "patients" are monitored by supervising faculty. This center provides a rich environment for student learning.

PTRS also maintains a human anatomy lab in the HSB where students dissect human cadavers during the first two terms of the program. Additional elective coursework may be conducted in the anatomy labs. The gross anatomy lab is a modern, fully equipped facility providing a state-of-the-art dissection laboratory with medical visualization technologies. The facility allows DPT students to focus on the anatomy most relevant to physical therapy while making relevant connections to clinical practice and integrating with other courses.

The DPT program uses its own faculty-staffed clinical sites as well as various clinical sites in the area to enhance the educational experience of the students. The department operates outpatient physical therapy sites in the Drexel Recreation Center on the University City campus and a pro-bono practice in Stephen and Sandra Sheller 11th Street Family Health Services. Students rotate through these facilities getting individualized mentoring while connecting classroom content with clinical practice. These experiences are in addition to the 33 weeks of full-time clinical education the student will experience throughout the curriculum.

The entire Drexel campus has wireless capability and all courses are linked to the learning platform, Blackboard Learn.

Research Facilities

The Department conducts hypothesis-driven research in biomechanics, motor control, neuromuscular plasticity, rehabilitation and functional outcomes, community-based practice and family-centered care across the lifespan. The research space is a large, multidisciplinary center in the Health Sciences Building close to classrooms and other clinical labs. The facilities include a gait and running lab and a human performance and aging lab each containing a motion capture system with in-floor force plates, neuromuscular performance labs equipped with custom-built force measuring systems, EMG system, electromagnetic motion tracking systems and an instrumented treadmill motion analysis lab.

Research is conducted via partnerships with organizations locally, nationally and internationally. Other departments involved in research in the College include Nutrition Sciences, Nursing, Counseling and Family Therapy and Creative Arts Therapies, which provides fertile ground for collaboration. DPT students have the opportunity to work with faculty and PhD students on ongoing laboratory projects through elective coursework.

Program Level Outcomes

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

- Demonstrate competence as an entry-level practitioner of physical therapy
- Pursue professional development
- Exhibit civic responsibility and compassion in interaction with the community

- Show creativity and innovation in the delivery of physical therapy services
- Demonstrate professional responsibility

Physical Therapy DPT Faculty

Benjamin Binder-Markey, PT, DPT, PhD (*Northwestern University, University of Delaware*). Assistant Professor. Skeletal muscle adaptations after injury and disease; muscle adaptation effects on physical function; musculoskeletal computational models; neurological rehabilitation.

Heather L. Brossman, DHSC, PT, DPT, MS Board Certified Cardiopulmonary Clinical Specialist, Board-Certified Pediatric Clinical Specialist (*Temple University*) *Associate Director of Clinical Education*. Assistant Professor. Acute care, preschool and school-based practice, early intervention, cardiovascular and pulmonary disorders, complex conditions, participation of children with multiple disabilities, physical activity.

Sudeshna A. Chatterjee, PT, PhD (*University of Florida*). Assistant Professor. Aging, Neurorehabilitation, Functional Neuroimaging, Non-invasive Brain Stimulation.

Lisa Ann Chiarello, PT, PhD, FAPTA (*Hahnemann University*) *Interim Department Chair of Physical Therapy and Rehabilitation Sciences, Executive Director, DPT Program*, . Professor. Pediatric community-based practice; family-centered care; determinants of outcomes; and participation of children with physical disabilities.

Margaret Finley, PT, PhD (*University of Maryland*). Associate Professor. Upper extremity movement patterns in persons with chronic neuromuscular disorders.

Kevin E. Gard, PT, DPT, Board Certified Orthopaedic Clinical Specialist (*Temple University*) *Vice-Chair, Department of Physical Therapy and Rehabilitation Sciences and Director of Operations, Professional Doctor of Physical Therapy Program*. Clinical Professor. Orthopedics; sports medicine, lower extremity biomechanics and movement analysis especially related to running.

Noel Goodstadt, PT, DPT, Board Certified Orthopaedic Clinical Specialist, Certified Strength and Conditioning Specialist (*Temple University*) *Director of Human Gross Anatomy, Director of Residency Programs*. Associate Clinical Professor. Orthopaedic injuries of the shoulder, knee, and back, and innovation for human performance and function.

Robert C. Hand, PT, DPT, Board-Certified Neurologic Clinical Specialist (*Saint Joseph's University*). Assistant Clinical Professor. Neurologic disorders, primarily chronic and neurodegenerative diagnoses, advocacy and accessibility, promotion of skilled maintenance and wellness, and emerging technologies in neurologic rehabilitation.

Sarah Leuzzi, PT, DPT, CWS, MLT, FACCWS (*Temple University*). Adjunct Professor. Regional Vice President of Sales East Coast, American Medical Technologies; manual lymphatic drainage; wound care

Robert Maschi, PT, DPT, Board Certified Orthopaedic Clinical Specialist, Certified Strength and Conditioning Specialist (*Temple University*). Associate Clinical Professor. Orthopedics, musculoskeletal disorders, lower extremity biomechanics and movement analysis.

Clare Milner, PhD, FACSM (*University of Durham, University of Leeds*) *Director, Graduate Programs in Health and Rehabilitation Sciences*. Associate Professor. Gait biomechanics; overuse injuries in runners; functional independence in gait and activities of daily living in clinical populations.

Lynette Montgomery, PT, PhD (*University of Queensland, The Ohio State University*). Assistant Professor. Motor Control and rehabilitation after neurological injury, mechanisms of neuroplasticity and recovery of locomotion following neurological injury.

Annalisa Na, PT, DPT, PhD, Board-Certified Orthopaedic Clinical Specialist (*University of Delaware*). Assistant Research Professor. Interactions of multimorbidity diseases on functional outcomes in older adults

Megan Schaefer, PT, DPT, Board-Certified Pediatric Clinical Specialist (*Temple University*) *Director of Clinical Education* . Clinical Professor. Health administration, cerebral palsy, pediatric neuromuscular and neurogenetic disorders, acute care pediatrics and early intervention.

Won Sung, PT, PhD (*Arcadia University; Drexel University*). Adjunct Professor. Orthopedic spine rehabilitation, movement coordination

Sara Tomaszewski, PT, DPT, Board-Certified Orthopaedic Clinical Specialist (*Duke University*). Clinical Instructor. Orthopedics and sports physical therapy, injury prevention, and return-to-sport decision making.

Sarah Wenger, PT, DPT, Board-Certified Orthopaedic Clinical Specialist (*Arcadia University; Temple University*). Adjunct Faculty. Health, wellness and fitness, models for preventative physical therapy, dance medicine.

Glenn Williams, PT, PhD, Board-Certified Athletic Trainer (*University of Delaware*) *Chair, Department of Physical Therapy & Rehabilitation Sciences*. Associate Professor. Neuromuscular plasticity after joint injury, orthopaedic-sports rehabilitation, human performance, post-traumatic osteoarthritis.

Emeritus Faculty

Maria Benedetto, PT, DPT (*Drexel University*) *Board Certified Pediatric Clinical Specialist* . Associate Professor Emerita.

Margo Orlin, PT, PhD, FAPTA (*Drexel University*). Associate Professor Emeritus. Walking and running biomechanics and participation in children with developmental disabilities, evaluation of enhancing participation for children and adolescents with cerebral palsy.

Robert J. Palisano, PT, ScD, FAPTA (*Boston University*). Distinguished Professor. Classification and prognosis for gross motor function in children and youth with cerebral palsy; interventions to improve activity and participation in children with physical disabilities; transition to adulthood for youth with disabilities.

Patricia Rubertone, PT, MPT, MSW, EdD (*Widener University*) *Director of Experiential Learning*. Associate Clinical Professor Emerita. Student learning; course design; judgment of physical therapy student clinic performance by novice vs. experienced clinical instructors.

Susan Smith, PT, PhD (*University of Connecticut, Texas Woman's University*). Associate Professor and Dean Emerita. Geriatrics: health promotion and interventions for manifestations of low bone mass; assessment of fall risk and fall prevention interventions for older adults

Physician Assistant MHS

Major: Physician Assistant

Degree Awarded: Master of Health Science (MHS)

Calendar Type: Quarter

Minimum Required Credits: 117.0

Co-op Option: None

Classification of Instructional Programs (CIP) code: 51.0912

Standard Occupational Classification (SOC) code: 29-1071

About the Program

The Drexel University Physician Assistant program provides graduates with a Master of Health Science degree and eligibility to sit for the Physician Assistant National Certifying Examination (PANCE).

A physician assistant (PA) is a primary health care provider who, when graduated from an accredited program, nationally certified and state-licensed, is eligible to practice medicine with the supervision of a physician.

PAs perform many duties including, but not limited to, physical examinations, diagnosis and treatment of illnesses, ordering and interpretation of lab tests, assisting in surgery, performing procedures and hospital rounds, prescribing medicines and providing patient education.

The mission of this program is to:

- Educate qualified primary care physician assistants.
- Improve health care delivery in rural and urban medically underserved areas.
- Promote the physician assistant profession.

Additional Information

For more information about this program, contact: paadmissions@drexel.edu

For more details about the program, visit the College of Nursing and Health Professions Physician Assistant (<https://www.drexel.edu/cnhp/academics/graduate/MHS-Physician-Assistant/>) page.

Admission Requirements

The Drexel University Physician Assistant Program utilizes the Centralized Application Service for Physician Assistants (CASPA (<https://caspa.liasoncas.com/applicant-ux/#/login>)). All applicants must complete the CASPA application process and the application must be verified by CASPA no later than September 1 of the year prior to the expected date of matriculation. Applicants may not apply directly to the Drexel University Physician Assistant Program. Applications made directly to the Office of Enrollment Management (Admissions) of Drexel University will not be processed.

- All applications must be verified by CASPA no later than September 1.
- For the 2024-2025 application cycle (open April 25 - September 1, 2024) all prerequisites must be completed by the end of the fall term, or no later than December 31, 2024. NOTE: A maximum of two (2) prerequisite courses may be in progress or outstanding at the time of application submission.

Application Prerequisites

- A bachelor's degree obtained from a regionally accredited US institution by the end of the spring term prior to fall matriculation is required. The equivalency of a bachelor's degree from a foreign institution is acceptable if verified on the WES evaluation.
- A minimum grade point average (GPA) of 3.0 is required for the following categories: overall total GPA and overall science GPA. Applications will not be reviewed unless the applicant has attained these minimum requirements at the time of application.

- Meet the technical standards for admission, progression and graduation from the Physician Assistant program. Each applicant is expected to review completely the "Technical Standards for PA Program" PDF on the program webpage. Individuals unable to meet these technical standards, with or without reasonable accommodation, are counseled to pursue alternate careers.
- Official transcripts from all colleges and universities attended sent directly to CASPA.
- Non-United States-based educational institutional transcripts must be evaluated by the World Education Service (WES). Evaluation fees are the responsibility of the applicant. Evaluations must be sent directly to CASPA.
- Three completed reference forms with accompanying letters of recommendation submitted as part of the official CASPA application. Preferred references are from individuals who have interacted with the applicant in a supervisory capacity in a clinical setting or academic instructors who have personal knowledge of the applicant. Submission of references from friends, relatives, personal physicians or instructors who do not possess a personal, supervisory knowledge of the applicants is discouraged.
- A personal statement recorded as part of the CASPA application.
- An applicant whose native language is not English must submit scores from the TOEFL iBT examination unless the applicant has graduated with a bachelor's degree from a U.S. college or university. The minimum required score for the iBT (Internet Based Testing) is 105, and a minimum score of 26 is required for the speaking component. Find more detailed information at <http://www.toeflgoanywhere.org/>. Scores must be submitted directly to CASPA.
- Meet the minimum prerequisite coursework as detailed in the "Admissions" tab of the program webpage.
- A minimum of 500 hours of clearly documented volunteer or paid direct hands-on patient care experience accrued by the time of application and recorded as part of the official CASPA application is required. Ensure that all hours are accurately reported. Applicants may list the same position in multiple sections in order to account for multiple experiences (patient contact, related health care, research, shadowing, etc.) accrued in the same position as long as each hour is not reported in more than one experience category. Please review the "Admissions" tab of the program webpage for more information regarding acceptable forms of patient care experience.
- Graduate Record Examination (GRE) scores are not required or considered.
- The Physician Assistant Program does not grant advanced standing.

Additional Information

For more details about the application process, visit the Physician Assistant Program's Admissions (<https://www.drexel.edu/cnhp/academics/graduate/MHS-Physician-Assistant/>) webpage.

Degree Requirements

The intensive curriculum consists of professionally related coursework taken during a continuous period (the part-time option requires an additional calendar year) and gives students an understanding of both the health care system within which they will work and the functions appropriate to the role of the physician assistant. The curriculum is divided into a full year of didactic courses followed by an additional 15 months of supervised clinical practice.

Training begins with four quarters of didactic education which integrates patient interaction throughout. The clinical training phase consists of six (6) five-credit, five week clinical rotations in medicine, surgery, women's health, pediatrics, emergency medicine, and psychiatry. The clinical phase of the curriculum is completed on a full-time basis for both full and part-time students.

The final portion of the curriculum consists of two, 10.0 credit quarter-long, primary care practica (preceptorships). During the preceptorship phase, each student is assigned to two primary care sites for individualized clinical training with physician preceptors. Training sites during the clinical year are located throughout Pennsylvania and in other states. Students are expected to relocate during the clinical phase and are responsible for all associated financial costs, including transportation and living expenses.

The program is intensely challenging, both intellectually and physically, and requires stamina as well as personal and financial sacrifice on the part of the students. The program demands a high degree of integrity, self-sufficiency, motivation, and self-discipline, and highly developed study skills.

The Physician Assistant program utilizes electronic documentation and communications; therefore, all students are required to have laptop computers with Web access capability.

Contact the Physician Assistant Program (<https://www.drexel.edu/cnhp/academics/graduate/MHS-Physician-Assistant/>) for more information on the sequencing for the part-time option.

Core Requirements

PA 540	Clinical Anatomy	5.0
PA 542	Patient Communication	2.0
PA 543	Ethical Issues in Physician Assistant Practice	2.0
PA 544	Clinical Assessment	5.0
PA 545	Physician Assistant Practice	1.0
PA 546	Health Policy for Physician Assistant Practice	2.0
PA 547	Evidence Based Medicine for Physician Assistants	3.0

PA 548	Principles of Medical Science I	2.0
PA 549	Principles of Medical Science II	2.0
PA 550	Principles of Medical Science III	2.0
PA 551	Pharmacology and Therapeutics I	3.0
PA 552	Pharmacology and Therapeutics II	2.0
PA 553	Pharmacology and Therapeutics III	2.0
PA 554	Biopsychosocial Issues in Patient Care	5.0
PA 556	Clinical Medicine I	5.0
PA 557	Clinical Medicine II	5.0
PA 558	Topics in Clinical Practice	5.0
PA 561	Clinical Skills III	4.0
PA 562	Clinical Skills Lab I	1.0
PA 563	Clinical Reasoning Lab I	1.0
PA 564	Clinical Skills Lab II	1.0
PA 565	Clinical Reasoning Lab II	1.0
Competency Assessment *		0.0-2.0
PA 570	Clinical Assessment Competency	
PA 571	Competency for Clinical Training	
Clinical Year Rotation Courses **		
PA 629	Internal Medicine Rotation	5.0
PA 630	Pediatrics Rotation	5.0
PA 631	Women's Health Rotation	5.0
PA 632	Behavioral Medicine Rotation	5.0
PA 633	Surgery Rotation	5.0
PA 634	Emergency Medicine Rotation	5.0
PA 639	Family Medicine Rotation	5.0
PA 644	Flex Core Clinical Rotation	5.0
Practicum		
PA 635	Primary Care Practicum I	10.0
Capstone Experiences		
PA 636	Graduate Project I	3.0
PA 638	Graduate Project II	3.0
Total Credits		117.0-119.0

*

PA 570 and PA 571- These courses are provisional courses for students who need to assess skills upon return from a leave of absence.

**

The sequencing of the eight (8) clinical rotations will vary for individual students, but all students must complete all eight rotations.

Sample Plan of Study

Full-time Plan of Study

First Year				
Fall	Credits Winter	Credits Spring	Credits Summer	Credits
PA 540	5.0 PA 547	3.0 PA 549	2.0 PA 546	2.0
PA 542	2.0 PA 548	2.0 PA 552	2.0 PA 550	2.0
PA 543	2.0 PA 551	3.0 PA 554	5.0 PA 553	2.0
PA 544	5.0 PA 556	5.0 PA 557	5.0 PA 558	5.0
PA 545	1.0 PA 562	1.0 PA 564	1.0 PA 561	4.0
	PA 563	1.0 PA 565	1.0	
	15	15	16	15
Second Year				
Fall	Credits Winter	Credits Spring	Credits Summer	Credits
Clinical Phase *	PA 636	3.0 Rotation V	5.0 PA 638	3.0
Rotation I	5.0 Rotation III	5.0 Rotation VI	5.0 Rotation VII	5.0
Rotation II	5.0 Rotation IV	5.0	Rotation VIII	5.0
	10	13	10	13

Third Year

Fall	Credits
PA 635	10.0
	10

Total Credits 117***Clinical Year Rotation Courses**

The sequencing of the eight clinical rotations will vary for individual students, but all students must take all eight rotations.

PA 629	Internal Medicine Rotation	5.0
PA 630	Pediatrics Rotation	5.0
PA 631	Women's Health Rotation	5.0
PA 632	Behavioral Medicine Rotation	5.0
PA 633	Surgery Rotation	5.0
PA 634	Emergency Medicine Rotation	5.0
PA 639	Family Medicine Rotation	5.0
PA 644	Flex Core Clinical Rotation	5.0

Part-time Plan of Study**First Year (Part-Time)**

Fall	Credits Winter	Credits Spring	Credits Summer	Credits
PA 542	2.0 PA 546	2.0 PA 554	5.0 VACATION	
PA 543	2.0 PA 547	3.0		
PA 545	1.0			
	5	5	5	0

Second Year (Part-Time)

Fall	Credits Winter	Credits Spring	Credits Summer	Credits
PA 540	5.0 PA 548	2.0 PA 549	2.0 PA 550	2.0
PA 544	5.0 PA 551	3.0 PA 552	2.0 PA 553	2.0
	PA 556	5.0 PA 557	5.0 PA 558	5.0
	PA 562	1.0 PA 564	1.0 PA 561	4.0
	PA 563	1.0 PA 565	1.0	
	10	12	11	13

Third Year (Part-Time)

Fall	Credits Winter	Credits Spring	Credits Summer	Credits
Clinical Phase *	PA 636	3.0 Rotation V	5.0 PA 638	3.0
Rotation I	5.0 Rotation III	5.0 Rotation VI	5.0 Rotation VII	5.0
Rotation II	5.0 Rotation IV	5.0	Rotation VIII	5.0
	10	13	10	13

Fourth Year (Part-Time)

Fall	Credits
PA 635	10.0
	10

Total Credits 117***Clinical Year Rotation Courses**

The sequencing of the eight clinical rotations will vary for individual students, but all students must take all eight rotations.

PA 629	Internal Medicine Rotation	5.0
PA 630	Pediatrics Rotation	5.0
PA 631	Women's Health Rotation	5.0
PA 632	Behavioral Medicine Rotation	5.0
PA 633	Surgery Rotation	5.0
PA 634	Emergency Medicine Rotation	5.0
PA 639	Family Medicine Rotation	5.0
PA 644	Flex Core Clinical Rotation	5.0

Program Level Outcome

Graduates of the Drexel Physician Assistant program will be able to:

- recognize healthy versus ill patients in the context of the patients' lives and determine the stage of illness — acute, at risk of illness(emerging) or chronic.
- demonstrate the ability to utilize up-to-date scientific evidence to inform clinical reasoning and clinical judgment.

- recognize and understand that the influences of the larger community may affect the health of patients and integrate knowledge of social determinants of health into care decisions.
- communicate with patients as partners who engage in shared decision-making and who communicate, interpret and express themselves as individuals with unique personal, cultural and social values.
- recognize that the patient is at the center of all health care decisions and to partner with the patient to define the patient's health care goals.
- practice medicine in a beneficent manner, recognizing and adhering to standards of care while attuned to advancing social justice.
- articulate the essential aspects of value-based health care and apply this understanding to the delivery of safe and quality care.

Physician Assistant Faculty

Ryan Clancy, MSHS, MA, PA-C (*The George Washington University*) *Director of Clinical Education*. Assistant Clinical Professor. Primary care, behavioral and occupational health

Courtney Ercole, MSW, MHS, PA-C (*Drexel University*). Assistant Clinical Professor. Primary Care

Ellen D. Feld, MD, FACP (*University of Cincinnati, College of Medicine*) *Medical Director*. Clinical Professor. Clinical medicine and ethical issues.

Juanita Gardner, MPH, PA-C (*Drexel University*). Assistant Clinical Professor. Pediatric clinical coordinator. Primary care and global health.

Julie Kinzel, MEd, PA-C (*Temple University*). Associate Clinical Professor. Long term care experiences, geriatrics, gastroenterology and liver disease.

Daniela C. Livingston, PA-C, MD (*Medical School, Bucharest, Romania; University of Washington, Seattle*). Assistant Clinical Professor. Pediatrics, primary care and working with underserved populations, with a special emphasis on preventative pediatrics.

Catherine Nowak, MS, PA-C (*Mercy University*) *Interim Department Chair, Program Director*. Associate Clinical Professor. Emergency Medicine and Primary Care

Allison Rusgo, MHS, MPH, PA-C (*Drexel University*). Associate Clinical Professor. Emergency medicine, internal medicine, global health

Megan Schneider, MMS, MSPH, PA-C (*Arcadia University*). Assistant Clinical Professor. Emergency medicine, pathophysiology, clinical medicine

Charles Stream, MPH, PA-C (*George Washington University*). Associate Clinical Professor. Primary care, evidenced-based medicine

Michelle Umstead, MS, PA-C (*Philadelphia College of Osteopathic Medicine*). Clinical Instructor. Women's health.

Angelina Zebuski, MHS, PA-C (*Drexel University*). Clinical Instructor. Emergency Medicine.

Quality, Safety and Risk Management in Healthcare MS

Major: Quality, Safety and Risk Management in Healthcare

Degree Awarded: Master of Science (MS)

Calendar Type: Quarter

Minimum Required Credits: 45.0

Co-op Option: None

Classification of Instructional Programs (CIP) code: 51.0701

Standard Occupational Classification (SOC) code: 11-9111

About the Program

The MS in Quality, Safety and Risk Management in Healthcare prepares students to lead organizational efforts that improve and monitor quality metrics, improve safety for both patients and staff and manage risks in a dynamic health care environment.

This interdisciplinary patient safety and health care quality master's program is designed for health care professionals seeking to develop essential competencies to assess, monitor and improve health care outcomes in community-based care delivery settings, hospitals and other health care organizations.

Graduates of this program will be prepared to lead teams in a wide variety of quality and risk management initiatives including:

- Aligning the patient safety, risk and quality functions within the organization.
- Ensuring that patient safety, risk and quality activities are aligned with the strategic goals of the organization.
- Assessing current activities in patient safety, risk and quality to clarify responsibilities and reduce duplication of effort.
- Establishing a structure that ensures that patient care activities are addressed in a coordinated manner involving patient safety, risk and quality functions.
- Assembling a team to ensure that the structure for patient safety, risk and quality activities maximizes legal protections while allowing for the flow of information across all functions.

- Coordinating process changes, data collection, data analysis, monitoring and evaluation.
- Evaluating the roles of patient safety, risk and quality as the organization's needs change.

The program is certified by CAHME (Commission on Accreditation of Healthcare Management Education).

Additional Information

For more information about this program, contact:

Graduate Nursing Division
CNHPGraduateDivision@drexel.edu

Additional information is also available on Drexel's College of Nursing and Health Professions MS in Quality, Safety and Risk Management in Healthcare (<https://drexel.edu/academics/grad-professional-programs/cnhp/quality-safety-risk-management/>) webpage and on the Drexel University Online MS in Quality, Safety and Risk Management in Healthcare (<https://www.online.drexel.edu/online-degrees/nursing-degrees/ms-quality-safety-risk/>) webpage.

Admission Requirements

- A Bachelor of Science degree from a regionally accredited institution of higher education.
- 3.0 or above on all previous coursework or the last 60.0 credits completed. Applications with a GPA less than a 3.0 may be considered on an individual basis.
- Official transcripts from all previous educational institutions are required.
- Two professional references required from colleagues or supervisors who can attest to the applicant's knowledge, skill and potential aptitude for graduate study.
 - Letters of recommendations are waived for students with a 3.0 GPA or higher.
- Personal statement (no more than two pages and no less than one page double-spaced) that will give the admissions committee a better understanding of the following:
 - Why you are choosing this particular program of study.
 - Your plans upon completion of the certificate.
 - How your current work experience will enhance your experience in this program.
- Curriculum vitae or resume.
- Copies of any licensure and certification documents.
- While specific experience is not required for applicants to the track, previous related work experience may make an applicant more competitive.

TOEFL Requirement

International applicants, as well as immigrants to the United States and United States permanent residents whose native language is not English and who have not received a bachelor's degree or higher in the U.S., Australia, Canada, Ireland, New Zealand or the United Kingdom, must show proficiency in English speaking as well as listening, writing, and reading. U.S. citizens born on U.S. military bases abroad may be waived from the TOEFL requirement after providing documentation of this status; otherwise, applicants must meet one of the following requirements:

If you take the TOEFLiBT exam, you are required to have a minimum combined score for the listening, writing, and reading sections of 79 plus a speaking section score of 26 or higher.

If you take the TOEFL, you are required to have a minimum score of 550 or higher and a Test of Spoken English score (TSE) of 55 or higher.

Degree Requirements

Core Courses

IPS 502	Advanced Ethical Decision Making in Health Care	3.0
IPS 503	Confronting Issues in Contemporary Health Care Environments	3.0
IPS 544	Quality and Safety in Healthcare	3.0
RSCH 503	Research Methods and Biostatistics	3.0
RSCH 504	Evaluation and Translation of Health Research	3.0

Major Courses

IPS 584	Analysis of Performance Standards in Healthcare Quality	3.0
IPS 585	Science of Safety, Human Factors, and System Thinking	3.0
IPS 587	Safety Culture in Healthcare	3.0
IPS 601	Quality, Safety and Risk Management Capstone	5.0
LSTU 551	Compliance Skills: Auditing, Investigation & Reporting	4.0
LSTU 600	Health Care Rules and Regulations	4.0
LSTU 601	Health Care Quality, Patient Safety and Risk Management	4.0

LSTU 602	Patients and Privacy: HIPAA and Related Regulations	4.0
Total Credits		45.0

Sample Plan of Study

First Year

Fall	Credits Winter	Credits Spring	Credits Summer	Credits
IPS 503	3.0 IPS 502	3.0 LSTU 602	4.0 LSTU 551	4.0
IPS 544	3.0 LSTU 601	4.0 RSCH 503	3.0 RSCH 504	3.0
	6	7	7	7

Second Year

Fall	Credits Winter	Credits Spring	Credits
IPS 584	3.0 IPS 585	3.0 IPS 601	5.0
LSTU 600	4.0 IPS 587	3.0	
	7	6	5

Total Credits 45

Program Level Outcomes

- Apply a legal and ethical framework of health care delivery
- Further the role of the quality, safety, and risk management professional in the health care system through scholarship, clinical experience and organizational involvement
- Demonstrate critical thinking and diagnostic reasoning skills in decision-making
- Integrate multiple technologies and relevant theories into the organization and synthesis of health data to care for patients, families and communities
- Integrate culturally sensitive care that contributes to the health and wellness of the community
- Demonstrate leadership through the development of outcome-based standards of care and practice-based health policy issues
- Drive the quality and effectiveness of care based on current research findings, standards of care and patient outcomes
- Contribute to the advancement of health care and humanity through communication, interprofessional collaboration and education

Graduate Nursing Faculty

Anthony Angelow, PhD, CRNP, ACNPC, AGACNP-BC, FAEN, FAANP (*University of Northern Colorado*) Chair, *Advanced Practice Nursing*. Associate Clinical Professor. Nurse Practitioner Role Transition, Acute Care, Trauma/Surgical Critical Care, Ethics/Health Law

Susan M. Burke, PhD, RN, CPNP-BC (*The Catholic University of America*) Track Director, *Pediatric Primary Care*. Associate Clinical Professor. Pediatric Primary Care Nursing

Rita Carroll, PhD, CPCRT, CBIST, CMHMP (*Capella University*). Assistant Clinical Professor. Complementary and Integrative Health, Cognitive Rehabilitation, Integrative Health Coaching, Mindfulness

Jennifer Coates, MSN, MBA, ACNPC, ACNP-BC (*The University of Pennsylvania*). Associate Clinical Professor. Adult Critical Care, Adult/Gero Acute Care Nurse Practitioner, Nursing Leadership

Frances (Fran) Cornelius, PhD, MSN (*Drexel University; Wayne State University*). Clinical Professor. Online Learning, Nursing Education, Public/Community Health Nursing

Jennifer Cummings, DNP, MSN, CRNP-BC (*Drexel University*). Assistant Clinical Professor. Adult Health, Primary Care, Evidence-Based Practice.

Diane DePew, DSN, BSN, RN-BC, CNE (*University of Alabama, Birmingham*). Associate Clinical Professor. Nursing Leadership and Development, Nursing Education

Kathryn (Katie) Farrell, EdD, MSN, RN (*Drexel University*) Quality Safety and Risk Management Track Director: *Graduate Nursing*. Assistant Clinical Professor. Nursing Education, Quality, Safety, and Risk Management.

Alecia Schneider Fox, PhD, APRN, FNP-BC (*Widener University*). Assistant Clinical Professor. Emergency Nurse Practitioner, Critical Care Nursing

Marcia Gamaly, PhD, MSN, MHS, RN-BC, CBN (*Villanova University*). Assistant Clinical Professor. Online Education, Clinical Education, Emergency Nursing

Kimberly Garcia, DNP, APRN, PMHNP-BC, FNT-BC, GNP-BC, NP-C (*Indiana University*). Assistant Clinical Professor. Family Nurse Practitioner, Psychiatric/Mental Health Nursing, Transcultural/International Nursing

Maria Irerra-Newcomb, MSN, APRN, FNP-BC (*Duke University*). Assistant Clinical Professor. Family/Individual Across the Lifespan Nursing

Marie McClay, DrNP, WHNP-BC, RN (*Drexel University*). Assistant Clinical Professor. Women's Health Nursing

Cheryl Mele, DNP, PNPAC-BC, PNP PC/AC-BC, NNP-BC (*Touro University*). Associate Clinical Professor. Pediatric Acute Care Nursing, Pediatric Primary Care Nursing, Nursing Leadership, Healthcare Genetics

Sally K. Miller, PhD, CRNP, FAANP, FNP-BC, AGACNP-BC, AGPCNP-BC, PMHNP-BC (*Walden University*). Clinical Professor. Adult-Gerontology Acute/Primary Care Nursing, Psychiatric Mental Health Nursing, Pathophysiology, Pharmacology

Kate Morse, PhD, MSN, RN, AGACNP-RET (*Villanova University*). Clinical Professor. Adult Critical Care Nursing, Healthcare Simulation

Jackie Murphy, EdD, RN, CNE (*Drexel University*). Associate Clinical Professor. Nursing Education, Online Learning, Nursing Theory, Nursing Research, Mindfulness

Jennifer (Jenn) Myers, MSN, RN, CNE (*Drexel University*). Assistant Clinical Professor. Pediatric Nursing, Nursing Education, Online Learning

Barbara R. Osborne, DNP, APRN, WHNP-BC (*Drexel University*). Assistant Clinical Professor. Women's Health, Metabolic Health, Primary Care, Evidence-Based Practice, Advanced Practice Nursing

Lori Ruskin, MSN, FNO-BC (*Thomas Jefferson University*). Assistant Clinical Professor. Family Nurse Practitioner, Adult Gerontology Primary Care Nurse Practitioner

Kelley Scott, DNP, APN-BC (*Drexel University*). Assistant Clinical Professor. Emergency Nursing, Family/Individual Across the Lifespan Nursing

Joanne Serembus, EdD, RN, CCRN (Alum), CCNE (*Widener University*). Clinical Professor. Online Learning, Nursing Education

Susan Solecki, DrPH, FNP-BC, PPCNP-BC (*Drexel University*). Clinical Professor. Advanced Practice Nursing, Pediatrics, Adult Health, Epidemiology, Occupational Health

Erica Springer, MSN, CRNP, WHNP-BC (*Drexel University*). Assistant Clinical Professor. Women's Health Nurse Practitioner

Kimberly J. Twaddell, DNO, CRNP, ACNPC, CCRN (*University of Northern Colorado*). Assistant Clinical Professor. Advanced Practice Nursing, Trauma/Surgical Critical Care, Acute Care

Megan Walsh Ossont, PhD, MSN, CRNP (*Villanova University*). Assistant Clinical Professor. Nursing Research, Adult Psychiatry, Correctional Psychiatry

Virginia (Ginny) Wilson, MSN, RN, NEA-BC, NE-BC, PhD (c) (*Widener University*). Assistant Clinical Professor. Nursing Leadership

Patricia (Patti) Zuzelo, EdD, RN, APRN, ACNS-BC, ANP-BC, ANEF, FAAN (*Widener University*). Clinical Professor. Advanced Practice Nursing, Leadership and Management, Nursing Education, Clinical Nurse Specialist (Adult Health), Adult Nurse Practitioner

Rehabilitation Sciences MHS

Major: Rehabilitation Sciences

Degree Awarded: Master of Health Science (MHS)

Calendar Type: Quarter

Minimum Required Credits: 45.0

Classification of Instructional Programs (CIP) code: 51.2314

Standard Occupational Classification (SOC) code: 29-1123

Note - This program is not accepting applications for the 2024-25 Academic year.

About the Program

Individuals cannot enroll directly in the Master of Health Science in Rehabilitation Sciences program. Requirements for the degree completion include successful completion of 45.0 credit hours concluding with a case study or a clinical project.

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

- Analyze the impact of injury or disease process on musculoskeletal or neuromuscular function within a specific population, including orthopedics, pediatrics and hand rehabilitation.
- Improve their practice through clinical decision-making that is consistent with concepts of health promotion, client-centered care and current best evidence.
- Facilitate the transfer of health care policy and research findings into clinical practice.
- Evaluate methods of service delivery and intervention strategies and procedures at individual and program levels.

- Serve effectively as clinical educators and consultants to consumers and colleagues.
- Engage in professional life-long learning and contribute to the field of rehabilitation.

Additional Information

For more information, visit the Department of Physical Therapy and Rehabilitation Sciences (<https://drexel.edu/cnhp/academics/departments/Physical-Therapy-and-Rehabilitation-Sciences/>) webpage.

Degree Requirements (MHS)

Core Requirements

RSCH 519	Introduction to Biostatistics	3.0
PTRS 650	Motor Control and Learning Rehabilitation	3.0
PTRS 651	Applied Tissue Biomechanics	3.0
PTRS 721	Teaching Concepts in Rehabilitation	3.0
PTRS 758	Evidence-Based Rehabilitation	4.0

Concentration

Students select a minimum of 16-18 credits in one of the following concentrations.	16.0-18.0
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Hand and Upper Quarter Rehabilitation Concentration Options

PTRS 767	Foundations in Hand Therapy
PTRS 768	Upper Quarter Joint Pathology
PTRS 769	Nerve Injuries of the Upper Quarter
PTRS 770	Diseases That Affect the Hand

Pediatrics Concentration Options *

PTRS 740	Issues in Pediatric Health & Rehabilitation
PTRS 760	Pediatric Decision Making
PTRS 761	Pediatric Clinical Application
PTRS 772	Selected Topics in Pediatrics

Orthopedics Concentration Options *

PTRS 590	Advanced Musculoskeletal Anatomy
PTRS 765	Spinal Rehabilitation
PTRS 766	Extremity Rehabilitation
PTRS 767	Foundations in Hand Therapy
PTRS 768	Upper Quarter Joint Pathology
PTRS 769	Nerve Injuries of the Upper Quarter
PTRS 770	Diseases That Affect the Hand
RHAB 763	Biomechanics in Rehabilitation
RHAB 764	Biomechanics in Human Movement
RHAB 765	Introduction to Movement Science

Electives *

PTRS 612	Pharmacotherapeutics	11.0
RHAB 825	Teaching Practicum II	
RHAB 1899	Independent Study in Rehabilitation Sciences	

Final Project

PTRS 786	MHS Final Project I	1.0-2.0
PTRS 787	MHS Final Project II	1.0-2.0

Total Credits	45.0-49.0
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Additional courses (as approved). Number of credits required for electives is dependent upon total credits in concentration selected. Contact the Rehabilitation Sciences Master of Health Science Program (<https://www.drexel.edu/cnhp/academics/departments/Physical-Therapy/>) for more details.

Facilities

Teaching Facilities and Resources

Classes are held in lecture halls, classrooms, laboratories or in clinical and research facilities on the University City campus of Drexel University. The Health Sciences Building (HSB) is where the Department of Physical Therapy and Rehabilitation Sciences (PTRS) is located along with other programs in the College of Nursing and Health Professions (CNHP) and the College of Medicine. PTRS has two state-of-the-art dedicated laboratories where the clinical components of the professional curriculum are taught. In these laboratories, equipment reflects current physical therapy practice and is part of a multi-disciplinary clinical learning and resource center. Included as part of the resource center is a standardized patient lab that utilizes paid actors to simulate various clinical situations while students' interactions with those "patients" are monitored by supervising faculty. This center provides a rich environment for student learning.

PTRS also maintains a human anatomy lab in the HSB where students dissect human cadavers during the first two terms of the program. Additional elective coursework may be conducted in the anatomy labs. The gross anatomy lab is a modern, fully equipped facility providing a state-of-the-art dissection laboratory with medical visualization technologies. The facility allows DPT students to focus on the anatomy most relevant to physical therapy while making relevant connections to clinical practice and integrating with other courses.

The DPT program uses its own faculty-staffed clinical sites as well as various clinical sites in the area to enhance the educational experience of the student. The department operates outpatient physical therapy sites in the Drexel Recreation Center on the University City campus and a pro-bono practice in Stephen and Sandra Sheller 11th Street Family Health Services. Students rotate through these facilities getting individualized mentoring while connecting classroom content with clinical practice. These experiences are in addition to the 33 weeks of full-time clinical education the student will experience throughout the curriculum.

The entire Drexel campus has wireless capability and all courses are linked to the learning platform, Blackboard Learn.

Research Facilities

The Department conducts hypothesis-driven research in biomechanics, motor control, neuromuscular plasticity, rehabilitation and functional outcomes, community-based practice and family-centered care across the lifespan. The research space is a large, multidisciplinary center in the Health Sciences Building close to classrooms and other clinical labs. The facilities include a gait and running lab and a human performance and aging lab, each containing a motion capture system with in-floor force plates, neuromuscular performance labs equipped with custom-built force measuring systems, EMG system and electromagnetic motion tracking systems and an instrumented treadmill motion analysis lab.

Research is conducted via partnerships with organizations locally, nationally and internationally. Other departments involved in research in the College include Nutrition Sciences, Nursing, Counseling and Family Therapy and Creative Arts Therapy, which provides fertile ground for collaboration. DPT students have the opportunity to work with faculty and PhD students on ongoing laboratory projects through elective coursework.

Program Level Outcomes

Upon completion of the program graduates will be prepared to:

- Demonstrate understanding of advanced topics in health and rehabilitation sciences.
- Critically read, evaluate and discuss relevant research literature in health and rehabilitation sciences.
- Analyze issues using critical thinking and solution-focused problem-solving skills.
- Communicate effectively with a variety of different stakeholders.
- Students completing a thesis will pursue research activities that lead to published scientific findings.

Physical Therapy and Rehabilitation Sciences Faculty

Benjamin Binder-Markey, PT, DPT, PhD (*Northwestern University, University of Delaware*). Assistant Professor. Skeletal muscle adaptations after injury and disease; muscle adaptation effects on physical function; musculoskeletal computational models; neurological rehabilitation.

Heather L. Brossman, DHSC, PT, DPT, MS Board Certified Cardiopulmonary Clinical Specialist, Board-Certified Pediatric Clinical Specialist (*Temple University*) *Associate Director of Clinical Education*. Assistant Professor. Acute care, preschool and school-based practice, early intervention, cardiovascular and pulmonary disorders, complex conditions, participation of children with multiple disabilities, physical activity.

Sudeshna A. Chatterjee, PT, PhD (*University of Florida*). Assistant Professor. Aging, Neurorehabilitation, Functional Neuroimaging, Non-invasive Brain Stimulation.

Lisa Ann Chiarello, PT, PhD, FAPTA (*Hahnemann University*) *Interim Department Chair of Physical Therapy and Rehabilitation Sciences, Executive Director, DPT Program*, . Professor. Pediatric community-based practice; family-centered care; determinants of outcomes; and participation of children with physical disabilities.

Margaret Finley, PT, PhD (*University of Maryland*). Associate Professor. Upper extremity movement patterns in persons with chronic neuromuscular disorders.

Kevin E. Gard, PT, DPT, Board Certified Orthopaedic Clinical Specialist (*Temple University*) *Vice-Chair, Department of Physical Therapy and Rehabilitation Sciences and Director of Operations, Professional Doctor of Physical Therapy Program*. Clinical Professor. Orthopedics; sports medicine, lower extremity biomechanics and movement analysis especially related to running.

Noel Goodstadt, PT, DPT, Board Certified Orthopaedic Clinical Specialist, Certified Strength and Conditioning Specialist (*Temple University*) *Director of Human Gross Anatomy, Director of Residency Programs*. Associate Clinical Professor. Orthopaedic injuries of the shoulder, knee, and back, and innovation for human performance and function.

Robert C. Hand, PT, DPT, Board-Certified Neurologic Clinical Specialist (*Saint Joseph's University*). Assistant Clinical Professor. Neurologic disorders, primarily chronic and neurodegenerative diagnoses, advocacy and accessibility, promotion of skilled maintenance and wellness, and emerging technologies in neurologic rehabilitation.

Robert Maschi, PT, DPT, Board Certified Orthopaedic Clinical Specialist, Certified Strength and Conditioning Specialist (*Temple University*). Associate Clinical Professor. Orthopedics, musculoskeletal disorders, lower extremity biomechanics and movement analysis.

Clare Milner, PhD, FACSM (*University of Durham, University of Leeds*) Director, Graduate Programs in Health and Rehabilitation Sciences. Associate Professor. Gait biomechanics; overuse injuries in runners; functional independence in gait and activities of daily living in clinical populations.

Lynette Montgomery, PT, PhD (*University of Queensland, The Ohio State University*). Assistant Professor. Motor Control and rehabilitation after neurological injury, mechanisms of neuroplasticity and recovery of locomotion following neurological injury.

Annalisa Na, PT, DPT, PhD, Board-Certified Orthopaedic Clinical Specialist (*University of Delaware*). Assistant Research Professor. Interactions of multimorbidity diseases on functional outcomes in older adults

Stephen Samendinger, PhD (*Michigan State University*). Associate Teaching Professor. Psychosocial aspects of physical activity and healthy lifestyles, motivation: group dynamics, identity, physical activity determinants and responses.

Sara Tomaszewski, PT, DPT, Board-Certified Orthopaedic Clinical Specialist (*Duke University*). Clinical Instructor. Orthopedics and sports physical therapy, injury prevention, and return-to-sport decision making.

Sarah Wenger, PT, DPT, Board-Certified Orthopaedic Clinical Specialist (*Arcadia University; Temple University*). Adjunct Faculty. Health, wellness and fitness, models for preventative physical therapy, dance medicine.

Glenn Williams, PT, PhD, Board-Certified Athletic Trainer (*University of Delaware*) Chair, Department of Physical Therapy & Rehabilitation Sciences. Associate Professor. Neuromuscular plasticity after joint injury, orthopaedic-sports rehabilitation, human performance, post-traumatic osteoarthritis.

Emeritus Faculty

Margo Orlin, PT, PhD, FAPTA (*Drexel University*). Associate Professor Emeritus. Walking and running biomechanics and participation in children with developmental disabilities, evaluation of enhancing participation for children and adolescents with cerebral palsy.

Robert J. Palisano, PT, ScD, FAPTA (*Boston University*). Distinguished Professor. Classification and prognosis for gross motor function in children and youth with cerebral palsy; interventions to improve activity and participation in children with physical disabilities; transition to adulthood for youth with disabilities.

Patricia Rubertone, PT, MPT, MSW, EdD (*Widener University*) Director of Experiential Learning. Associate Clinical Professor Emerita. Student learning; course design; judgment of physical therapy student clinic performance by novice vs. experienced clinical instructors.

Susan Smith, PT, PhD (*University of Connecticut, Texas Woman's University*). Associate Professor and Dean Emerita. Geriatrics: health promotion and interventions for manifestations of low bone mass; assessment of fall risk and fall prevention interventions for older adults

MSN: Clinical Nurse Leader Concentration

Major: Nursing: Clinical Nurse Leader Concentration

Degree Awarded: Master of Science in Nursing (MSN)

Calendar Type: Quarter

Minimum Required Credits: 45.0; 400 practicum hours

Co-op Option: None

Classification of Instructional Programs (CIP) code: 51.3801

Standard Occupational Classification (SOC) code: 29-1141

NOTE: No applications will be accepted for the 2024-2025 academic year. Please check back in summer 2025 for an update.

About the Program

The MSN Clinical Nurse Leader (CNL) track is designed to prepare nurses for an evolving advanced generalist role that incorporates advanced knowledge, skill and clinical expertise in an evidence- and quality-driven context. The CNL oversees care coordination of a distinct group of patients, is a resource for clinical decision-making and serves as lateral integrator of care. This clinical leader puts evidence-based practice into action to ensure that patients benefit from the latest innovations in care delivery. The CNL collects and evaluates patient outcomes, assesses cohort risk and has the decision-making authority to change care plans when necessary. This clinician functions as part of an interdisciplinary team by communicating, planning and implementing care directly with other health care professionals, including physicians, pharmacists, social workers, therapists, clinical nurse specialists and nurse practitioners. The CNL is a leader in the health care delivery system across all settings in which health care is delivered. The program emphasizes the development of competencies related to the use of technology, evidence-based practice, customization of care, health team and interdisciplinary leadership and outcome and risk assessment.

This online master's program prepares nurses to function effectively in a quickly changing, increasingly complex clinical care environment. Students have the opportunity to develop advanced competencies and depth of knowledge as clinical nurse leaders. The program emphasizes evidence-based approaches to solve clinical problems, assessment and evaluation of nursing and healthcare outcomes, clinical decision-making, lateral care integration, clinically based leadership and the design of nursing care for clinical populations at the clinical unit or similar small system level.

Clinical practicum experiences include the development and management of a data-driven project that provides opportunities for students to deepen evidence-based practice competencies in the management of clients' health care needs at the point of care. Precepted clinical experiences will include activities such as modeling of care, assessment and evaluation of aggregate patient outcomes, case management and service integration, and unit and interdisciplinary team leadership, as well as teaching and mentoring of staff.

The program is accredited by the Commission on Collegiate Nursing Education.

Additional Information

For more information about this program, contact:

Graduate Nursing Division

CNHPPGraduateDivision@drexel.edu

Additional information is available on Drexel's College of Nursing and Health Professions MSN in Clinical Nurse Leader (<https://www.drexel.edu/cnhp/academics/graduate/MSN-Clinical-Nurse-Leader/>) (<http://www.drexel.edu/gradnursing/msn/advancedRoleMSN/clinNurseLeader/>) webpage and on the Drexel University Online MSN Clinical Nurse Leader (<http://online.drexel.edu/online-degrees/nursing-degrees/msn-clinical/>) webpage.

Admission Requirements

- A Bachelor of Science in Nursing from a program fully accredited by the National League of Nursing (NLN/ACEN) or the American Association Colleges of Nursing (AACN/CCNE).
- RNs with a BS in a field other than nursing may wish to pursue the RN-MSN "bridge" program (<http://drexel.edu/cnhp/academics/graduate/MSN-Bridge/>) or the Dual RN-BSN-MSN Pathway (<http://drexel.edu/cnhp/academics/graduate/RN-BSN-MSN/>).
- 3.0 or above on all previous coursework or the last 60.0 credits completed. Applications from RNs with a GPA less than 3.0 may be considered on an individual basis.
- Official transcripts from all previous educational institutions are required.
- Two professional references are required from colleagues or supervisors who can attest to the applicant's knowledge, skill and potential aptitude for graduate study.
 - Letters of recommendation are waived for students with a 3.0 GPA or higher.
- Personal statement (no more than two pages and no less than one page double-spaced) that will give the admissions committee a better understanding of the following:

- Why you are choosing this particular program of study.
- Your plans upon completion of the certificate.
- How your current work experience will enhance your experience in this program.
- Curriculum vitae or resume.
- Copy of Current U.S. RN license required.
- Copies of any advanced practice nursing licensure and certification documents.
- While specific experience is not required for applicants to the track, previous related work experience may make an applicant more competitive.

International applicants must possess a BSN (or its equivalent) and current U.S. RN license.

TOEFL Requirement

International applicants, as well as immigrants to the United States and United States permanent residents whose native language is not English and who have not received a bachelor's degree or higher in the United States, Australia, Canada, Ireland, New Zealand or the United Kingdom, must show proficiency in English speaking as well as listening, writing, and reading. U.S. citizens born on U.S. military bases abroad may be waived from the TOEFL requirement after providing documentation of this status; otherwise, applicants must meet one of the following requirements:

If you take the TOEFLiBT exam, you are required to have a minimum combined score for the listening, writing and reading sections of 79 plus a speaking section score of 26 or higher.

If you take the TOEFL, you are required to have a minimum score of 550 or higher and a Test of Spoken English score (TSE) of 55 or higher.

Degree Requirements

MSN Core Courses

NURS 500 [WI]	Confronting Issues in Contemporary Health Care Environments	3.0
NURS 502	Advanced Ethical Decision Making in Health Care	3.0
NURS 544	Quality and Safety in Healthcare	3.0
RSCH 503	Research Methods and Biostatistics	3.0
RSCH 504	Evaluation and Translation of Health Research	3.0

Support Courses

NURS 574	Advanced Integrative Clinical Concepts	4.5
NUPR 664	The Economics and Business of Healthcare	4.5

Track Courses

NURS 531	Epidemiology in Action: Tracking Health & Disease	3.0
NURS 532	Evaluation of Health Outcomes	3.0
NUPR 602	Foundations for Clinical Nurse Leader	5.0
NURS 603	Clinical Nurse Leader Capstone Immersion I	5.0
NURS 604	Clinical Nurse Leader Capstone Immersion II	5.0

Total Credits		45.0
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Writing-Intensive Course Requirement

A [WI], Writing Intensive, next to a graduate course in this catalog indicates that the graduate course is a writing intensive course. The graduate course is a required course in your curriculum.

Sample Plan of Study

First Year

Fall	Credits Winter	Credits Spring	Credits Summer	Credits
NURS 500	3.0 NURS 532	3.0 NUPR 664	4.5 NURS 544	3.0
NURS 502	3.0 RSCH 503	3.0 NURS 531	3.0 RSCH 504	3.0
	6	6	7.5	6

Second Year

Fall	Credits Winter	Credits Spring	Credits Summer	Credits
NUPR 602	5.0 NURS 603	5.0 NURS 604	5.0 NURS 574	4.5
	5	5	5	4.5

Total Credits 45

Program Level Outcomes

- Practices within a legal and ethical framework of health care delivery.
- Advances the role of advanced nursing practice in the health care system through scholarship, clinical experience and political involvement.

- Demonstrates critical thinking and diagnostic reasoning skills in clinical decision-making.
- Integrates multiple technologies and relevant theories into the organization and synthesis of health data required to develop plans of care for patients, families and communities.
- Integrates culturally sensitive health promotion activities that contribute to the health and wellness of the community into clinical practice.
- Demonstrates leadership in nursing and health care through involvement in the development of outcome-based standards of care and practice-based health policy issues.
- Evaluates and modify the quality and effectiveness of clinical practice based on current research findings, standards of care and patient outcomes.
- Contributes to the advancement of nursing, health care and humanity through communication, collaboration and education.

Graduate Nursing Faculty

Anthony Angelow, PhD, CRNP, ACNPC, AGACNP-BC, FAEN, FAANP (*University of Northern Colorado*) Chair, *Advanced Practice Nursing*. Associate Clinical Professor. Nurse Practitioner Role Transition, Acute Care, Trauma/Surgical Critical Care, Ethics/Health Law

Susan M. Burke, PhD, RN, CPNP-BC (*The Catholic University of America*) Track Director, *Pediatric Primary Care*. Associate Clinical Professor. Pediatric Primary Care Nursing

Rita Carroll, PhD, CPCRT, CBIST, CMHMP (*Capella University*). Assistant Clinical Professor. Complementary and Integrative Health, Cognitive Rehabilitation, Integrative Health Coaching, Mindfulness

Jennifer Coates, MSN, MBA, ACNPC, ACNP-BC (*The University of Pennsylvania*). Associate Clinical Professor. Adult Critical Care, Adult/Gero Acute Care Nurse Practitioner, Nursing Leadership

Frances (Fran) Cornelius, PhD, MSN (*Drexel University; Wayne State University*). Clinical Professor. Online Learning, Nursing Education, Public/Community Health Nursing

Jennifer Cummings, DNP, MSN, CRNP-BC (*Drexel University*). Assistant Clinical Professor. Adult Health, Primary Care, Evidence-Based Practice.

Diane DePew, DSN, BSN, RN-BC, CNE (*University of Alabama, Birmingham*). Associate Clinical Professor. Nursing Leadership and Development, Nursing Education

Kathryn (Katie) Farrell, EdD, MSN, RN (*Drexel University*) Quality Safety and Risk Management Track Director: *Graduate Nursing*. Assistant Clinical Professor. Nursing Education, Quality, Safety, and Risk Management.

Alecia Schneider Fox, PhD, APRN, FNP-BC (*Widener University*). Assistant Clinical Professor. Emergency Nurse Practitioner, Critical Care Nursing

Marcia Gamaly, PhD, MSN, MHS, RN-BC, CBN (*Villanova University*). Assistant Clinical Professor. Online Education, Clinical Education, Emergency Nursing

Kimberly Garcia, DNP, APRN, PMHNP-BC, FNT-BC, GNP-BC, NP-C (*Indiana University*). Assistant Clinical Professor. Family Nurse Practitioner, Psychiatric/Mental Health Nursing, Transcultural/International Nursing

Maria Irerra-Newcomb, MSN, APRN, FNP-BC (*Duke University*). Assistant Clinical Professor. Family/Individual Across the Lifespan Nursing

Marie McClay, DrNP, WHNP-BC, RN (*Drexel University*). Assistant Clinical Professor. Women's Health Nursing

Cheryl Mele, DNP, PNPAC-BC, PNP PC/AC-BC, NNP-BC (*Touro University*). Associate Clinical Professor. Pediatric Acute Care Nursing, Pediatric Primary Care Nursing, Nursing Leadership, Healthcare Genetics

Sally K. Miller, PhD, CRNP, FAANP, FNP-BC, AGACNP-BC, AGPCNP-BC, PMHNP-BC (*Walden University*). Clinical Professor. Adult-Gerontology Acute/Primary Care Nursing, Psychiatric Mental Health Nursing, Pathophysiology, Pharmacology

Kate Morse, PhD, MSN, RN, AGACNP-RET (*Villanova University*). Clinical Professor. Adult Critical Care Nursing, Healthcare Simulation

Jackie Murphy, EdD, RN, CNE (*Drexel University*). Associate Clinical Professor. Nursing Education, Online Learning, Nursing Theory, Nursing Research, Mindfulness

Jennifer (Jenn) Myers, MSN, RN, CNE (*Drexel University*). Assistant Clinical Professor. Pediatric Nursing, Nursing Education, Online Learning

Barbara R. Osborne, DNP, APRN, WHNP-BC (*Drexel University*). Assistant Clinical Professor. Women's Health, Metabolic Health, Primary Care, Evidence-Based Practice, Advanced Practice Nursing

Lori Ruskin, MSN, FNO-BC (*Thomas Jefferson University*). Assistant Clinical Professor. Family Nurse Practitioner, Adult Gerontology Primary Care Nurse Practitioner

Kelley Scott, DNP, APN-BC (*Drexel University*). Assistant Clinical Professor. Emergency Nursing, Family/Individual Across the Lifespan Nursing

Joanne Serembus, EdD, RN, CCRN (Alum), CCNE (*Widener University*). Clinical Professor. Online Learning, Nursing Education

Susan Solecki, DrPH, FNP-BC, PPCNP-BC (*Drexel University*). Clinical Professor. Advanced Practice Nursing, Pediatrics, Adult Health, Epidemiology, Occupational Health

Erica Springer, MSN, CRNP, WHNP-BC (*Drexel University*). Assistant Clinical Professor. Women's Health Nurse Practitioner

Kimberly J. Twaddell, DNO, CRNP, ACNPC, CCRN (*University of Northern Colorado*). Assistant Clinical Professor. Advanced Practice Nursing, Trauma/Surgical Critical Care, Acute Care

Megan Walsh Ossont, PhD, MSN, CRNP (*Villanova University*). Assistant Clinical Professor. Nursing Research, Adult Psychiatry, Correctional Psychiatry

Virginia (Ginny) Wilson, MSN, RN, NEA-BC, NE-BC, PhD (c) (*Widener University*). Assistant Clinical Professor. Nursing Leadership

Patricia (Patti) Zuzelo, EdD, RN, APRN, ACNS-BC, ANP-BC, ANEF, FAAN (*Widener University*). Clinical Professor. Advanced Practice Nursing, Leadership and Management, Nursing Education, Clinical Nurse Specialist (Adult Health), Adult Nurse Practitioner

MSN: Healthcare Simulation Concentration

Major: Nursing: Healthcare Simulation

Degree Awarded: Master of Science in Nursing (MSN)

Calendar Type: Quarter

Minimum Required Credits: 46.0

Co-op Option: None

Classification of Instructional Programs (CIP) code: 51.2213

Standard Occupational Classification (SOC) code: 11-9111

NOTE: No applications will be accepted for the 2024-2025 academic year. Please check back in summer 2025 for an update.

About the Program

The MSN in Healthcare Simulation program prepares nurses to meet future challenges in both academic and professional spaces. Specialized training in simulation-based education, partnered with advanced education in patient safety, prepares students to be leaders in their fields. The skills attained in this interdisciplinary simulation-based graduate program are transferable to the clinical environment, clinical teaching and the classroom. Graduates of the program will have the skills to lead a simulation program in an academic or hospital environment. Graduates will also be prepared to sit for the Certified Healthcare Simulation Educator (CHSE) certification as soon as they meet the practice requirements.

Additional Information

For more information about this program, contact:

Graduate Nursing Division

CNHPGraduateDivision@drexel.edu

Additional information is available on Drexel's College of Nursing and Health Professions MSN in Healthcare Simulation (<https://drexel.edu/cnhp/academics/graduate/Online-MSN-in-Healthcare-Simulation-Degree-Program/>) webpage and Drexel University Online MSN in Healthcare Simulation (<https://www.online.drexel.edu/online-degrees/nursing-degrees/msn-healthcare-simulation/>) webpage.

Admission Requirements

- A Bachelor of Science in Nursing from a program fully accredited by the National League of Nursing (NLN/ACEN) or the American Association Colleges of Nursing (AACN/CCNE).
 - RNs with a BS in a field other than nursing may wish to pursue the RN-MSN "bridge" program (<http://drexel.edu/cnhp/academics/graduate/MSN-Bridge/>) or the Dual RN-BSN-MSN Pathway (<http://drexel.edu/cnhp/academics/graduate/RN-BSN-MSN/>).
- 3.0 or above on all previous coursework or the last 60.0 credits completed. Applications from RNs with a GPA less than a 3.0 may be considered on an individual basis.
- Official transcripts from all previous educational institutions are required.
- Two professional references are required from colleagues or supervisors who can attest to the applicant's knowledge, skill and potential aptitude for graduate study.
 - Letters of recommendation are waived for students with a 3.0 GPA or higher.
- Personal statement (no more than two pages and no less than one page double-spaced) that will give the admissions committee a better understanding of the following:

- Why you are choosing this particular program of study.
- Your plans upon completion of the certificate.
- How your current work experience will enhance your experience in this program.
- Curriculum vitae or resume.
- Copy of current United States RN license required.
- Copies of any advanced practice nursing licensure and certification documents.
- While specific experience is not required for applicants to the track, previous related work experience may make an applicant more competitive.
- International applicants must possess a BSN (or its equivalent) and a current United States RN license.

TOEFL Requirement

International applicants, as well as immigrants to the United States and United States permanent residents whose native language is not English and who have not received a bachelor's degree or higher in the United States, Australia, Canada, Ireland, New Zealand or the United Kingdom, must show proficiency in English speaking as well as listening, writing, and reading. U.S. citizens born on U.S. military bases abroad may be waived from the TOEFL requirement after providing documentation of this status; otherwise, applicants must meet one of the following requirements:

- If you take the TOEFLiBT exam, you are required to have a minimum combined score for the listening, writing and reading sections of 79 plus a speaking section score of 26 or higher.
- If you take the TOEFL, you are required to have a minimum score of 550 or higher and a Test of Spoken English score (TSE) of 55 or higher.

Degree Requirements

IPS 585	Science of Safety, Human Factors, and System Thinking	3.0
IPS 587	Safety Culture in Healthcare	3.0
IPS 617	Simulation in Healthcare Education	4.5
IPS 618	Standardized Patients	3.0
IPS 619	Advanced Debriefing and Reflective Practice	3.0
IPS 620	Simulation Center Leadership	3.0
IPS 621	Evaluation in Simulation-Based Education	3.0
IPS 622	Simulation Capstone	5.5
NURS 500 [WI]	Confronting Issues in Contemporary Health Care Environments	3.0
NURS 502	Advanced Ethical Decision Making in Health Care	3.0
NURS 544	Quality and Safety in Healthcare	3.0
NURS 591	Foundations of Healthcare Education	3.0
RSCH 503	Research Methods and Biostatistics	3.0
RSCH 504	Evaluation and Translation of Health Research	3.0
Total Credits		46.0

Writing-Intensive Course Requirement

A [WI], Writing Intensive, next to a graduate course in this catalog indicates that the graduate course is a writing intensive course. The graduate course is a required course in your curriculum.

Sample Plan of Study

First Year (Part-Time)

Fall	Credits Winter	Credits Spring	Credits Summer	Credits
NURS 500	3.0 NURS 502	3.0 IPS 617	4.5 IPS 618	3.0
NURS 591	3.0 NURS 544	3.0	RSCH 503	3.0
	6	6	4.5	6

Second Year (Part-Time)

Fall	Credits Winter	Credits Spring	Credits Summer	Credits
IPS 619	3.0 IPS 585	3.0 IPS 620	3.0 IPS 622	5.5
RSCH 504	3.0 IPS 587	3.0 IPS 621	3.0	
	6	6	6	5.5

Total Credits 46

Program Level Outcomes

- Practices within a legal and ethical framework of health care delivery.
- Advances the role of advanced nursing practice in the health care system through scholarship, clinical experience and political involvement.
- Demonstrates critical thinking and diagnostic reasoning skills in clinical decision-making.

- Integrates multiple technologies and relevant theories into the organization and synthesis of health data required to develop plans of care for patients, families and communities.
- Integrates culturally sensitive health promotion activities that contribute to the health and wellness of the community into clinical practice.
- Demonstrates leadership in nursing and health care through involvement in the development of outcome-based standards of care and practice-based health policy issues.
- Evaluates and modify the quality and effectiveness of clinical practice based on current research findings, standards of care and patient outcomes.
- Contributes to the advancement of nursing, health care and humanity through communication, collaboration and education.

Graduate Nursing Faculty

Anthony Angelow, PhD, CRNP, ACNPC, AGACNP-BC, FAEN, FAANP (*University of Northern Colorado*) *Chair, Advanced Practice Nursing*. Associate Clinical Professor. Nurse Practitioner Role Transition, Acute Care, Trauma/Surgical Critical Care, Ethics/Health Law

Susan M. Burke, PhD, RN, CPNP-BC (*The Catholic University of America*) *Track Director, Pediatric Primary Care*. Associate Clinical Professor. Pediatric Primary Care Nursing

Rita Carroll, PhD, CPCRT, CBIST, CMHMP (*Capella University*). Assistant Clinical Professor. Complementary and Integrative Health, Cognitive Rehabilitation, Integrative Health Coaching, Mindfulness

Jennifer Coates, MSN, MBA, ACNPC, ACNP-BC (*The University of Pennsylvania*). Associate Clinical Professor. Adult Critical Care, Adult/Gero Acute Care Nurse Practitioner, Nursing Leadership

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Jennifer Cummings, DNP, MSN, CRNP-BC (*Drexel University*). Assistant Clinical Professor. Adult Health, Primary Care, Evidence-Based Practice.

Diane DePew, DSN, BSN, RN-BC, CNE (*University of Alabama, Birmingham*). Associate Clinical Professor. Nursing Leadership and Development, Nursing Education

Kathryn (Katie) Farrell, EdD, MSN, RN (*Drexel University*) *Quality Safety and Risk Management Track Director: Graduate Nursing*. Assistant Clinical Professor. Nursing Education, Quality, Safety, and Risk Management.

Alecia Schneider Fox, PhD, APRN, FNP-BC (*Widener University*). Assistant Clinical Professor. Emergency Nurse Practitioner, Critical Care Nursing

Marcia Gamaly, PhD, MSN, MHS, RN-BC, CBN (*Villanova University*). Assistant Clinical Professor. Online Education, Clinical Education, Emergency Nursing

Kimberly Garcia, DNP, APRN, PMHNP-BC, FNT-BC, GNP-BC, NP-C (*Indiana University*). Assistant Clinical Professor. Family Nurse Practitioner, Psychiatric/Mental Health Nursing, Transcultural/International Nursing

Maria Irerra-Newcomb, MSN, APRN, FNP-BC (*Duke University*). Assistant Clinical Professor. Family/Individual Across the Lifespan Nursing

Marie McClay, DrNP, WHNP-BC, RN (*Drexel University*). Assistant Clinical Professor. Women's Health Nursing

Cheryl Mele, DNP, PNPAC-BC, PNP PC/AC-BC, NNP-BC (*Touro University*). Associate Clinical Professor. Pediatric Acute Care Nursing, Pediatric Primary Care Nursing, Nursing Leadership, Healthcare Genetics

Sally K. Miller, PhD, CRNP, FAANP, FNP-BC, AGACNP-BC, AGPCNP-BC, PMHNP-BC (*Walden University*). Clinical Professor. Adult-Gerontology Acute/Primary Care Nursing, Psychiatric Mental Health Nursing, Pathophysiology, Pharmacology

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Jackie Murphy, EdD, RN, CNE (*Drexel University*). Associate Clinical Professor. Nursing Education, Online Learning, Nursing Theory, Nursing Research, Mindfulness

Jennifer (Jenn) Myers, MSN, RN, CNE (*Drexel University*). Assistant Clinical Professor. Pediatric Nursing, Nursing Education, Online Learning

Barbara R. Osborne, DNP, APRN, WHNP-BC (*Drexel University*). Assistant Clinical Professor. Women's Health, Metabolic Health, Primary Care, Evidence-Based Practice, Advanced Practice Nursing

Lori Ruskin, MSN, FNO-BC (*Thomas Jefferson University*). Assistant Clinical Professor. Family Nurse Practitioner, Adult Gerontology Primary Care Nurse Practitioner

Kelley Scott, DNP, APN-BC (*Drexel University*). Assistant Clinical Professor. Emergency Nursing, Family/Individual Across the Lifespan Nursing

Joanne Serembus, EdD, RN, CCRN (Alum), CCNE (*Widener University*). Clinical Professor. Online Learning, Nursing Education

Susan Solecki, DrPH, FNP-BC, PPCNP-BC (*Drexel University*). Clinical Professor. Advanced Practice Nursing, Pediatrics, Adult Health, Epidemiology, Occupational Health

Erica Springer, MSN, CRNP, WHNP-BC (*Drexel University*). Assistant Clinical Professor. Women's Health Nurse Practitioner

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Megan Walsh Ossont, PhD, MSN, CRNP (*Villanova University*). Assistant Clinical Professor. Nursing Research, Adult Psychiatry, Correctional Psychiatry

Virginia (Ginny) Wilson, MSN, RN, NEA-BC, NE-BC, PhD (c) (*Widener University*). Assistant Clinical Professor. Nursing Leadership

Patricia (Patti) Zuzelo, EdD, RN, APRN, ACNS-BC, ANP-BC, ANEF, FAAN (*Widener University*). Clinical Professor. Advanced Practice Nursing, Leadership and Management, Nursing Education, Clinical Nurse Specialist (Adult Health), Adult Nurse Practitioner

MSN: Nursing Education Concentration

Major: Nursing Education

Degree Awarded: Master of Science in Nursing (MSN)

Calendar Type: Quarter

Minimum Required Credits: 45.0; 160 practicum hours

Co-op Option: None

Classification of Instructional Programs (CIP) code: 51.3801

Standard Occupational Classification (SOC) code: 25-1072

About the Program

The MSN: Nursing Education program prepares students to work as nursing educators in various types of programs and settings, at all levels of nursing education and professional experience. This unique program also instructs students on how to teach online, foster reflective practice, integrate simulation and use technology to teach nursing in innovative ways. The program enhances students' critical thinking, problem-solving and leadership skills that enable them to be change agents for the future of nursing, nursing education and health care.

Currently, there is a severe and critical nursing shortage in the United States. This program will prepare graduates to fill faculty and educator positions in academic and clinical practice settings through cutting-edge content and learning experiences that build the skills and competencies essential for today's nurse educators. Nurse educators are the pipeline to sustaining and expanding our current nursing workforce.

The program integrates theories specific to adult learning, curriculum design, evaluation of courses and programs, critical thinking, both clinical and classroom techniques and the preparation for an advanced role as a nurse educator. The program also includes opportunities to explore contemporary and leading-edge educational modalities. Knowledge and skills gained through this program are applicable in a variety of settings and with learners of varying levels of nursing expertise.

The practicum courses, which span over two quarters, allow students the opportunity to apply knowledge and demonstrate competence in the areas of nursing education and their clinical specialty under the supervision of a preceptor. The nursing education component of the practicum experience allows students to apply what they have learned throughout the curriculum in either an academic or professional development setting depending on their professional career goals.

Participants complete a role practicum experience in teaching, providing ample opportunity to apply theory to practice. In addition, students are required to attend a three-day virtual simulation intensive experience via Zoom when enrolled in IPS 617 *Simulation in Healthcare Education*. The virtual intensive experience is offered bi-annually.

The MSN in Nursing Education prepares students to sit for the following exams upon completion of the practice requirement for each:

- Certified Nurse Educator®: Academic novice or clinical instructor
- Certified Healthcare Simulation Educator®
- Nursing Professional Development Certification (NPD-BC)

The program is accredited by the Commission on Collegiate Nursing Education (CCNE).

Additional Information

For more information about this program, contact:

Graduate Nursing Division

CNHPGraduateDivision@drexel.edu

Additional information is available on the Drexel's College of Nursing and Health Professions MSN in Nursing Education webpage and on the Drexel University Online MSN in Nursing Education webpage.

Admission Requirements

- A Bachelor of Science in Nursing from a program fully accredited by the National League of Nursing (NLN/ACEN) or the American Association Colleges of Nursing (AACN/CCNE).
 - RNs with a BS in a field other than nursing may wish to pursue the RN-MSN "bridge" program (<http://drexel.edu/cnhp/academics/graduate/MSN-Bridge/>) or the Dual RN-BSN-MSN Pathway (<http://drexel.edu/cnhp/academics/graduate/RN-BSN-MSN/>).
- 3.0 or above on all previous coursework or the last 60.0 credits completed. Applications from RNs with a GPA less than a 3.0 may be considered on an individual basis.
- Official transcripts from all previous educational institutions are required.
- Two professional references are required from colleagues or supervisors who can attest to the applicant's knowledge, skill and potential aptitude for graduate study.
 - Letters of recommendation are waived for students with a 3.0 GPA or higher.
- Personal statement (no more than two pages and no less than one page double-spaced) that will give the admissions committee a better understanding of the following:
 - Why you are choosing this particular program of study.
 - Your plans upon completion of the certificate.
 - How your current work experience will enhance your experience in this program.
- Curriculum vitae or resume.
- Copy of current United States RN license is required.
- Copies of any Advanced Practice Nursing licensure and certification documents.
- While specific experience is not required for applicants to the track, previous related work experience may make an applicant more competitive.

International applicants must possess a BSN (or its equivalent) and a current United States RN license.

TOEFL Requirement

International applicants, as well as immigrants to the United States and United States permanent residents whose native language is not English and who have not received a bachelor's degree or higher in the United States, Australia, Canada, Ireland, New Zealand or the United Kingdom, must show proficiency in English speaking as well as listening, writing, and reading. U.S. citizens born on U.S. military bases abroad may be waived from the TOEFL requirement after providing documentation of this status; otherwise, applicants must meet one of the following requirements:

If you take the TOEFLiBT exam, you are required to have a minimum combined score for the listening, writing and reading sections of 79 plus a speaking section score of 26 or higher.

If you take the TOEFL, you are required to have a minimum score of 550 or higher and a Test of Spoken English score (TSE) of 55 or higher.

Degree Requirements

About the Curriculum

The program integrates theories specific to adult learning, curriculum design, evaluation of courses and programs, both clinical and classroom techniques, and the preparation for the role of the nursing professor. It combines theory, research and practice from the disciplines of education, management, and leadership. Knowledge and skills gained through this program are applicable in both the academic and clinical arenas.

Required Courses

Core Courses

NURS 500 [WI]	Confronting Issues in Contemporary Health Care Environments	3.0
NURS 502	Advanced Ethical Decision Making in Health Care	3.0
NURS 544	Quality and Safety in Healthcare	3.0
RSCH 503	Research Methods and Biostatistics	3.0
RSCH 504	Evaluation and Translation of Health Research	3.0

Required Track Courses

IPS 617	Simulation in Healthcare Education	4.5
NURS 591	Foundations of Healthcare Education	3.0
NURS 606	Curriculum Design for Higher Level Cognition	3.0
NURS 613	The Role and Responsibility of the Nurse Educator	3.0
NURS 615	Assessment, Measurement and Evaluation	3.0
NURS 616	Teaching Methods in Nursing Education	3.0
Practicum		
NUPR 618	Nursing Education Practicum I	3.0
NUPR 619	Nursing Education Practicum II	3.0
Support Course		
NURS 574	Advanced Integrative Clinical Concepts	4.5
Total Credits		45.0

Writing-Intensive Course Requirement

A [WI], Writing Intensive, next to a graduate course in this catalog indicates that the graduate course is a writing intensive course. The graduate course is a required course in your curriculum.

Sample Plan of Study

First Year				
Fall	Credits Winter	Credits Spring	Credits Summer	Credits
NURS 500	3.0 NURS 502	3.0 NURS 613	3.0 NURS 615	3.0
NURS 591	3.0 NURS 606	3.0 RSCH 503	3.0 RSCH 504	3.0
	6	6	6	6
Second Year				
Fall	Credits Winter	Credits Spring	Credits	
IPS 617	4.5 NUPR 618	3.0 NUPR 619	3.0	
NURS 616	3.0 NURS 574	4.5 NURS 544	3.0	
	7.5	7.5	6	
Total Credits 45				

Program Level Outcomes

- Practices within a legal and ethical framework of health care delivery.
- Advances the role of advanced nursing practice in the health care system through scholarship, clinical experience and political involvement.
- Demonstrates critical thinking and diagnostic reasoning skills in clinical decision-making.
- Integrates multiple technologies and relevant theories into the organization and synthesis of health data required to develop plans of care for patients, families and communities.
- Integrates culturally sensitive health promotion activities that contribute to the health and wellness of the community into clinical practice.
- Demonstrates leadership in nursing and health care through involvement in the development of outcome-based standards of care and practice-based health policy issues.
- Evaluates and modify the quality and effectiveness of clinical practice based on current research findings, standards of care and patient outcomes.
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MSN: Nursing Leadership in Health Systems Management Concentration

Major: Nursing: Nursing Leadership in Health Systems Management Concentration

Degree Awarded: Master of Science in Nursing (MSN)

Calendar Type: Quarter

Minimum Required Credits: 45.0; 160 practicum hours

Co-op Option: None

Classification of Instructional Programs (CIP) code: 51.3801

Standard Occupational Classification (SOC) code: 29-1141

About the Program

The MSN in Nursing Leadership in Health Systems Management program, designed for part-time attendance by working nurses, prepares students to become nursing leaders in today's rapidly changing health care environment. This online master's degree program will prepare students for a senior role in a dynamic and increasingly demanding health care environment.

The MSN program focuses on the development of a leadership style and the skillset essential for individuals in or seeking administrative roles, including:

- Fiscal and organizational management
- Strategic planning
- Integrated quality outcomes measurement
- Organizational structures
- Marketing
- Management of human resources within organizations

The program also provides the student with information and strategies to problem solve, make decisions, resolve conflict, address legal/ethical issues and operationalize the mission and goals of the health care delivery organization.

The MSN also requires 160 practicum hours over two quarters (20 weeks) that provide opportunities for students to further develop leadership skills for complex health care organizations.

The program is accredited by the Commission on Collegiate Nursing Education (CCNE).

Additional Information

For more information about this program, contact:

Graduate Nursing Division
CNHPGraduateDivision@drexel.edu

Additional information is available on the Drexel's College of Nursing and Health Professions Nursing Leadership in Health Systems Management (<https://www.drexel.edu/cnhp/academics/graduate/MSN-Nursing-Leadership-in-Health-Systems-Management/>) webpage and the Drexel University Online Nursing Leadership in Health Systems Management (<http://online.drexel.edu/online-degrees/nursing-degrees/msn-lead/>) webpage.

Admission Requirements

- A Bachelor of Science in Nursing from a program fully accredited by the National League of Nursing (NLN/ACEN) or the American Association Colleges of Nursing (AACN/CCNE).
 - RNs with a BS in a field other than nursing may wish to pursue the RN-MSN "bridge" program (<http://drexel.edu/cnhp/academics/graduate/MSN-Bridge/>) or the Dual RN-BSN-MSN Pathway (<http://drexel.edu/cnhp/academics/graduate/RN-BSN-MSN/>).
- 3.0 or above on all previous coursework or the last 60.0 credits completed. Applications from RNs with a GPA of less than 3.0 may be considered on an individual basis.
- Official transcripts from all previous educational institutions are required.
- Two professional references are required from colleagues or supervisors who can attest to the applicant's knowledge, skill and potential aptitude for graduate study.
 - Letters of recommendation are waived for students who have an undergraduate GPA of 3.0 or higher.
- Personal statement (no more than two pages and no less than one page double-spaced) that will give the admissions committee a better understanding of the following:
 - Why you are choosing this particular program of study.
 - Your plans upon completion of the degree.
 - How your current work experience will enhance your experience in this program.
- Curriculum vitae or resume.
- Copy of current U.S. RN license required.
- Copies of any advanced practice nursing licensure and certification documents.
- While specific experience is not required for applicants to the track, previous related work experience may make an applicant more competitive.

International applicants must possess a BSN (or its equivalent) and a current U.S. RN license.

TOEFL Requirement

International applicants, as well as immigrants to the United States and United States permanent residents whose native language is not English and who have not received a bachelor's degree or higher in the United States, Australia, Canada, Ireland, New Zealand or the United Kingdom, must show proficiency in English speaking as well as listening, writing, and reading. U.S. citizens born on U.S. military bases abroad may be waived from the TOEFL requirement after providing documentation of this status; otherwise, applicants must meet one of the following requirements:

If you take the TOEFLiBT exam, you are required to have a minimum combined score for the listening, writing and reading sections of 79 plus a speaking section score of 26 or higher.

If you take the TOEFL, you are required to have a minimum score of 550 or higher and a Test of Spoken English score (TSE) of 55 or higher.

Degree Requirements

The program content addresses the four key areas of organizations: leading the human side of the enterprise, managing resources, managing operations, and managing information. Two threads are incorporated throughout all courses: the importance of professional image in written and live presentations and the use of technology to support and enhance management and care delivery outcomes.

MSN Core Courses

NURS 500 [WI]	Confronting Issues in Contemporary Health Care Environments	3.0
NURS 502	Advanced Ethical Decision Making in Health Care	3.0
NURS 544	Quality and Safety in Healthcare	3.0
RSCH 503	Research Methods and Biostatistics	3.0
RSCH 504	Evaluation and Translation of Health Research	3.0

Major Courses

PROJ 501	Introduction to Project Management	3.0
NUPR 663	Communication and Self-Awareness for Leadership	4.5
NUPR 664	The Economics and Business of Healthcare	4.5
NUPR 665	Managing Operations and Human Resources for Quality Outcomes of Care Delivery	4.5

Practicum Courses

NURS 568	Practicum and Symposium in Healthcare Operations Management	3.0
NURS 569	Practicum and Symposium in Technology and Management of Information in Healthcare Organizations	3.0

Electives *		7.5
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Total Credits		45.0
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Nursing Electives can be any course with the prefix Nursing (NURS, NUPR), Interprofessional Studies (IPS), or Complementary and Integrative Health (CIH/CIT), with course number ranging from 500-699.

Writing-Intensive Course Requirement

A [WI], Writing Intensive, next to a graduate course in this catalog indicates that the graduate course is a writing intensive course. The graduate course is a required course in your curriculum.

Sample Plan of Study

First Year

Fall	Credits Winter	Credits Spring	Credits Summer	Credits
NURS 500	3.0 RSCH 503	3.0 PROJ 501	3.0 NURS 544	3.0
NURS 502	3.0 NUPR 663	4.5 RSCH 504	3.0 NUPR 665	4.5
	6	7.5	6	7.5

Second Year

Fall	Credits Winter	Credits Spring	Credits
NUPR 664	4.5 NURS 568	3.0 Elective	3.0
	Elective	4.5 NURS 569	3.0
	4.5	7.5	6

Total Credits 45

Program Level Outcomes

- Practices within a legal and ethical framework of health care delivery.
- Advances the role of advanced nursing practice in the health care system through scholarship, clinical experience and political involvement.
- Demonstrates critical thinking and diagnostic reasoning skills in clinical decision-making.

- Integrates multiple technologies and relevant theories into the organization and synthesis of health data required to develop plans of care for patients, families and communities.
- Integrates culturally sensitive health promotion activities that contribute to the health and wellness of the community into clinical practice.
- Demonstrates leadership in nursing and health care through involvement in the development of outcome-based standards of care and practice-based health policy issues.
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MSN "Bridge" Program

About the Program

Drexel University's RN-MSN "bridge" program is available for nurses who have a bachelor's degree in a field other than nursing and now wish to pursue an MSN degree. Applicants to this program must complete the admission process to the MSN program and seek initial advisement from the MSN program academic advisors. The bridge program is available only to students applying for the MSN Advanced Role programs—it is not available for students wishing to pursue an MSN Nurse Practitioner degree; however, to learn more about alternative pathways to becoming a nurse practitioner, contact the Graduate Nursing Division (see contact information below).

The graduate program department chair reviews the applicant's file for program eligibility, and prerequisites are established on an individual basis.

The "bridge" program consists of one undergraduate course. Individuals with extensive professional experience may request to waive the bridge course. The required "bridge course" in the MSN Advanced Role track is NURS 341 Using Genetics and Genomics to Inform Nursing Care Delivery. (4.5 quarter credits). This class is available entirely online and is delivered in a 10-week quarter-term session.

After successfully completing all requirements and admission to the MSN program, students progress directly into graduate-level courses. (Note: The BSN is not awarded in this program.)

Program Requirements

MSN pathway for nurses with a non-nursing BA or BS. RN license is required.

NURS 341

Using Genetics and Genomics to Inform Nursing Care Delivery

4.5

Eligible MSN Programs

- MSN in Nursing Leadership in Health Systems Management (p. 102)
- MSN in Nursing Education (p. 99)
- MSN in Quality, Safety, and Risk Management in Healthcare (p. 111)
- MSN in Public Health Nursing (p. 108)
- **Nurse Practitioner programs are not eligible**

Additional Information

For more information about MSN Advanced Role track program, please contact:

Graduate Nursing Division
CNHPGraduateDivision@drexel.edu

For more details about the program, please see the College's MSN "Bridge" program (<https://www.drexel.edu/cnhp/academics/graduate/MSN-Bridge/>) webpage and the Drexel University Online MSN "Bridge" program (<http://www.drexel.com/online-degrees/nursing-degrees/rn-msn-bridge/>) webpage. If you are interested in earning both a BSN and MSN, consider enrollment in the Accelerated RN/BSN/MSN (<https://catalog.drexel.edu/undergraduate/collegeofnursingandhealthprofessions/nursingrnbsnmsn/>) program.

Admission Requirements (MSN)

- A bachelor's degree from a regionally accredited college or university.
- 3.0 or above on all previous coursework or the last 60.0 credits completed. Applications from RNs with a GPA less than a 3.0 may be considered on an individual basis.
- Official transcripts from all previous educational institutions are required.
- Two professional references are required from colleagues or supervisors who can attest to the applicant's knowledge, skill and potential aptitude for graduate study.
 - Letters of recommendation are waived for students with a 3.0 GPA or higher.
- Personal statement (no more than two pages and no less than one page double-spaced) that will give the admissions committee a better understanding of the following:
 - Why you are choosing this particular program of study.
 - Your plans upon completion of the certificate.
 - How your current work experience will enhance your experience in this program.
- Curriculum vitae or resume.
- Copy of current United States RN license required.
- While specific experience is not required for applicants to the track, previous related work experience may make an applicant more competitive.

International applicants must possess a bachelor's degree (or its equivalent) and a current United States RN license.

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MSN: Public Health Nursing Concentration

Major: Public Health Nursing

Degree Awarded: Master of Science in Nursing (MSN)

Calendar Type: Quarter

Minimum Required Credits: 46.0

Co-op Option: None

Classification of Instructional Programs (CIP) code: 51.3801

Standard Occupational Classification (SOC) code: 21-1094

About the Program

The Public Health Nursing concentration within the Master of Nursing degree programs prepares nurses to work independently and collaboratively to assess, investigate and analyze the determinants of health, and prioritize health needs (medical and non-medical) in order to inform key stakeholders and policymakers and to guide professional practice. Graduates will be prepared to work effectively in interprofessional teams to develop, implement, manage and evaluate programs that address priority health needs.

As health care continues to evolve, there is an increased need for nurses trained in public health. Drexel University's online MSN in Public Health Nursing aims to meet that need, training you to use a systems-thinking, clinical approach to advocate for resources and policies to improve the health of all populations, locally and globally. This is an interdisciplinary degree that provides the opportunity to take online courses through Drexel's College of Nursing and Health Professions as well as Drexel's Dornsife School of Public Health. This blend of nursing education and public health foundational knowledge culminates in a capstone project where you'll take what you've learned throughout the MSN Public Health Nursing program and apply it to a real-world public health issue.

The program is accredited by the Commission on Collegiate Nursing Education (CCNE).

Additional Information

For more information about this program, contact:

Graduate Nursing Division

CNHPGraduateDivision@drexel.edu

Additional information is available on the Drexel's College of Nursing and Health Professions Public Health Nursing (<https://drexel.edu/cnhp/academics/graduate/MSN-in-Public-Health-Nursing/>) webpage and the Drexel University Online P (<http://online.drexel.edu/online-degrees/nursing-degrees/msn-lead/public-Health-Nursing> (<https://www.online.drexel.edu/online-degrees/nursing-degrees/msn-public-health/>) webpage.

Admission Requirements

- A Bachelor of Science in Nursing from a program fully accredited by the National League of Nursing (NLN/ACEN) or the American Association Colleges of Nursing (AACN/CCNE).
 - RNs with a BS in a field other than nursing may wish to pursue the RN-MSN "bridge" program (<http://drexel.edu/cnhp/academics/graduate/MSN-Bridge/>) or the Dual RN-BSN-MSN Pathway (<http://drexel.edu/cnhp/academics/graduate/RN-BSN-MSN/>).
- Cumulative GPA of 3.0.
 - Applications from RNs with a GPA less than 3.0 may be considered on an individual basis.
- Official transcripts from all previous educational institutions are required.
- Two professional references are required from colleagues or supervisors who can attest to the applicant's knowledge, skill and potential aptitude for graduate study.
 - Letters of recommendation are waived for students with a 3.0 GPA or higher.
- Personal statement (no more than two pages and no less than one page double-spaced) that will give the admissions committee a better understanding of the following:
 - Why you are choosing this particular program of study.
 - Your plans upon completion of the certificate.
 - How your current work experience will enhance your experience in this program.
- Curriculum vitae or resume.
- Copy of current United States RN license is required.
- Copies of any advanced practice nursing licensure and certification documents.
- While specific experience is not required for applicants to the track, previous related work experience may make an applicant more competitive.

International applicants must possess a BSN (or its equivalent) and a current United States RN license.

TOEFL Requirement

International applicants, as well as immigrants to the United States and United States permanent residents, whose native language is not English and who have not received a bachelor's degree or higher in the United States, Australia, Canada, Ireland, New Zealand or the United Kingdom, must show proficiency in English speaking as well as listening, writing, and reading. U.S. citizens born on U.S. military bases abroad may be waived from the TOEFL requirement after providing documentation of this status; otherwise, applicants must meet one of the following requirements:

If you take the TOEFLiBT exam, you are required to have a minimum combined score for the listening, writing and reading sections of 79 plus a speaking section score of 26 or higher.

If you take the TOEFL, you are required to have a minimum score of 550 or higher and a Test of Spoken English score (TSE) of 55 or higher.

Degree Requirements

MSN Core Courses

NURS 500 [WI]	Confronting Issues in Contemporary Health Care Environments	3.0
NURS 502	Advanced Ethical Decision Making in Health Care	3.0
NURS 544	Quality and Safety in Healthcare	3.0
RSCH 503	Research Methods and Biostatistics	3.0
RSCH 504	Evaluation and Translation of Health Research	3.0

Public Health Courses

CHP 561	Overview of Issues in Global Health	3.0
HMP 505	Qualitative Data and Mixed Methods Analysis	3.0
PBHL 510	Public Health Foundations and Systems I	4.0
PBHL 511	Public Health Foundations and Systems II	4.0

Nursing Courses

IPS 511	Collaboration with Vulnerable Populations	3.0
NURS 531	Epidemiology in Action: Tracking Health & Disease	3.0
or EPI 570	Introduction to Epidemiology	
NURS 665	Advanced Nursing Practice in Population Health	5.0
Elective		
Graduate Elective (Nursing* or Public Health**)		6.0
Total Credits		46.0

*

Nursing Electives can be any course with the prefix Nursing (NURS, NUPR), Interprofessional Studies (IPS), or Complementary and Integrative Health (CIH/CIT), with course number ranging from 500-699.

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Public Health Electives can be any course with the prefix Community Health and Prevention (CHP), Biostatistics (BST), Environmental and Occupational Health (EOH), Epidemiology (EPI), Health Management and Policy (HMP), with a course number ranging from 500-699.

Writing-Intensive Course Requirement

A [WI], Writing Intensive, next to a graduate course in this catalog indicates that the graduate course is a writing intensive course. The graduate course is a required course in your curriculum.

Sample Plan of Study

First Year (Part-Time)

Fall	Credits Winter	Credits Spring	Credits Summer	Credits
NURS 500	3.0 NURS 502	3.0 NURS 531 or EPI 570	3.0 HMP 505	3.0
PBHL 510	4.0 PBHL 511	4.0 RSCH 503	3.0 RSCH 504	3.0
	7	7	6	6

Second Year (Part-Time)

Fall	Credits Winter	Credits Spring	Credits
CHP 561	3.0 IPS 511	3.0 NURS 665	5.0
NURS 544	3.0 Elective	3.0 Elective	3.0
	6	6	8

Total Credits 46

Program Level Outcomes

- Practices within a legal and ethical framework of health care delivery.
- Advances the role of advanced nursing practice in the health care system through scholarship, clinical experience and political involvement.
- Demonstrates critical thinking and diagnostic reasoning skills in clinical decision-making.
- Integrates multiple technologies and relevant theories into the organization and synthesis of health data required to develop plans of care for patients, families and communities.
- Integrates culturally sensitive health promotion activities that contribute to the health and wellness of the community into clinical practice.
- Demonstrates leadership in nursing and health care through involvement in the development of outcome-based standards of care and practice-based health policy issues.
- Evaluates and modify the quality and effectiveness of clinical practice based on current research findings, standards of care and patient outcomes.
- Contributes to the advancement of nursing, health care and humanity through communication, collaboration and education.

Graduate Nursing Faculty

Anthony Angelow, PhD, CRNP, ACNPC, AGACNP-BC, FAEN, FAANP (*University of Northern Colorado*) Chair, Advanced Practice Nursing. Associate Clinical Professor. Nurse Practitioner Role Transition, Acute Care, Trauma/Surgical Critical Care, Ethics/Health Law

Susan M. Burke, PhD, RN, CPNP-BC (*The Catholic University of America*) Track Director, Pediatric Primary Care. Associate Clinical Professor. Pediatric Primary Care Nursing

Rita Carroll, PhD, CPCRT, CBIST, CMHMP (*Capella University*). Assistant Clinical Professor. Complementary and Integrative Health, Cognitive Rehabilitation, Integrative Health Coaching, Mindfulness

Jennifer Coates, MSN, MBA, ACNPC, ACNP-BC (*The University of Pennsylvania*). Associate Clinical Professor. Adult Critical Care, Adult/Gero Acute Care Nurse Practitioner, Nursing Leadership

Frances (Fran) Cornelius, PhD, MSN (*Drexel University; Wayne State University*). Clinical Professor. Online Learning, Nursing Education, Public/Community Health Nursing

Jennifer Cummings, DNP, MSN, CRNP-BC (*Drexel University*). Assistant Clinical Professor. Adult Health, Primary Care, Evidence-Based Practice.

Diane DePew, DSN, BSN, RN-BC, CNE (*University of Alabama, Birmingham*). Associate Clinical Professor. Nursing Leadership and Development, Nursing Education

Kathryn (Katie) Farrell, EdD, MSN, RN (*Drexel University*) *Quality Safety and Risk Management Track Director: Graduate Nursing*. Assistant Clinical Professor. Nursing Education, Quality, Safety, and Risk Management.

Alecia Schneider Fox, PhD, APRN, FNP-BC (*Widener University*). Assistant Clinical Professor. Emergency Nurse Practitioner, Critical Care Nursing

Marcia Gamaly, PhD, MSN, MHS, RN-BC, CBN (*Villanova University*). Assistant Clinical Professor. Online Education, Clinical Education, Emergency Nursing

Kimberly Garcia, DNP, APRN, PMHNP-BC, FNP-BC, GNP-BC, NP-C (*Indiana University*). Assistant Clinical Professor. Family Nurse Practitioner, Psychiatric/Mental Health Nursing, Transcultural/International Nursing

Maria Ilerria-Newcomb, MSN, APRN, FNP-BC (*Duke University*). Assistant Clinical Professor. Family/Individual Across the Lifespan Nursing

Marie McClay, DrNP, WHNP-BC, RN (*Drexel University*). Assistant Clinical Professor. Women's Health Nursing

Cheryl Mele, DNP, PNPAC-BC, PNP PC/AC-BC, NNP-BC (*Touro University*). Associate Clinical Professor. Pediatric Acute Care Nursing, Pediatric Primary Care Nursing, Nursing Leadership, Healthcare Genetics

Sally K. Miller, PhD, CRNP, FAANP, FNP-BC, AGACNP-BC, AGPCNP-BC, PMHNP-BC (*Walden University*). Clinical Professor. Adult-Gerontology Acute/Primary Care Nursing, Psychiatric Mental Health Nursing, Pathophysiology, Pharmacology

Kate Morse, PhD, MSN, RN, AGACNP-RET (*Villanova University*). Clinical Professor. Adult Critical Care Nursing, Healthcare Simulation

Jackie Murphy, EdD, RN, CNE (*Drexel University*). Associate Clinical Professor. Nursing Education, Online Learning, Nursing Theory, Nursing Research, Mindfulness

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Virginia (Ginny) Wilson, MSN, RN, NEA-BC, NE-BC, PhD (c) (*Widener University*). Assistant Clinical Professor. Nursing Leadership

Patricia (Patti) Zuzelo, EdD, RN, APRN, ACNS-BC, ANP-BC, ANEF, FAAN (*Widener University*). Clinical Professor. Advanced Practice Nursing, Leadership and Management, Nursing Education, Clinical Nurse Specialist (Adult Health), Adult Nurse Practitioner

MSN: Quality, Safety, and Risk Management in Healthcare Concentration

Major: Quality, Safety, and Risk Management in Healthcare

Degree Awarded: Master of Science in Nursing (MSN)

Calendar Type: Quarter

Minimum Required Credits: 46.0

Co-op Option: None

Classification of Instructional Programs (CIP) code: 51.0701

Standard Occupational Classification (SOC) code: 11-9111

About the Program

The MSN in Quality, Safety and Risk Management in Healthcare program draws from multiple disciplines. It's ideal for working nurses who want to improve patient outcomes, reduce mortality rates and create positive change in patient care.

The interdisciplinary patient safety and health care quality Master of Science in Nursing program focuses on helping build key competencies. Students will learn how to enhance and monitor quality metrics, further safety for both patients and staff and manage risks in a dynamic health care and nursing environment. Plus, the format enables students to learn and collaborate as they would in practice.

Graduates of this program will be prepared to lead teams in a wide variety of quality and risk management initiatives including:

- Aligning the patient safety, risk and quality functions within the organization
- Ensuring that the patient safety, risk and quality activities are aligned with the strategic goals of the organization
- Assessing current activities in patient safety, risk and quality to clarify responsibilities and reduce duplication of effort
- Establishing a structure that ensures that patient care activities are addressed in a coordinated manner involving the patient safety, risk and quality functions
- Assembling a team to ensure that the structure for patient safety, risk and quality activities maximizes legal protections while allowing for the flow of information across all functions
- Coordinating process changes, data collection, data analysis, monitoring and evaluation
- Evaluating the roles of patient safety, risk and quality as the organization's needs change

The program is accredited by the Commission on Collegiate Nursing Education.

The program is certified by CAHME (Commission on Accreditation of Healthcare Management Education).

Additional Information

For more information about this program, contact:

Graduate Nursing Division

CNHPGraduateDivision@drexel.edu

Additional information is available on Drexel's College of Nursing and Health Professions MSN in Quality, Safety, and Risk Management in Healthcare (<https://drexel.edu/cnhp/academics/graduate/MSN-Quality-Safety-Risk-Management-Healthcare/>) webpage and on the Drexel University Online MSN in Quality, Safety, and Risk Management in Healthcare (<https://www.online.drexel.edu/online-degrees/nursing-degrees/msn-quality-safety-risk/>) webpage.

Admission Requirements

- A Bachelor of Science in Nursing from a program fully accredited by the National League of Nursing (NLN/ACEN) or the American Association Colleges of Nursing (AACN/CCNE).
 - RNs with a BS in a field other than nursing may wish to pursue the RN-MSN "bridge" program (<http://drexel.edu/cnhp/academics/graduate/MSN-Bridge/>) or the Dual RN-BSN-MSN Pathway (<http://drexel.edu/cnhp/academics/graduate/RN-BSN-MSN/>).
- 3.0 or above on all previous coursework or the last 60.0 credits completed. Applications from RNs with a GPA less than a 3.0 may be considered on an individual basis.
- Official transcripts from all previous educational institutions are required.
- Two professional references are required from colleagues or supervisors who can attest to the applicant's knowledge, skill and potential aptitude for graduate study.
 - Letters of recommendation are waived for students with a 3.0 GPA or higher.
- Personal statement (no more than two pages and no less than one page double-spaced) that will give the admissions committee a better understanding of the following:
 - Why you are choosing this particular program of study.
 - Your plans upon completion of the certificate.
 - How your current work experience will enhance your experience in this program.
- Curriculum vitae or resume.
- Copy of current United States RN license is required.

- Copies of any advanced practice nursing licensure and certification documents.
- While specific experience is not required for applicants to the track, previous related work experience may make an applicant more competitive.

International applicants must possess a BSN (or its equivalent) and a current United States RN license.

TOEFL Requirement

International applicants, as well as immigrants to the United States and United States permanent residents whose native language is not English and who have not received a bachelor's degree or higher in the United States, Australia, Canada, Ireland, New Zealand or the United Kingdom, must show proficiency in English speaking as well as listening, writing, and reading. U.S. citizens born on U.S. military bases abroad may be waived from the TOEFL requirement after providing documentation of this status; otherwise, applicants must meet one of the following requirements:

If you take the TOEFLiBT exam, you are required to have a minimum combined score for the listening, writing and reading sections of 79 plus a speaking section score of 26 or higher.

If you take the TOEFL, you are required to have a minimum score of 550 or higher and a Test of Spoken English score (TSE) of 55 or higher.

Degree Requirements

Core Courses

NURS 500 [WI]	Confronting Issues in Contemporary Health Care Environments	3.0
NURS 502	Advanced Ethical Decision Making in Health Care	3.0
NURS 544	Quality and Safety in Healthcare	3.0
RSCH 503	Research Methods and Biostatistics	3.0
RSCH 504	Evaluation and Translation of Health Research	3.0

Major Courses

IPS 584	Analysis of Performance Standards in Healthcare Quality	3.0
IPS 585	Science of Safety, Human Factors, and System Thinking	3.0
IPS 587	Safety Culture in Healthcare	3.0
IPS 601	Quality, Safety and Risk Management Capstone	5.0
LSTU 551	Compliance Skills: Auditing, Investigation & Reporting	4.0
LSTU 600	Health Care Rules and Regulations	4.0
LSTU 601	Health Care Quality, Patient Safety and Risk Management	4.0
LSTU 602	Patients and Privacy: HIPAA and Related Regulations	4.0

Total Credits

45.0

Writing-Intensive Course Requirement

A [WI], Writing Intensive, next to a graduate course in this catalog indicates that the graduate course is a writing intensive course. The graduate course is a required course in your curriculum.

Sample Plan of Study

First Year

Fall	Credits Winter	Credits Spring	Credits Summer	Credits
NURS 500	3.0 LSTU 601	4.0 LSTU 602	4.0 LSTU 551	4.0
NURS 544	3.0 NURS 502	3.0 RSCH 503	3.0 RSCH 504	3.0
	6	7	7	7

Second Year

Fall	Credits Winter	Credits Spring	Credits
IPS 584	3.0 IPS 585	3.0 IPS 601	5.0
LSTU 600	4.0 IPS 587	3.0	
	7	6	5

Total Credits 45

Program Level Outcomes

- Apply a legal and ethical framework of health care delivery
- Further the role of the quality, safety, and risk management professional in the health care system through scholarship, clinical experience, and organizational involvement
- Demonstrate critical thinking and diagnostic reasoning skills in decision-making
- Integrate multiple technologies and relevant theories into the organization and synthesis of health data to care for patients, families, and communities
- Integrate culturally sensitive care that contributes to the health and wellness of the community

- Demonstrate leadership through the development of outcome-based standards of care and practice-based health policy issues
- Drive the quality and effectiveness of care based on current research findings, standards of care, and patient outcomes
- Contribute to the advancement of health care and humanity through communication, interprofessional collaboration and education

Graduate Nursing Faculty

Anthony Angelow, PhD, CRNP, ACNPC, AGACNP-BC, FAEN, FAANP (*University of Northern Colorado*) *Chair, Advanced Practice Nursing*. Associate Clinical Professor. Nurse Practitioner Role Transition, Acute Care, Trauma/Surgical Critical Care, Ethics/Health Law

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Kate Morse, PhD, MSN, RN, AGACNP-RET (*Villanova University*). Clinical Professor. Adult Critical Care Nursing, Healthcare Simulation

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Lori Ruskin, MSN, FNO-BC (*Thomas Jefferson University*). Assistant Clinical Professor. Family Nurse Practitioner, Adult Gerontology Primary Care Nurse Practitioner

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Susan Solecki, DrPH, FNP-BC, PPCNP-BC (*Drexel University*). Clinical Professor. Advanced Practice Nursing, Pediatrics, Adult Health, Epidemiology, Occupational Health

Erica Springer, MSN, CRNP, WHNP-BC (*Drexel University*). Assistant Clinical Professor. Women's Health Nurse Practitioner

Kimberly J. Twaddell, DNO, CRNP, ACNPC, CCRN (*University of Northern Colorado*). Assistant Clinical Professor. Advanced Practice Nursing, Trauma/Surgical Critical Care, Acute Care

Megan Walsh Ossont, PhD, MSN, CRNP (*Villanova University*). Assistant Clinical Professor. Nursing Research, Adult Psychiatry, Correctional Psychiatry

Virginia (Ginny) Wilson, MSN, RN, NEA-BC, NE-BC, PhD (c) (*Widener University*). Assistant Clinical Professor. Nursing Leadership

Patricia (Patti) Zuzelo, EdD, RN, APRN, ACNS-BC, ANP-BC, ANEF, FAAN (*Widener University*). Clinical Professor. Advanced Practice Nursing, Leadership and Management, Nursing Education, Clinical Nurse Specialist (Adult Health), Adult Nurse Practitioner

MSN: Adult-Gerontology Acute Care Nurse Practitioner

Major: Nurse Practitioner, Adult-Gerontology Acute Care

Degree Awarded: Master of Science in Nursing (MSN)

Calendar Type: Quarter

Minimum Required Credits: 57.0 quarter credits; 800 clinical hours

Co-op Option: None

Classification of Instructional Programs (CIP) code: 51.3801

Standard Occupational Classification (SOC) code: 29-1171

About the Program

The online Adult-Gerontology Acute Care Nurse Practitioner (AGACNP) program is designed to prepare practitioners for professional practice in the management of medical, surgical and critical care adult patient populations. Concurrent theory and clinical courses provide a knowledge base for the management of adults and older adult acute, critical and complex chronic health care conditions. Clinical practicum rotations allow students to put the principles they have learned into practice in medical, surgical and critical care settings. Upon completing the program, graduates pursue practice roles across the continuum of acute care services ranging from high-acuity, hospital-based specialty services and intensive care settings. Graduates are eligible to sit for the AACN and/or ANCC's Adult-Gerontology Acute Care Nurse Practitioner Certification Examination.

The nurse practitioner faculty is committed to quality and excellence in the nurse practitioner (NP) programs. Students meet on campus for mandatory On-Campus Intensive (OCI) learning experiences, simulation and evaluation. Students will attend an in-person on-campus intensive in NURS 570 for 4 days during week one of the summer quarter. Students will attend a second in-person on-campus intensive in NURS 571 for 2 days during week seven of the fall quarter. Dates are subject to change.

During the OCIs, students engage in simulated clinical learning experiences conducted in the College of Nursing and Health Professions' state-of-the-art, multidisciplinary patient simulation lab. These visits provide direct guidance and mentoring from faculty as well as the opportunity to collaborate with peers. *Mandatory, on-campus visits are essential to students transitioning into the NP role.*

The program is accredited by the Commission on Collegiate Nursing Education.

Additional Information

For more information about this program, contact:

Graduate Nursing Division

CNHPGraduateDivision@drexel.edu

Additional information is available on Drexel's College of Nursing and Health Professions Adult-Gerontology Acute Care Nurse Practitioner (AGACNP) program (<https://drexel.edu/cnhp/academics/graduate/MSN-Nurse-Practitioner-Adult-Gerontology-Acute-Care/>) webpage and on the Drexel University Online MSN Adult-Gerontology Acute Care Nurse Practitioner (AGACNP) program (<https://www.online.drexel.edu/online-degrees/nursing-degrees/msn-acnp/>) webpage.

Degree Requirements

Core Courses

NURS 500 [WI]	Confronting Issues in Contemporary Health Care Environments	3.0
NURS 502	Advanced Ethical Decision Making in Health Care	3.0
NURS 544	Quality and Safety in Healthcare	3.0
RSCH 503	Research Methods and Biostatistics	3.0
RSCH 504	Evaluation and Translation of Health Research	3.0

Support Courses

NUPR 520	Nurse Practitioner Clinical Orientation Seminar	0.0
NURS 548	Advanced Pathophysiology	3.0
NURS 549	Advanced Pharmacology	3.0
NURS 550	Advanced Health Assessment & Diagnostic Reasoning	4.0
NURS 554	Pharmacology for Adult-Gerontology Acute Care Nurse Practitioners	3.0
NURS 664	Professional Issues for Nurse Practitioners	1.0

Clinical Courses

NURS 570	Adult Gerontology Acute Care NP I: Introduction to Adult Gerontology Acute Care Medicine	5.0
NURS 571	Adult Gerontology Acute Care Nurse Practitioner II: Mgnt/Care of Patients in Acute/Crit Care Med Set	5.0
NURS 572	Adult Gerontology Acute Care Nurse Practitioner III: Mgnt/Care of Patients in Acute Surgical Setting	5.0
NURS 573	Adult Gerontology Acute Care NP IV: Management of Care of Patients in Critical Care Settings	5.0
NURS 580	Adult Gero Acute Care NP V: Mgnt/Care of Clients in Acute, Critical Care, Med or Surg Settings	5.0

Elective *	3.0
Total Credits	57.0

*

Nursing Electives can be any course with the prefix Nursing (NURS, NUPR), Interprofessional Studies (IPS), or Complementary and Integrative Health (CIT), with course number ranging from 500-699. Other graduate courses outside of these designations will need to be approved by the department chairperson.

Writing-Intensive Course Requirement

A [WI], Writing Intensive, next to a graduate course in this catalog indicates that the graduate course is a writing intensive course. The graduate course is a required course in your curriculum.

Sample Plan of Study

First Year				
Fall	Credits Winter	Credits Spring	Credits Summer	Credits
NURS 500	3.0 NURS 544	3.0 NURS 548	3.0 NURS 549	3.0
NURS 502	3.0 RSCH 503	3.0 RSCH 504	3.0 Elective	3.0
	6	6	6	6
Second Year				
Fall	Credits Winter	Credits Spring	Credits Summer	Credits
NUPR 520	0.0 NURS 554 *	3.0 NURS 550	4.0 NURS 570	5.0
		NURS 664	1.0	
	0	3	5	5
Third Year				
Fall	Credits Winter	Credits Spring	Credits Summer	Credits
NURS 571	5.0 NURS 572	5.0 NURS 573	5.0 NURS 580	5.0
	5	5	5	5
Total Credits 57				

* Note: This term is less than the 4.5-credit minimum required (considered half-time status) of graduate programs to be considered financial aid eligible. As a result, aid will not be disbursed to students this term.

Note: Some terms are less than the 4.5-credit minimum required (considered half-time status) of graduate programs to be considered financial aid eligible. As a result, aid will not be disbursed to students these terms.

Program Level Outcomes

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

- Practices within a legal and ethical framework of health care delivery.
- Advances the role of advanced nursing practice in the health care system through scholarship, clinical experience and political involvement.
- Demonstrates critical thinking and diagnostic reasoning skills in clinical decision-making.
- Integrates multiple technologies and relevant theories into the organization and synthesis of health data required to develop plans of care for patients, families and communities.
- Integrates culturally sensitive health promotion activities that contribute to the health and wellness of the community into clinical practice.
- Demonstrates leadership in nursing and health care through involvement in the development of outcome-based standards of care and practice-based health policy issues.
- Evaluates and modify the quality and effectiveness of clinical practice based on current research findings, standards of care and patient outcomes.
- Contributes to the advancement of nursing, health care and humanity through communication, collaboration and education.

Graduate Nursing Faculty

Anthony Angelow, PhD, CRNP, ACNPC, AGACNP-BC, FAEN, FAANP (*University of Northern Colorado*) Chair, Advanced Practice Nursing. Associate Clinical Professor. Nurse Practitioner Role Transition, Acute Care, Trauma/Surgical Critical Care, Ethics/Health Law

Susan M. Burke, PhD, RN, CPNP-BC (*The Catholic University of America*) Track Director, Pediatric Primary Care. Associate Clinical Professor. Pediatric Primary Care Nursing

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Marcia Gamaly, PhD, MSN, MHS, RN-BC, CBN (*Villanova University*). Assistant Clinical Professor. Online Education, Clinical Education, Emergency Nursing

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MSN: Adult-Gerontology Primary Care Nurse Practitioner

Major: Nurse Practitioner, Adult-Gerontology Primary Care

Degree Awarded: Master of Science in Nursing (MSN)

Calendar Type: Quarter

Minimum Required Credits: 52.0 quarter credits; 640 clinical hours

Co-op Option: None

Classification of Instructional Program (CIP) code: 51.3801

Standard Occupational Classification (SOC) code: 29-1141

About the Program

One of the major health care challenges of the 21st century will include the delivery of quality, comprehensive, cost-effective care for a rapidly increasing number of older adults. With the elderly population in the U.S. expected to double—if not triple—by 2030, it is imperative that there is an educated workforce of health professionals able to deliver high-quality and appropriate care to the adult and older-adult population. In response to this need, Drexel University has developed an Adult-Gerontology Primary Care Nurse Practitioner (AGPC) program. The AGPC cares for individuals (aged 13 years and above) across the lifespan to promote maximal health, reduce risks and manage acute, chronic and complex health conditions. The AGPC is specifically trained to focus on health and wellness, disease prevention and quality of life in the aging population. The purpose of our AGPC program is to educate and prepare competent and compassionate AGPC graduates to provide comprehensive, quality and cost-effective care founded in evidence-based practice to adults across the lifespan on the continuum of health and illnesses.

All graduates will be eligible to sit for the certification exam as an adult-gerontology primary care nurse practitioner through the American Academy of Nurse Practitioners (AANP) and/or American Nurses Credentialing Center (ANCC).

The nurse practitioner faculty is committed to quality and excellence in the nurse practitioner (NP) programs. Students meet on campus for mandatory On-Campus Intensive (OCI) learning experiences, simulation and evaluation. Students will attend an in-person on-campus intensive in NURS 660 for four days during week one of the summer quarter. Dates are subject to change. During the OCIs, students engage in simulated clinical learning experiences conducted in the College of Nursing and Health Professions' state-of-the-art, multidisciplinary patient simulation lab. These visits provide direct guidance and mentoring from faculty and the opportunity to collaborate with peers. *Mandatory, on-campus visits are essential to students transitioning into the NP role.*

Additional Information

For more information about this program, contact:

Graduate Nursing Division CNHPGraduateDivision@drexel.edu

Additional information is available on Drexel's College of Nursing and Health Professions Adult-Gerontology Primary Care Nurse Practitioner (AGACNP) (<https://drexel.edu/cnhp/academics/graduate/MSN-Nurse-Practitioner-Adult-Gerontology-Primary-Care/>) webpage and the Drexel University Online MSN Adult-Gerontology Primary Care Nurse Practitioner (AGACNP) (<https://www.online.drexel.edu/online-degrees/nursing-degrees/msn-agnp/>) (<https://drexel.edu/cnhp/academics/graduate/MSN-Nurse-Practitioner-Adult-Gerontology-Acute-Care/>) webpage

Degree Requirements

Core Courses

NURS 500 [WI]	Confronting Issues in Contemporary Health Care Environments	3.0
NURS 502	Advanced Ethical Decision Making in Health Care	3.0
NURS 544	Quality and Safety in Healthcare	3.0
RSCH 503	Research Methods and Biostatistics	3.0
RSCH 504	Evaluation and Translation of Health Research	3.0

Support Courses

NUPR 520	Nurse Practitioner Clinical Orientation Seminar	0.0
NURS 548	Advanced Pathophysiology	3.0
NURS 549	Advanced Pharmacology	3.0
NURS 550	Advanced Health Assessment & Diagnostic Reasoning	4.0
NURS 641	Advanced Pharmacology for Adult-Gerontology Primary Care Nurse Practitioners	3.0
NURS 664	Professional Issues for Nurse Practitioners	1.0

Clinical Courses

NURS 660	Adult-Gero Primary Care I: Introduction to Adult-Gero Primary Care and Care of the Young-Adult	5.0
NURS 661	Adult-Gerontology Primary Care II: Management and Care of Adult Patients in Primary Care	5.0
NURS 662	Adult-Gerontology Primary Care III: Management of the Older-Adult Patient in Primary Care	5.0
NURS 663	Adult-Gerontology Primary Care IV: Gerontology Management and Care	5.0

Elective		3.0
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Total Credits		52.0
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Writing-Intensive Course Requirement

A [WI], Writing Intensive, next to a graduate course in this catalog indicates that the graduate course is a writing intensive course. The graduate course is a required course in your curriculum.

Sample Plan of Study

First Year				
Fall	Credits Winter	Credits Spring	Credits Summer	Credits
NURS 500	3.0 NURS 544	3.0 NURS 548	3.0 NURS 549	3.0
NURS 502	3.0 RSCH 503	3.0 RSCH 504	3.0 Elective	3.0
	6	6	6	6
Second Year				
Fall	Credits Winter	Credits Spring	Credits Summer	Credits
NUPR 520	0.0 NURS 641*	3.0 NURS 550	4.0 NURS 660	5.0
		NURS 664	1.0	
	0	3	5	5
Third Year				
Fall	Credits Winter	Credits Spring	Credits	
NURS 661	5.0 NURS 662	5.0 NURS 663	5.0	
	5	5	5	
Total Credits 52				

* Note: This term is less than the 4.5-credit minimum required (considered half-time status) of graduate programs to be considered financial aid eligible. As a result, aid will not be disbursed to students this term.

Program Level Outcomes

- Practices within a legal and ethical framework of health care delivery.
- Advances the role of advanced nursing practice in the health care system through scholarship, clinical experience and political involvement.
- Demonstrates critical thinking and diagnostic reasoning skills in clinical decision-making.
- Integrates multiple technologies and relevant theories into the organization and synthesis of health data required to develop plans of care for patients, families and communities.
- Integrates culturally sensitive health promotion activities that contribute to the health and wellness of the community into clinical practice.
- Demonstrates leadership in nursing and health care through involvement in the development of outcome-based standards of care and practice-based health policy issues.
- Evaluates and modify the quality and effectiveness of clinical practice based on current research findings, standards of care and patient outcomes.
- Contributes to the advancement of nursing, health care and humanity through communication, collaboration and education.

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MSN: Family/Individual Across the Lifespan Nurse Practitioner

Major: Nurse Practitioner, Family/Individual Across the Lifespan

Degree Awarded: Master of Science in Nursing (MSN)

Calendar Type: Quarter

Minimum Required Credits: 56.0 quarter credits; 720 clinical hours

Co-op Option: None

Classification of Instructional (CIP) code: 51.3801

Standard Occupational Classification (SOC) code: 29-1171

About the Program

The Family/Individual Across the Lifespan Nurse Practitioner (FNP) online program focuses on the application of advanced-practice nursing knowledge—including physical, psychosocial and environmental assessment skills—to manage common health and illness problems of clients of all ages and their families. It emphasizes health promotion and disease prevention. Family nurse practitioners primarily practice in ambulatory care settings, such as primary care clinics, physician offices, HMOs, outpatient clinics, schools, nursing centers, emergency departments, long-term care facilities, industry,

the armed services, public health departments, correctional institutions and home health agencies. Graduates of the program are eligible to sit for the ANCC's Family Nurse Practitioner Examination and/or the AANP's Family Nurse Practitioner Examination.

The nurse practitioner faculty is committed to quality and excellence in the nurse practitioner (NP) programs. Students meet on campus for mandatory On-Campus Intensive (OCI) learning experiences, simulation and evaluation. Students will attend an in-person on-campus intensive in NURS 534 for four days during week one of the summer quarter. Dates are subject to change. During the OCIs, students engage in simulated clinical learning experiences conducted in the College of Nursing and Health Professions' state-of-the-art, multidisciplinary patient simulation lab. These visits provide direct guidance and mentoring from faculty and the opportunity to collaborate with peers. *Mandatory, on-campus visits are essential to students transitioning into the NP role.*

The program is accredited by the Commission on Collegiate Nursing Education.

Additional Information

For more information about this program, contact:

Graduate Nursing Division

CNHPGraduateDivision@drexel.edu

Additional information is available on Drexel's College of Nursing and Health Professions MSN in Family/Individual Across the Lifespan Nurse Practitioner (<https://drexel.edu/cnhp/academics/graduate/MSN-Nurse-Practitioner-Family-Individual-Across-Lifespan/>) webpage and on the Drexel University Online MSN in Family/Individual Across the Lifespan Nurse Practitioner (<https://www.online.drexel.edu/online-degrees/nursing-degrees/msn-fnp/>) webpage.

Degree Requirements

Core Courses

NURS 500 [WI]	Confronting Issues in Contemporary Health Care Environments	3.0
NURS 502	Advanced Ethical Decision Making in Health Care	3.0
NURS 544	Quality and Safety in Healthcare	3.0
RSCH 503	Research Methods and Biostatistics	3.0
RSCH 504	Evaluation and Translation of Health Research	3.0

Support Courses

NUPR 520	Nurse Practitioner Clinical Orientation Seminar	0.0
NURS 548	Advanced Pathophysiology	3.0
NURS 549	Advanced Pharmacology	3.0
NURS 550	Advanced Health Assessment & Diagnostic Reasoning	4.0
NURS 556	Pharmacology for Family Nurse Practitioners	3.0
NURS 664	Professional Issues for Nurse Practitioners	1.0

Clinical Courses

NURS 534	FNP I: Primary Care of the Emerging Family	5.0
NURS 535	FNP II: Primary and Episodic Care of Infants, Children and Adolescents	5.0
NURS 536	FNP III: Primary Care of Adults and Older Adults Across the Adult Age Spectrum I	5.0
NURS 537	FNP IV: Primary Care of Adults and Older Adults Across the Adult Age Spectrum II	5.0
NURS 538	FNP V: Integrative Practicum in Family Practice Across the Lifespan	4.0

Elective *		3.0
Total Credits		56.0

*

Nursing Electives can be any course with the prefix Nursing (NURS, NUPR), Interprofessional Studies (IPS), or Complementary and Integrative Health (CIT), with course number ranging from 500-699. Other graduate courses outside of these designations will need to be approved by the department chairperson.

Writing-Intensive Course Requirement

A [WI], Writing Intensive, next to a graduate course in this catalog indicates that the graduate course is a writing intensive course. The graduate course is a required course in your curriculum.

Sample Plan of Study

First Year				
Fall	Credits Winter	Credits Spring	Credits Summer	Credits
NURS 500	3.0 NURS 502	3.0 NURS 549	3.0 Elective	3.0
NURS 544	3.0 RSCH 503	3.0 RSCH 504	3.0 NURS 548	3.0
	6	6	6	6
Second Year				
Fall	Credits Winter	Credits Spring	Credits Summer	Credits
NUPR 520	0.0 NURS 556*	3.0 NURS 550	4.0 NURS 534	5.0
		NURS 664	1.0	
	0	3	5	5
Third Year				
Fall	Credits Winter	Credits Spring	Credits Summer	Credits
NURS 535	5.0 NURS 536	5.0 NURS 537	5.0 NURS 538*	4.0
	5	5	5	4
Total Credits 56				

* Note: This term is less than the 4.5-credit minimum required (considered half-time status) of graduate programs to be considered financial aid eligible. As a result, aid will not be disbursed to students this term.

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Program Level Outcomes

- Practices within a legal and ethical framework of health care delivery.
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- Demonstrates critical thinking and diagnostic reasoning skills in clinical decision-making.
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Family/Individual Across the Lifespan with Emergency Specialization Nurse Practitioner

Major: Nurse Practitioner, Family/Individual Across the Lifespan with Emergency Specialization

Degree Awarded: Master of Science in Nursing (MSN)

Calendar Type: Quarter

Minimum Required Credits: 63.0 quarter credits; 1,140 clinical hours

Co-op Option: None

Classification of Instructional (CIP) code: 51.3801

Standard Occupational Classification (SOC) code: 25-1072, 29-1141

About the Program

The Family/Individual Across the Lifespan with Emergency Specialization program focuses on applying advanced-practice nursing knowledge—including physical, psychosocial and environmental assessment skills—to manage common health and illness problems of clients of all ages and their families in primary and emergency care settings. It emphasizes health promotion and disease prevention.

Family nurse practitioners primarily practice in ambulatory care settings, such as primary care clinics, physician offices, HMOs, outpatient clinics, schools, nursing centers, emergency departments, long-term care facilities, industry, the armed services, public health departments, correctional institutions and home health agencies. Emergency nurse practitioners primarily practice across the emergency care continuum. This rigorous program provides the education and skills necessary to function as a competent nurse practitioner and leader in primary care and emergency care populations. In addition to preparing students for the primary care role across the lifespan, this program prepares students with the diagnostic and therapeutic procedures skills specific to the emergency care setting.

Graduates of the program are eligible to sit for the ANCC's Family Nurse Practitioner Examination and/or the AANP's Family Nurse Practitioner Examination. In addition, graduates are eligible to sit for the AANP's Emergency Nurse Practitioner Examination.

The nurse practitioner faculty is committed to quality and excellence in the nurse practitioner (NP) programs. Students meet on campus for mandatory On Campus Intensive (OCI) learning experiences, simulation and evaluation. Students will attend an in-person, on-campus intensive in NURS 536 for one day during week one of the winter quarter. Students will attend an in-person, on-campus intensive in NURS 673 for two days during week one of the winter quarter. Dates are subject to change. *Mandatory on-campus visits each quarter are essential to students transitioning into the NP role.* During the OCIs, students engage in simulated clinical learning experiences conducted in the College of Nursing and Health Professions' state-of-the-art, multidisciplinary patient simulation lab. These visits provide direct guidance and mentoring from faculty as well as the opportunity to collaborate with peers.

The program is accredited by the Commission on Collegiate Nursing Education.

Additional Information

For more information about this program, contact:

Graduate Nursing Division

CNHPGraduateDivision@drexel.edu

Additional information is available on Drexel's College of Nursing and Health Professions (<https://drexel.edu/cnhp/>) webpage and the Drexel University Online (<https://www.online.drexel.edu/>) webpage.

Admission Requirements

- A bachelor's degree in Nursing from a program fully accredited by NLN and/or CCNE is required for all applicants with a cumulative GPA of at least 3.0.
- 1-2 years experience in ED, critical care, urgent care, trauma experience as an RN or APRN. ACLS, BLS, PALS required.
- Two professional references required from previous or current supervisors, managers, nursing faculty members or providers who can attest to applicant's clinical knowledge, skill and potential aptitude for graduate study. References will not be accepted from colleagues or family members.
- An unrestricted United States RN license or eligibility for licensure as a registered nurse.
 - An unrestricted Pennsylvania RN license or eligibility for licensure in the State of Pennsylvania is required, regardless of the state in which the student resides.

Degree Requirements

Nurse Practitioner Core Courses

NURS 500 [WI]	Confronting Issues in Contemporary Health Care Environments	3.0
NURS 502	Advanced Ethical Decision Making in Health Care	3.0
NURS 544	Quality and Safety in Healthcare	3.0
RSCH 503	Research Methods and Biostatistics	3.0
RSCH 504	Evaluation and Translation of Health Research	3.0

Nurse Practitioner Support Courses

NUPR 520	Nurse Practitioner Clinical Orientation Seminar	0.0
NUPR 600	Advanced Pharmacotherapeutics	5.0
NURS 548	Advanced Pathophysiology	3.0
NURS 550	Advanced Health Assessment & Diagnostic Reasoning	4.0
NURS 664	Professional Issues for Nurse Practitioners	1.0

Family/Individual Across the Lifespan Nurse Practitioner Concentration Courses

NURS 534	FNP I: Primary Care of the Emerging Family	5.0
NURS 535	FNP II: Primary and Episodic Care of Infants, Children and Adolescents	5.0
NURS 536	FNP III: Primary Care of Adults and Older Adults Across the Adult Age Spectrum I	5.0
NURS 537	FNP IV: Primary Care of Adults and Older Adults Across the Adult Age Spectrum II	5.0

Emergency Nurse Practitioner Concentration Courses

NURS 673	Emergency/Trauma Care Across the Lifespan I	5.0
NURS 674	Emergency/Trauma Care Across the Lifespan II	5.0

NURS 675	Emergency/Trauma Caring for Trauma and Critically Ill Patient	5.0
Total Credits		63.0

Writing-Intensive Course Requirement

A [WI], Writing Intensive, next to a graduate course in this catalog indicates that the graduate course is a writing intensive course. The graduate course is a required course in your curriculum.

Sample Plan of Study

First Year (Part-Time)

Fall	Credits Winter	Credits Spring	Credits Summer	Credits
NURS 500	3.0 NURS 548	3.0 NUPR 600	5.0 NURS 502	3.0
NURS 544	3.0 RSCH 503	3.0	RSCH 504	3.0
	6	6	5	6

Second Year (Part-Time)

Fall	Credits Winter	Credits Spring	Credits Summer	Credits
NUPR 520	0.0 NURS 536	5.0 NURS 537	5.0 NURS 534	5.0
NURS 550	4.0			
NURS 664	1.0			
	5	5	5	5

Third Year (Part-Time)

Fall	Credits Winter	Credits Spring	Credits Summer	Credits
NURS 535	5.0 NURS 673	5.0 NURS 674	5.0 NURS 675	5.0
	5	5	5	5

Total Credits 63

Program Level Outcomes

- Practices within a legal and ethical framework of health care delivery.
- Advances the role of advanced nursing practice in the health care system through scholarship, clinical experience and political involvement.
- Demonstrates critical thinking and diagnostic reasoning skills in clinical decision-making.
- Integrates multiple technologies and relevant theories into the organization and synthesis of health data required to develop plans of care for patients, families and communities.
- Integrates culturally sensitive health promotion activities that contribute to the health and wellness of the community into clinical practice.
- Demonstrates leadership in nursing and health care through involvement in the development of outcome-based standards of care and practice-based health policy issues.
- Evaluates and modifies the quality and effectiveness of clinical practice based on current research findings, standards of care and patient outcomes.
- Contributes to the advancement of nursing, health care and humanity through communication, collaboration.

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MSN: Pediatric Acute Care Nurse Practitioner

Major: Nurse Practitioner, Pediatric Acute Care

Degree Awarded: Master of Science in Nursing (MSN)

Calendar Type: Quarter

Minimum Required Credits: 57.0; 800 clinical hours

Co-op Option: None

Classification of Instructional Programs (CIP) code: 51.3801

Standard Occupational Classification (SOC) code: 29-1141

About the Program

The online Pediatric Acute Care Nurse Practitioner (PNP-AC) program is designed to prepare practitioners for professional practice in the management of medical, surgical and critical care pediatric patient populations. Concurrent theory and clinical courses provide a knowledge base for the management of pediatric complex acute, critical and chronic healthcare conditions. Clinical practicum rotations allow students to put the principles they have learned into practice in medical, surgical and critical care settings. Upon completing the program, graduates pursue practice roles across the continuum of acute care services ranging from high-acuity, hospital-based emergency or intensive care settings to specialty-based practices. Graduates are eligible to sit for the PNCB's Pediatric Acute Care Nurse Practitioner Certification Examination.

The nurse practitioner faculty is committed to quality and excellence in the nurse practitioner (NP) programs. Students meet on campus for mandatory On-Campus Intensive (OCI) learning experiences, simulation and evaluation. Students will attend an in-person on-campus intensive in NURS 642 for five days during week one of the summer quarter. Dates are subject to change. During the OCIs, students engage in simulated clinical learning experiences conducted in the College of Nursing and Health Professions' state-of-the-art, multidisciplinary patient simulation lab. These visits provide direct guidance and mentoring from faculty and the opportunity to collaborate with peers. *Mandatory, on-campus visits are essential to students transitioning into the NP role.*

The program is accredited by the Commission on Collegiate Nursing Education.

Additional Information

For more information about this program, contact:

Graduate Nursing Division

CNHPPGraduateDivision@drexel.edu

Additional information is available on Drexel's College of Nursing and Health Professions MSN Pediatric Acute Care Nurse Practitioner (<https://drexel.edu/cnhp/academics/graduate/MSN-Nurse-Practitioner-Pediatric-Acute-Care/>) webpage and on the Drexel University Online MSN Pediatric Acute Care Nurse Practitioner (<https://www.online.drexel.edu/online-degrees/nursing-degrees/msn-pacnp/>) webpage.

Degree Requirements

Core Courses

NURS 500 [WI]	Confronting Issues in Contemporary Health Care Environments	3.0
NURS 502	Advanced Ethical Decision Making in Health Care	3.0
NURS 544	Quality and Safety in Healthcare	3.0
RSCH 503	Research Methods and Biostatistics	3.0
RSCH 504	Evaluation and Translation of Health Research	3.0

Support Courses

NUPR 520	Nurse Practitioner Clinical Orientation Seminar	0.0
NURS 548	Advanced Pathophysiology	3.0
NURS 549	Advanced Pharmacology	3.0
NURS 550	Advanced Health Assessment & Diagnostic Reasoning	4.0
NURS 646	Pharmacology for the Pediatric Nurse Practitioner	3.0
NURS 664	Professional Issues for Nurse Practitioners	1.0

Clinical Courses

NURS 642	PNP I: Primary Care of Infants, Children and Adolescents	5.0
NURS 643	PNP II: Episodic Care of Infants, Children and Adolescents in Primary Care	5.0
NURS 649	Ped Nurse Pract AC I: Acute-Chronic Care of Infants, Children and Adolescents Management	5.0
NURS 650	Ped Nurse Pract AC II: Acute-Chronic Care of Infants, Children and Adolescents Management	5.0
NURS 651	PNP Management of the Medically Fragile and Technology Dependent Child in the Community	5.0

Elective *		3.0
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Total Credits		57.0
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Writing-Intensive Course Requirement

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Sample Plan of Study

First Year				
Fall	Credits Winter	Credits Spring	Credits Summer	Credits
NURS 500	3.0 RSCH 503	3.0 RSCH 504	3.0 Elective	3.0
NURS 502	3.0 NURS 544	3.0 NURS 548	3.0 NURS 549	3.0
	6	6	6	6
Second Year				
Fall	Credits Winter	Credits Spring	Credits Summer	Credits
NUPR 520	0.0 NURS 646*	3.0 NURS 550	4.0 NURS 642	5.0
		NURS 664	1.0	
	0	3	5	5
Third Year				
Fall	Credits Winter	Credits Spring	Credits Summer	Credits
NURS 643	5.0 NURS 649	5.0 NURS 650	5.0 NURS 651	5.0
	5	5	5	5
Total Credits 57				

* Note: This term is less than the 4.5-credit minimum required (considered half-time status) of graduate programs to be considered financial aid eligible. As a result, aid will not be disbursed to students this term.

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Program Level Outcomes

- Practices within a legal and ethical framework of health care delivery.
- Advances the role of advanced nursing practice in the health care system through scholarship, clinical experience and political involvement.
- Demonstrates critical thinking and diagnostic reasoning skills in clinical decision-making.
- Integrates multiple technologies and relevant theories into the organization and synthesis of health data required to develop plans of care for patients, families and communities.
- Integrates culturally sensitive health promotion activities that contribute to the health and wellness of the community into clinical practice.
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MSN: Pediatric Primary Care Nurse Practitioner

Major: Nurse Practitioner, Pediatric Primary Care

Degree Awarded: Master of Science in Nursing (MSN)

Calendar Type: Quarter

Minimum Required Credits: 52.0 quarter credits; 640 clinical hours

Co-op Option: None

Classification of Instructional Programs (CIP) code: 51.3801

Standard Occupational Classification (SOC) code: 29-1141

About the Program

The online Pediatric Primary Care Nurse Practitioner (PNP) program is directed toward preparing nurse practitioners who will take advanced nursing roles as clinicians, educators, researchers and leaders in the rapidly changing, evidence-driven health care environment. The program emphasizes evidence-based practice, interdisciplinary collaboration and critical use of evolving technology in the care of children and their families. While most pediatric nurse practitioners practice in primary care settings, the continuum of child health care spans the geographic settings of home care, ambulatory care, specialty care, urgent care and rehabilitative care.

Pediatric primary care nurse practitioners provide advanced nursing care across the continuum of health care services to meet the specialized physiologic and psychological needs of patients from infancy through adolescence and have competencies to manage well-child care as well as complex, acute and chronic health care conditions within a family-centered health care model. Graduates are eligible to sit for the ANCC's Pediatric Primary Care Nurse Practitioner Examination and/or the PNCB's Pediatric Primary Care Nurse Practitioner Examination.

The nurse practitioner faculty is committed to quality and excellence in the nurse practitioner (NP) programs. Students meet on campus for mandatory On-Campus Intensive (OCI) learning experiences, simulation and evaluation. Students will attend an in-person on-campus intensive in NURS 642 for four days during week one of the summer quarter. Dates are subject to change. During the OCIs, students engage in simulated clinical learning experiences conducted in the College of Nursing and Health Professions' state-of-the-art, multidisciplinary patient simulation lab. These visits provide direct guidance and mentoring from faculty and the opportunity to collaborate with peers. *Mandatory, on-campus visits are essential to students transitioning into the NP role.*

The program is accredited by the Commission on Collegiate Nursing Education.

Additional Information

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Graduate Nursing Division

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Degree Requirements

Core Courses

NURS 500 [WI]	Confronting Issues in Contemporary Health Care Environments	3.0
NURS 502	Advanced Ethical Decision Making in Health Care	3.0
NURS 544	Quality and Safety in Healthcare	3.0
RSCH 503	Research Methods and Biostatistics	3.0
RSCH 504	Evaluation and Translation of Health Research	3.0

Support Courses

NUPR 520	Nurse Practitioner Clinical Orientation Seminar	0.0
NURS 548	Advanced Pathophysiology	3.0
NURS 549	Advanced Pharmacology	3.0
NURS 550	Advanced Health Assessment & Diagnostic Reasoning	4.0
NURS 646	Pharmacology for the Pediatric Nurse Practitioner	3.0
NURS 664	Professional Issues for Nurse Practitioners	1.0

Clinical Concentration Courses

NURS 642	PNP I: Primary Care of Infants, Children and Adolescents	5.0
NURS 643	PNP II: Episodic Care of Infants, Children and Adolescents in Primary Care	5.0
NURS 647	PNP III: Management and Care of Adolescents in the Primary Care Setting	5.0
NURS 648	PNP IV: Primary Care of Children with Special Health Care Needs	5.0

Elective *		3.0
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Total Credits		52.0
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NURS 502	3.0 RSCH 503	3.0 NURS 548	3.0 Elective	3.0
	6	6	6	6
Second Year				
Fall	Credits Winter	Credits Spring	Credits Summer	Credits
NUPR 520	0.0 NURS 646*	3.0 NURS 550	4.0 NURS 642	5.0
		NURS 664	1.0	
	0	3	5	5
Third Year				
Fall	Credits Winter	Credits Spring	Credits	
NURS 643	5.0 NURS 647	5.0 NURS 648	5.0	
	5	5	5	

Total Credits 52

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MSN: Pediatric Primary Care and Pediatric Acute Care Dual Option Nurse Practitioner

Major: Nurse Practitioner, Pediatric Primary Care and Pediatric Acute Care

Degree Awarded: Master of Science

Calendar Type: Quarter

Minimum Required Credits: 62.0 credits; 1000 clinical hours

Co-op Option: None

Classification of Instructional Programs (CIP) code: 51.3801

Standard Occupational Classification (SOC) code: 29-1171

About the Program

The Pediatric Primary Care and Pediatric Acute Care Nurse Practitioner program at Drexel University will prepare the pediatric nurse practitioner to perform acts of medical diagnosis and treatment through didactic lectures, problem-based learning, clinical practice hours, standardized patient experiences and high-fidelity simulation.

This innovative dual-option track coincides with the new models of health care delivery and the increasing demand for PNP's to provide care for children and their families across the entire continuum of health and illness, including acute critical conditions. The clinical practice settings for the dual certification track option provide students with a mixed inpatient/outpatient experience ranging from specialty clinics to primary care settings. Diverse

clinical settings provide supervised clinical hours to allow the student advanced practitioner to perform advanced physical assessment, critical thinking, diagnostic reasoning and management of care in collaboration with licensed physicians and APNs in accredited institutions. Students graduating from this track will be eligible to sit for both the Pediatric Primary Care and the Pediatric Acute Care Board Certifications through the PNCB.

The nurse practitioner faculty is committed to quality and excellence in the nurse practitioner (NP) programs. Students meet on campus for mandatory On-Campus Intensive (OCI) learning experiences, simulation and evaluation. Students will attend an in-person on-campus intensive in NURS 642 for five days during week one of the summer quarter. Dates are subject to change. During the OCIs, students engage in simulated clinical learning experiences conducted in the College of Nursing and Health Professions' state-of-the-art, multidisciplinary patient simulation lab. These visits provide direct guidance and mentoring from faculty and the opportunity to collaborate with peers. *Mandatory, on-campus visits are essential to students transitioning into the NP role.*

The program is accredited by the Commission on Collegiate Nursing Education.

Additional Information

For more information about this program, contact:

Graduate Nursing Division

CNHPGraduateDivision@drexel.edu

Additional information is available on Drexel's College of Nursing and Health Professions MSN Pediatric Primary Care and Pediatric Acute Care Nurse Practitioner program (<https://drexel.edu/cnhp/academics/graduate/MSN-Nurse-Practitioner-Pediatric-Dual-Program/>) webpage and on the Drexel University Online MSN Pediatric Primary Care and Pediatric Acute Care Nurse Practitioner program (<https://www.online.drexel.edu/online-degrees/nursing-degrees/msn-ppacnp/>) webpage.

Degree Requirements

Core Courses

NURS 500 [WI]	Confronting Issues in Contemporary Health Care Environments	3.0
NURS 502	Advanced Ethical Decision Making in Health Care	3.0
NURS 544	Quality and Safety in Healthcare	3.0
RSCH 503	Research Methods and Biostatistics	3.0
RSCH 504	Evaluation and Translation of Health Research	3.0

Support Courses

NUPR 520	Nurse Practitioner Clinical Orientation Seminar	0.0
NURS 548	Advanced Pathophysiology	3.0
NURS 549	Advanced Pharmacology	3.0
NURS 550	Advanced Health Assessment & Diagnostic Reasoning	4.0
NURS 646	Pharmacology for the Pediatric Nurse Practitioner	3.0
NURS 664	Professional Issues for Nurse Practitioners	1.0
Elective *		3.0

Clinical Courses

NURS 642	PNP I: Primary Care of Infants, Children and Adolescents	5.0
NURS 643	PNP II: Episodic Care of Infants, Children and Adolescents in Primary Care	5.0
NURS 647	PNP III: Management and Care of Adolescents in the Primary Care Setting	5.0
NURS 649	Ped Nurse Pract AC I: Acute-Chronic Care of Infants, Children and Adolescents Management	5.0
NURS 650	Ped Nurse Pract AC II: Acute-Chronic Care of Infants, Children and Adolescents Management	5.0
NURS 651	PNP Management of the Medically Fragile and Technology Dependent Child in the Community	5.0

Total Credits

62.0

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Writing-Intensive Course Requirement

A [WI], Writing Intensive, next to a graduate course in this catalog indicates that the graduate course is a writing intensive course. The graduate course is a required course in your curriculum.

Sample Plan of Study

First Year				
Fall	Credits Winter	Credits Spring	Credits Summer	Credits
NURS 500	3.0 NURS 544	3.0 RSCH 504	3.0 Elective	3.0
NURS 502	3.0 RSCH 503	3.0 NURS 548	3.0 NURS 549	3.0
	6	6	6	6
Second Year				
Fall	Credits Winter	Credits Spring	Credits Summer	Credits
NUPR 520	0.0 NURS 646*	3.0 NURS 550	4.0 NURS 642	5.0
		NURS 664	1.0	
	0	3	5	5
Third Year				
Fall	Credits Winter	Credits Spring	Credits Summer	Credits
NURS 643	5.0 NURS 649	5.0 NURS 650	5.0 NURS 651	5.0
	5	5	5	5
Fourth Year				
Fall	Credits			
NURS 647	5.0			
	5			
Total Credits 62				

* Note: This term is less than the 4.5-credit minimum required (considered half-time status) of graduate programs to be considered financial aid eligible. As a result, aid will not be disbursed to students this term.

Note: Some terms are less than the 4.5-credit minimum required (considered half-time status) of graduate programs to be considered financial aid eligible. As a result, aid will not be disbursed to students these terms.

Program Level Outcomes

- Practices within a legal and ethical framework of health care delivery.
- Advances the role of advanced nursing practice in the health care system through scholarship, clinical experience and political involvement.
- Demonstrates critical thinking and diagnostic reasoning skills in clinical decision-making.
- Integrates multiple technologies and relevant theories into the organization and synthesis of health data required to develop plans of care for patients, families and communities.
- Integrates culturally sensitive health promotion activities that contribute to the health and wellness of the community into clinical practice.
- Demonstrates leadership in nursing and health care through involvement in the development of outcome-based standards of care and practice-based health policy issues.
- Evaluates and modify the quality and effectiveness of clinical practice based on current research findings, standards of care and patient outcomes.
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MSN: Psychiatric Mental Health Nurse Practitioner

Major: Nurse Practitioner, Psychiatric Mental Health

Degree Awarded: Master of Science in Nursing (MSN)

Calendar Type: Quarter

Minimum Required Credits: 52.0 quarter credits; 640 clinical hours

Co-op Option: None

Classification of Instructional Programs (CIP) code: 51.3801

Standard Occupational Classification (SOC) code: 29-1171

About the Program

The online Psychiatric Mental Health Nurse Practitioner (PMHNP) program prepares practitioners to provide a wide range of services to patients across the lifespan and their families. The program of study is based on a biopsychosocial model of care and includes the study and application of diagnostic and treatment modalities and theories and approaches to practice. Graduates of this program practice in a wide variety of settings as this program enables them to provide direct (assessment and intervention) and indirect (consultation, case management and supervision) advanced practice services to individuals who are at risk and those who need mental health services. Graduates are eligible to sit for the ANCC's Psychiatric Mental Health Certification Examination.

The nurse practitioner faculty is committed to quality and excellence in the nurse practitioner (NP) programs. Students meet on campus for mandatory On-Campus Intensive (OCI) learning experiences, simulation and evaluation. Students will attend an in-person on-campus intensive in NURS 592 for four days during week one of the summer quarter. Dates are subject to change. During the OCIs, students engage in simulated clinical learning experiences conducted in the College of Nursing and Health Professions' state-of-the-art, multidisciplinary patient simulation lab. These visits provide direct guidance and mentoring from faculty and the opportunity to collaborate with peers. *Mandatory, on-campus visits are essential to students transitioning into the NP role.*

The program is accredited by the Commission on Collegiate Nursing Education.

Additional Information

For more information about this program, contact:

Graduate Nursing Division

CNHPGraduateDivision@drexel.edu

Additional information is available on Drexel's College of Nursing and Health Professions MSN Psychiatric Mental Health Nurse Practitioner (<https://drexel.edu/cnhp/academics/graduate/MSN-Nurse-Practitioner-Psychiatric-Mental-Health/>) webpage and on Drexel University Online's MSN Psychiatric Mental Health Nurse Practitioner (<https://www.online.drexel.edu/online-degrees/nursing-degrees/msn-np/>) webpage.

Degree Requirements

Core Courses

NURS 500 [WI]	Confronting Issues in Contemporary Health Care Environments	3.0
NURS 502	Advanced Ethical Decision Making in Health Care	3.0
NURS 544	Quality and Safety in Healthcare	3.0
RSCH 503	Research Methods and Biostatistics	3.0
RSCH 504	Evaluation and Translation of Health Research	3.0

Support Courses

NUPR 520	Nurse Practitioner Clinical Orientation Seminar	0.0
NURS 548	Advanced Pathophysiology	3.0
NURS 549	Advanced Pharmacology	3.0
NURS 550	Advanced Health Assessment & Diagnostic Reasoning	4.0
NURS 555	Psychopharmacology Across the Lifespan	3.0
NURS 664	Professional Issues for Nurse Practitioners	1.0

Clinical Courses

NURS 592	PMHNP I: Advanced Mental Health Nurse Practitioner Theoretical Foundations and Psychopathology I	5.0
NURS 593	PMHNP II: Advanced Mental Health Nurse Practitioner Theoretical Foundations and Psychopathology II	5.0
NURS 594	PMHNP III: Advanced Mental Health Nurse Practitioner Theoretical Foundations and Psychopathology III	5.0
NURS 595	PMHNP IV: Adv Mental Hlth NP Management and Care of Clients in Diverse Pop Across the Lifespan	5.0

Elective *		3.0
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Total Credits		52.0
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Writing-Intensive Course Requirement

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Sample Plan of Study

Note: Some terms are less than the 4.5-credit minimum required (considered half-time status) of graduate programs to be considered financial aid eligible. As a result, aid will not be disbursed to students these terms.

First Year				
Fall	Credits Winter	Credits Spring	Credits Summer	Credits
NURS 500	3.0 NURS 502	3.0 NURS 544	3.0 Elective	3.0
NURS 549	3.0 NURS 548	3.0 RSCH 503	3.0 RSCH 504	3.0
	6	6	6	6
Second Year				
Fall	Credits Winter	Credits Spring	Credits Summer	Credits
NUPR 520	0.0 NURS 555*	3.0 NURS 550	4.0 NURS 592	5.0
		NURS 664	1.0	
	0	3	5	5
Third Year				
Fall	Credits Winter	Credits Spring	Credits	
NURS 593	5.0 NURS 594	5.0 NURS 595	5.0	
	5	5	5	
Total Credits 52				

* Note: This term is less than the 4.5-credit minimum required (considered half-time status) of graduate programs to be considered financial aid eligible. As a result, aid will not be disbursed to students this term.

Program Level Outcomes

- Practices within a legal and ethical framework of health care delivery.
- Advances the role of advanced nursing practice in the health care system through scholarship, clinical experience and political involvement.
- Demonstrates critical thinking and diagnostic reasoning skills in clinical decision-making.
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MSN: Women's Health/Gender Related Nurse Practitioner

Major: Nurse Practitioner, Women's Health/Gender Related

Degree Awarded: Master of Science in Nursing (MSN)

Calendar Type: Quarter

Minimum Required Credits: 55.0 quarter credits; 640 clinical hours

Co-op Option: None

Classification of Instructional Programs (CIP) code: 51.3801

Standard Occupational Classification (SOC) code: 29-1171

About the Program

The online Women's Health/Gender Related Nurse Practitioner track offers didactic and clinical education via distance learning and concurrent clinical preceptorships. The courses offered throughout the track reflect the competencies and skill sets required for today's women's health nurse practitioner as knowledge expands, health care systems evolve, technology advances and practice changes in response to current needs and evidence-based research. Additionally, this track offers the opportunity for students to work in transdisciplinary simulated scenarios to promote a better understanding and respect of discipline-specific roles, improve existing communication and collaboration within disciplines and initiate teamwork development in order

to promote patient safety and high-quality patient care. Graduates are eligible to sit for the NCC's Women's Health/Gender Related Nurse Practitioner Examination.

The nurse practitioner faculty is committed to quality and excellence in the nurse practitioner (NP) programs. Students meet on campus for mandatory On-Campus Intensive (OCI) learning experiences, simulation and evaluation. Students will attend an in-person on-campus intensive in NURS 690 for five days during week one of the summer quarter. Students will attend a second in-person on-campus intensive in NURS 693 for two days during week three of the spring quarter. Dates are subject to change. During the OCIs, students engage in simulated clinical learning experiences conducted in the College of Nursing and Health Professions' state-of-the-art, multidisciplinary patient simulation lab. These visits provide direct guidance and mentoring from faculty and the opportunity to collaborate with peers. *Mandatory, on-campus visits are essential to students transitioning into the NP role.*

The program is accredited by the Commission on Collegiate Nursing Education.

Additional Information

For more information about this program, contact:

Graduate Nursing Division

CNHPGraduateDivision@drexel.edu

Additional information is available on Drexel's College of Nursing and Health Professions MSN in Women's Health/Gender Related Nurse Practitioner (<https://drexel.edu/cnhp/academics/graduate/MSN-Nurse-Practitioner-Womens-Health-Gender-Related/>) webpage and on the Drexel University Online MSN in Women's Health/Gender Related Nurse Practitioner (<https://www.online.drexel.edu/online-degrees/nursing-degrees/womenshealthnp/>) webpage.

Degree Requirements

Core Courses

NURS 500 [WI]	Confronting Issues in Contemporary Health Care Environments	3.0
NURS 502	Advanced Ethical Decision Making in Health Care	3.0
NURS 544	Quality and Safety in Healthcare	3.0
RSCH 503	Research Methods and Biostatistics	3.0
RSCH 504	Evaluation and Translation of Health Research	3.0

Support Courses

NUPR 520	Nurse Practitioner Clinical Orientation Seminar	0.0
NURS 548	Advanced Pathophysiology	3.0
NURS 549	Advanced Pharmacology	3.0
NURS 550	Advanced Health Assessment & Diagnostic Reasoning	4.0
NURS 664	Professional Issues for Nurse Practitioners	1.0
NURS 680	Primary Care for Women's Health	3.0
NURS 682	Pharmacology for the Women's Health Nurse Practitioner	3.0

Clinical Concentration Courses

NURS 690	WHNP I: Mngmnt & Care of the Common Gyn and Gender Related Issues throughout the Lifespan	5.0
NURS 691	WHNP II: Mngmnt & Care of the Complex Gyn and Gender Related Issues of Women throughout the Lifespan	5.0
NURS 692	WHNP III: Management & Care of the Low Risk Obstetrical and Post Partum Needs of Women and Families	5.0
NURS 693	WHNP IV: Mngmnt & Care of the High Risk Obstetrical and Post Partum Needs of Women and Families	5.0

Elective *		3.0
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Total Credits		55.0
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Writing-Intensive Course Requirement

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Sample Plan of Study

First Year				
Fall	Credits Winter	Credits Spring	Credits Summer	Credits
NURS 500	3.0 NURS 502	3.0 RSCH 504	3.0 Elective	3.0
NURS 544	3.0 RSCH 503	3.0 NURS 549	3.0 NURS 548	3.0
	6	6	6	6
Second Year				
Fall	Credits Winter	Credits Spring	Credits Summer	Credits
NUPR 520	0.0 NURS 680	3.0 NURS 550	4.0 NURS 690	5.0
	NURS 682	3.0 NURS 664	1.0	
	0	6	5	5
Third Year				
Fall	Credits Winter	Credits Spring	Credits	
NURS 691	5.0 NURS 692	5.0 NURS 693	5.0	
	5	5	5	
Total Credits 55				

Program Level Outcomes

- Practices within a legal and ethical framework of health care delivery.
- Advances the role of advanced nursing practice in the health care system through scholarship, clinical experience and political involvement.
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Jackie Murphy, EdD, RN, CNE (*Drexel University*). Associate Clinical Professor. Nursing Education, Online Learning, Nursing Theory, Nursing Research, Mindfulness

Jennifer (Jenn) Myers, MSN, RN, CNE (*Drexel University*). Assistant Clinical Professor. Pediatric Nursing, Nursing Education, Online Learning

Barbara R. Osborne, DNP, APRN, WHNP-BC (*Drexel University*). Assistant Clinical Professor. Women's Health, Metabolic Health, Primary Care, Evidence-Based Practice, Advanced Practice Nursing

Lori Ruskin, MSN, FNO-BC (*Thomas Jefferson University*). Assistant Clinical Professor. Family Nurse Practitioner, Adult Gerontology Primary Care Nurse Practitioner

Kelley Scott, DNP, APN-BC (*Drexel University*). Assistant Clinical Professor. Emergency Nursing, Family/Individual Across the Lifespan Nursing

Joanne Serembus, EdD, RN, CCRN (Alum), CCNE (*Widener University*). Clinical Professor. Online Learning, Nursing Education

Susan Solecki, DrPH, FNP-BC, PPCNP-BC (*Drexel University*). Clinical Professor. Advanced Practice Nursing, Pediatrics, Adult Health, Epidemiology, Occupational Health

Erica Springer, MSN, CRNP, WHNP-BC (*Drexel University*). Assistant Clinical Professor. Women's Health Nurse Practitioner

Kimberly J. Twaddell, DNO, CRNP, ACNPC, CCRN (*University of Northern Colorado*). Assistant Clinical Professor. Advanced Practice Nursing, Trauma/Surgical Critical Care, Acute Care

Megan Walsh Ossont, PhD, MSN, CRNP (*Villanova University*). Assistant Clinical Professor. Nursing Research, Adult Psychiatry, Correctional Psychiatry

Virginia (Ginny) Wilson, MSN, RN, NEA-BC, NE-BC, PhD (c) (*Widener University*). Assistant Clinical Professor. Nursing Leadership

Patricia (Patti) Zuzelo, EdD, RN, APRN, ACNS-BC, ANP-BC, ANEF, FAAN (*Widener University*). Clinical Professor. Advanced Practice Nursing, Leadership and Management, Nursing Education, Clinical Nurse Specialist (Adult Health), Adult Nurse Practitioner

Nursing: MSN-PhD Joint Degree Program

Major: Nursing

Degrees Awarded: Master of Science in Nursing (MSN) and Doctor of Philosophy (PhD)

Calendar Type: Quarter

Minimum Required Credits: 90.0

Co-op Option: None

Classification of Instructional Programs (CIP) code: 51.3801

Standard Occupational Classification (SOC) code: 29-1141

About the Program

The College of Nursing and Health Professions (CNHP) offers a Doctor of Philosophy in Nursing, a community-engaged, research-based program, that prepares emerging nurse scientists to promote health and health equity using a social justice lens. The objective of the joint MSN/PhD in Nursing is to prepare nurse scientists early in their professional career to ensure they have a longer trajectory upon which to make substantive and sustained contributions to the body of knowledge for the discipline of nursing and thereby improve health services for those who receive nursing care. Doctoral students are expected to plan and launch an independent program of research, seek needed support for initial phases of the research program and begin to involve others (i.e., students, clinicians and other researchers) in their activities.

This innovative program of study prepares the nurse generalist for a dual degree: the MSN in Public Health Nursing and the PhD. The program of study builds upon a research mentorship model, which recognizes that research skills are learned most effectively by working with a faculty advisor who provides opportunities to use the tools to conduct research, design and execute original research within a focused program of study.

Innovation, leadership and interdisciplinary collaboration are strong educational values that are reflected in the Drexel University strategic plan. The PhD in Nursing program represents leadership in the field, with interdisciplinary collaboration as core administrative and curricular values basic to its philosophy and epistemology. Innovation is also central to this doctoral program as evidenced in its curriculum and research philosophy.

Additional Information

For more information, contact:

Anna Pohuly, Executive Assistant; Nursing and Student Affairs
College of Nursing and Health Professions
60 N. 36th Street
Health Sciences Building, Room 11E49
Philadelphia, PA 19104
Phone: 267-359-5872
ap469@drexel.edu

Admission Requirements

Criteria for admission include:

- GPA of 3.25.
- GRE scores (optional).
- International applicants, as well as immigrants to the United States and U.S. permanent residents whose native language is not English and who have not received a bachelor's degree or higher in the United States, Australia, Canada, Ireland, New Zealand or the United Kingdom must show proficiency in English speaking as well as listening, writing and reading. International applicants are required to demonstrate English language proficiency by submitting scores from the Test of English as a Foreign Language (TOEFL minimum score: 100), the International English Language Testing System (IELTS minimum Overall Band Score: 7.0) or the Duolingo Test (Duolingo minimum score: 130) unless they meet the criteria for a waiver.)
- Letters of recommendation (3). Letters must address your academic ability, professionalism and practice competence from a person in a position to appraise you: specifically, a professor, employer or professional colleague. The reference may not be from a friend, family member or workplace/organizational peer or subordinate.
- Professional accomplishments as evidenced by a current submitted vitae or resume.
- Fit with available faculty research interests and expertise.
- Personal interview with a faculty member.

Applicants must possess a bachelor's degree in nursing prior to enrollment. Applicants who have not yet earned a BSN degree and/or hold a license to practice professional nursing will be admitted provisionally and cannot matriculate in the program until the BSN and/or the RN license is obtained.

Degree Requirements

The Joint MSN/PhD in Nursing curriculum requires a minimum of 91.0 quarter credits of course work plus candidacy/qualifying examination, and dissertation completion. Of the 91.0 credits, 42.0 credits are required for completion of the MSN, and 49.0 credits for the PhD in Nursing as follows: 15 credits in nursing science; 15 credits in interdisciplinary research and statistics; 6 credits in scientific writing and grantsmanship; 9 credits in elective courses related to dissertation research and dissertation research (4.0 credits minimum).

Elective courses can be taken anywhere within the university but must be approved by the student's advisor and the Doctoral Curriculum Committee in advance of taking these courses. The student files a plan of study outlining courses for completion of the MSN in the winter of the first year, and a plan of study outlining courses for completion of the PhD in the winter of the second year, which is approved by the Doctoral Curriculum Committee.

Program Requirements

MSN Courses

Core Courses

NURS 500 [WI]	Confronting Issues in Contemporary Health Care Environments	3.0
NURS 502	Advanced Ethical Decision Making in Health Care	3.0
NURS 544	Quality and Safety in Healthcare	3.0
RSCH 504	Evaluation and Translation of Health Research	3.0

Public Health Courses

CHP 561	Overview of Issues in Global Health	3.0
EPI 570	Introduction to Epidemiology	3.0
IPS 511	Collaboration with Vulnerable Populations	3.0
NURS 665	Advanced Nursing Practice in Population Health	5.0
NURS 806	Scientific Appraisal and Knowledge Development	3.0
PBHL 510	Public Health Foundations and Systems I	4.0
PBHL 511	Public Health Foundations and Systems II	4.0
MSN Electives *		6.0

PhD Courses

Nursing Science

NURS 802	Epistemology, Ontology, and the Philosophy of Nursing Science	3.0
NURS 806	Scientific Appraisal and Knowledge Development	3.0
NURS 819	Qualitative Research Methods in Nursing Inquiry	3.0
NURS 820	The Science of Therapeutics	3.0
NURS 863	Mixed-Methods Research	3.0

Research and Statistics Competencies

RCRG 600	An Introduction to the Responsible Conduct of Research	0.0
RSCH 700	Foundations in Quantitative Research	3.0
RSCH 720	Foundations of Biostatistics	3.0
RSCH 721	Intermediate Statistics in Health I	3.0
RSCH 722	Intermediate Statistics in Health II	3.0
RSCH 723	Interpretation of Data	3.0

Writing Competencies

RSCH 742	Scientific Writing	3.0
RSCH 743	Grantsmanship	3.0

Dissertation Research **

11.0-72.0

NURS 988	Dissertation Proposal Development	
NURS 989	Dissertation	

Total Credits

90.0-151.0

*

Electives can be any course with the prefix Nursing (NURS, NUPR), Interprofessional Studies (IPS), Complementary and Integrative Health (CIT), Community Health and Prevention (CHP), Biostatistics (BST), Environmental and Occupational Health (EOH), Epidemiology (EPI), or Health Management and Policy (HMP) with course number ranging from 500-699.

**

International students enroll in 9.0 credits of dissertation for no fewer than 3 quarters per academic year until successful dissertation defense. Non-international students have the option to enroll, once all other required courses are completed, for fewer than full-time credits of dissertation (1.0- 4.0) until successful dissertation defense as reflected in the plan of study.

Writing-Intensive Course Requirement

A [WI], Writing Intensive, next to a graduate course in this catalog indicates that the graduate course is a writing intensive course. The graduate course is a required course in your curriculum.

Sample Plan of Study

First Year				
Fall	Credits Winter	Credits Spring	Credits Summer	Credits
EPI 570	3.0 RSCH 504	3.0 NURS 544	3.0 Vacation	
NURS 500	3.0 RSCH 700	3.0 RSCH 722	3.0	
RSCH 720	3.0 RSCH 721	3.0 Electives	3.0	
	9	9	9	0
Second Year				
Fall	Credits Winter	Credits Spring	Credits Summer	Credits
NURS 802	3.0 PBHL 511	4.0 NURS 502	3.0 Candidacy/Qualifying Exam*	
NURS 819	3.0 RCRG 600	0.0 NURS 806	3.0	
PBHL 510	4.0 RSCH 742	3.0 RSCH 723	3.0	
	10	7	9	0
Third Year				
Fall	Credits Winter	Credits Spring	Credits	
CHP 561	3.0 IPS 511	3.0 NURS 665	5.0	
NURS 820	3.0 NURS 863	3.0 NURS 988	3.0	
Electives	3.0 RSCH 743	3.0		
	9	9	8	
Fourth Year				
Fall	Credits Winter	Credits Spring	Credits	
NURS 989	4.0-9.0 NURS 989	4.0-9.0 NURS 989	3.0-9.0	
	4-9	4-9	3-9	
Total Credits 90-106				

*

The student is required to successfully complete a Candidacy/Qualifying Examination during this term.

Nursing PhD Faculty

Rose Ann DiMaria-Ghalili, PhD, RN, FASPN, FAAN, FGSA (*New York University*) *Senior Associate Dean for Research*. Professor. Provost Solutions Fellow; Nursing PhD; Graduate Nursing; Nutrition Sciences Department

Kathleen Fisher, PhD, RN, CRNP (*Pennsylvania State University*) *Interim Director, PhD in Nursing*. Professor. Graduate Nursing

Loretta Jemmott, PhD, MSN, RN, FAAN (*University of Pennsylvania*) *Vice President, Health and Health Equity*. Professor. College of Nursing and Health Professions; Graduate Nursing; Nursing PhD

Safiyyah Okoye, PhD, MSN, RN (*Johns Hopkins University*). Assistant Professor. Graduate Nursing; FIRST Faculty (Faculty Institutional Recruitment for Sustainable Transformation)

Lilianna Phan, PhD, MPH, MS (*University of Maryland College Park*). Assistant Professor. Department of Community Health and Prevention. Drexel FIRST Program. Drexel College of Nursing and Health Professions. Social determinants of health; health disparities; community-engaged research; tobacco prevention and control; tobacco-related health disparities; tobacco regulatory science; health communication; racism and discrimination

Justine S. Sefcik, PhD, RN (*University of Pennsylvania*). Assistant Professor. Graduate Nursing PhD

Emeritus Faculty

Joan Rosen Bloch, PhD, CRNP (*University of Pennsylvania*). Associate Professor Emerita. Urban women's health, Prenatal care, Health disparities research, Planning and implementing innovative health care delivery models, Perinatal nurse health home visiting, Maternal mortality and morbidity.

Elizabeth Gonzalez, PhD, MSN, PMHCNS-BC (*New York University*) *Department Chair, Doctoral Nursings*. Associate Professor Emerita. Mental health nursing, Caregiving, Aging, Minority health issues, Resourcefulness.

Nursing Leadership in Health Systems Management MSN / Business Administration MBA

Major: Nursing and Business Administration

Degrees Awarded: Master of Science in Nursing (MSN) and Master of Science in Business Administration (MBA)

Calendar Type: Quarter

Minimum Required Credits: 82.0

Co-op Option: None

MSN Classification of Instructional Programs (CIP) code: 51.0702

MSN Standard Occupational Classification (SOC) code: 11-3013

MBA Classification of Instructional Programs (CIP) code: 51.0201

MBA Standard Occupational Classification (SOC) code: 11-1021

About the Program

The Drexel Online dual MSN in Nursing Leadership in Health Systems Management/Master's Degree in Business Administration (MBA (<https://www.lebow.drexel.edu/academics/graduate/mba/>)) program prepares nurses for a senior leadership role in a fast-changing, increasingly demanding health care environment. Designed for part-time attendance by working nurses, this program teaches graduates to solve problems, make decisions, resolve conflict, address legal/ethical issues and operationalize the mission and goals of the health care delivery organization. Our flexible curriculum allows you to master the fundamentals of nursing leadership all while maintaining your busy schedule and earning your degree on your own time. Drexel University's world-renowned faculty will help you develop and utilize these skills immediately in the workplace.

Additional Information

For more information about this program, contact:

Graduate Nursing Division

CNHPGraduateDivision@drexel.edu

Additional information is also available on the Drexel's College of Nursing and Health Professions Nursing Leadership in Health Systems Management MSN/ Business Administration MBA (<https://drexel.edu/cnhp/academics/graduate/MSN-MBA/>) (<https://www.drexel.edu/cnhp/academics/graduate/MSN-Nursing-Leadership-in-Health-Systems-Management/>) webpage and the Drexel University Online (<https://www.online.drexel.edu/online-degrees/nursing-degrees/msn-mba/>) Nursing Leadership in Health Systems Management (<http://online.drexel.edu/online-degrees/nursing-degrees/msn-lead/>) MSN/ Business Administration MBA (<https://www.online.drexel.edu/online-degrees/nursing-degrees/msn-mba/>) webpage.

Admission Requirements

- A Bachelor of Science in Nursing from a program fully accredited by the National League of Nursing (NLN/ACEN) or the American Association Colleges of Nursing (AACN/CCNE).
 - RNs with a BS in a field other than nursing may wish to pursue the RN-MSN "bridge" program (<http://drexel.edu/cnhp/academics/graduate/MSN-Bridge/>) or the Dual RN-BSN-MSN Pathway (<http://drexel.edu/cnhp/academics/graduate/RN-BSN-MSN/>).
- 3.0 or above on all previous coursework or the last 60.0 credits completed. Applications from RNs with a GPA of less than 3.0 may be considered on an individual basis.
- Official transcripts from all previous educational institutions are required.
- Two professional references required from colleagues or supervisors who can attest to the applicant's knowledge, skill and potential aptitude for graduate study.
 - Letters of recommendation are waived for students who have an undergraduate GPA of 3.0 or higher.
- Personal statement (no more than two pages and no less than one page double-spaced) that will give the admissions committee a better understanding of the following:
 - Why you are choosing this particular program of study.
 - Your plans upon completion of the degree.
 - How your current work experience will enhance your experience in this program.
- Curriculum vitae or resume.
- Copy of current U.S. RN license required.
- Copies of any Advanced Practice Nursing licensure and certification documents.
- While specific experience is not required for applicants to the track, previous related work experience may make an applicant more competitive.
- International applicants must possess a BSN (or its equivalent) and current U.S. RN license.

TOEFL Requirement

International applicants, as well as immigrants to the United States and United States permanent residents whose native language is not English and who have not received a bachelor's degree or higher in the United States, Australia, Canada, Ireland, New Zealand or the United Kingdom, must show proficiency in English speaking as well as listening, writing and reading. U.S. citizens born on U.S. military bases abroad may be waived from the TOEFL requirement after providing documentation of this status; otherwise, applicants must meet one of the following requirements:

If you take the TOEFLiBT exam, you are required to have a minimum combined score for the listening, writing, and reading sections of 79 plus a speaking section score of 26 or higher.

If you take the TOEFL, you are required to have a minimum score of 550 or higher and a Test of Spoken English score (TSE) of 55 or higher.

Degree Requirements

MSN Requirements

MSN Core Courses

NURS 500 [WI]	Confronting Issues in Contemporary Health Care Environments	3.0
NURS 502	Advanced Ethical Decision Making in Health Care	3.0
NURS 544	Quality and Safety in Healthcare	3.0
RSCH 503	Research Methods and Biostatistics	3.0
RSCH 504	Evaluation and Translation of Health Research	3.0

Major Courses

PROJ 501	Introduction to Project Management	3.0
NUPR 663	Communication and Self-Awareness for Leadership	4.5
NUPR 664	The Economics and Business of Healthcare	4.5
NUPR 665	Managing Operations and Human Resources for Quality Outcomes of Care Delivery	4.5

Practicum Courses

NURS 568	Practicum and Symposium in Healthcare Operations Management	3.0
NURS 569	Practicum and Symposium in Technology and Management of Information in Healthcare Organizations	3.0

MSN Electives

MSN Electives (7.5 total, 6.0 credits of which are satisfied by MBA Electives) *	1.5
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MBA Requirements

ACCT 510	Essentials of Financial Reporting	2.0
BLAW 510	Analyzing Legal Options in Decision-Making	2.0
BSAN 601	Business Analytics for Managers	3.0
ECON 601	Managerial Economics	3.0
FIN 601	Corporate Financial Management	3.0
MGMT 520	Strategy Analysis	2.0
MGMT 530	Managing and Leading the Total Enterprise	2.0
MGMT 770	MBA Capstone	2.0
MKTG 510	Marketing Strategy	2.0
ORGB 511	Leading in Dynamic Environments: A Personal, Relational, and Strategic Approach	3.0
POM 510	Operations and Supply Chain Management	2.0

Experiential Requirement-Select one course (3.0 credits satisfied by NURS 568)

BUSN 615	Graduate Internship	
INTB 790	International Business Seminar and Residency	
MGMT 680	Leading for Innovation	
MGMT 715	Business Consulting	
MIS 652	Business Agility and IT	
ORGB 640	Negotiations for Leaders	
TAX 715	Tax Experiential Learning	

MBA Free Electives (3.0 credits satisfied by NURS 569) **	8.0
Concentration	9.0

Total Credits

82.0

*

Nursing Electives can be any course with the prefix Nursing (NURS, NUPR), Interprofessional Studies (IPS), or Complementary and Integrative Health (CIH/CIT), with course number ranging from 500-699.

**

MBA Graduate Credits include courses in Accounting (ACCT), Statistics (STAT), Economics (ECON), Finance (FIN), General Business (BUSN), Interdisciplinary Business (INDS), International Business (INTB), Legal Studies (BLAW), Management (MGMT), Management Information Systems (MIS), Marketing (MKTG), Operations Research (OPR), Organizational Behavior (ORGB), Production Operations Management (POM), Sport Management (SMT) or Taxation (TAX), with a course number range between 500-799 or other approved course at the graduate level.

Students selecting a concentration can choose from the following:

Business Analytics Concentration

Select three of the following

9.0

MIS 612	Aligning Information Systems and Business Strategies
MIS 630	Inter-Active Decision Support Systems
MIS 632	Database Analysis and Design for Business
MKTG 606	Customer Analytics
MKTG 607	Marketing Experiments
OPR 601	Managerial Decision Models and Simulation
POM 645	Supply Chain Analytics
STAT 610	Statistics for Business Analytics
STAT 632	Datamining for Managers
STAT 645	Time Series Forecasting
STAT T680	Special Topics in STAT

Total Credits

9.0

Corporate Sustainability and Social Impact Concentration

Choose three from the following

9.0

BLAW 620	Legal Aspects of Employment
FIN 610	Corporate Governance
FIN 615	Environmental and Social Issues in Finance
INDS T680	Special Topics in Interdisciplinary Business
MGMT 670	Business Ethics
MGMT 676	Sustainability and Value Creation
MKTG 654	Corporate Brand & Reputation Management
ORGB T680	Special Topics in ORGB
POM 642	Sustainable Supply Chain Management and Logistics
SMT 606	Social Issues in Sport

Total Credits

9.0

Finance Concentration

Select three of the following:

9.0

FIN 602	Advanced Financial Management
FIN 605	Business Valuation
FIN 610	Corporate Governance
FIN 615	Environmental and Social Issues in Finance
FIN 622	Financial Institutions & Markets
FIN 624	Risk Management
FIN 626	Investment Management
FIN 635	Entrepreneurial Finance
FIN 639	FinTech
FIN 645	Behavioral Finance
FIN 648	International Financial Management
FIN T680	Special Topics in Finance

Total Credits

9.0

Effective Leadership Concentration

Choose three of the following

9.0

MGMT 660	Leading the Digital Supply Chain
MGMT 670	Business Ethics
MGMT 676	Sustainability and Value Creation
ORGB 620	Leading Virtual Teams

ORGB 640	Negotiations for Leaders	
Total Credits		9.0

Marketing Concentration

Select three of the following, of which two MUST be from MKTG (any course with MKTG subject code and course number between 600-699) : 9.0

MKTG Course 600-699		
BLAW T680	Special Topics in Legal Studies	
ECON 540	Intro to Econometrics and Data Analysis	
ECON 610	Microeconomics	
INTB 620	International Business Management	
MGMT 655	Knowledge Management	
MIS 624	Systems Analysis & Design	
MIS 632	Database Analysis and Design for Business	
OPR 601	Managerial Decision Models and Simulation	
POM 610	Supply Chain Management I	
STAT 634	Quality & Six-Sigma	
STAT 645	Time Series Forecasting	

Total Credits 9.0

Strategic Technology & Innovation Management Concentration

Required Courses

MGMT 602	Innovation Management	3.0
MGMT 603	Technology Strategy	3.0

Electives

Select one of the following: 3.0

ECON 650	Business & Economic Strategy: Game Theory & Applications	
MGMT 600	Introduction to Change Management: An Integration of Macro and Micro Perspectives	
MGMT 604	Strategic Change Management	
MGMT 640	Strategic Human Resource Management	
MGMT 655	Knowledge Management	
MGMT 676	Sustainability and Value Creation	
MGMT 680	Leading for Innovation	
MGMT 686	Strategy Implementation	
MGMT 690	Change Management Experiential Capstone	
MIS 641	MIS Policy and Strategy	
MIS 652	Business Agility and IT	
MKTG 638	New Product Planning, Strategy, and Development	
OPR 601	Managerial Decision Models and Simulation	
ORGB 602	Leading and Executing Change	
ORGB 640	Negotiations for Leaders	
STAT 645	Time Series Forecasting	

Total Credits 9.0

Supply Chain Management & Logistics Concentration

Select three of the following: 9.0

MGMT 660	Leading the Digital Supply Chain	
MIS 624	Systems Analysis & Design	
OPR 601	Managerial Decision Models and Simulation	
POM 610	Supply Chain Management I	
POM 615	Supply Chain Management II	
POM 624	Management of Service Firms	
POM 630	Transportation & Logistics Management	
POM 642	Sustainable Supply Chain Management and Logistics	
POM 644	Revenue Management	
POM 645	Supply Chain Analytics	
POM T680	Special Topics in POM	
STAT 634	Quality & Six-Sigma	
STAT 645	Time Series Forecasting	

Total Credits 9.0

Customized Concentration

Students can self customize a concentration with coordination between their program manager and with faculty guidance. Please see your Program Manager/Academic Advisor for further information

9.0

MBA Graduate Credits include courses in Accounting (ACCT), Statistics (STAT), Economics (ECON), Finance (FIN), General Business (BUSN), Interdisciplinary Business (INDS), International Business (INTB), Legal Studies (BLAW), Management (MGMT), Management Information Systems (MIS), Marketing (MKTG), Operations Research (OPR), Organizational Behavior (ORGB), Production Operations Management (POM), Sport Management (SMT) or Taxation (TAX), with a course number range between 500-799 or other approved course at the graduate level.

Total Credits

9.0

Writing-Intensive Course Requirement

A [WI], Writing Intensive, next to a graduate course in this catalog indicates that the graduate course is a writing intensive course. The graduate course is a required course in your curriculum.

Sample Plan of Study

First Year (Part-Time)

Fall	Credits Winter	Credits Spring	Credits Summer	Credits
ACCT 510	2.0 FIN 601	3.0 MGMT 530	2.0 MGMT 520	2.0
NURS 500	3.0 NURS 502	3.0 NURS 544	3.0 RSCH 503	3.0
	5	6	5	5

Second Year (Part-Time)

Fall	Credits Winter	Credits Spring	Credits Summer	Credits
MKTG 510	2.0 BLAW 510	2.0 BSAN 601	3.0 MBA Electives (satisfies 3.0 credits of MSN Electives)	3.0
RSCH 504	3.0 NUPR 663	4.5 NUPR 664	4.5 MBA Electives (satisfies 3.0 credits of MSN Electives)	3.0
	5	6.5	7.5	6

Third Year (Part-Time)

Fall	Credits Winter	Credits Spring	Credits Summer	Credits
ORGB 511	3.0 ECON 601	3.0 MBA Concentration	3.0 NUPR 665	4.5
PROJ 501	3.0 MBA Concentration	3.0 MBA Elective	2.0	
	6	6	5	4.5

Fourth Year (Part-Time)

Fall	Credits Winter	Credits Spring	Credits
POM 510	2.0 MGMT 770	2.0 NURS 569 (satisfies 3.0 credits of MBA Free Electives)	3.0
MBA Elective	3.0 NURS 568 (satisfies 3.0 credits of MBA Experiential)	3.0 MSN Elective	1.5
	5	5	4.5

Total Credits 82

Physical Therapy DPT / Business Administration MBA

Major: Physical Therapy and Business Administration

Degrees Awarded: Doctor of Physical Therapy (DPT) and Master of Science in Business Administration (MBA)

Calendar Type: Quarter

Minimum Required Credits: 163.0

Co-op Option: None

DPT Classification of Instructional Programs (CIP) code: 51.2308

DPT Standard Occupational Classification (SOC) code: 29-1123

MBA Classification of Instructional Programs (CIP) code: 51.0201

MBA Standard Occupational Classification (SOC) code: 11-1021

About the Program

This dual degree program allows individuals who are interested in the business aspects of health care, including hospital and practice management, to obtain a Doctor of Physical Therapy and Masters of Business Administration degrees in 3.5 years. Graduates will be competent and compassionate health professionals who have expertise in the rehabilitation of individuals across the lifespan with an understanding of business principles like, but not limited to, leadership, finance, marketing and organizational management. Combining these two content areas helps to develop health care

professionals who can function well in private practice or administrative functions in organizations. This program will help develop leaders in health care who are ready to manage the business of the industry.

Additional Information

For more information, visit the Physical Therapy and Rehabilitation Science (<https://www.drexel.edu/cnhp/academics/doctoral/DPT-Doctor-Physical-Therapy/>) page on the College of Nursing and Health Professions website.

Admission Requirements

The same admission requirements for the Doctor of Physical Therapy program and the Masters of Business Administration apply to this program. The GRE required for the DPT may be a substitute for the GMAT.

Degree Requirements

Physical Therapy Courses

PTRS 507	Neuroscience I	3.0
PTRS 508	Neuroscience II	2.0
PTRS 530	Kinesiology I	4.0
PTRS 531	Kinesiology II	3.0
PTRS 532	Human Gross Anatomy I	4.0
PTRS 533	Human Gross Anatomy II	4.0
PTRS 534	Physical Therapy Exam & Intervention I	3.0
PTRS 535	Physical Therapy Exam & Intervention II	3.0
PTRS 541	Topics in Pathophysiology I	3.0
PTRS 607	Topics in Pathophysiology II	3.0
PTRS 600	Clinical Reasoning	4.0
PTRS 610	Issues in Pharmacotherapy	3.0
PTRS 613	Integrated Clinical Experience I	0.5
PTRS 614	Integrated Clinical Experience II	0.5
PTRS 615	Integrated Clinical Experience III	0.5
PTRS 616	Integrated Clinical Experience IV	0.5
PTRS 620	Orthopedic Physical Therapy: Upper Extremity	4.0
PTRS 621	Orthopedic Physical Therapy: Lower Extremity	4.0
PTRS 622	Orthopedic Physical Therapy: Spine	4.0
PTRS 623	Physical Agents	3.0
PTRS 624	Functional Mobility	3.0
PTRS 627	Cardiopulmonary Physical Therapy I	4.0
PTRS 630	Cardiopulmonary Physical Therapy II	3.0
PTRS 639	Motor Learning	2.0
PTRS 641	Neurological Exam and Intervention I	4.0
PTRS 642	Neurological Exam and Intervention II	5.0
PTRS 644	Integumentary Physical Therapy	1.5
PTRS 648	Prosthetics and Orthotics	3.0
PTRS 649	Culture, Ethics and Interprofessionalism in Healthcare	2.5
PTRS 654	Topics in Health Policy & Services	3.0
PTRS 655	Health Administration	2.5
PTRS 656	Motor Control and Rehabilitation	2.0
PTRS 663	Pediatric Physical Therapy I	3.5
PTRS 665	Pediatric Physical Therapy II	3.5
PTRS 680	Geriatric Physical Therapy	3.0
PTRS 733	Advanced Clinical Reasoning	2.0
PTRS 751	Evidence-Based Practice	3.0
PTRS 752	Evidence-Based Practice II	2.0
PTRS 791	Clinical Experience I	4.5
PTRS 792	Terminal Clinical Experience II	4.5
PTRS 793	Terminal Clinical Experience III	4.5

Business Administration Courses

ACCT 510	Essentials of Financial Reporting	2.0
BLAW 510	Analyzing Legal Options in Decision-Making	2.0
BSAN 601	Business Analytics for Managers	3.0
ECON 601	Managerial Economics	3.0
FIN 601	Corporate Financial Management	3.0

MGMT 520	Strategy Analysis	2.0
MGMT 530	Managing and Leading the Total Enterprise	2.0
MGMT 770	MBA Capstone	2.0
MKTG 510	Marketing Strategy	2.0
ORGB 511	Leading in Dynamic Environments: A Personal, Relational, and Strategic Approach	3.0
POM 510	Operations and Supply Chain Management	2.0
Business Administration Electives *		12.0
Experiential Electives **		3.0
Total Credits		163.0

*

Business Administration Electives: A concentration of 9.0 credits is required - see the information in the catalog for BUSN-MBA (<https://catalog.drexel.edu/graduate/collegeofbusiness/businessadministration/#:~:text=Business%20Analytics%20Concentration>). Accounting (ACCT), Statistics (STAT), Economics (ECON), Finance (FIN), General Business (BUSN), International Business (INTB), Legal Studies (BLAW), Management (MGMT), Management Information Systems (MIS), Marketing (MKTG), Operations Management (OPM), Operations Research (OPR), Organizational Behavior (ORGB), Production Operations Management (POM), Sport Management (SMT) or Taxation (TAX), with course number range between 600-799.

**

BUSN 615, INTB 790, MGMT 680, MGMT 715, MIS 652, ORGB 640, TAX 715
Other Advisor approved options

Sample Plan of Study

First Year

Fall	Credits Winter	Credits Spring	Credits Summer	Credits
PTRS 530	4.0 PTRS 531	3.0 PTRS 507	3.0 PTRS 508	2.0
PTRS 532	4.0 PTRS 533	4.0 PTRS 615	0.5 PTRS 616	0.5
PTRS 534	3.0 PTRS 535	3.0 PTRS 620	4.0 PTRS 621	4.0
PTRS 600	4.0 PTRS 614	0.5 PTRS 623	3.0 PTRS 627	4.0
PTRS 613	0.5 PTRS 541	3.0 PTRS 639	2.0 PTRS 641	4.0
	PTRS 624	3.0 PTRS 751	3.0 PTRS 752	2.0
	15.5	16.5	15.5	16.5

Second Year

Fall	Credits Winter	Credits Spring	Credits Summer	Credits
ACCT 510	2.0 BLAW 510	2.0 ECON 601	3.0 MGMT 770	2.0
MKTG 510	2.0 BSAN 601	3.0 MGMT 520	2.0 Experiential Elective **	3.0
MGMT 530	2.0 FIN 601	3.0 Electives *	6.0 Electives *	3.0
ORGB 511	3.0 Electives *	3.0		
POM 510	2.0			
	11	11	11	8

Third Year

Fall	Credits Winter	Credits Spring	Credits Summer	Credits
PTRS 622	4.0 PTRS 791	4.5 PTRS 663	3.5 PTRS 665	3.5
PTRS 630	3.0	PTRS 610	3.0 PTRS 733	2.0
PTRS 648	3.0	PTRS 642	5.0 PTRS 680	3.0
PTRS 644	1.5	PTRS 655	2.5 PTRS 654	3.0
PTRS 649	2.5		PTRS 607	3.0
PTRS 656	2.0			
	16	4.5	14	14.5

Fourth Year

Fall	Credits Winter	Credits
PTRS 792	4.5 PTRS 793	4.5
	4.5	4.5

Total Credits 163

Graduate Minor in Advanced Study in Complementary and Integrative Therapies

About the Graduate Minor

The Advanced Study in Complementary and Integrative Therapies (CIT) program is designed to provide practicing health care professionals with an evidence-based program in complementary and integrative therapies. This knowledge will allow them to assess, guide and evaluate patient use and to integrate CIT into their professional practice. The program provides students with the cultural and theoretical basis for applying complementary and integrative therapies while focusing on the skills and techniques of specific therapies.

This program is applicable to a wide range of health care professionals including nurses, nurse practitioners, physician assistants, creative arts therapists, couple and family therapists, women's health practitioners, members of oncology organizations, members of AHNA and more. Admission requires a minimum of a bachelor's degree from an accredited college or university.

The program content is congruent with the educational standards set forth by the American Holistic Nurses Association (AHNA).

Admission Requirements

- Current enrollment in a master's program at Drexel University
- GPA of 3.0 and above
- Standardized tests: None
- Transcripts: Not required
- Prerequisites: N/A
- References: Not required
- Personal statement/essay: Personal statement describing interest in minor and relevance to career goals
- Interview/portfolio: Not required
- CV/resume: Required

Program Requirements

CIT 501	Foundations of Phytotherapy	3.0
CIT 502	Foundations of Complementary and Integrative Therapies	3.0
CIT 503	Holistic Living For The Caregiver	3.0
Elective *		3.0
Total Credits		12.0

*

Elective can be any course with the prefix CIT (Complementary and Integrative Health), with course number ranging from 500-699.

Additional Information

For more information about this minor, please contact CNHPAdvising@drexel.edu.

Graduate Minor in Health Administration

About the Graduate Minor

This graduate minor is designed for those pursuing graduate studies who are interested in finding a place in management in the health care industry, health policy, health care advocacy, non-profit organizations or other leadership roles in health care services or human services.

Admission Requirements

Students must be currently enrolled in a graduate program at Drexel University, be ready for the rigors of online coursework, receive approval from your program in which are enrolled and receive approval from the Health Administration Department (<https://drexel.edu/cnhp/academics/departments/Health-Administration/>) since enrollment size is limited.

Program Requirements

Required Courses		
HSAD 505	Ethical and Legal Issues in Healthcare Management and Policy	4.0
HSAD 530	Politics and Policy of Healthcare Resources	4.0
HSAD 540	Resources, Recruitment and Retention in Healthcare	4.0
Choose 1 of the following courses:		3.0-4.0

HSAD 525	National Health Expenditures
HSAD 550	Strategic Planning for Healthcare Administration
HSAD 562	Group Dynamics & Leadership in Health Care Management
IPS 564	The Business of Healthcare

Total Credits

15.0-16.0

Additional Information

For more information about this minor, please contact CNHPAdvising@drexel.edu.

Graduate Minor in Healthcare Simulation

About the Graduate Minor

NOTE: No applications will be accepted for the 2024-2025 academic year. Please check back in summer 2025 for an update.

The graduate minor in Healthcare Simulation program prepares nurses, health care professionals and simulation technicians to meet future challenges in both academic and professional spaces. Specialized training in simulation-based education prepares students to be leaders in their fields. The skills attained in this interdisciplinary, simulation-based graduate program are transferable to the clinical environment, clinical teaching and the classroom. Graduates of the program will have the skills to lead a simulation program in an academic or hospital environment. Graduates will also be prepared to sit for the Certified Healthcare Simulation Educator (CHSE) certification as soon as they meet the practice requirements.

Admission Requirements

- Current enrollment in a master's program at Drexel University
- GPA of 3.0 and above
- Standardized tests: None
- Transcripts: Not required
- Prerequisites: N/A
- References: Not required
- Personal statement/essay: Personal statement describing interest in minor and relevance to career goals
- Interview/portfolio: Not required
- CV/resume: Required

Program Requirements

IPS 617	Simulation in Healthcare Education	4.5
IPS 618	Standardized Patients	3.0
IPS 619	Advanced Debriefing and Reflective Practice	3.0
IPS 620	Simulation Center Leadership	3.0
or IPS 621	Evaluation in Simulation-Based Education	

Total Credits

13.5

Graduate Minor in Nursing Education

About the Graduate Minor

The graduate minor in Nursing Education prepares students to work as nursing educators in various types of programs and settings, at all levels of nursing education and professional experience. This program has a special focus on preparing students with the required competencies to be successful on several nurse educator certification exams, depending on their future career goals.

Currently, there is a severe and critical nursing shortage in the United States. Nurse educators are the pipeline to sustaining and expanding our current nursing workforce. This program will prepare graduates to fill faculty and educator positions in academia and the clinical practice setting through cutting-edge content and learning experiences that build the skills and competencies essential for today's nurse educators.

The program integrates theories specific to adult learning, curriculum design, evaluation of courses and programs, critical thinking, clinical and classroom teaching techniques, and the preparation for the advanced role of the nurse educator. The program also includes opportunities to explore contemporary and leading-edge educational modalities. Knowledge and skills gained through this program are applicable across settings and with learners of varying levels of nursing expertise. This unique program also instructs students on how to teach online and use technology to teach nursing in innovative ways.

Admission Requirements

- Current enrollment in a master's program at Drexel University.
- GPA of 3.0 and above
- Standardized Tests: None
- Transcripts: Not required
- Prerequisites: N/A
- References: Not required
- Personal Statement/ Essay: Personal statement describing interest in minor and relevance to career goals
- Interview/Portfolio: Not required
- CV/Resume: Required

Tuition and Fee Rates

Please visit Drexel University Online (<https://online.drexel.edu/financing/tuition.aspx>).

Program Requirements

Required Courses

NURS 591	Foundations of Healthcare Education	3.0
NURS 606	Curriculum Design for Higher Level Cognition	3.0
NURS 613	The Role and Responsibility of the Nurse Educator	3.0
or NURS 616	Teaching Methods in Nursing Education	
NURS 615	Assessment, Measurement and Evaluation	3.0

Total Credits

12.0

Additional Information

For more information about this minor, please contact CNHPAdvising@drexel.edu.

Graduate Minor in Nursing Leadership in Health Systems Management

About the Graduate Minor

The graduate minor in Nursing Leadership in Health Systems Management focuses on development of a leadership style and skillset essential for nurses in or seeking administrative roles. The program provides the student with information and strategies to problem solve, make decisions, resolve conflict and operationalize the mission and goals of the health care delivery organization. In addition, the program guides the development of essential skills for supervisory and management positions that help professionals perform in their expanded roles and grow as emerging leaders. Emphasis will be placed on fiscal and organizational management, strategic planning, integrated quality outcomes measurement, organizational structures, marketing and management of human resources within organizations.

Admission Requirements

- Current enrollment in a master's program at Drexel University
- GPA of 3.0 and above
- Standardized Tests: None
- Transcripts: Not required
- Prerequisites: N/A
- References: Not required
- Personal Statement/ Essay: Personal statement describing interest in minor and relevance to career goals
- Interview/Portfolio: Not required
- CV/Resume: Required

Tuition and Fee Rates

Please visit Drexel University Online (<https://online.drexel.edu/financing/tuition.aspx>).

Program Requirements

Required Courses

NUPR 663	Communication and Self-Awareness for Leadership	4.5
NUPR 664	The Economics and Business of Healthcare	4.5
NUPR 665	Managing Operations and Human Resources for Quality Outcomes of Care Delivery	4.5

Additional Information

For more information about this minor, please contact CNHPAdvising@drexel.edu.

Graduate Minor in Quality, Safety and Risk Management in Healthcare

About the Graduate Minor

The graduate minor in Quality, Safety and Risk Management is designed to prepare health professionals who can lead organizational efforts to improve and monitor quality metrics, improve safety for both patients and staff and manage risks in a dynamic health care environment. Graduates of this program will be prepared to lead teams in a wide variety of quality and risk management initiatives including:

- Aligning the patient safety, risk and quality functions within the organization
- Ensuring that patient safety, risk and quality activities are aligned with the strategic goals of the organization
- Assessing current activities in patient safety, risk and quality to clarify responsibilities and reduce duplication of effort
- Establishing a structure that ensures that patient care activities are addressed in a coordinated manner involving patient safety, risk and quality functions
- Coordinating process changes, data collection, data analysis, monitoring and evaluation
- Evaluating the roles of patient safety, risk and quality as the organization's needs change

Admission Requirements

- Current enrollment in a master's program at Drexel University
- GPA of 3.0 and above
- Standardized tests: None
- Transcripts: Not required
- Prerequisites: N/A
- References: Not required
- Personal statement/essay: Personal statement describing interest in minor and relevance to career goals
- Interview/portfolio: Not required
- CV/resume: Required

Program Requirements

LSTU 551	Compliance Skills: Auditing, Investigation & Reporting	4.0
LSTU 600	Health Care Rules and Regulations	4.0
IPS 584	Analysis of Performance Standards in Healthcare Quality	3.0
IPS 585	Science of Safety, Human Factors, and System Thinking	3.0
Total Credits		14.0

Additional Information

For more information about this minor, please contact CNHPAdvising@drexel.edu.

Post-Baccalaureate Certificate of Advanced Study in Complementary and Integrative Therapies

Certificate Level: Graduate

Admission Requirements: Bachelor's degree

Certificate Type: Post-Baccalaureate

Number of Credits to Completion: 12.0

Instructional Delivery: Online

Calendar Type: Quarter

Expected Time to Completion: 1 year

Financial Aid Eligibility: Not aid eligible

Classification of Instructional Program (CIP) Code: 51.3300

Standard Occupational Classification (SOC) Code: 29-1199

About the Program

The Certificate of Advanced Study in Complementary and Integrative Therapies (CIT) program is designed to provide practicing health care professionals with an "evidence-based program" in complementary and integrative therapies. This knowledge will allow them to assess, guide and evaluate patient use and integrate CIT into their professional practice. The program provides students with the cultural and theoretical basis for applying complementary and integrative therapies while focusing on the skills and techniques of specific therapies.

This program is applicable to a wide range of health care professionals including nurses, nurse practitioners, physician assistants, creative arts therapists, couple and family therapists, women's health practitioners, members of oncology organizations, members of AHNA and more. Admission requires a minimum of a bachelor's degree from an accredited college or university.

Students who successfully complete the certificate program and wish to complete the associated MS can apply some or all credits to that program.

The program content is congruent with the educational standards set forth by the American Holistic Nurses Association(AHNA).

The American Holistic Nurses Credentialing Corporation, Inc. (<http://www.ahncc.org/school-endorsement-program/current-endorsed-nursing-programs/>) has endorsed Drexel University's Complementary and Integrative Health Master's and Certificate programs, which allow graduates of these programs to sit for the nationally accredited board certification in holistic nursing.

Features and Benefits:

- Embraces the foundational principles of holistic integrative care, focusing on the mind, body, spirit approach to achieve optimal health and healing within the framework of conventional health care
- Courses are taught by internationally recognized leaders in complementary and integrative therapies and faculty trained in both conventional health care and integrative therapies
- Program is taught wholly online in a highly dynamic learning format that engages students

Admission Requirements:

Individuals submitting an application must fulfill the following:

- 3.0 GPA or above on all previous coursework
- Minimum of a bachelor's degree from an accredited college or university
- Official transcripts from all universities or colleges attended
- Nurses, physician assistants and other health care professionals who hold licensure or a certificate must submit a copy of the license, certificate or documentation of eligibility for licensure or certification
- Current resume or curriculum vitae
- One professional letter of recommendation from either previous or immediate supervisors or former faculty members who can attest to your clinical knowledge, skill and potential aptitude for graduate study
 - References will not be accepted from colleagues or family members
- Personal statement (no more than two pages and no less than one page, double-spaced) that will give the admissions committee a better understanding of the following:
 - Why you are choosing this particular program of study
 - Your plans upon completion of the certificate
 - How your current work experience will enhance your experience in this program
- International students will need to meet university international student admissions guidelines, including TOEFL program requirements.

Program Requirements

Required Courses

CIT 501	Foundations of Phytotherapy	3.0
CIT 502	Foundations of Complementary and Integrative Therapies	3.0
CIT 503	Holistic Living For The Caregiver	3.0
Elective *		3.0
Total Credits		12.0

*

Elective can be any course with the prefix CIT (Complementary and Integrative Health), with course number ranging from 500-699.

Sample Plan of Study

First Year

Fall	Credits Winter	Credits Spring	Credits Summer	Credits
CIT 502	3.0 CIT 501	3.0 Elective *	3.0 CIT 503	3.0
	3	3	3	3
Total Credits 12				

*

Must be a graduate level CIT course ranging from 500-699

The program is accredited by the Commission on Collegiate Nursing Education.

Additional Information

For more information about this program, contact:

Graduate Nursing Division
CNHPGraduateDivision@drexel.edu

Additional information is also available on the Drexel College of Nursing and Health Professions Certificate of Advanced Study in Complementary and Integrative Therapies (<http://drexel.edu/cnhp/academics/post-baccalaureate/Certificate-PB-Advanced-Study-Complementary-and-Integrative-Therapies/>) webpage and the Drexel University Online Certificate of Advanced Study in Complementary and Integrative Therapies (<http://online.drexel.edu/online-degrees/nursing-degrees/cert-cit/>) webpage.

Post-Baccalaureate Certificate in Food Innovation

Certificate Level: Graduate

Admission Requirements: Bachelor's degree or higher

Certificate Type: Post-Baccalaureate

Number of Credits to Completion: 12.0

Instructional Delivery: Campus

Calendar Type: Quarter

Expected Time To Completion: 1 year

Financial Aid Eligibility: Not aid eligible

Classification of Instructional Program (CIP) Code: 12.0509

Standard Occupational Classification (SOC) Code: 11-9051

About the Program

This program prepares graduate students to design and launch a new food product or concept from initial consumer research and conceptualization through the development and testing of a value proposition and business model. The certificate can be taken on its own or as an adjunct to degree studies in business, entrepreneurship, nutrition, hospitality or related fields. Both consumer packaged goods and food service offerings are considered.

For more information, please visit the College of Nursing and Health Professions (<https://drexel.edu/cnhp/>) website.

Program Requirements

ENTP 501	Entrepreneurship Practice & Mindset	3.0
ENTP 690	The Lean Launch	3.0
FDSC 557	Advanced Food Product Development	3.0
FOOD 605	Culture and Gastronomy	3.0

or FDSC 506	Food Composition & Behavior	
Total Credits		12.0

Sample Plan of Study

First Year			
Fall		Credits Winter	Credits
ENTP 501		3.0 ENTP 690	3.0
FDSC 557		3.0 FOOD 605 or FDSC 506	3.0
		6	6
Total Credits 12			

Post-Baccalaureate Certificate in Healthcare Simulation

Certificate Level: Graduate

Admission Requirements: Bachelor's degree or higher

Certificate Type: Post-Baccalaureate

Number of Credits to Completion: 13.5

Instructional Delivery: Online

Calendar Type: Quarter

Expected Time To Completion: 1 year

Financial Aid Eligibility: Not aid eligible

Classification of Instructional Program (CIP) Code: 51.2213

Standard Occupational Classification (SOC) Code: 11-9111

NOTE: No applications will be accepted for the 2024-2025 academic year. Please check back in summer 2025 for an update.

About the Program

The post-bachelor's certificate in Healthcare Simulation program prepares nurses, health care professionals and simulation technicians to meet future challenges in both academic and professional spaces. Specialized training in simulation-based education prepares students to be leaders in their fields. The skills attained in this interdisciplinary simulation-based graduate program are transferable to the clinical environment, clinical teaching and the classroom. Graduates of the program will have the skills to lead a simulation program in an academic or hospital environment. Graduates will also be prepared to sit for the Certified Healthcare Simulation Educator (CHSE) certification as soon as they meet the practice requirements.

The program is accredited by the Commission on Collegiate Nursing Education (CCNE).

Admission Requirements

- A bachelor's degree from a regionally accredited college or university
- Cumulative GPA of 3.0 (two letters of recommendation are required for applicants with GPAs of lower than 3.0)

Program Requirements

IPS 617	Simulation in Healthcare Education	4.5
IPS 618	Standardized Patients	3.0
IPS 619	Advanced Debriefing and Reflective Practice	3.0
IPS 620	Simulation Center Leadership	3.0
or IPS 621	Evaluation in Simulation-Based Education	
Total Credits		13.5

Sample Plan of Study

First Year			
		Spring	Credits Summer
		IPS 617	4.5 IPS 618
			4.5
			3
Second Year			
Fall	Credits Winter	Credits	
IPS 619	3.0 IPS 620 or 621	3.0	
	3	3	
Total Credits 13.5			

Additional Information

For more information about this program, contact:

Graduate Nursing Division

CNHPGraduateDivision@drexel.edu

Additional information is available on Drexel's College of Nursing and Health Professions Certificate (<https://drexel.edu/cnhp/academics/certificates/Certificate-PB-Healthcare-Simulation/>) (<https://drexel.edu/cnhp/academics/graduate/Online-MSN-in-Healthcare-Simulation-Degree-Program/>) in Healthcare Simulation (<https://drexel.edu/cnhp/academics/certificates/Certificate-PB-Healthcare-Simulation/>) webpage and Drexel University Online Certificate (<https://www.online.drexel.edu/online-degrees/nursing-degrees/cert-healthcare-simulation/>) (<https://www.online.drexel.edu/online-degrees/nursing-degrees/msn-healthcare-simulation/>) in Healthcare Simulation (<https://www.online.drexel.edu/online-degrees/nursing-degrees/cert-healthcare-simulation/>) webpage.

Post-Baccalaureate Certificate in Quality, Safety, and Risk Management in Healthcare

Certificate Level: Graduate

Admission Requirements: Bachelor's degree

Certificate Type: Post-Baccalaureate

Number of Credits to Completion: 14.0

Instructional Delivery: Online

Calendar Type: Quarter

Expected Time to Completion: 1 year

Financial Aid Eligibility: Not aid eligible

Classification of Instructional Program (CIP) Code: 51.0701

Standard Occupational Classification (SOC) Code: 11-9111

About the Program

The post-bachelor's certificate in Quality, Safety and Risk Management is designed to prepare health professionals to lead organizational efforts in improving and monitoring quality metrics, improving safety for both patients and staff and managing risks in a dynamic health care environment. Graduates of this program will be prepared to lead teams in a wide variety of quality and risk management initiatives including:

- Aligning the patient safety, risk and quality functions within the organization.
- Ensuring that patient safety, risk and quality activities are aligned with the organization's strategic goals.
- Assessing current activities in patient safety, risk and quality to clarify responsibilities and reduce duplication of effort.
- Establishing a structure that ensures patient care activities are addressed in a coordinated manner involving patient safety, risk and quality functions.
- Coordinating process changes, data collection, data analysis, monitoring and evaluation.
- Evaluating the roles of patient safety, risk and quality as the organization's needs change.

Students who successfully complete the certificate program and wish to complete the associated MS or MSN can apply some or all credits to that program.

Admission Requirements

- Bachelor's degree from a fully accredited program.
- 3.0 GPA or above on all previous coursework.
- Official transcripts from all previous educational institutions are required.
- Personal statement (no more than two and no less than one page double-spaced) that will give the admissions committee a better understanding of the following:
 - Why you are choosing this particular program of study.
 - Your plans upon completion of the certificate.
 - How your current work experience will enhance your experience in this program.
- Curriculum vitae or resume.
- Two professional letters of recommendation from either a previous or immediate supervisor or former faculty member who can attest to your clinical knowledge, skill and potential aptitude for graduate study.
 - References will not be accepted from colleagues or family members.
 - The letters of recommendation requirement is waived if GPA is 3.0 or higher.

Program Requirements

IPS 584	Analysis of Performance Standards in Healthcare Quality	3.0
IPS 585	Science of Safety, Human Factors, and System Thinking	3.0
LSTU 551	Compliance Skills: Auditing, Investigation & Reporting	4.0
LSTU 600	Health Care Rules and Regulations	4.0
Total Credits		14.0

Sample Plan of Study

First Year				
Fall	Credits Winter	Credits Spring	Credits Summer	Credits
LSTU 600	4.0 LSTU 551	4.0 IPS 584	3.0 IPS 585	3.0
	4	4	3	3
Total Credits 14				

The program is accredited by the Commission on Collegiate Nursing Education (CCNE).

Additional Information

For more information about this program, contact:

Graduate Nursing Division
CNHPGraduateDivision@drexel.edu

Additional information is available on Drexel's College of Nursing and Health Professions Certificate in Quality, Safety and Risk Management in Health Care (<https://drexel.edu/cnhp/academics/certificates/Certificate-PB-Quality-Safety-Risk-Management/>) webpage and on the Drexel University Online Certificate (<https://www.online.drexel.edu/online-degrees/nursing-degrees/cert-quality-safety-risk/>) (<https://www.online.drexel.edu/online-degrees/nursing-degrees/ms-quality-safety-risk/>)in Quality, Safety and Risk Management in Health Care (<https://www.online.drexel.edu/online-degrees/nursing-degrees/cert-quality-safety-risk/>) webpage.

Post-Master's Certificate in Clinical Nurse Leader

Certificate Level: Graduate

Admission Requirements: Master's degree

Certificate Type: Post-Master's Certificate

Number of Credits to Completion: 25.5; 400 practicum hours

Instructional Delivery: Online

Calendar Type: Quarter

Expected Time to Completion: 2 years

*Financial Aid Eligibility: Aid eligible**

Classification of Instructional Program (CIP) Code: 51.3801

Standard Occupational Classification (SOC) Code: 29-1141

***The current plan of study for this program would only allow for federal financial aid (including Federal Direct Student Loans) for terms that are at least a minimum of 4.5 credits for graduate courses and 6.0 credits for undergraduate courses. This is based on current regulations from the U.S. Department of Education.**

About the Program

NOTE: No applications will be accepted for the 2024-2025 academic year. Please check back in the summer of 2025 for an update.

The clinical nurse leader (CNL) oversees the care coordination of a distinct group of patients, is a resource for clinical decision making and serves as a lateral integrator of care. This clinical leader puts evidence-based practice into action to ensure that patients benefit from the latest innovations in care delivery. The CNL collects and evaluates patient outcomes, assesses cohort risk and has the decision-making authority to change care plans when necessary. This clinician functions as part of an interdisciplinary team by communicating, planning and implementing care directly with other health care professionals, including physicians, pharmacists, social workers, therapists, clinical nurse specialists and nurse practitioners. The CNL is a leader in the health care delivery system across all health care settings.

Students in this certificate program have the opportunity to learn about management, policy and quality improvement at the point of care with individuals seeking care while obtaining knowledge of health care systems, finance and economics. In addition, students will learn about advanced clinical assessment, pathophysiology and advanced pharmacology in an innovative combined course (if not taken as part of their original MSN).

Students will also learn about designing and redesigning client care based on evidence-based knowledge and analysis of outcomes and gain knowledge of health care reimbursement and issues in planning care across the lifespan, as well as the following:

- Application of tools for risk analysis.
- Utilize epidemiological methodology to collect data and knowledge acquisition in planning quality improvement programs.
- Manage and develop therapeutic partnerships.
- Develop and monitor disease management programs to support improved outcomes.

Clinical practicum experiences include developing and managing a data-driven project which provides opportunities for students to deepen their evidenced-base practice competencies in the management of clients' health care needs at the point of care. Precepted clinical experiences will include activities such as modeling of care, assessment and evaluation of aggregate patient outcomes, case management, service integration and unit and interdisciplinary team leadership, as well as teaching and mentoring of staff.

Admission Requirements

- Master's degree (MSN) from a program fully accredited by NLN and/or CCNE.
- Official transcripts from all previous educational institutions are required.
- Personal statement (no more than two and no less than one page double-spaced) that will give the admissions committee a better understanding of the following:
 - Why you are choosing this particular program of study.
 - Your plans upon completion of the certificate.
 - How your current work experience will enhance your experience in this program.
- Curriculum vitae or resume.
- GPA of 3.0 or above on all previous coursework.
- One professional letter of recommendation from either a previous or immediate supervisor or former faculty member who can attest to your clinical knowledge, skill and potential aptitude for graduate study.
 - References will not be accepted from colleagues or family members.
 - The letter of recommendation requirement is waived if GPA is 3.0 or better.

TOEFL Requirements

International applicants, as well as immigrants to the United States and U.S. permanent residents whose native language is not English and who have not received a bachelor's degree or higher in the United States, Australia, Canada, Ireland, New Zealand or the United Kingdom, must show proficiency in speaking English as well as listening, writing and reading. American citizens born on U.S. military bases abroad may be waived from the TOEFL requirement after providing documentation of this status. Otherwise, applicants must meet one of the following requirements:

- If you take the TOEFLiBT exam, you must have a minimum combined score for the listening, writing and reading sections of 79 plus a speaking section score of 26 or higher.
- If you take the TOEFL, you must have a minimum score of 550 or higher and a Test of Spoken English score (TSE) of 55 or higher.

Program Requirements

NURS 531	Epidemiology in Action: Tracking Health & Disease	3.0
NURS 532	Evaluation of Health Outcomes	3.0
NURS 574	Advanced Integrative Clinical Concepts	4.5
NUPR 602	Foundations for Clinical Nurse Leader	5.0
NURS 603	Clinical Nurse Leader Capstone Immersion I	5.0
NURS 604	Clinical Nurse Leader Capstone Immersion II	5.0
Total Credits		25.5

Sample Plan of Study

First Year

Fall	Credits Winter	Credits	Summer	Credits
NURS 531	3.0 NURS 532	3.0	NURS 574	4.5
	3	3		4.5

Second Year

Fall	Credits Winter	Credits Spring	Credits
NUPR 602	5.0 NURS 603	5.0 NURS 604	5.0
	5	5	5

Total Credits 25.5

The program is accredited by the Commission on Collegiate Nursing Education (CCNE).

Additional Information

For more information about this program, contact:

Graduate Nursing Division

CNHPGraduateDivision@drexel.edu

Additional information is available on the Drexel College of Nursing and Health Professions Clinical Nurse Leader Post-Master's Certificate (<https://drexel.edu/cnhp/academics/post-masters/Certificate-PM-Clinical-Nurse-Leader/>) webpage and on the Drexel University Online Clinical Nurse Leader Post-Master's Certificate (<https://www.online.drexel.edu/online-degrees/nursing-degrees/cert-cnlp-pmc/>) webpage.

Post-Baccalaureate Certificate in Nursing Leadership in Health Systems Management

Certificate Level: Graduate

Admission Requirements: Bachelor's degree

Certificate Type: Post-Baccalaureate

Number of Credits to Completion: 13.5

Instructional Delivery: Online; Campus

Calendar Type: Quarter

Expected Time to Completion: 1 year

Financial Aid Eligibility: Aid eligible

Classification of Instructional Program (CIP) Code: 51.3801

Standard Occupational Classification (SOC) Code: 25-1072

About the Program

This certificate program focuses on developing a leadership style and skill set essential for individuals in or seeking administrative roles. The program provides a three-course grouping of classes from the MSN in Nursing Leadership in Health Systems Management curriculum. Selected classes provide essential skills for supervisory and management positions that help professionals perform in their expanded roles and grow as emerging leaders.

Emphasis will be placed on fiscal and organizational management, strategic planning, integrated quality outcomes measurement, organizational structures, marketing and management of human resources within organizations. The program provides the student with information and strategies to problem solve, make decisions, resolve conflict and operationalize the mission and goals of the health care delivery organization.

Students who successfully complete the certificate program and wish to complete the associated MSN can apply some or all credits to that program.

Admission Requirements

- Bachelor's degree from a fully accredited program.
- Current, unrestricted United States RN license.
- 3.0 GPA or above on all previous coursework.
- Official transcripts from all previous educational institutions are required.
- Personal statement (no more than two and no less than one page double-spaced) that will give the admissions committee a better understanding of the following:
 - Why you are choosing this particular program of study.
 - Your plans upon completion of the certificate.
 - How your current work experience will enhance your experience in this program.
- Curriculum vitae or resume.
- One professional letter of recommendation from either a previous or immediate supervisor or former faculty member who can attest to your clinical knowledge, skill and potential aptitude for graduate study.
 - References will not be accepted from colleagues or family members.
 - The letter of recommendation requirement is waived if GPA is 3.0 or higher.

TOEFL Requirement

International applicants, immigrants to the United States and United States permanent residents whose native language is not English and who have not received a bachelor's degree or higher in the United States, Australia, Canada, Ireland, New Zealand or the United Kingdom, must show proficiency in speaking, listening, writing and reading English. American citizens born on U.S. military bases abroad may be waived from the TOEFL requirement after providing documentation of this status. Otherwise, applicants must meet one of the following requirements:

- If you take the TOEFLiBT exam, you must have a minimum combined score for the listening, writing, and reading sections of 79 plus a speaking section score of 26 or higher.
- If you take the TOEFL, you must have a minimum score of 550 or higher and a Test of Spoken English score (TSE) of 55 or higher.

Program Requirements

Required Courses

NUPR 663	Communication and Self-Awareness for Leadership	4.5
NUPR 664	The Economics and Business of Healthcare	4.5
NUPR 665	Managing Operations and Human Resources for Quality Outcomes of Care Delivery	4.5
Total Credits		13.5

Sample Plan of Study

First Year

Fall	Credits Winter	Credits Spring	Credits
NUPR 664	4.5 NUPR 663	4.5 NUPR 665	4.5
	4.5	4.5	4.5

Total Credits 13.5

The program is accredited by the Commission on Collegiate Nursing Education (CCNE).

Additional Information

For more information about this program, contact:

Graduate Nursing Division
CNHPGraduateDivision@drexel.edu

Additional information is available on the Drexel University College of Nursing and Health Professions Nursing Leadership in Health Systems Management Certificate (<http://drexel.edu/cnhp/academics/post-baccalaureate/Certificate-PB-Nursing-Leadership-in-Health-Systems-Management/>) (<https://www.drexel.edu/cnhp/academics/graduate/MSN-Nursing-Leadership-in-Health-Systems-Management/>) webpage and the Drexel University Online Nursing Leadership in Health Systems Management Certificate (<http://online.drexel.edu/online-degrees/nursing-degrees/cert-lead/>) webpage.

Post-Baccalaureate Certificate in Nursing Education

Certificate Level: Graduate

Admission Requirements: Bachelor's Degree

Certificate Type: Post Baccalaureate

Number of Credits to Completion: 12.0

Instructional Delivery: Online

Calendar Type: Quarter

Expected Time to Completion: 1 year

Financial Aid Eligibility: Not aid eligible

Classification of Instructional Program (CIP) Code: 51.3817

Standard Occupational Classification (SOC) Code: 25-1072

About the Program

This certificate program provides a four-course grouping of classes that focus on the knowledge and skills required for nurse educator roles. Courses are chosen from the MSN in Nursing Education curriculum.

Students who successfully complete the certificate program and wish to complete the associated MSN can apply some or all credits to that program.

Admission Requirements

- Bachelor's degree from a fully accredited program.
- 3.0 GPA or above on all previous coursework.
- Official transcripts from all previous educational institutions are required.
- A copy of your United States RN license. (License verification from your nursing license registry website is acceptable.)
- Personal statement (no more than two and no less than one page double-spaced) that will give the admissions committee a better understanding of the following:
 - Why you are choosing this particular program of study.
 - Your plans upon completion of the certificate.
 - How your current work experience will enhance your experience in this program.
- Curriculum vitae or resume.
- One professional letter of recommendation from either a previous or immediate supervisor or former faculty member who can attest to your clinical knowledge, skill and potential aptitude for graduate study.
 - References will not be accepted from colleagues or family members.
 - The letter of recommendation requirement is waived if GPA is 3.0 or higher.

TOEFL Requirement

International applicants, immigrants to the United States and United States permanent residents whose native language is not English and who have not received a bachelor's degree or higher in the United States, Australia, Canada, Ireland, New Zealand or the United Kingdom, must show proficiency in speaking, listening, writing and reading English. American citizens born on U.S. military bases abroad may be waived from the TOEFL requirement after providing documentation of this status. Otherwise, applicants must meet one of the following requirements:

- If you take the TOEFLiBT exam, you must have a minimum combined score for the listening, writing, and reading sections of 79 plus a speaking section score of 26 or higher.
- If you take the TOEFL, you must have a minimum score of 550 or higher and a Test of Spoken English score (TSE) of 55 or higher.

Program Requirements

NURS 591	Foundations of Healthcare Education	3.0
NURS 606	Curriculum Design for Higher Level Cognition	3.0
NURS 613	The Role and Responsibility of the Nurse Educator	3.0
or NURS 616	Teaching Methods in Nursing Education	
NURS 615	Assessment, Measurement and Evaluation	3.0
Total Credits		12.0

Sample Plan of Study

First Year				
Fall	Credits Winter	Credits Spring	Credits Summer	Credits
NURS 591	3.0 NURS 606	3.0 NURS 613 or 616	3.0 NURS 615	3.0
	3	3	3	3
Total Credits 12				

The program is accredited by the Commission on Collegiate Nursing Education (CCNE).

Additional Information

For more information about this program, contact:

Graduate Nursing Division
 CNHPGraduateDivision@drexel.edu

Additional information is available on the Drexel University College of Nursing and Health Professions Nursing Education Certificate (<http://drexel.edu/cnhp/academics/post-baccalaureate/Certificate-PB-Nursing-Education-Faculty-Role/>) webpage and on the Drexel University Online N (<http://online.drexel.edu/online-degrees/nursing-degrees/cert-pm-cnfp/nursing-Education-Certificate>) webpage.

Post-Master's Certificate in Adult-Gerontology Acute Care Nurse Practitioner

Certificate Level: Graduate

Admission Requirements: Master's degree

Certificate Type: Post-Master's

Number of Credits to Completion: 39.0; 800 clinical hours

Instructional Delivery: Online

Calendar Type: Quarter

Expected Time to Completion: 2 years

*Financial Aid Eligibility: Aid eligible**

Classification of Instructional Program (CIP) Code: 51.3801

Standard Occupational Classification (SOC) Code: 29-1141

***The current plan of study for this program would only allow for federal financial aid (including Federal Direct Student Loans) for terms that are at least a minimum of 4.5 credits for graduate courses and 6.0 credits for undergraduate courses. This is based on current regulations from the U.S. Department of Education.**

About the Program

The online Adult-Gerontology Acute Care Nurse Practitioner (AGACNP) program is designed to prepare practitioners for professional practice in the acute management of medical, surgical and critical care for adult and older-adult patient populations. This certificate is offered to those individuals who have earned a master's degree in nursing and seek further preparation as an adult-gerontology acute care nurse practitioner. Graduates will be eligible to sit for the AACN and/or ANCC's Adult-Gerontology Acute Care Certification Examination.

The nurse practitioner faculty is committed to quality and excellence in the nurse practitioner (NP) programs. Students meet on campus for mandatory on-campus intensive (OCI) learning experiences, simulation and evaluation. Students will attend an in-person on-campus intensive in NURS 570 for four days during week one of the summer quarter. Students will attend a second in-person on-campus intensive in NURS 571 for two days during week seven of the fall quarter. Dates are subject to change. During the OCIs, students engage in simulated clinical learning experiences conducted in the College of Nursing and Health Professions' state-of-the-art, multidisciplinary patient simulation lab. These visits provide direct guidance and mentoring from faculty and the opportunity to collaborate with peers. *Mandatory, on-campus visits are essential to students transitioning into the NP role.*

Program Requirements

Required Courses

Support Courses		
NUPR 520	Nurse Practitioner Clinical Orientation Seminar	0.0
NURS 548	Advanced Pathophysiology	3.0
NURS 549	Advanced Pharmacology	3.0
NURS 550	Advanced Health Assessment & Diagnostic Reasoning	4.0
NURS 664	Professional Issues for Nurse Practitioners	1.0
Concentration Courses		
NURS 554	Pharmacology for Adult-Gerontology Acute Care Nurse Practitioners	3.0
NURS 570	Adult Gerontology Acute Care NP I: Introduction to Adult Gerontology Acute Care Medicine	5.0
NURS 571	Adult Gerontology Acute Care Nurse Practitioner II: Mgmt/Care of Patients in Acute/Crit Care Med Set	5.0
NURS 572	Adult Gerontology Acute Care Nurse Practitioner III: Mgmt/Care of Patients in Acute Surgical Setting	5.0
NURS 573	Adult Gerontology Acute Care NP IV: Management of Care of Patients in Critical Care Settings	5.0
NURS 580	Adult Gero Acute Care NP V: Mgmt/Care of Clients in Acute, Critical Care, Med or Surg Settings	5.0
Total Credits		39.0

The program is accredited by the Commission on Collegiate Nursing Education.

Sample Plan of Study

First Year

Fall	Credits Winter	Credits Spring	Credits Summer	Credits
NUPR 520	0.0 NURS 554*	3.0 NURS 550*	4.0 NURS 570	5.0
NURS 548	3.0			
NURS 549	3.0			
NURS 664	1.0			
	7	3	4	5

Second Year

Fall	Credits Winter	Credits Spring	Credits Summer	Credits
NURS 571	5.0 NURS 572	5.0 NURS 573	5.0 NURS 580	5.0
	5	5	5	5

Total Credits 39

* Note: This term is less than the 4.5-credit minimum required (considered half-time status) of graduate programs to be considered financial aid eligible. As a result, aid will not be disbursed to students this term.

Additional Information

For more information about this program, contact:

Graduate Nursing Division

CNHPGraduateDivision@drexel.edu

Additional information is available on Drexel's College of Nursing and Health Professions PMC Adult-Gerontology Acute Care Nurse Practitioner (<https://drexel.edu/cnhp/academics/post-masters/Certificate-Nurse-Practitioner-Adult-Gerontology-Acute-Care/>) webpage and on the Drexel University Online PMC Adult-Gerontology Acute Care Nurse Practitioner (<https://www.online.drexel.edu/online-degrees/nursing-degrees/cert-pm-aacnp/>) webpage.

Post-Master's Certificate in Adult-Gerontology Primary Care Nurse Practitioner

Certificate Level: Graduate

Admission Requirements: Master's degree

Certificate Type: Post-Master's

Number of Credits to Completion: 34.0; 640 clinical hours

Instructional Delivery: Online

Calendar Type: Quarter

Expected Time to Completion: 2 years

*Financial Aid Eligibility: Aid eligible**

Classification of Instructional Program (CIP) Code: 51.3801

Standard Occupational Classification (SOC) Code: 29-1141

****The current plan of study for this program would only allow for federal financial aid (including Federal Direct Student Loans) for terms that are at least a minimum of 4.5 credits for graduate courses and 6.0 credits for undergraduate courses. This is based on current regulations from the U.S. Department of Education.***

About the Program

The post-master's Adult-Gerontology Primary Care (AGPC) Nurse Practitioner certificate program is intended for MSN-prepared professionals who want to gain further knowledge in the primary care continuum. It is designed to prepare practitioners to take advanced nursing roles as clinicians, educators, researchers and leaders in the rapidly changing, evidence-driven health care environment. Emphasis is placed on evidence-based practice, interdisciplinary collaboration and critical use of evolving technology. Graduates will be prepared to provide care for adults throughout their lifespans to promote maximal health, reduce risks and manage acute and chronic health conditions.

All graduates will be eligible to sit for the Adult-Gerontology Primary Care Nurse Practitioner certification exam through the American Academy of Nurse Practitioners (AANP) and/or the American Nurses Credentialing Center (ANCC).

The nurse practitioner faculty is committed to quality and excellence in the nurse practitioner (NP) programs. Students meet on campus for mandatory on-campus intensive (OCI) learning experiences, simulation and evaluation. Students will attend an in-person on-campus intensive in NURS 660 for four days during week one of the summer quarter. Dates are subject to change. During the OCIs, students engage in simulated clinical learning experiences conducted in the College of Nursing and Health Professions' state-of-the-art, multidisciplinary patient simulation lab. These visits provide direct guidance and mentoring from faculty and the opportunity to collaborate with peers. *Mandatory, on-campus visits are essential to students transitioning into the NP role.*

The program is accredited by the Commission on Collegiate Nursing Education.

Program Requirements

Support Courses

NUPR 520	Nurse Practitioner Clinical Orientation Seminar	0.0
NURS 548	Advanced Pathophysiology	3.0

NURS 549	Advanced Pharmacology	3.0
NURS 550	Advanced Health Assessment & Diagnostic Reasoning	4.0
NURS 664	Professional Issues for Nurse Practitioners	1.0
Concentration Courses		
NURS 641	Advanced Pharmacology for Adult-Gerontology Primary Care Nurse Practitioners	3.0
NURS 660	Adult-Gero Primary Care I: Introduction to Adult-Gero Primary Care and Care of the Young-Adult	5.0
NURS 661	Adult-Gerontology Primary Care II: Management and Care of Adult Patients in Primary Care	5.0
NURS 662	Adult-Gerontology Primary Care III: Management of the Older-Adult Patient in Primary Care	5.0
NURS 663	Adult-Gerontology Primary Care IV: Gerontology Management and Care	5.0
Total Credits		34.0

Sample Plan of Study

First Year

Fall	Credits Winter	Credits Spring	Credits Summer	Credits
NUPR 520	0.0 NURS 641 *	3.0 NURS 550 *	4.0 NURS 660	5.0
NURS 548	3.0			
NURS 549	3.0			
NURS 664	1.0			
	7	3	4	5

Second Year

Fall	Credits Winter	Credits Spring	Credits
NURS 661	5.0 NURS 662	5.0 NURS 663	5.0
	5	5	5

Total Credits 34

* Note: This term is less than the 4.5-credit minimum required (considered half-time status) of graduate programs to be considered financial aid eligible. As a result, aid will not be disbursed to students this term.

Additional Information

For more information about this program, contact:

Graduate Nursing Division

CNHPGraduateDivision@drexel.edu

Additional information is available on Drexel's College of Nursing and Health Professions Post-Master's Certificate in Adult-Gerontology Primary Care Nurse Practitioner (<https://drexel.edu/cnhp/academics/post-masters/Certificate-Nurse-Practitioner-Adult-Gerontology-Primary-Care/>) webpage and on the Drexel University Online Post-Master's Certificate in Adult-Gerontology Primary Care Nurse Practitioner (<https://www.online.drexel.edu/online-degrees/nursing-degrees/cert-pm-agpcnp/>) webpage.

Post-Master's Certificate in Emergency/Trauma Nurse Practitioner

Certificate Level: Graduate

Admission Requirements: Master's degree

Certificate Type: Post-Master's

Number of Credits to Completion: 25.0

Instructional Delivery: Online

Calendar Type: Quarter

Expected Time to Completion: 9 months

*Financial Aid Eligibility: Aid eligible**

Classification of Instructional Program (CIP) Code: 51.3801

Standard Occupational Classification (SOC) Code: 29-1141

***The current plan of study for this program would only allow for federal financial aid (including Federal Direct Student Loans) for terms that are at least a minimum of 4.5 credits for graduate courses and 6.0 credits for undergraduate courses. This is based on current regulations from the U.S. Department of Education.**

About the Program

The Emergency/Trauma Nurse Practitioner online post-master's certificate program prepares family nurse practitioners either currently working in this setting or desire to work in the emergency care setting. This track within the Nurse Practitioner program in Drexel University's College of Nursing Health Professions will provide the education and procedural skills necessary to competently and confidently work as a nurse practitioner in this

unique setting. This rigorous program prepares students to function as a competent nurse practitioner and leader in the emergency care setting, to perform the necessary diagnostic and therapeutic procedures and to be eligible for board certification as an emergency nurse practitioner. The ENP program requires 15.0 credits depending on the credit given for previously completed nurse practitioner coursework and faculty-supervised hours. Upon successful completion of credits and 500 faculty-supervised clinical hours, program graduates can sit for the AANPCP Emergency Nurse Practitioner Board Certification Exam.

The nurse practitioner faculty is committed to quality and excellence. Students meet on campus for mandatory on-campus intensive (OCI) learning experiences, simulation and evaluation. Students will attend an in-person on-campus intensive in NURS 673 for two days during week one of the winter quarter. Dates are subject to change. *Mandatory on-campus visits are essential to students transitioning into the NP role.* During the OCIs, students engage in simulated clinical learning experiences conducted in the College of Nursing and Health Professions' state-of-the-art, multidisciplinary patient simulation lab. These visits provide guidance and mentoring from faculty as well as the opportunity to collaborate with peers.

*NURS 548, NURS 549, NURS 550 may be evaluated for transfer credit qualification on a case-by-case basis.

The program is accredited by the Commission on Collegiate Nursing Education.

Program Requirements

Support Courses

NUPR 520	Nurse Practitioner Clinical Orientation Seminar	0.0
NURS 548	Advanced Pathophysiology	3.0
NURS 549	Advanced Pharmacology	3.0
NURS 550	Advanced Health Assessment & Diagnostic Reasoning	4.0

Concentration Courses

NURS 673	Emergency/Trauma Care Across the Lifespan I	5.0
NURS 674	Emergency/Trauma Care Across the Lifespan II	5.0
NURS 675	Emergency/Trauma Caring for Trauma and Critically Ill Patient	5.0

Total Credits		25.0
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Sample Plan of Study

First Year

Fall	Credits Winter	Credits Spring	Credits Summer	Credits
NURS 548*	3.0 NURS 549*	3.0 NURS 550*	4.0 VACATION	0.0
	3	3	4	0

Second Year

Fall	Credits Winter	Credits Spring	Credits Summer	Credits
NUPR 520	0.0 NURS 673	5.0 NURS 674	5.0 NURS 675	5.0
	0	5	5	5

Total Credits 25

* Note: This term is less than the 4.5-credit minimum required (considered half-time status) of graduate programs to be considered financial aid eligible. As a result, aid will not be disbursed to students this term.

Additional Information

For more information about this program, contact:

Graduate Nursing Division

CNHPGraduateDivision@drexel.edu

Additional information is available on Drexel's College of Nursing and Health Professions Post-Master's Certificate in Emergency Nurse Practitioner (<https://drexel.edu/cnhp/academics/post-masters/Certificate-Nurse-Practitioner-Emergency-Medicine/>) webpage and on the Drexel University Online Post-Master's Certificate in Emergency Nurse Practitioner (<https://www.online.drexel.edu/online-degrees/nursing-degrees/cert-pm-enp/>) webpage.

Post-Master's Certificate in Family/Individual Across the Lifespan Nurse Practitioner

Certificate Level: Graduate

Admission Requirements: Master's degree

Certificate Type: Post-Master's

Number of Credits to Completion: 38.0 credits; 720 clinical hours

Instructional Delivery: Online

Calendar Type: Quarter

Expected Time to Completion: 2 years

*Financial Aid Eligibility: Aid eligible**

Classification of Instructional Program (CIP) Code: 51.3801

Standard Occupational Classification (SOC) Code: 29-1141

***The current plan of study for this program would only allow for federal financial aid (including Federal Direct Student Loans) for terms that are at least a minimum of 4.5 credits for graduate courses and 6.0 credits for undergraduate courses. This is based on current regulations from the U.S. Department of Education.**

About the Program

The Family/Individual Across the Lifespan Nurse Practitioner (FNP) online program focuses on the application of advanced-practice nursing knowledge — including physical, psychosocial and environmental assessment skills — to manage common health and illness problems of clients of all ages and their families. This certificate is offered to those individuals who have earned a master's degree in nursing and seek further preparation to become a family/individual across the lifespan nurse practitioner (FNP). Graduates will be eligible to sit for the AANP's Family/Individual Across the Lifespan Nurse Practitioner Certification Examination and the ANCC's Family/Individual Across the Lifespan Nurse Practitioner Certification Examination.

The nurse practitioner faculty is committed to quality and excellence in the nurse practitioner (NP) programs. Students meet on campus for mandatory on-campus intensive (OCI) learning experiences, simulation and evaluation. Students will attend an in-person on-campus intensive in NURS 534 for four days during week one of the summer quarter. Dates are subject to change. During the OCIs, students engage in simulated clinical learning experiences conducted in the College of Nursing and Health Professions' state-of-the-art, multidisciplinary patient simulation lab. These visits provide direct guidance and mentoring from faculty and the opportunity to collaborate with peers. *Mandatory, on-campus visits are essential to students transitioning into the NP role.*

The program is accredited by the Commission on Collegiate Nursing Education.

Program Requirements

Required Courses

Support Courses		
NUPR 520	Nurse Practitioner Clinical Orientation Seminar	0.0
NURS 548	Advanced Pathophysiology	3.0
NURS 549	Advanced Pharmacology	3.0
NURS 550	Advanced Health Assessment & Diagnostic Reasoning	4.0
NURS 664	Professional Issues for Nurse Practitioners	1.0
Concentration Courses		
NURS 534	FNP I: Primary Care of the Emerging Family	5.0
NURS 535	FNP II: Primary and Episodic Care of Infants, Children and Adolescents	5.0
NURS 536	FNP III: Primary Care of Adults and Older Adults Across the Adult Age Spectrum I	5.0
NURS 537	FNP IV: Primary Care of Adults and Older Adults Across the Adult Age Spectrum II	5.0
NURS 538	FNP V: Integrative Practicum in Family Practice Across the Lifespan	4.0
NURS 556	Pharmacology for Family Nurse Practitioners	3.0
Total Credits		38.0

Sample Plan of Study

First Year

Fall	Credits Winter	Credits Spring	Credits Summer	Credits
NUPR 520	0.0 NURS 556*	3.0 NURS 550	4.0 NURS 534	5.0
NURS 548	3.0	NURS 664	1.0	
NURS 549	3.0			
	6	3	5	5

Second Year

Fall	Credits Winter	Credits Spring	Credits Summer	Credits
NURS 535	5.0 NURS 536	5.0 NURS 537	5.0 NURS 538*	4.0
	5	5	5	4

Total Credits 38

* Note: This term is less than the 4.5-credit minimum required (considered half-time status) of graduate programs to be considered financial aid eligible. As a result, aid will not be disbursed to students this term.

Additional Information

For more information about this program, contact:

Graduate Nursing Division

CNHPGraduateDivision@drexel.edu

Additional information is available on Drexel's College of Nursing and Health Professions Post-Master's Certificate Family/Individual Across the Lifespan Nurse Practitioner (<https://drexel.edu/cnhp/academics/post-masters/Certificate-Nurse-Practitioner-Family-Individual/>) webpage and on the Drexel University Online Post-Master's Certificate Family/Individual Across the Lifespan Nurse Practitioner (<https://www.online.drexel.edu/online-degrees/nursing-degrees/cert-pm-fnp/>) webpage.

Post-Master's Certificate in Family/Individual Across the Lifespan with Emergency Specialization

Certificate Level: Graduate

Admission Requirements: Master's degree

Certificate Type: Post-Master's

Number of Credits to Completion: 48.0 credits; 1,140 clinical hours

Instructional Delivery: Online

Calendar Type: Quarter

Expected Time to Completion: 3 years

Financial Aid Eligibility: Not aid eligible

Classification of Instructional Program (CIP) Code: 51.3801

Standard Occupational Classification (SOC) Code: 29-1171

About the Program

The Family/Individual Across the Lifespan with Emergency Specialization program focuses on applying advanced-practice nursing knowledge — including physical, psychosocial and environmental assessment skills — to manage common health and illness problems of clients of all ages and their families in primary and emergency care settings. It emphasizes health promotion and disease prevention. Family nurse practitioners primarily practice in ambulatory care settings, such as primary care clinics, physician offices, HMOs, outpatient clinics, schools, nursing centers, emergency departments, long-term care facilities, industry, the armed services, public health departments, correctional institutions and home health agencies. Emergency nurse practitioners primarily practice across the emergency care continuum. This rigorous program provides the education and skills necessary to function as a competent nurse practitioner and leader in primary and emergency care. In addition to preparing students for the primary care role across the lifespan, this program prepares students with the diagnostic and therapeutic procedures skills specific to the emergency care setting. Graduates of the program are eligible to sit for the ANCC's Family Nurse Practitioner Examination and/or the AANP's Family Nurse Practitioner Examination. In addition, graduates are eligible to sit for the AANP's Emergency Nurse Practitioner Examination.

The nurse practitioner faculty is committed to quality and excellence in the nurse practitioner (NP) programs. Students meet on campus for mandatory on-campus intensive (OCI) learning experiences, simulation, and evaluation. Students will attend an in-person on-campus intensive in NURS 536 for one day during week one of the winter quarter. Students will attend an in-person on-campus intensive in NURS 673 for two days during week one of the winter quarter. Dates are subject to change. *Mandatory on-campus visits are essential to students transitioning into the NP role.* During the OCIs, students engage in simulated clinical learning experiences conducted in the College of Nursing and Health Professions' state-of-the-art, multidisciplinary patient simulation lab. These visits provide direct guidance and mentoring from faculty and the opportunity to collaborate with peers.

Admission Requirements

- A master's degree in nursing from a program fully accredited by NLN and/or CCNE is required for all applicants with a cumulative GPA of at least 3.0.
- One to two years experience in ED, critical care or urgent care or trauma experience as an RN or APRN. ACLS, BLS, PALS is required.
- Two professional references are required from previous or current supervisors, managers, nursing faculty members or providers who can attest to the applicant's clinical knowledge, skill and potential aptitude for graduate study. References will not be accepted from colleagues or family members.
- An unrestricted United States RN license or eligibility for licensure as a registered nurse. An unrestricted Pennsylvania RN license or eligibility for licensure in the State of Pennsylvania is required, regardless of the state in which the student resides.

The program is accredited by the Commission on Collegiate Nursing Education.

Program Requirements

Nurse Practitioner Support Courses

NUPR 520	Nurse Practitioner Clinical Orientation Seminar	0.0
NURS 548	Advanced Pathophysiology	3.0
NURS 550	Advanced Health Assessment & Diagnostic Reasoning	4.0
NUPR 600	Advanced Pharmacotherapeutics	5.0
NURS 664	Professional Issues for Nurse Practitioners	1.0

Family/Individual Across the Lifespan Nurse Practitioner Concentration Courses

NURS 534	FNP I: Primary Care of the Emerging Family	5.0
NURS 535	FNP II: Primary and Episodic Care of Infants, Children and Adolescents	5.0
NURS 536	FNP III: Primary Care of Adults and Older Adults Across the Adult Age Spectrum I	5.0
NURS 537	FNP IV: Primary Care of Adults and Older Adults Across the Adult Age Spectrum II	5.0

Emergency Nurse Practitioner Concentration Courses

NURS 673	Emergency/Trauma Care Across the Lifespan I	5.0
NURS 674	Emergency/Trauma Care Across the Lifespan II	5.0
NURS 675	Emergency/Trauma Caring for Trauma and Critically Ill Patient	5.0

Total Credits **48.0**

Sample Plan of Study

First Year (Part-Time)

Fall	Credits Winter	Credits Spring	Credits Summer	Credits
NUPR 520	0.0 NURS 548 *	3.0 NUPR 600	5.0 VACATION	0.0
NURS 664 *	1.0			
	1	3	5	0

Second Year (Part-Time)

Fall	Credits Winter	Credits Spring	Credits Summer	Credits
NURS 550 *	4.0 NURS 536	5.0 NURS 537	5.0 NURS 534	5.0
	4	5	5	5

Third Year (Part-Time)

Fall	Credits Winter	Credits Spring	Credits Summer	Credits
NURS 535	5.0 NURS 673	5.0 NURS 674	5.0 NURS 675	5.0
	5	5	5	5

Total Credits 48

* Note: This term is less than the 4.5-credit minimum required (considered half-time status) of graduate programs to be considered financial aid eligible. As a result, aid will not be disbursed to students this term.

Additional Information

For more information about this program, contact:

Graduate Nursing Division

CNHPGraduateDivision@drexel.edu

Additional information is available on Drexel's College of Nursing and Health Professions webpage (<https://drexel.edu/cnhp/academics/overview/>) and on the Drexel University Online webpage (<https://www.online.drexel.edu/>).

Post-Master's Certificate in Pediatric Acute Care Nurse Practitioner

Certificate Level: Graduate

Admission Requirements: Master's degree

Certificate Type: Post-Master's

Number of Credits to Completion: 39.0; 800 clinical hours

Instructional Delivery: Online

Calendar Type: Quarter

Expected Time to Completion: 2 years

*Financial Aid Eligibility: Aid eligible**

Classification of Instructional Program (CIP) Code: 51.3801

Standard Occupational Classification (SOC) Code: 29-1141

****The current plan of study for this program would only allow for federal financial aid (including Federal Direct Student Loans) for terms that are at least a minimum of 4.5 credits for graduate courses and 6.0 credits for undergraduate courses. This is based on current regulations from the U.S. Department of Education.***

About the Program

The Pediatric Acute Care Nurse Practitioner certificate is an elite postgraduate program that prepares students to deliver advanced care to infants, children and adolescents with acute, critical and complex health conditions. Students will build upon primary care experience through courses that emphasize evidence-based practice, interdisciplinary collaboration and the critical use of new technology. The program's curriculum was developed and is taught by Drexel University's renowned faculty from the nationally ranked College of Nursing and Health Professions. Upon completing the program, graduates pursue practice roles across the continuum of acute care services ranging from high-acuity, hospital-based emergency or intensive care settings to specialty-based practices. Graduates are eligible to sit for the PNCB's Pediatric Acute Care Nurse Practitioner Certification Examination.

The nurse practitioner faculty is committed to quality and excellence in the nurse practitioner (NP) programs. Students meet on campus for mandatory on-campus intensive (OCI) learning experiences, simulation and evaluation. Students will attend an in-person on-campus intensive in NURS 642 for five days during week one of the summer quarter. Dates are subject to change. During the OCIs, students engage in simulated clinical learning experiences conducted in the College of Nursing and Health Professions' state-of-the-art, multidisciplinary patient simulation lab. These visits provide direct guidance and mentoring from faculty and the opportunity to collaborate with peers. *Mandatory, on-campus visits are essential to students transitioning into the NP role.*

The program is accredited by the Commission on Collegiate Nursing Education.

Program Requirements

Required Courses

Support Courses		
NUPR 520	Nurse Practitioner Clinical Orientation Seminar	0.0
NURS 548	Advanced Pathophysiology	3.0
NURS 549	Advanced Pharmacology	3.0
NURS 550	Advanced Health Assessment & Diagnostic Reasoning	4.0
NURS 646	Pharmacology for the Pediatric Nurse Practitioner	3.0
NURS 664	Professional Issues for Nurse Practitioners	1.0
Concentration Courses		
NURS 642	PNP I: Primary Care of Infants, Children and Adolescents	5.0
NURS 643	PNP II: Episodic Care of Infants, Children and Adolescents in Primary Care	5.0
NURS 649	Ped Nurse Pract AC I: Acute-Chronic Care of Infants, Children and Adolescents Management	5.0
NURS 650	Ped Nurse Pract AC II: Acute-Chronic Care of Infants, Children and Adolescents Management	5.0
NURS 651	PNP Management of the Medically Fragile and Technology Dependent Child in the Community	5.0
Total Credits		39.0

Sample Plan of Study

First Year

Fall	Credits Winter	Credits Spring	Credits Summer	Credits
NUPR 520	0.0 NURS 646*	3.0 NURS 550	4.0 NURS 642	5.0
NURS 548	3.0	NURS 664	1.0	
NURS 549	3.0			
	6	3	5	5

Second Year

Fall	Credits Winter	Credits Spring	Credits Summer	Credits
NURS 643	5.0 NURS 649	5.0 NURS 650	5.0 NURS 651	5.0
	5	5	5	5

Total Credits 39

* Note: First Year Winter is less than the 4.5-credit minimum required (considered half-time status) of graduate programs to be considered financial aid eligible. As a result, aid will not be disbursed to students this term.

Additional Information

For more information about this program, contact:

Graduate Nursing Division

CNHPGraduateDivision@drexel.edu

Additional information is available on Drexel's College of Nursing and Health Professions Pediatric Acute Care Nurse Practitioner Post-Master's Certificate (<https://drexel.edu/cnhp/academics/post-masters/Certificate-Nurse-Practitioner-Pediatric-Acute-Care/>) webpage and on the Drexel University Online Pediatric Acute Care Nurse Practitioner Post-Master's Certificate (<https://www.online.drexel.edu/online-degrees/nursing-degrees/cert-pm-pacnp/>) webpage.

Post-Master's Certificate in Pediatric Primary Care Nurse Practitioner

Certificate Level: Graduate

Admission Requirements: Master's degree

Certificate Type: Post-Master's

Number of Credits to Completion: 34.0; 640 clinical hours

Instructional Delivery: Online

Calendar Type: Quarter

Expected Time to Completion: 2 years

*Financial Aid Eligibility: Aid eligible**

Classification of Instructional Program (CIP) Code: 51.3801

Standard Occupational Classification (SOC) Code: 29-1141

****The current plan of study for this program would only allow for federal financial aid (including Federal Direct Student Loans) for terms that are at least a minimum of 4.5 credits for graduate courses and 6.0 credits for undergraduate courses. This is based on current regulations from the U.S. Department of Education.***

About the Program

The online Pediatric Primary Care Nurse Practitioner (PNP) program is directed toward preparing nurse practitioners who will take advanced nursing roles as clinicians, educators, researchers and leaders in the rapidly changing, evidence-driven health-care environment. This certificate is offered to those individuals who have earned a master's degree in nursing and seek further preparation to become pediatric primary care nurse practitioners. Graduates will be eligible to sit for the ANCC's Pediatric Primary Care Nurse Practitioner Certification Examination and/or for the PNCB's Pediatric Primary Care Certification Examination.

The nurse practitioner faculty is committed to quality and excellence in the nurse practitioner (NP) programs. Students meet on campus for mandatory on-campus intensive (OCI) learning experiences, simulation and evaluation. Students will attend an in-person on-campus intensive in NURS 642 for four days during week one of the summer quarter. Dates are subject to change. During the OCIs, students engage in simulated clinical learning experiences conducted in the College of Nursing and Health Professions' state-of-the-art, multidisciplinary patient simulation lab. These visits provide direct guidance and mentoring from faculty and the opportunity to collaborate with peers. *Mandatory, on-campus visits are essential to students transitioning into the NP role.*

The program is accredited by the Commission on Collegiate Nursing Education.

Program Requirements

Required Courses

Support Courses		
NUPR 520	Nurse Practitioner Clinical Orientation Seminar	0.0
NURS 548	Advanced Pathophysiology	3.0
NURS 549	Advanced Pharmacology	3.0
NURS 550	Advanced Health Assessment & Diagnostic Reasoning	4.0
Concentration Courses		
NURS 646	Pharmacology for the Pediatric Nurse Practitioner	3.0
NURS 642	PNP I: Primary Care of Infants, Children and Adolescents	5.0
NURS 643	PNP II: Episodic Care of Infants, Children and Adolescents in Primary Care	5.0
NURS 647	PNP III: Management and Care of Adolescents in the Primary Care Setting	5.0
NURS 648	PNP IV: Primary Care of Children with Special Health Care Needs	5.0
NURS 664	Professional Issues for Nurse Practitioners	1.0
Total Credits		34.0

Sample Plan of Study

First Year

Fall	Credits Winter	Credits Spring	Credits Summer	Credits
NUPR 520	0.0 NURS 646*	3.0 NURS 550	4.0 NURS 642	5.0
NURS 549	3.0	NURS 664	1.0	
NURS 548	3.0			
	6	3	5	5

Second Year

Fall	Credits Winter	Credits Spring	Credits
NURS 643	5.0 NURS 647	5.0 NURS 648	5.0
	5	5	5

Total Credits 34

* Note: First Year Winter is less than the 4.5-credit minimum required (considered half-time status) of graduate programs to be considered financial aid eligible. As a result, aid will not be disbursed to students this term.

Additional Information

For more information about this program, contact:

Graduate Nursing Division

CNHPGraduateDivision@drexel.edu

Additional information is available on Drexel's College of Nursing and Health Professions Pediatric Primary Care Nurse Practitioner Postmaster's Certificate (<https://drexel.edu/cnhp/academics/post-masters/Certificate-Nurse-Practitioner-Pediatric-Primary-Care/>) webpage and on Drexel University Online's Pediatric Primary Care Nurse Practitioner Postmaster's Certificate (<https://www.online.drexel.edu/online-degrees/nursing-degrees/cert-pm-ppcnp/>) webpage.

Post-Master's Certificate Pediatric Primary Care and Pediatric Acute Care Dual Nurse Practitioner

Certificate Level: Graduate

Admission Requirements: Master's degree

Certificate Type: Post-Master's

Number of Credits to Completion: 44.0 credits; 1000 clinical hours

Instructional Delivery: Online

Calendar Type: Quarter

Expected Time to Completion: 2 years

*Financial Aid Eligibility: Aid eligible**

Classification of Instructional Program (CIP) Code: 51.3801

Standard Occupational Classification (SOC) Code: 29-1141

****The current plan of study for this program would only allow for federal financial aid (including Federal Direct Student Loans) for terms that are at least a minimum of 4.5 credits for graduate courses and 6.0 credits for undergraduate courses. This is based on current regulations from the U.S. Department of Education.***

About the Program

The Pediatric Primary Care and Pediatric Acute Care Nurse Practitioner program at Drexel University will prepare the pediatric nurse practitioner to perform acts of medical diagnosis and treatment through didactic lectures, problem-based learning, clinical practice hours, standardized patient experiences and high-fidelity simulation.

This innovative dual-option track coincides with the new models of health care delivery and the increasing demand for PNP's to provide care for children and their families across the entire continuum of health and illness, including acute critical conditions. The clinical practice settings for the dual certification track option provide students with a mixed inpatient/outpatient experience ranging from specialty clinics to primary care settings. Diverse clinical settings provide supervised clinical hours to allow the student advanced practitioner to perform advanced physical assessments, critical thinking, diagnostic reasoning and management of care in collaboration with licensed physicians and APNs in accredited institutions. Students graduating from this track will be eligible to sit for both the Pediatric Primary Care and the Pediatric Acute Care Board Certifications through the PNCB.

The nurse practitioner faculty is committed to quality and excellence in the nurse practitioner (NP) programs. Students meet on campus for mandatory on-campus intensive (OCI) learning experiences, simulation and evaluation. Students will attend an in-person, on-campus intensive in NURS 642 for five days during week one of the summer quarter. Dates are subject to change. During the OCIs, students engage in simulated clinical learning experiences conducted in the College of Nursing and Health Professions' state-of-the-art, multidisciplinary patient simulation lab. These visits provide direct guidance and mentoring from faculty and the opportunity to collaborate with peers. *Mandatory, on-campus visits are essential to students transitioning into the NP role.*

Program Requirements

Support Courses

NUPR 520

Nurse Practitioner Clinical Orientation Seminar

0.0

NURS 548	Advanced Pathophysiology	3.0
NURS 549	Advanced Pharmacology	3.0
NURS 550	Advanced Health Assessment & Diagnostic Reasoning	4.0
NURS 664	Professional Issues for Nurse Practitioners	1.0
Concentration Courses		
NURS 642	PNP I: Primary Care of Infants, Children and Adolescents	5.0
NURS 643	PNP II: Episodic Care of Infants, Children and Adolescents in Primary Care	5.0
NURS 646	Pharmacology for the Pediatric Nurse Practitioner	3.0
NURS 647	PNP III: Management and Care of Adolescents in the Primary Care Setting	5.0
NURS 649	Ped Nurse Pract AC I: Acute-Chronic Care of Infants, Children and Adolescents Management	5.0
NURS 650	Ped Nurse Pract AC II: Acute-Chronic Care of Infants, Children and Adolescents Management	5.0
NURS 651	PNP Management of the Medically Fragile and Technology Dependent Child in the Community	5.0
Total Credits		44.0

Sample Plan of Study

First Year

Fall	Credits Winter	Credits Spring	Credits Summer	Credits
NUPR 520	0.0 NURS 646 [*]	3.0 NURS 550	4.0 NURS 642	5.0
NURS 549	3.0	NURS 664	1.0	
NURS 548	3.0			
	6	3	5	5

Second Year

Fall	Credits Winter	Credits Spring	Credits Summer	Credits
NURS 643	5.0 NURS 649	5.0 NURS 650	5.0 NURS 651	5.0
	5	5	5	5

Third Year

Fall	Credits
NURS 647	5.0
	5

Total Credits 44

* Note: First Year Winter is less than the 4.5-credit minimum required (considered half-time status) of graduate programs to be considered financial aid eligible. As a result, aid will not be disbursed to students this term.

The program is accredited by the Commission on Collegiate Nursing Education.

Additional Information

For more information about this program, contact:

Graduate Nursing Division

CNHPPGraduateDivision@drexel.edu

Additional information is also available on Drexel's College of Nursing and Health Professions Pediatric Primary Care and Pediatric Acute Care Dual Nurse Practitioner Post-Master's Certificate (<https://drexel.edu/cnhp/academics/post-masters/Certificate-Nurse-Practitioner-Pediatric-Dual/>) webpage and on the Drexel University Online Pediatric Primary Care and Pediatric Acute Care Dual Nurse Practitioner Post-Master's Certificate (<https://www.online.drexel.edu/online-degrees/nursing-degrees/cert-pm-papcnp/>) webpage.

Post-Master's Certificate in Psychiatric Mental Health Nurse Practitioner

Certificate Level: Graduate

Admission Requirements: Master's degree

Certificate Type: Post-Master's

Number of Credits to Completion: 34.0; 640 clinical hours

Instructional Delivery: Online

Calendar Type: Quarter

Expected Time to Completion: 2 years

*Financial Aid Eligibility: Aid eligible**

Classification of Instructional (CIP) Code: 51.3801

Standard Occupational Classification (SOC) Code: 29-1171

***The current plan of study for this program would only allow for federal financial aid (including Federal Direct Student Loans) for terms that are at least a minimum of 4.5 credits for graduate courses and 6.0 credits for undergraduate courses. This is based on current regulations from the U.S. Department of Education.**

About the Program

The online Psychiatric Mental Health Nurse Practitioner (PMHNP) program prepares practitioners to provide a wide range of services to patients across the lifespan and their families. This certificate is offered to those individuals who have earned a master's degree in nursing and seek further preparation as a psychiatric mental health nurse practitioner. Once the certificate program is successfully completed, students will be eligible to sit for the ANCC's Psychiatric and Mental Health Certification Examination.

The nurse practitioner faculty is committed to quality and excellence in the nurse practitioner (NP) programs. Students meet on campus for mandatory on-campus intensive (OCI) learning experiences, simulation and evaluation. Students will attend an in-person on-campus intensive in NURS 592 for four days during week one of the summer quarter. Dates are subject to change. *Mandatory on-campus visits are essential to students transitioning into the NP role.* During the OCIs, students engage in simulated clinical learning experiences conducted in the College of Nursing and Health Professions' state-of-the-art, multidisciplinary patient simulation lab. These visits provide direct guidance and mentoring from faculty as well as the opportunity to collaborate with peers.

The program is accredited by the Commission on Collegiate Nursing Education.

Program Requirements

Required Courses

Support Courses		
NUPR 520	Nurse Practitioner Clinical Orientation Seminar	0.0
NURS 548	Advanced Pathophysiology	3.0
NURS 549	Advanced Pharmacology	3.0
NURS 550	Advanced Health Assessment & Diagnostic Reasoning	4.0
NURS 664	Professional Issues for Nurse Practitioners	1.0
Concentration Courses		
NURS 555	Psychopharmacology Across the Lifespan	3.0
NURS 592	PMHNP I: Advanced Mental Health Nurse Practitioner Theoretical Foundations and Psychopathology I	5.0
NURS 593	PMHNP II: Advanced Mental Health Nurse Practitioner Theoretical Foundations and Psychopathology II	5.0
NURS 594	PMHNP III: Advanced Mental Health Nurse Practitioner Theoretical Foundations and Psychopathology III	5.0
NURS 595	PMHNP IV: Adv Mental Hlth NP Management and Care of Clients in Diverse Pop Across the Lifespan	5.0
Total Credits		34.0

Sample Plan of Study

First Year

Fall	Credits Winter	Credits Spring	Credits Summer	Credits
NUPR 520	0.0 NURS 555*	3.0 NURS 550	4.0 NURS 592	5.0
NURS 548	3.0	NURS 664	1.0	
NURS 549	3.0			
	6	3	5	5

Second Year

Fall	Credits Winter	Credits Spring	Credits
NURS 593	5.0 NURS 594	5.0 NURS 595	5.0
	5	5	5

Total Credits 34

* Note: First Year Winter is less than the 4.5-credit minimum required (considered half-time status) of graduate programs to be considered financial aid eligible. As a result, aid will not be disbursed to students this term.

Additional Information

For more information about this program, contact:

Graduate Nursing Division

CNHPGraduateDivision@drexel.edu

Additional information is also available on the Drexel's College of Nursing and Health Professions Psychiatric Mental Health Nurse Practitioner Post-Master's Certificate (<https://drexel.edu/cnhp/academics/post-masters/Certificate-Nurse-Practitioner-Psychiatric-Mental-Health/>) webpage and on Drexel University Online's Psychiatric Mental Health Nurse Practitioner Postmaster's Certificate (<https://www.online.drexel.edu/online-degrees/nursing-degrees/cert-pm-apmhnp/>) webpage.

Post-Master's Certificate in Women's Health/Gender-Related Nurse Practitioner

Certificate Level: Graduate

Admission Requirements: Master's degree

Certificate Type: Post-Master's

Number of Credits to Completion: 37.0 credits; 640 clinical hours

Instructional Delivery: Online

Calendar Type: Quarter

Expected Time to Completion: 2 years

Financial Aid Eligibility: Aid eligible

Classification of Instructional Program (CIP) Code: 51.3801

Standard Occupational Classification (SOC) Code: 29-1171

About the Program

The online Women's Health/Gender-Related Nurse Practitioner program supplies nurses with the skills necessary to provide advanced care to women and their partners throughout the lifespan with a specialized emphasis on reproductive and gynecologic health needs. Graduates are also qualified to provide a myriad of gender-related services focusing on health promotion and disease prevention that range from well-woman care, prenatal and postpartum care and common and complex women's health issues in both primary settings and women's health specialty practices. Additionally, this track offers the opportunity for students to work in transdisciplinary simulated scenarios to promote a better understanding and respect of discipline-specific roles, improve existing communication and collaboration within disciplines and initiate teamwork development in order to promote patient safety and high-quality patient care.

This certificate is offered to those individuals who have earned a master's degree in nursing and seek further preparation to become a women's health/gender-related nurse practitioner (WH/GRNP). Graduates are eligible to sit for the NCC's Women's Health/Gender-Related Nurse Practitioner Certification Examination.

The nurse practitioner faculty is committed to quality and excellence in the nurse practitioner (NP) programs. Students meet on campus for mandatory on-campus intensive (OCI) learning experiences, simulation and evaluation. Students will attend an in-person on-campus intensive in NURS 690 for five days during week one of the summer quarter. Students will attend a second in-person on-campus intensive in NURS 693 for two days during week three of the spring quarter. Dates are subject to change. *Mandatory on-campus visits are essential to students transitioning into the NP role.* During the OCIs, students engage in simulated clinical learning experiences conducted in the College of Nursing and Health Professions' state-of-the-art, multidisciplinary patient simulation lab. These visits provide direct guidance and mentoring from faculty as well as the opportunity to collaborate with peers.

Program Requirements

Required Courses

Support Courses		
NUPR 520	Nurse Practitioner Clinical Orientation Seminar	0.0
NURS 548	Advanced Pathophysiology	3.0
NURS 549	Advanced Pharmacology	3.0
NURS 550	Advanced Health Assessment & Diagnostic Reasoning	4.0
NURS 664	Professional Issues for Nurse Practitioners	1.0
Concentration Courses		
NURS 680	Primary Care for Women's Health	3.0
NURS 682	Pharmacology for the Women's Health Nurse Practitioner	3.0
NURS 690	WHNP I: Mngmnt & Care of the Common Gyn and Gender Related Issues throughout the Lifespan	5.0
NURS 691	WHNP II: Mngmnt & Care of the Complex Gyn and Gender Related Issues of Women throughout the Lifespan	5.0
NURS 692	WHNP III: Management & Care of the Low Risk Obstetrical and Post Partum Needs of Women and Families	5.0
NURS 693	WHNP IV: Mngmnt & Care of the High Risk Obstetrical and Post Partum Needs of Women and Families	5.0
Total Credits		37.0

The program is accredited by the Commission on Collegiate Nursing Education.

Sample Plan of Study

First Year				
Fall	Credits Winter	Credits Spring	Credits Summer	Credits
NUPR 520	0.0 NURS 680	3.0 NURS 550	4.0 NURS 690	5.0
NURS 548	3.0 NURS 682	3.0 NURS 664	1.0	
NURS 549	3.0			
	6	6	5	5
Second Year				
Fall	Credits Winter	Credits Spring	Credits	
NURS 691	5.0 NURS 692	5.0 NURS 693	5.0	
	5	5	5	
Total Credits 37				

Additional Information

For more information about this program, contact:

Graduate Nursing Division

CNHPGraduateDivision@drexel.edu

Additional information is also available on Drexel's College of Nursing and Health Professions Women's Health/Gender-Related Nurse Practitioner Post-Master's Certificate (<https://drexel.edu/cnhp/academics/post-masters/Certificate-Nurse-Practitioner-Womens-Health-Gender-Related/>) webpage and on the Drexel University Online Women's Health/Gender-Related Nurse Practitioner Post-Master's Certificate (<https://www.online.drexel.edu/online-degrees/nursing-degrees/cert-pm-whnp/>) webpage.

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