School of Nursing

Master of Science in Nursing

Dual Degree Program

Doctor of Nursing Science

Certificate Programs

A MESSAGE FROM THE DEAN

An enthusiastic welcome as you enter the world of graduate studies! To those of you who are beginning your masters education I have some special words. I believe you will find graduate school entirely different from your undergraduate education. One of the most rewarding aspects will be the relationships you develop with your professors as well as with your classmates. It is not the traditional teacher-pupil relationship but rather a collegial one. The exchange of ideas between students and teachers will be stimulating and mind expanding.

Returning to school has been a necessity for most of you. After several years of practice you became aware of the fact that the knowledge you have needs to be enhanced; new knowledge must be incorporated. Widener courses in manangement, education and liberal arts are open to graduate students in the School of Nursing, giving you the opportunity to exchange ideas with students of similar stature in other fields, and to learn from one another. The Graduate Student Organization (G.S.O.), is open to both masters and doctoral students and also provides opportunities for student interaction within the School of Nursing.

Widener's doctoral program provides a unique opportunitiy for the nurse with a clinical major at the master's level to specialize in nursing education. Highlights of this program are the practicum in an educational setting and the dissertation process which involves a committee with membership within the School of Nursing faculty as well as the possibility for a member from other schools within university.

Most of you are working; therefore, classes meet in the evening once a week in fall and spring semesters, twice a week during the summer. Although it is a very long day when you work from 8 a.m. to 4 p.m. and then come for class from 6:30 to 9 p.m., such an arrangement has the benefit of creating the least disruption to one's work schedule.

A unique aspect of our graduate program is our Summer Scholars course in which a nurse leader of national stature is brought to campus for an intensive course. For example, in summer '85, the course was a one-week "total immersion" in computers. In summer '86, one day a week for five weeks was spent with Lucie S. Kelly, editor of *Nursing Outlook* and director of Nursing Programs, School of Public Health, Columbia University. In such an atmosphere the student has unique opportunities not only to learn in the formal setting but also the rare opportunity to interact in an informal, personal way with influential leaders, usually observed by us only at a distance.

Vivian H. Middleman

Vivian H. Middleman, M.S., RN
Acting Dean of Nursing

Master of Science in Nursing

GENERAL INFORMATION

The following sections relate to graduate programs in nursing. For information germane to *all* graduate programs, see sections on GENERAL INFORMATION (page 12), ACADEMIC INFORMATION (page 12) and FINANCIAL INFORMATION (page 14).

An undergraduate education that is both liberal and professional provides the foundation for the National League for Nursing accredited master's program. The graduate functions as a specialist in the health care delivery system and utilizes skills of analytical thinking and advanced knowledge of theories in nursing, as well as those of the bio-psycho-social sciences and humanities to improve health care in a variety of settings. In addition to the use of nursing theory and research for problem solving, graduates are prepared to carry out research in order to enhance and validate existing nursing theory and practice.

The master's program provides opportunities for individuals to develop leadership roles as nurse clinical specialists, administrators, and educators for various health care settings. The program fosters working collegial relationships with other health professionals. Since adult learners have unique needs and abilities, the master's program is flexible and provides students with a wide range of choices that take into account past experience and future goals. The program also serves as a foundation for doctoral study.

PURPOSES

The purposes of the program are formulated in relationship to the needs of society for improved health care. This assumes the need for nursing leaders with special knowledge and skills, able to advance the knowledge and practice of nursing through research, advanced knowledge and analytical thinking, and articulation of developing roles within the health care system.

The purposes of the master's program are to:

- Prepare, through graduate education, leaders for the specialty nursing roles of clinical specialists in adult or pediatric oncology, Pediatric Nurse Practitioners in pediatric oncology, clinical specialists in burn/emergency/trauma, and trained graduates for the mediated nurse administrator role.
- Prepare nursing professionals to advance the knowledge and research basis for nursing as well as to advance nursing practice.
- Provide a foundation for doctoral study as well as continued professional development.

OBJECTIVES

The objectives of the master's program represent major areas of competence that are associated with the Master of Science in Nursing degree offered within the graduate program of nursing. The selected specialty role refers to the students' selection of one of the professional nurse role options in the master's program: i.e., the nursing administrator, the clinical specialist in adult oncology, the clinical specialist or Pediatric Nurse Practitioner in pediatric oncology, or the clinical specialist in burn/emergency/trauma.

On completion of the master's program, the graduate is able to:

- Critically consider, elaborate upon and adopt a definition and interpretation of nursing.
- Derive a conceptual framework for designing, implementing, and evaluating nursing practice relative to the health of individuals, families and/or communities.
- Critically evaluate and test scientific methodologies to refine the scientific basis of nursing practice.
- Critically read, interpret and evaluate and utilize research that is directly or indirectly related to a selected career role.
- Adopt an objective, scientific approach to the study of nursing as a learned discipline.
- Demonstrate the use of theory-based research to improve practice in selected career role.
- Synthesize theories from the bio-psycho-social sciences, humanities and nursing for problem solving in the clinical setting.
- Analyze and evaluate one's own interpretation and role performance relative to selected career goals.
- Contribute to the professional discipline of nursing through presentations, scholarly publications, community service, organizational leadership, and continued personal and professional development.
- Develop relevant techniques and methods to advance and improve nursing practice in a variety of settings.
- Exhibit awareness of contemporary ethical and social issues related to the selected specialization.
- Demonstrate leadership in the improvement of nursing care in multidisciplinary settings.

ADMISSION

MASTER'S DEGREE

- Bachelor's degree in nursing from an NLN accredited program.
- Minimum of 3.0 grade point average (on a 4.0 point scale) in the B.S.N. program.
- Transcripts from all previously attended institutions.
- Satisfactory scores on the Graduate Record Examination (GRE) or Miller Analogy Test (MAT).
- Undergraduate statistics course with grade of "C" or better.
- Two favorable recommendations, preferably from professional nurses, regarding practice and potential for graduate work in nursing.
- Current license to practice.
- Completed application form with non-refundable application fee.
- Personal interview.
- Test of English as a Foreign Language (TOEFL) for all applicants from non-English speaking countries.
- Minimum of one year of recent practice in the area of specialization.
- Curriculum vitae and statement of career goals which demonstrate congruence with the program's philosophy and focus.

M.S.N./M.B.A. One considering the joint M.S.N./M.B.A. option must submit a separate application with the School of Management.

Applicants for admission for all semesters are accepted up to the week that classes begin.

MATRICULATION AND ACADEMIC PROGRESS

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

TIME LIMIT A maximum of six calendar years is allowed for completion of the requirements for the master's degree from the date of matriculation.

PASS/FAIL Pass/fail grading is optional for students in selected courses. A maximum of two courses required for the master's degree may be taken pass/fail.

LEAVE OF ABSENCE A student may request a leave of absence for a period not to exceed one year. A written request, indicating the reason for the leave of absence, must be approved by the Assistant Dean for Nursing Graduate Studies.

REINSTATEMENT TO THE PROGRAM Students who have withdrawn from the program may petition for readmission by filing a new application. Such requests must be sent to the Assistant Dean for Nursing Graduate Studies no later than 30 days prior to the start of the semester in which the student expects to enroll.

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

REQUIREMENTS FOR CLINICAL PRACTICUM The School of Nursing requires that each student submit the following prior to the clinical practicum:

- Proof of current malpractice insurance coverage
- Negative tine test or chest x-ray report
- Current CPR certification
- Current R.N. licensure

This information is to be submitted to the Graduate Nursing Office.

GRADING

- A student is expected to maintain satisfactory progress toward a degree. A student's graduate record begins with the first course credited to a degree and includes all subsequent courses.
- No more than two grades of a maximum of six semester hours of less than "B" quality may be earned in courses taken after acceptance into a graduate program.
- Following a written request by the student, including an explanation of the extenuating circumstances involved, an instructor may give a course grade of incomplete if circumstances justify an extension of time required to complete the course.
- If an "F" is obtained in a required course, the course must be repeated. Both grades will be recorded on the transcript, but only the most recent grade is used in calculating the grade point average.
- A student with an "incomplete" grade in any course that is prerequisite to another course *will not be allowed to enroll in the subsequent course unitl the "I" in the prerequisite has been removed and replaced by a satisfactory grade.*
- All exceptions to these provisions must be approved by the Graduate Curriculum Committee.

DEGREE REQUIREMENTS

A Master of Science in Nursing degree requires a minimum final GPA of 3.0. A minimum of 36 semester hours for Nursing Service Administration and 37 semester hours for Burn/Emergency/Trauma Nursing, Adult Oncology Nursing, and Pediatric Oncology Nursing/P.N.P. are required.

MASTER'S PROGRAMS

Widener University's School of Nursing offers a Master of Science in Nursing with majors in Burn, Emergency, and Trauma Nursing; Nursing Service Administration; Adult Oncology Nursing; and Pediatric Oncology Nursing/ Pediatric Nurse Practitioner. There are four core courses common to all programs, two courses in the area of specialization, two in related cognate areas, and one elective.

CORE COURSES

NURS 604 Perspectives in Nursing Role and Nursing Process
NURS 611 Conceptual Models in Nursing
NURS 621 Research I
NURS 622 Research II

NURSING SERVICE ADMINISTRATION (NSA)

This program prepares the professional nurse to assume a leadership role in the health care system. The Schools of Nursing and of Management have collaborated in the development of courses in both areas. The emphasis is on developing competent nursing service administrators who are able to improve the quality of patient care by effective leadership in health care agencies.

SUGGESTED SEQUENCE OF COURSES: FULL TIME *semester hours*

SUMMER SESSION I
NURS 611 Conceptual Models in Nursing 3
SUMMER SESSION II
NURS 604 Nursing I: Perspectives 3
FALL
HMSA 500 Accounting for the Health Care Manager 3
NURS 615 Nursing Service Administration I: Concepts 3
NURS 621 Research I 3
Management Cognate 3
SPRING
HMSA 518 Financial Management of Health Institutions 3
NURS 617 Nursing Service Administration II: Practicum 6
NURS 622 Research II 3
SUMMER SESSION I
Management Cognate 3
Elective 3

SUGGESTED SEQUENCE OF COURSES: PART TIME *semester hours*

SUMMER SESSION I
NURS 611 Conceptual Models in Nursing 3
SUMMER SESSION II
NURS 604 Nursing I: Perspectives 3
FALL
HMSA 500 Accounting for the Health Care Manager 3
NURS 621 Research I 3
SPRING
HMSA 518 Financial Management of Health Institutions 3
NURS 622 Research II 3
SUMMER SESSION I
Management Cognate 3
SUMMER SESSION II
Elective 3
FALL
NURS 615 Nursing Service Administration I: Concepts 3
Management Cognate 3
SPRING
NURS 617 Nursing Service Administration II: Practicum 6

BURN, EMERGENCY, AND TRAUMA NURSING (BET)

The master's program in Burn, Emergency, and Trauma Nursing provides advanced education to enable professional nurses to plan and implement expert nursing care for clients in emergency and critical care facilities. BET emphasizes clinical competence. A large number of appropriate clinical agencies, including burn centers, trauma units, emergency departments, industries, and pre-hospital services are utilized to meet the individual student's objectives.

Concepts of prevention and rehabilitation, along with competence in acute and ambulatory care, prepare clinical nurse specialists to function in expanded roles and provide leadership in improving the quality of nursing care in a variety of health care settings.

SUGGESTED SEQUENCE OF COURSES: FULL TIME *semester hours*

SUMMER SESSION II
NURS 604 Nursing I: Perspectives 3
Education/Management Cognate 3
FALL
NURS 601 Physiology/Pathophysiology 3
NURS 605 Nursing II: Assessment 3
NURS 610 Burn, Emergency and Trauma I 4
NURS 621 Research I 3
SPRING
NURS 611 Conceptual Models in Nursing 3
NURS 612 Burn, Emergency, and Trauma II 6
NURS 622 Research II 3
SUMMER SESSION I
Elective 3
Education/Management Cognate 3

SUGGESTED SEQUENCE OF COURSES: PART TIME *semester hours*

SUMMER SESSION II
NURS 604 Nursing I: Perspectives 3
FALL
NURS 601 Physiology/Pathophysiology 3
NURS 621 Research I 3
SPRING
NURS 605 Nursing II: Assessment 3
Education/Management Cognate 3
SUMMER SESSION I
NURS 611 Conceptual Models in Nursing 3
SUMMER SESSION II
Elective 3
FALL
NURS 610 Burn, Emergency, and Trauma I 4
NURS 622 Research II 3
SPRING
NURS 612 Burn, Emergency, and Trauma II 6
SUMMER SESSION I
Education/Management Cognate 3

ADULT ONCOLOGY NURSING (ONC)

The Adult Oncology Nursing program prepares individuals for leadership roles in the field of oncology nursing. Emphasis is placed on clinical competence with functional development in the areas of advanced practice, education, and management. The primary focus is on caring for adult clients chronically ill with cancer, and their families, in a variety of settings. Graduates are prepared as clinical specialists with a broad range of skills for improving the quality of health care provided to oncology patients.

SUGGESTED SEQUENCE OF COURSES: FULL TIME *semester hours*

SUMMER SESSION II
NURS 604 Nursing I: Perspectives 3
Education/Management Cognate 3
FALL
NURS 601 Physiology/Pathophysiology 3
NURS 605 Nursing II: Assessment 3
NURS 621 Research I 3
NURS 625 Oncology I 4
SPRING
NURS 611 Conceptual Models in Nursing 3
NURS 622 Research II 3
NURS 626 Oncology II 6
SUMMER SESSION II
Elective 3
Education/Management Cognate 3

SUGGESTED SEQUENCE OF COURSES: PART TIME

semester hours

SUMMER SESSION II
NURS 604 Nursing I: Perspectives 3

FALL
NURS 601 Physiology/Pathophysiology 3
NURS 621 Research I 3

SPRING
NURS 605 Nursing II: Assessment 3

SUMMER SESSION I
NURS 611 Conceptual Models in Nursing 3

SUMMER SESSION II
Elective 3

FALL
NURS 622 Research II 3
NURS 625 Oncology I 4

SPRING
NURS 626 Oncology II 6

SUMMER SESSION I
Education/Management Cognate 3

JOINT PROGRAM: M.S.N. and P.N.P./O

This program offers an M.S.N. (Oncology Nursing) and also provides certification as a Pediatric Nurse Practitioner in oncology. The clinical practicum for this new role in nursing is held at Children's Hospital of Philadelphia as well as at a variety of clinical sites in and around Philadelphia. Emphasis is placed on clinical competence with development in areas of advanced clinical practice such as bone marrow transplantation, hospice in the home, home care, and the assessment of clients for the late consequences of the treatment for cancer in childhood. Graduates are equipped with a broad range of skills enabling them to improve the quality of health care for children in a variety of settings.

SUGGESTED SEQUENCE OF COURSES: FULL TIME

semester hours

FALL

NURS 507	Pediatric Health Assessment/Growth and Development	3
NURS 602	Family Systems Interaction and the Nurse Practitioners Role	3
NURS 606	Advanced Concepts—Pediatric Oncology I	4
NURS 621	Research I	3

SPRING

NURS 607	Advanced Concepts—Pediatric Oncology II	6
NURS 611	Conceptual Models in Nursing	3
NURS 622	Research II	3

SUMMER SESSION I

NURS 603	Common Disorders of Childhood and Health Maintenance	3
NURS 604	Nursing I: Perspectives	3

SUMMER SESSION II

NURS 609	Advanced Clinical Nursing Practice in Pediatric Oncology	6

SUGGESTED SEQUENCE OF COURSES: PART TIME

semester hours

FALL

NURS 507	Pediatric Health Assessment/Growth and Development	3
NURS 606	Advanced Concepts—Pediatric Oncology I	4

SPRING

NURS 607	Advanced Concepts—Pediatric Oncology II	6

SUMMER SESSION I

NURS 603	Common Disorders of Childhood and Health Maintenance	3

SUMMER SESSION II

NURS 604	Nursing I: Perspectives	3

FALL

NURS 602	Family Systems Interaction and the Nurse Practitioner Role	3
NURS 621	Research I	3

SPRING

NURS 611	Conceptual Models in Nursing	3
NURS 622	Research II	3

SUMMER SESSION II

NURS 609	Advanced Clinical Nursing Practice in Pediatric Oncology	6

Dual Degree Program

JOINT M.S.N./M.B.A. PROGRAM

A joint degree program is available for those students wishing to earn both the M.S.N. (Nursing Service Administration) and the M.B.A. (Health and Medical Services Administration).

The student receiving both degrees can expect a wider range of opportunities in the job market in either the nursing field or the more generic health care administration marketplace.

Further information about the program is available upon request.

Students wishing to pursue the joint M.S.N./M.B.A. must be admitted by *both* the School of Nursing and the School of Management.

NOTE: Courses offered through the School of Management are listed separately in this Bulletin.

SUGGESTED SEQUENCE OF COURSES: PART TIME *semester hours*

FALL		
HMSA 501	Medical Care Organization	4
NURS 611	Conceptual Models in Nursing	3
SPRING		
HMSA 507	Public Health and Community Medicine	4
MGT 502	Introduciton to Organizational Behavior	2
SUMMER		
HMSA 504	Legal Aspects of Health Care	3
QA 500*	Mathematical Analysis for Business Decision Making	3
FALL		
HMSA 505	Organization and Administration of the Hospital and Other Health Care Institutions	4
QA 501	Fundamental Statistics for Business and Economics	3
SPRING		
EC 500*	Principles of Economics	3
NURS 604	Nursing I: Perspectives	3
SUMMER		
HMSA 500	Accounting for the Health Care Manager	3
HMSA 509	Data Processing Systems and Methods in Health Institutions	3
FALL		
MGT 601	Personnel Management	3
NURS 622	Research II	3
SPRING		
HMSA 506	Decision Making and Control for Health Administration	4
HMSA 508	Financial Management of Health Institutions	3
SUMMER		
HMSA 502	The Economics and Financing of Health Care	4
FALL		
HMSA 503	Planning of Medical Care Services	3
NURS 615	Nursing Service Administration I: Concepts	3
SPRING		
NURS 617	Nursing Service Administration II: Practicum	6
SUMMER		
HMSA 595	Policy Formulation and Strategic Management for Health Care Programs	3

**A weight of three semester hours is given to these courses to compute the tuition fee. They do not carry credit toward the degree sought.*

Doctor of Nursing Science

GENERAL INFORMATION

The doctoral program in nursing prepares leaders in nursing education. It is a program that presupposes clinical expertise at the master's level, and is designed to meet the special needs and interests of nursing faculty in institutions of higher learning and in the staff and client education departments of health care agencies.

PURPOSES

One purpose of the doctoral program is to prepare graduates for careers in university and college teaching. Additionally, the program prepares graduates for scholarship as well as for the analysis of the concerns of the nursing profession through application of rigorous methods of disciplined inquiry.

OBJECTIVES

The objectives for the graduates are:

- Knowledge of the theoretical foundations of the areas of nursing, nursing education and related fields as synthesized into nursing education.
- Skill in the application of rigorous methods of disciplined inquiry.
- Integration of acquired knowledge into a philosophical and intellectual frame of reference that can be applied to nursing education.
- Advanced methodology and skills in the formulation and practice of the nurse educator role.
- Competence in developing curriculum models incorporating nursing, philosophy and education theories.
- Creative leadership in response to political, social and ethical issues in nursing education and health care.

ADMISSION

Graduates of accredited master's programs in nursing are invited to apply for admission. The requirements are those listed on page 142 for master's applications. In addition, a recent graduate level statistics course and a graduate course in nursing theories and conceptual models are required. A grade point average of 3.5 on a 4.0 scale is recommended. The Miller Analogy Test is not accepted at the doctoral level—the Graduate Record Examination is the requirement. An interview with the graduate admissions committee is required.

TRANSFER CREDIT

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

- A maximum of two doctoral-level courses earned at another accredited institution within the five-year period preceding admission may be accepted for transfer after admission to the doctoral program.
- Courses taken more than five years prior to admission to the D.N.Sc. program, either within or outside the University, will be accepted only if the student has earned a grade of "A" or "B" in the courses under consideration. Grades of "satisfactory" or "pass" are not transferable.

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

- An official request for transfer credit must be submitted to the assistant dean for Nursing Graduate Studies after matriculation.
- Requests for transfer of graduate credit will be approved upon recommendation of the assistant dean.
- Rejection of a request for transfer of credit may be appealed by the student to the Doctoral Committee.
- Because they are prerequisites for admission, required graduate courses in statistics and conceptual models/theories *may not* be used for transfer credit.

CANDIDACY

Upon application, a student will be admitted to candidacy for the doctoral degree when the following requirements have been fulfilled:

- Completion of at least 21 credits but not more than 30 credits (not including transfer credits) with a GPA of 3.0 or higher. All "incomplete" grades must be resolved.
- Completion of the activities outlined in the "Candidacy Requirements" information, which is available from the Graduate Nursing Office.

DISSERTATION PROCEDURES

Information on specific dissertation procedures is available from the Graduate Nursing Office.

MATRICULATION

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

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

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

COURSE OF STUDY

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

Unit one emphasizes philosophy, psychology, sociology, communications and technology as related to nursing education. Students work closely with faculty and participate in teaching/learning situations through simulation practicums and seminars.

Unit two consists of specialized courses in nursing theory and curriculum development as well as instructional methods.

Unit three consists of disciplined inquiry, particularly scientific research skills. During this unit, students prepare a dissertation based on nursing educational research.

Throughout all three units, students explore the historical, social, philosophical, ethical, organizational, and emergent issues which affect nursing education.

DEGREE REQUIREMENTS

COURSE REQUIREMENTS The student must complete at least 45 credits of approved doctoral course work beyond the master's degree in nursing. It requires successful completion of candidacy and a dissertation for graduation.

DOCTORAL PROGRAM

***REQUIRED COURSES** *semester hours*

General Education

NURS 705	Psychology of Learning	3
NURS 706	Philosophy of Education	3
NURS 707	Sociology of Education	3
NURS 731	Educational Communications and Technology	3

Nursing Education

NURS 700	Nursing Education I	3
NURS 710	Nursing Education II	3
NURS 720	Nursing Education III	3
NURS 851	Concepts of Teaching	3
NURS 852	Field Practicum	3

Research

NURS 730	Advanced Statistics II	3
NURS 750	Evaluation Methods	3
NURS 810	Research Design and Methodology	3
NURS 900	Dissertation Seminar	3

Electives

Two electives		6

TOTAL: 45 semester hours

**In addition, a dissertation of 6-12 credits is required beyond the 45 credits of course work.*

Certificate Programs

CERTIFICATE PROGRAM NURSING EDUCATION

A post-master's certificate in nursing education is available for those individuals who would like to improve their teaching skills but do not necessarily wish to obtain a doctorate.

All courses included in the certificate program carry regular academic credit from Widener University and those with a grade of "B" or better could be applied toward the Doctor of Science in Nursing degree program if the certificate student decides later to matriculate for the doctorate. However, completion of the courses during the certificate program will in no way guarantee later admission into the doctoral program. These students must meet the same criteria as any other applicant for the D.N.Sc. program if they wish to obtain the doctorate.

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

Admission

Registered nurses with a master's degree in nursing are eligible to apply for the Post-Master's Certificate in Nursing Education. To apply, the individual must submit to the Graduate Nursing Office:

- a completed application form
- a check or money order for the application fee ($15.00)
- transcript from master's program

Information and an application form may be obtained from the Graduate Nursing Office, School of Nursing, (215) 499-4207.

Course Requirements

Students must earn a grade of "C" or better in each course in order to receive the certificate. A student who receives a grade less than "C" in a course will be dropped from the program and will not be allowed to enroll in any additional courses, in order to assure quality control by enforcing satisfactory academic standards.

Course requirements are:

Number	*Title*	*Semester Hours*
NURS 700	Nursing Education I: History and Philosophy	3
NURS 705	Psychology of Learning	3
NURS 731	Educational Communications and Technology: Theory and Design	3
NURS 750	Evaluation Methods	3
One course selected under advisement*		3
	TOTAL	15

*This course may include but is not limited to:

NURS 611 Conceptual Models in Nursing
NURS 706 Philosophy of Education
NURS 707 Sociology of Education
NURS 735 Computer Applications in Nursing Education

Other appropriate courses may be found among the offerings of the Widener University Department of Education, School of Management, or School of Law.

SCHOOL NURSING CERTIFICATION PROGRAM

Certification as a school nurse is offered through the Department of Education in cooperation with the School of Nursing. To be eligible to earn this certificate the student must have a Bachelor of Science in Nursing or be working toward this degree. Specific courses in education and nursing are required and may be taken at the graduate or undergraduate level.

Information about this program is available from the director of special programs, School of Nursing, (215) 499-4206.

Course Requirements

Number	*Title*	*Semester Hours*
ED 506	School Law and Child Rights	3
ED 507	Instructional Psychology	3
ED 551	Education of Handicapped Children	3
NURS 535	School Nurse Practicum	6
	TOTAL	15

These education courses are offered several times in a calendar year. School Nurse Practicum is offered only in the fall semester. (For descriptions of these courses see EDUCATION section of this bulletin.)

Courses

NURS 501
LOSS AND GRIEF

An analysis of the issues of loss and grief using current theory and practice from social sciences and clinical practice. The focus is on the phases of bereavement from anticipatory grief to actual loss and reintegration. Loss and grief are examined as part of a lifelong process including such events as death, divorce, miscarriage, and loss of self-image. The course is particularly relevant to students interested and working in human services. *3 semester hours*

NURS 505
SOCIETY AND AGING

Designed for health providers and others who are interested in knowing more about the elderly population within American society. Major social and personal issues relating to the phenomenon of growing old are presented and discussed informally.
3 semester hours

NURS 507
PEDIATRIC HEALTH ASSESSMENT

Designed to provide the student with a comprehensive background in theory and clinical skills needed in order to provide health assessment infancy through late adolescence. Emphasis is placed upon the student's understanding of normal patterns of growth and development and accepted variations as well as the physical attributes of each age. This course prepares students to assess wellness through the use of interviewing skills, and a physical examination that includes developmental assessment. Students are also required to describe and implement an individual plan of care. *3 semester hours*

NURS 530
INTRODUCTION TO BIOCOMMUNICATIONS MEDIA

Designed to provide synthesis of knowledge and skills in the development and production of media for contexts of biocommunication. Emphasis is placed on theories and methodology of communication, message design and development and media production, utilization and evaluation. Applications are viewed in the context of client education, health care continuing education, health promotion, and staff development.
3 semester hours

NURS 580
CLIENT TEACHING

An examination of the interaction of teacher, learner, knowledge, process, and learning environment in client health education. Particular attention is given to motivation and learning theories, cultural and belief systems, and expectations of institutions where client teaching occurs. Who determines client health teaching needs and who has authority to teach client health are questions considered with regard to society's health education needs. *3 semester hours*

NURS 601
PHYSIOLOGY AND PATHOPHYSIOLOGY

Concepts of physiology and pathophysiology applied to nursing practice. Emphasis is on a cellular approach to major body systems and their adaptation to diseased states.
3 semester hours

NURS 602
FAMILY SYSTEMS INTERACTION AND THE NURSE PRACTITIONER'S ROLE

Designed to provide the student with a comprehensive theoretical background in two major areas. The first area deals with the psychosocial assessment of the child and family throughout the stages of cancer including the bereavement period. Emphasis is placed upon the student's understanding and application of family systems theory, family life cycle, and developmental stage of the child. The second area deals with the development of the pediatric nurse practitioner role in oncology. Emphasis is placed upon the student's understanding of role development and application of change theory. *3 semester hours*

NURS 603
COMMON DISORDERS OF CHILDHOOD AND HEALTH MAINTENANCE

Designed to provide the nurse practitioner with knowledge about health maintenance and common disorders in childhood. Specific nursing management strategies associated with counseling and health teaching for families and children are also addressed. Emphasis is placed upon the student's understanding of the "normal" problems of childhood and the issues that require specific health teaching for each developmental stage.
3 semester hours

NURS 604
NURSING I: PERSPECTIVES

An examination of role and role development of the M.S.N. graduate. The relationship of role to the methodology of problem solving is studied. Focus is on the analysis of role and the use of the nursing process in the clinical setting. Current professional issues are examined. *3 semester hours*

NURS 605
NURSING II: ASSESSMENT

Designed to provide knowledge and skills in obtaining a nursing history and performing a physical assessment of an adult client. Emphasis is placed on the nursing history and physical assessment as methods through which qualitative and quantitative data are collected, classified, analyzed, synthesized, and applied in accord with the nursing process and the scientific method. *3 semester hours*

NURS 606
ADVANCED CONCEPTS—
PEDIATRIC ONCOLOGY I

Designed as a review of the various forms of cancer in childhood. Incorporates the most recent information about methods of treatment. In addition, the early and late effects of treatment are addressed as well as the importance of an interdisciplinary approach to the problem of cancer in childhood. *4 semester hours*

NURS 607
ADVANCED CONCEPTS—
PEDIATRIC ONCOLOGY II

Designed to enable the student to exercise and analyze the role of the nurse practitioner in the home and in an ambulatory clinical setting. Expansion of knowledge in this specialty is emphasized along with a focus on the nursing management of children with cancer in their home and community. Specific issues related to home care and patient advocacy in the community, as well as the late psychosocial and physical effects of cancer are addressed. The course incorporates both theory and a clinical practicum. *6 semester hours*

NURS 609
ADVANCED CLINICAL NURSING
PRACTICE IN PEDIATRIC
ONCOLOGY

Designed to provide the student with clinical experience in direct patient care under the guidance of a preceptor. Upon completion of the course the student will have achieved a beginning level of competency as a nurse practitioner. Logs are kept by the student, and reviewed with the preceptor. Each student develops his/her own caseload. Patient management includes: obtaining a history, completing a physical examination, forming an impression, developing a plan of care, and plans for follow-up. Patients are selected from outpatient and inpatient services, schools and home and hospice care. *6 semester hours*

NURS 610
BURN, EMERGENCY, TRAUMA I

Examines concepts and nursing roles in prevention, pre-hospital care, emergency systems and rehabilitation. Selected field observation experiences and clinical practice familiarize the student with preventive and rehabilitative phases of critical care nursing and effective systems of health care in the context of burn, emergency, and trauma. *4 semester hours*

NURS 611
CONCEPTUAL MODELS IN
NURSING

Examines components of a theory, methods of theory building, and major conceptual models in nursing. Students have the opportunity to select one of the models for application to practice. *3 semester hours*

NURS 612
BURN, EMERGENCY, TRAUMA II

Advanced clinical skills and management methods relevant to burn, emergency, and trauma care. In selected practice settings, students apply the roles of practitioner, consultant, educator, manager, and collaborator to promote professional colleagueship and improve health care delivery. *6 semester hours*

NURS 615
NURSING SERVICE
ADMINISTRATION I: CONCEPTS

An examination of nursing administration in the health care system. Includes discussion of issues, trends, and the theory and practice base of nursing administration. Emphasis is on professional nursing roles as a manager, change agent, and decisionmaker. In addition, there is examination of a conceptual framework for the practice of nursing administration in current and emerging practice settings. *3 semester hours*

NURS 616
CLINICAL LEADERSHIP
AS A NURSE MANAGER

A comprehensive, practice-oriented seminar in the application of management leadership and related theories and skills for first-line clinical managers. Includes discussion, case studies and group work focusing on transition from clinician to management role, development of goals and objectives, management style, resource allocations, staff development, labor relations and evaluation. *3 semester hours*

NURS 617
NURSING SERVICE
ADMINISTRATION II: PRACTICUM

A comprehensive clinical experience for the application of the theories and skills of management and nursing in selected health care agencies. Students work directly with nursing service administrators within a chosen clinical specialty. Seminars are used to analyze the problems inherent in the application of theory to practice. *6 semester hours*

NURS 621
RESEARCH I

Designed to prepare nurses to participate effectively in nursing research. The course focuses on the planning and development of the research proposal, using the scientific method and appropriate research design. Prerequisite: Matriculated status. *3 semester hours*

NURS 622
RESEARCH II

Conduct of a research project that reflects the student's functional role or area of clinical interest. Seminars focus on the analysis and interpretation of data and on the significance of the research both in design and implications for client care. *3 semester hours*

NURS 625
ONCOLOGY I

An in-depth exploration of the bio-psycho-social problems faced by individuals and families with cancer. Emphasis is placed on nursing intervention for addressing the needs of the client throughout the continuum of prevention, treatment, and chronic illness. Clinical practice is relevant to individual student learning needs. *4 semester hours*

NURS 626
ONCOLOGY II

Advanced clinical skills and management methods in oncology nursing. Clinical settings allow the student to examine, analyze, and practice the role of oncology clinical nurse specialist. Seminars are designed to examine advanced practice issues and are frequently held jointly with pediatric oncology students. *6 semester hours*

NURS 637
PROFESSIONAL COMMUNICATION

Designed to address progressive development of communication skills beginning with the self and moving to dyadic, small group and wider audience forums. Content will emphasize developing insight and skills in listening; verbal, non-verbal and written communication. Opportunity will be provided for practicing and evaluating individual performance and group dynamics related to the process of communication and its relationship to nursing leadership roles. *3 semester hours*

NURS 699
INDEPENDENT STUDY
(MASTER'S)

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

NURS 700
NURSING EDUCATION I

Analysis and comparison of the past, present and future development of nursing education and practice. Identification of underlying assumptions and essential elements of nursing for the purpose of depicting the current paradigm. Prerequisite: NURS 706 *3 semester hours*

NURS 705
PSYCHOLOGY OF LEARNING

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

NURS 706
PHILOSOPHY OF EDUCATION

Designed to acquaint students with philosophical issues relevant to education. Beginning with an overview of central metaphysical, epistemological, and ethical systems and problems, the course moves to a consideration of specific issues in the philosophies of science, mind, and ethics that are of particular concern in education. In addition to developing an understanding of the course readings, students articulate and defend their own positions on the issues raised. *3 semester hours*

NURS 707
SOCIOLOGY OF EDUCATION

An examination of the nature of higher education institutions and organizations in the United States, including structure, function, governance, finance, and public policy. The course includes a brief history of higher education with emphasis upon nursing education and role theory analysis, as well as rights and responsibilities of nurse educators and legal implications. *3 semester hours*

NURS 710
NURSING EDUCATION II

Emphasis is on inductive and deductive reasoning as it relates to theory development. Models for nursing and education are explored. Application of educational theory is made to teaching concepts, and nursing models are explored. Prerequisites: NURS 700, NURS 705 *3 semester hours*

NURS 720
NURSING EDUCATION III

Synthesis of nursing and educational theory for application in nursing education. Students construct a collegiate nursing curriculum including the philosophy, conceptual framework, objectives and course descriptions. At least one course is developed by the student to demonstrate the interrelationships of class objectives, class topics, teaching strategies and evaluation methods. Prerequisites: NURS 700, 705, 710, 731 and 750. *3 semester hours*

NURS 730
ADVANCED STATISTICS

Focuses on the major multi-variate techniques useful for statistical analyses of data in education and health research. The course includes both conceptual presentation and practical application of advanced statistical procedures such as multiple regression, factor analysis, discriminant analysis, and canonical correlation. Students gain experience in the use of computerized statistical analysis. *3 semester hours*

NURS 731
EDUCATIONAL COMMUNICATIONS AND TECHNOLOGY: THEORY AND DESIGN

Designed to aid the learner in synthesizing and evaluating central issues, theories, and methods relevant to educational communications and technology. While discussion provides exposure to theories of educational technology, communication, learning, systems, instructional design, and visual literacy, a major goal is to encourage the learner to search for new directions and generate new leads relevant to theory and design. In addition, consideration is given to technological development and media production, selection, and utilization. Toward this end, learners are encouraged to design strategies of mediated instruction, using design and production skills. *3 semester hours*

NURS 735
COMPUTER APPLICATIONS IN NURSING EDUCATION

Designed for graduate students who will be functioning as nurse educators, researchers, and administrators, this course focuses on the use of the microcomputer as a teaching, research and administrative tool. Students are required to demonstrate skill in the application of generic software packages to a variety of situations in the academic setting as well as evaluate existing CAI software. Issues relating to computers in education are discussed. *3 semester hours*

NURS 750
EVALUATION METHODS

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

NURS 788
SUMMER SCHOLARS

Selected topics of interest for both masters and doctoral level students. *3 semester hours*

NURS 810
RESEARCH DESIGN AND METHODOLOGY

Focuses on advanced principles of experimental and nonexperimental research design and methodology. Emphasis is in the development of researchable problems, reliability and validity of instrumentation, and application of computer programs (SPSS) for analysis of data appropriate to experimental, correlational, and survey research. This foundation course prepares students for development of the proposed dissertation research. Topics for the dissertation will have been considered throughout the nursing courses. *3 semester hours*

NURS 851
CONCEPTS IN TEACHING

In a seminar format, exploring current issues in collegiate nursing education and planning the integration of education concepts and principles into realistic teaching/learning situations. Students examine faculty roles, expectations, socialization, rights and responsibilities; identify effective instructional strategies in classroom and clinical settings; identify roles and functions of a nursing school/department within the university/college; examine ethicolegal and political aspects of collegiate nursing education; and explore interrelationships between nursing education and nursing practice, including relationships between the nursing education program and clinical agencies. *3 semester hours*

NURS 852
FIELD PRACTICUM

An opportunity for students to demonstrate their teaching and curriculum knowledge and skills in a collegiate nursing setting. The use of new or unique teaching methods are encouraged in classroom and clinical settings. *3 semester hours*

NURS 899
INDEPENDENT STUDY (DOCTORAL)

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

NURS 900
DISSERTATION SEMINAR

Development of the dissertation proposal with guidance of the faculty. Students' proposals are presented in the seminar for peer review and scholarly exchange aimed at refining and strengthening the proposed dissertation research. *3 semester hours*

NURS 950
DISSERTATION ADVISEMENT

Ongoing individualized faculty guidance and supervision as the dissertation is developed. Prerequisite: completion of all required courses.
6–12 or more semester hours

GRADUATE PROGRAMS IN NURSING

ADMINISTRATION

Vivian H. Middleman, B.S.N., M.S. *Acting Dean*

Gail A. Hilbert, B.S.N., M.S.N., D.N.Sc. *Assistant Dean for Graduate Studies*

Marqueritte Barbiere, B.S.N., M.S.N., M.S.Ed. *Acting Assistant Dean for Undergraduate Studies*

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