



DREXEL UNIVERSITY

College of
Nursing and
Health Professions

CATALOG

2020-2021

GRADUATE



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Table of Contents

College of Nursing and Health Professions	4
Addictions Counseling	5
Art Therapy and Counseling	7
Complementary and Integrative Health	8
Couple and Family Therapy	10
Couple and Family Therapy DCFT	11
PhD in Creative Arts Therapies	13
Culinary Arts and Science	14
Dance/Movement Therapy and Counseling	16
Health Science DHSc	18
Master of Family Therapy	19
Food Science	20
Health and Rehabilitation Sciences PhD	22
Health Administration	24
Human Nutrition	25
Music Therapy and Counseling	28
MSN in Nurse Anesthesia	30
Nurse Anesthesia DNP	31
Nursing: MSN-PhD Joint Degree Program	33
PhD in Nursing	35
Doctor of Nursing Practice	36
MSN: Clinical Nurse Leader Concentration	38
MSN: Clinical Research Concentration	39
MSN: Nursing Education Concentration	40
MSN: Nursing Innovation Concentration	42
MSN: Nursing Leadership in Health Systems Management Concentration	44
MSN "Bridge" Program	45
MSN: Public Health Nursing	45
MSN: Quality, Safety, and Risk Management in Healthcare	47
MSN: Adult-Gerontology Acute Care Nurse Practitioner	48
MSN: Adult-Gerontology Primary Care Nurse Practitioner	49
MSN: Family/Individual Across the Lifespan Nurse Practitioner	50
MSN: Pediatric Acute Care Nurse Practitioner	51
Pediatric Primary Care Nurse Practitioner	51
MSN: Pediatric Primary Care and Pediatric Acute Care Dual Option	52
MSN: Psychiatric Mental Health Nurse Practitioner	53
MSN: Women's Health/Gender Related Nurse Practitioner	54
Nutrition and Dietetics	55
Nutrition Sciences	58

Doctor of Physical Therapy	59
Physician Assistant (PA)	61
Quality, Safety and Risk Management in Healthcare	64
Rehabilitation Sciences	65
Graduate Minor in Addictions Counseling	66
Graduate Minor in Advanced Study in Complementary and Integrative Therapies	67
Graduate Minor in Advanced Study in Holistic Hospice and Palliative Care	67
Graduate Minor in Advanced Study in Integrative Addiction Therapies	68
Graduate Minor in Advanced Study in Women's Integrative Health	68
Graduate Minor in Forensic Trends and Issues in Contemporary Healthcare	69
Graduate Minor in Health Administration	69
Graduate Minor in Integrated Nursing Care of Autism Spectrum Disorder	69
Graduate Minor in Nursing Education	70
Graduate Minor in Nursing Leadership in Health Systems Management	70
Graduate Minor in Quality, Safety and Risk Management in Healthcare	71
Graduate Minor in Service to Veterans	71
Graduate Minor in Sexual Health and Wellness	72
Certificate of Advanced Study in Complementary and Integrative Therapies	73
Certificate in Forensic Trends and Issues in Contemporary Healthcare	74
Certificate of Advanced Study in Holistic Hospice and Palliative Care	75
Integrated Care ASD	75
Certificate of Advanced Study in Integrative Addiction Therapies	77
Post-Master's Certificate in Nurse Anesthesia	77
Clinical Nurse Leader Post-Master's Certificate	78
Leadership in Health Systems Management	79
Post-Baccalaureate Certificate in Nursing Innovation	80
Post-Baccalaureate Certificate in Nursing Education	81
Adult-Gerontology Acute Care Nurse Practitioner Post-Master's Certificate	81
Adult-Gerontology Primary Care Nurse Practitioner Post-Master's Certificate	82
Emergency/Trauma Nurse Practitioner Post-Master's Certificate	83
Family/Individual Across the Lifespan Nurse Practitioner Post-Master's Certificate	84
Pediatric Acute Care Nurse Practitioner Post-Master's Certificate	84
Pediatric Primary Care Nurse Practitioner Post-Master's Certificate	85
Pediatric Primary Care and Pediatric Acute Care Dual Nurse Practitioner Post-Master's Certificate	86
Psychiatric Mental Health Nurse Practitioner Post-Master's Certificate	86
Women's Health/Gender-Related Nurse Practitioner Post-Master's Certificate	87
Service to Veterans	88
Sexual Health and Wellness	89
Certificate in Substance Use Disorder Treatment	89
Certificate of Advanced Study in Women's Integrative Health	90

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.

Majors

- Addictions Counseling (MS) (p. 5)
- Art Therapy and Counseling (MA) (p. 7)
- Complementary and Integrative Health (MS) (p. 8)
- Couple and Family Therapy (PhD) (p. 10)
- Couple and Family Therapy (DCFT) (p. 11)
- Creative Arts Therapies (PhD) (p. 13)
- Culinary Arts and Science (MS) (p. 14)
- Dance/Movement Therapy and Counseling (MA) (p. 16)
- Doctor of Health Science (DHSc) (p. 18)
- Family Therapy (MFT) (p. 19)
- Food Science (MS) (p. 20)
- Health and Rehabilitation Sciences (PhD) (p. 22)
- Health Administration (MHA) (p. 24)
- Human Nutrition (MS) (p. 25)
- Music Therapy and Counseling (MA) (p. 28)
- Nurse Anesthesia (MSN) (p. 30)
- **NEW:** Nurse Anesthesia (DNP)
- Nursing: MSN/PhD Joint Degree (MSN/PhD) (p. 33)
- Nursing (PhD) (p. 35)
- Nursing Practice (DNP) (p. 36)
- **Nursing - Advanced Role (MSN)**
 - Clinical Nurse Leader (p. 38)
 - Clinical Research (p. 39)
 - Nursing Education (p. 40)
 - Nursing Innovation (p. 42)
 - Nursing Leadership in Health Systems Management (p. 44)
 - MSN-Bridge Program (p. 45)
 - **NEW:** Public Health Nursing
 - Quality, Safety, and Risk Management in Healthcare (p. 47)
- **Nursing - Nurse Practitioner (MSN)**
 - Adult-Gerontology Acute Care Nurse Practitioner
 - Adult-Gerontology Primary Care Nurse Practitioner (p. 49)
 - Family/Individual Across the Lifespan Nurse Practitioner (p. 50)
 - Pediatric Acute Care Nurse Practitioner (p. 51)
 - Pediatric Primary Care Nurse Practitioner (p. 51)
 - Pediatric Primary Care and Pediatric Acute Care Dual Option Nurse Practitioner (p. 52)
 - Psychiatric Mental Health Nurse Practitioner (p. 53)
 - Women's Health/Gender Related Nurse Practitioner (p. 54)

- Nutrition and Dietetics (MS) (p. 55)
- Nutrition Sciences (PhD) (p. 58)
- Physical Therapy (DPT) (p. 59)
- Physician Assistant (MHS) (p. 61)
- Quality, Safety and Risk Management in Healthcare (MS) (p. 64)
- Rehabilitation Sciences (MHS) (p. 65)

Graduate Minors

- Addictions Counseling (p. 66)
- Advanced Study in Complementary and Integrative Therapies (p. 67)
- Advanced Study in Holistic Hospice and Palliative Care (p. 67)
- Advanced Study in Integrative Addiction Therapies (p. 68)
- Advanced Study in Women's Integrative Health (p. 68)
- Forensic Trends and Issues in Contemporary Healthcare (p. 69)
- Health Administration (p. 69)
- Integrated Nursing Care of Autism Spectrum Disorder (p. 69)
- Nursing Education (p. 70)
- Nursing Leadership in Health Systems Management (p. 70)
- Quality, Safety and Risk Management in Healthcare (p. 71)
- Service to Veterans (p. 71)
- Sexual Health and Wellness (p. 72)

Certificates

- Complementary and Integrative Therapies (p. 73)
- Forensic Trends and Issues in Contemporary Healthcare (p. 74)
- Holistic Hospice and Palliative Care (p. 75)
- **NEW:** Integrated Care ASD
- Integrative Addiction Therapies (p. 77)
- Nurse Anesthesia (p. 77)
- **Nursing Certificates - Advanced Role**
 - Clinical Nurse Leader Post-Master's Certificate (p. 78)
 - Leadership in Health Systems Management (p. 79)
 - Nursing Innovation (p. 80)
 - Nursing Education Post-Bachelor's Certificate (p. 81)
- **Nursing Certificates - Nurse Practitioner**
 - Adult-Gerontology Acute Care Nurse Practitioner Post-Master's Certificate
 - Adult-Gerontology Primary Care Nurse Practitioner Post-Master's Certificate (p. 82)
 - Emergency/Trauma Nurse Practitioner (p. 83)
 - Family/Individual Across the Lifespan Nurse Practitioner Post-Master's Certificate (p. 84)
 - Pediatric Acute Care Nurse Practitioner Post-Master's Certificate (p. 84)
 - Pediatric Primary Care Nurse Practitioner Post-Master's Certificate (p. 85)
 - Pediatric Primary Care and Pediatric Acute Care Dual Option Nurse Practitioner Post-Master's Certificate (p. 86)
 - Psychiatric Mental Health Nurse Practitioner Post-Master's Certificate (p. 86)
 - Women's Health/Gender Related Nurse Practitioner Post-Master's Certificate (p. 87)
- Service to Veterans (p. 88)

- Sexual Health and Wellness (p. 89)
- Substance Use Disorder Treatment (p. 89)
- Women's Integrative Health (Advanced Study) (p. 90)

About the College

The College of Nursing and Health Professions has more than a century-long history of educating nurses and health professionals. Since 2002, the College has embraced the practical ingenuity of Drexel through the refinement and development of more than 25 undergraduate and graduate nursing and health professions programs characterized by the integration of learning and work through cooperative education, a culture of excellence, innovation and technology infusion, research, and deep civic engagement. The College has grown to include almost 5,000 students, 194 full-time and part-time faculty, and 160 staff. The College uniquely prepares clinicians to practice and lead in a rapidly changing healthcare system.

Mission and Approach

Drexel University College of Nursing and Health Professions prepares competent and compassionate health professionals through technology-infused and evidence-based programs. The College is committed to leading the way in improving health and reducing health disparities through innovative education, interdisciplinary research, and community-based practice initiatives.

Cooperative Education - The Integration of Learning and Work - The College offers four undergraduate "co-op" programs. The Bachelor of Science in Nursing integrates either three, six-month periods of full employment in the five-year program or one, six-month period in the four-year program. The Bachelor of Science degrees in Nutrition Sciences, Health Services Administration, Behavioral Health Counseling, and Health Sciences offer one, six-month period of full employment throughout the curriculum in the four-year program. Leading regional healthcare institutions employ the College's undergraduate students in co-op positions related to their fields of study and often offer employment after graduation.

Innovation and Technology Infusion - Every program in the College has integrated into their curricula cutting-edge technology, including the use of high-fidelity manikins and simulation, to build knowledge and skills in both safe and experimental learning situations before practice in actual clinical settings. All courses are web enhanced with learning tools and information that support knowledge mastery. The College has offered fully online undergraduate and graduate programs since 1999.

A Culture of Excellence - Courses are taught by full-time faculty with deep experience in teaching and practice. Fourteen clinical programs eligible for national accreditation have maintained full accreditation status for the past 12 years. Board Certification and Licensing Examination pass rates are well above national means; many at 100% as in the Physician Assistant and the Nurse Anesthesia programs. Further, in 2014, 311 BS in nursing graduates took the NCLEX examination with a first time pass rate of 97.42%, 10 points higher than the national pass rate.

Research - The College's researchers in nutrition and rehabilitation sciences, couple and family therapy, and nursing and creative arts therapy have garnered on average \$2.9 million in external funding annually. Undergraduate and graduate students work with cutting-edge researchers building knowledge in clinical disciplines with the ultimate goal of improving the quality and outcomes of care.

Civic Engagement - Since 1996, the College has operated a nationally recognized, nurse-managed health center in North Philadelphia with an interdisciplinary practice including nurse practitioners, nutritionists, physical therapists, dentists, and mental health specialists. The Stephen and Sandra Sheller 11th Street Family Health Services Center is reinventing healthcare for previously underserved communities through the integration of primary and behavioral healthcare and healthy living programs. The 11th Street Center is reducing health disparities through more than 32,000 visits per year through which the College's students learn to appreciate the nuances of high quality, community-based care.

Accreditation

The College has 12 nationally accredited or approved clinical programs. Pass rates for professional licensing and board certifications are well above the national mean, with nine programs boasting a 100% pass rate and nursing first-time pass rates consistently above 95%.

- The baccalaureate degree in Nursing (BSN), the master's degree in Nursing (MSN), and the Doctor of Nursing (DNP) are accredited by CCNE (Commission on Collegiate Nursing Education). These programs and the post-graduate 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).
- The Creative Arts Therapies MA degree programs in Art Therapy and Counseling, Dance/Movement Therapy and Counseling, and Music Therapy and Counseling are approved by AATA (American Art Therapy Association), ADTA (American Dance Therapy Association), and AMTA (American Music Therapy Association), respectively.
- The Health Services Administration program is certified by AUPHA (Association of University Programs in Health Administration).
- The Didactic program in Nutrition is accredited by ACEND (Accreditation Council for Education in Nutrition and Dietetics).
- The Nurse Anesthesia program is accredited by COA (Council on Accreditation of Nurse Anesthesia Educational Programs).
- The Doctor of Physical Therapy (DPT) program is accredited by CAPTE (Commission on Accreditation in Physical Therapy Education).
- The Physician Assistant program is accredited by ARC-PA (Accreditation Review Commission on Education for the Physician Assistant).

Addictions Counseling

Major: Addictions Counseling

Degree Awarded: Master of Science (MS)

Calendar Type: Quarter

Total Credit Hours: 54.5

Co-op Option: None

Classification of Instructional Programs (CIP) code: 51.1501

Standard Occupational Classification (SOC) code: 21-1011

About the Program

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

The Master of Science in Addictions Counseling is an online program consisting of a 54.5-quarter credit curriculum (60.5 with practicum supervision) that meets the educational requirements for Certification as an Advanced Alcohol and Drug Counselor (CAADC) in the state of Pennsylvania. The curriculum covers the knowledge, theory, and skill development areas as suggested by the National Addiction Studies Accreditation Commission (NASAC) and TAP 21.

Students will gain competence in best treatment practices related to substance abuse and co-occurring behavioral disorders including assessment, motivational interviewing, recovery and relapse prevention, cultural diversity, and family systems theory. For students interested in a clinical practicum experience, the program offers clinical supervision as an optional component. Some, but not all states, require a practicum experience as a prerequisite to licensure or certification.

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

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 534	Approaches to Substance Use Disorders	3.0
BACS 535	Motivational Enhancement Skills	3.0
BACS 540	Treatment Planning and Relapse Prevention	3.0
BACS 568	Substance Use Counseling with Special Populations	3.0
BACS 570	Clinical Supervision Skills	3.0
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
CFTP 572	Diversity and Contextual Factors in Clinical Practice	4.0
CFTP 573	Group Therapy: Theory and Practice Models	1.0
CFTP 725	Trauma and Families	4.0
CTCN 603	Clinical Appraisal and Assessment	4.5
Practicum Courses (Optional)		
BACS 541	Addictions Practicum Supervision	
Total Credits		54.5

Sample Plan of Study

Full-time Plan of Study With Practicum Supervision

First Year				
Fall	Credits Winter	Credits Spring	Credits Summer	Credits
BACS 532	4.0 BACS 530	3.0 BACS 541	2.0 CFTP 516	4.0
BACS 534	3.0 BACS 540	3.0 BACS 568	3.0 CFTP 517	4.0
BACS 535	3.0 BACS 541	2.0 BACS 570	3.0 CFTP 573	1.0
BACS 541	2.0 CFTP 513	3.0 CFTP 521	4.0 BACS 531	4.0
CFTP 572	4.0 CTN 603	4.5 CFTP 725	4.0	
16		15.5	16	13
Total Credits 60.5				

Full-time Plan of Study Without Optional Practicum Supervision

First Year				
Fall	Credits Winter	Credits Spring	Credits Summer	Credits
BACS 532	4.0 BACS 530	3.0 BACS 568	3.0 BACS 531	4.0
BACS 534	3.0 BACS 540	3.0 BACS 570	3.0 CFTP 516	4.0
BACS 535	3.0 CFTP 513	3.0 CFTP 521	4.0 CFTP 517	4.0
CFTP 572	4.0 CTN 603	4.5 CFTP 725	4.0 CFTP 573	1.0
14		13.5	14	13
Total Credits 54.5				

Part-time Plan of Study with Optional Practicum Supervision

First Year				
Fall	Credits Winter	Credits Spring	Credits Summer	Credits
BACS 534	3.0 BACS 530	3.0 BACS 568	3.0 CFTP 516	4.0
BACS 535	3.0 BACS 540	3.0 BACS 570	3.0 CFTP 517	4.0
6		6	6	8
Second Year				
Fall	Credits Winter	Credits Spring	Credits Summer	Credits
BACS 532	4.0 CFTP 513	3.0 CFTP 521	4.0 BACS 531	4.0
CFTP 572	4.0 CTN 603	4.5 CFTP 725	4.0 CFTP 573	1.0
8		7.5	8	5
Third Year				
Fall	Credits Winter	Credits Spring	Credits	
BACS 541	2.0 BACS 541	2.0 BACS 541	2.0	
2		2	2	
Total Credits 60.5				

Part-time Plan of Study without Optional Practicum Supervision

First Year				
Fall	Credits Winter	Credits Spring	Credits Summer	Credits
BACS 534	3.0 BACS 530	3.0 BACS 568	3.0 CFTP 516	4.0
BACS 535	3.0 BACS 540	3.0 BACS 570	3.0 CFTP 517	4.0
6		6	6	8
Second Year				
Fall	Credits Winter	Credits Spring	Credits Summer	Credits
BACS 532	4.0 CFTP 513	3.0 CFTP 521	4.0 BACS 531	4.0
CFTP 572	4.0 CTN 603	4.5 CFTP 725	4.0 CFTP 573	1.0
8		7.5	8	5
Total Credits 54.5				

Art Therapy and Counseling

Major: Art Therapy and Counseling
Degree Awarded: Master of Arts (MA)
Calendar Type: Quarter
Total Credit Hours: 90.0
Co-op Option: None

Classification of Instructional Programs (CIP) code: 51.2301
 Standard Occupational Classification (SOC) code: 29-1129

About the Program

The Master of Arts in Art Therapy and Counseling program educates students for creative, responsive and effective therapy practice, in which art making 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 90.0 quarter-credit curriculum includes specific art therapy coursework in areas such as assessment and treatment planning for children, adolescents, adults, older adults and families; trauma 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; psychopathology; social and cultural foundations; clinical appraisal and assessment, and group dynamics. Graduates are eligible for the ATR-Provisional, ATR, and ATR-BC credentials, as well as professional counseling licensure in Pennsylvania (upon completion of post-graduation requirements).

Art therapy uses the creative process of making art to help improve a person’s physical, mental, and emotional well-being. Counseling is a professional relationship that empowers diverse individuals, families, and groups to accomplish mental health, wellness, education, and career goals. Art therapy and counseling can help clients explore their behaviors, thoughts and feelings, reconcile conflicts, foster self-awareness, manage coping with addictions, develop social skills, reduce anxiety, and increase self-esteem to build on strengths. Upon graduation, students from Drexel’s MA in Art Therapy and Counseling go on to work in a variety of settings, including but not limited to, medical and psychiatric hospitals, in-patient and out-patient behavioral health and recovery programs, community health and wellness centers, schools and after-school programs, trauma-informed settings, correctional facilities and halfway houses, elder care facilities, and private practices. Students also pioneer new frontiers in therapy application through their clinical work and research.

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 the Creative Arts Therapies	3.0
CTCN 501	Human Psychological Development	4.5
CTCN 503	DSM and Psychopathology	4.5
CTCN 504	Professional Orientation and Ethics	4.5
CTCN 505	Theories of Counseling and Psychotherapy	4.5
CTCN 506	Social and Cultural Foundations in Counseling and Art Therapy	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 in Counseling and Art Therapy	4.5

Art Therapy Track Courses		
CATX 531	Adults & Older Adults Assessment & Treatment Planning	3.0
CATX 532	Trauma Approaches in Art Therapy	3.0
CATX 533	Child & Adolescent Assessment & Treatment Planning	3.0
CATX 534	Family Assessment and Treatment Planning	3.0
CATX 535	Creativity, Symbolism, and Metaphor in Art Therapy and Counseling	3.0
CATX 536	Studio Art for Art Therapists	1.5
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
Art Therapy Electives		3.0
Select one of the following:		
CATX 540	Addictions and Recovery Art Therapy Approaches	
CATX 541	Digital Media Use in Art Therapy and Counseling	
CATX 542	Mindfulness in Clinical Practice	
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		
Complete a total of 3 credits		3.0
CATX 621	Culminating Project in Art Therapy I	
CATX 622	Culminating Project in Art Therapy II	
Additional Electives		
CATX 627	For Culminating Project Only	
CATX I699	Independent Study in Creative Arts Therapy	
Total Credits		90.0

Sample Plan of Study

First Year				
Fall	Credits Winter	Credits Spring	Credits Summer	Credits
CATX 532	3.0 CATX 531	3.0 CATX 535	3.0 CATX 501	3.0
CATX 533	3.0 CATX 534	3.0 CATX 536	1.5 CTCN 504	4.5
CATX 537	1.0 CATX 538	1.0 CATX 539	1.0 CTCN 505	4.5
CTCN 501	4.5 CTCN 506	4.5 CTCN 503	4.5	
CTCN 510	2.0 CTCN 520	2.0 CTCN 530	2.0	
	13.5	13.5	12	12
Second Year				
Fall	Credits Winter	Credits Spring	Credits	
CATX 631	3.0 CATX 621	1.0 CATX 639	1.0	
CATX 637	1.0 CATX 638	1.0 CATX 645	3.0	
CTCN 601	4.5 CTCN 603	4.5 CATX 622	2.0	
CTCN 606	4.5 CTCN 620	2.0 CTCN 604	4.5	
CTCN 610	2.0 Art	3.0 CTCN 630	2.0	
		Therapy Elective		
		Choose one of the following:		
		CATX 540		
		CATX 541		

CATX 542

15

11.5

12.5

Total Credits 90

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 art therapy, social justice in art activities, transgender and LGBTQ identity.

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

Abby Dougherty, PhD, NCC, LPC (*Walden University*) Core Counseling Curriculum Coordinator. Clinical Assistant Professor. Virtual reality in mental health, mindfulness and contemplative practices in counselor education, creativity in college counseling, learning disabilities, relational-cultural theory in counseling and adult education.

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

Scott Horowitz, MA, MT-BC, LPC (*Drexel University*) Director of Field Education. Clinical Instructor. Interdisciplinary practice and education, developmental models of clinical and practicum supervision, music therapy and neurodevelopmental populations.

Girija Kaimal, EdD, MA (*Harvard University*). Associate Professor. Art therapy, educational research, program evaluation, art therapy.

Dawn Morningstar, MCAT, VC-DMT, LP (*Hahnemann University*) Coordinator of CAT Clinical Services. Assistant Clinical Professor. Specialty in working with children and adolescents, Dance/movement therapist at Drexel's Parkway Health and Wellness faculty practice outpatient clinic.

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.

Michele Rattigan, MA, ATR-BC, NCC, LPC (*MCP Hahnemann University*). Associate Clinical Professor. Unresolved trauma; post-partum depression and anxiety; disordered eating and body image concerns; self-harming behaviors; dissociative disorders

Minjung Shim, PhD, BC-DMT (*Drexel University*). Assistant Research Professor. Medical dance/movement therapy, chronic pain management, mindfulness-based interventions, clinical trials, theory/model-building, qualitative inquiries, scoping reviews.

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.

Florence Ierardi, MM, MT-BC, LPC (*Temple University*) Director, Music Therapy and Counseling MA Program. 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*) Director of Dance/Movement Therapy and Counseling MA Program. Associate Clinical Professor Emerita. Adults diagnosed with mood disorders, anxiety, chronic pain and with histories of trauma; clinical supervision; ethics.

Complementary and Integrative Health

Major: Complementary and Integrative Health

Degree Awarded: Master of Science (MS)

Calendar Type: Quarter

Total Credit Hours: 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 healthcare professionals with an evidenced-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. This program provides the theoretical basis for applying complementary and integrative health practices and emphasizes the integration of evidence-based CIH therapies such as phytomedicine, functional nutrition, and mind/body modalities within the framework of conventional healthcare 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 healthcare 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.

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.

Program Mission and Values

The program mission is to develop leaders in complementary and integrative healthcare. 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 healthcare 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.

Program Outcomes

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

- Practices within a legal and ethical framework of healthcare delivery and scope of practice
- Advances the role of advanced practice in the healthcare 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 healthcare 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.

Intended Audience

This program is applicable to a wide range of healthcare professionals including nurses, advanced practice nurses, nurse practitioners, physician's 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

- Licensed healthcare professional within a scope of practice from a variety of disciplines including nurses, advanced practice nurses, nurse practitioners, physician's 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 certificate
 - 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 503	Holistic Living For The Caregiver	3.0
or NURS 539	Holistic Living for the Caregiver	
CIT 502	Foundations of Complementary and Integrative Therapies	3.0
or NURS 529	Foundations of Complementary and Integrative Therapies	
CIT 501	Foundations of Phytotherapy	3.0

or NURS 551	Foundations of Phytotherapy: Clinical Applications of Herbal Therapy	
CIT 511	Spirituality, Health and Healing	3.0
or NURS 561	Spirituality, Health and Healing	
CIT 552	Integrative Advanced Relaxation Techniques (I-ART)	3.0
or NURS 552	Integrative Advanced Relaxation Techniques	
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

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 552	3.0
CIT 503	3.0 CIT 656	3.0 CIT 657	3.0 CIT 619	3.0
	6	6	6	6

Second Year

Fall	Credits Winter	Credits Spring	Credits Summer	Credits
CIT 626	3.0 CIT 696	3.0 CIT 697	3.0 CIT 698	3.0
Elective	3.0 Elective	3.0 Elective	3.0	
	6	6	6	3

Total Credits 45

Couple and Family Therapy PhD

Major: Couple and Family Therapy

Degree Awarded: Doctor of Philosophy (PhD)

Calendar Type: Quarter

Total Credit Hours: 120.0

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.

The program is rooted in relational and systems theories and therapies including Attachment-based Family Therapy, Emotionally Focused Family Therapy, and Medical Family Therapy approaches. Students are expected to demonstrate critical and analytical thinking with respect to the broad areas of systems theory and therapy, and have a primary interest in research and scholarship. The Counseling and Family Therapy Department is committed to attracting minority scholars as well as training students to be aware and sensitive to contextual issues such as race, class, gender, spirituality and sexual orientation, as well as power and privilege.

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

For additional information about the PhD in Couple and Family Therapy, visit the Counseling and Family Therapy Department (<https://drexel.edu/cnhp/academics/departments/Counseling-and-Family-Therapy/>) web site.

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. 19) and Post-Master's Certificate programs at the University.

The curriculum includes study in the following areas:

- Theory and research in couple and family therapy
- Research methodology, including statistics, research design, and computer applications
- Evidenced informed and specialized instruction in couple and family therapy
- Diverse family structures,
- Supervised clinical experience

Required Courses

CFTP 713	Introduction to CFT Clinical Research	3.0
CFTP 720	Couple Therapy Theory & Practice	3.0
CFTP 721	Critical Theory in Couple and Family Therapy	3.0
CFTP 724	Multicultural Approach to Couple and Family Therapy	4.0
CFTP 725	Trauma and Families	4.0
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
CFTP 760	Teaching Practicum	2.0
CFTP T780	Special Topics in Couple and Family Therapy	1.0-6.0
NHP 762	Health Professional Education	3.0
RSCH 714	Qualitative Research Methods I	3.0
RSCH 759	Foundations of Biostatistics	3.0
RSCH 770	Foundations in Research Methods	3.0
RSCH 811	Intermediate Biostatistics	3.0
RSCH 814	Intermediate Biostatistics II	3.0
RSCH 815	Scientific Inquiry and Writing	3.0
Elective		3.0-4.0
Internship - Minimum of 27 credits		27.0
CFTP 801	Couple and Family Therapy Internship	
Dissertation		37.0
CFTP 802	Couple and Family Therapy Dissertation	
CFTP 803	Couple and Family Therapy Dissertation Defense	
Total Credits		120.0-126.0

- * Internship (CFTP 801): Students are required to complete at least three terms of internship during the third or fourth year of the program. They must register for 9.0 credits per quarter to cover this activity. Most internships will be done in 3 quarters (27.0 credits), but the expectation has been set that the internship will be completed after 4 quarters (36.0 credits) to give the student some flexibility.
- Dissertation (CFTP 802): Students should begin their dissertation in year three or four of the program. This project is expected to take four quarters (36.0 credits). For each of those quarters the student must register for 9.0 credits of CFTP 802. If the project takes longer than four quarters, the student may continue to sign up for 9.0 credits of CFTP 802 each quarter. It is anticipated, however, that all students will complete their dissertations after 8 quarters (2 years, 72.0 credits).
- Dissertation Defense (CFTP 803): Students are required to defend their dissertations when they are complete. To defend, a student must register and pay for one 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
CFTP 713	3.0 CFTP 725	4.0 CFTP 724	4.0
CFTP 729	3.0 RSCH 770	3.0 NHP 762	3.0
RSCH 759	3.0 RSCH 811	3.0 RSCH 714	3.0
	9	10	10
Second Year			
Fall	Credits Winter	Credits Spring	Credits
CFTP 721	3.0 CFTP 735	3.0 CFTP 759	3.0
CFTP 757	3.0 RSCH 815	3.0 CFTP 760	2.0
CFTP T780	3.0 RSCH 814	3.0 CFTP T780	4.0
	9	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	9.0
	9	9	9

Fifth Year		
Fall	Credits Winter	Credits
CFTP 802	9.0 CFTP 803	1.0
	9	1

Total Credits 120

Couple and Family Therapy Faculty

Stephanie Brooks, PhD, LCSW, LMFT (*Drexel University*) Associate Dean, *Health Professions*. Associate Clinical Professor. Outcome-based education; supervision and training; African American families; cultural diversity specifically African American families and adolescents; Person of the Therapist training; ADHD and couple therapy; families impacted by addiction; behavioral health and family violence.

Guy Diamond, PhD, MA (*California School of Professional Psychology*) Director, *Center for Family Intervention Science*. Associate Professor. Prevention and treatment of adolescent depression and suicide; screening and education in schools, primary care, emergency rooms and health care centers; Attachment-based family therapy; empirically supported treatment for youth depression and suicide.

Stephanie Krauthamer Ewing, PhD, MPH (*University of Delaware*). Assistant Professor. Promoting healthy emotional development and resilience in children and adolescents, attachment and caregiving 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.

Kenneth Hardy, PhD (*Florida State University*). Professor. Challenging society to think critically about the hidden but significant connections that often exist between trauma and issues of oppression.

Christian Jordal, PhD, LMFT, CST (*Virginia Polytechnic Institute and State University*) Program Director, *Master of Family Therapy Program (MFT)*. Associate Clinical Professor. Behavioral health outcomes, mixed methodology; LGBT and mixed orientation relationships, marital commitment, medical family therapy, sex therapy, transgender healthcare and relationships.

Marlene F. Watson, PhD, LMFT (*Virginia Polytechnic and State University*). Associate Professor. Forensic family therapy, siblings, race, class, gender and health policy issues.

Erica Wilkins, PhD, LMFT (*Texas Tech University*) Program Director, *Doctor of Couple and Family Therapy (DCFT)*. Assistant Clinical Professor. Residual effects of slavery on African Americans, HIV/AIDS, treatment of post-traumatic stress, grief counseling, substance abuse and the family, culturally competent services, and contextual therapy.

Couple and Family Therapy DCFT

Major: *Couple and Family Therapy*

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

Calendar Type: *Quarter*

Total Credit Hours: *66.0*

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 interested in assuming leadership roles as administrators, advanced practice clinicians, and educators. The mission is to prepare leaders who promote cultural humility and socially just-informed practices and programs by transferring knowledge to practice and policy, evaluating and practicing evidence-informed couple and family therapy approaches, and actively contributing to the ongoing development of the profession.

Full-time students complete the program in 3 years, while a part-time plan of study takes 4.5 years to complete. The curriculum includes courses in theory and practice, teaching pedagogy, policy development, teaching, and research methodologies.

Admission Requirements

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

- Master degree in marriage and family therapy, or equivalent
- 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
- In person and/or 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. Supervisory abilities
4. Collaboration
5. Commitment to diversity and social justice
6. Commitment to scholarship

Degree Requirements

CFTP 718	Professional Development Seminar II	2.0
CFTP 720	Couple Therapy Theory & Practice	3.0
CFTP 721	Critical Theory in Couple and Family Therapy	3.0
CFTP 724	Multicultural Approach to Couple and Family Therapy	4.0
CFTP 725	Trauma and Families	4.0
CFTP 730	Gender and Sexual Orientation	4.0
CFTP 735	Family Healthcare Policy	3.0
CFTP 736	Professional Development Seminar VI	2.0
CFTP 742	Couples Sexual Therapy	3.0
CFTP 760	Teaching Practicum	2.0
CFTP 761	Advanced Clinical Practicum/Supervision *	6.0
CFTP 770	Capstone Project I	2.0
CFTP 771	Capstone Project II	2.0
CFTP 772	Capstone Project III	2.0
CFTP 801	Couple and Family Therapy Internship *	9.0
NHP 762	Health Professional Education	3.0
RSCH 714	Qualitative Research Methods I	3.0
RSCH 759	Foundations of Biostatistics	3.0
RSCH 770	Foundations in Research Methods	3.0

Advanced Elective	3.0
Total Credits	66.0

* Taken 3 times.

Sample Plan of Study

Full Time Plan of Study

First Year			
Fall	Credits Winter	Credits Spring	Credits
CFTP 718	2.0 CFTP 725	4.0 CFTP 724	4.0
CFTP 720	3.0 CFTP 742	3.0 NHP 762	3.0
RSCH 759	3.0 RSCH 770	3.0 RSCH 714	3.0
	8	10	10
Second Year			
Fall	Credits Winter	Credits Spring	Credits
CFTP 721	3.0 CFTP 735	3.0 CFTP 760	2.0
CFTP 730	4.0 CFTP 736	2.0 CFTP 761	2.0
CFTP 761	2.0 CFTP 761	2.0 Advanced Elective	3.0
	9	7	7
Third Year			
Fall	Credits Winter	Credits Spring	Credits
CFTP 770	2.0 CFTP 771	2.0 CFTP 772	2.0
CFTP 801	3.0 CFTP 801	3.0 CFTP 801	3.0
	5	5	5
Total Credits 66			

Part-time Plan of Study

First Year			
Fall	Credits Winter	Credits Spring	Credits
CFTP 720	3.0 CFTP 742	3.0 NHP 762	3.0
RSCH 759	3.0 RSCH 770	3.0 RSCH 714	3.0
	6	6	6
Second Year			
Fall	Credits Winter	Credits Spring	Credits
CFTP 718	2.0 CFTP 725	4.0 CFTP 724	4.0
CFTP 730	4.0 CFTP 736	2.0 CFTP 760	2.0
	6	6	6
Third Year			
Fall	Credits Winter	Credits Spring	Credits
CFTP 721	3.0 CFTP 735	3.0 CFTP 761	2.0
CFTP 761	2.0 CFTP 761	2.0 Advanced Elective	3.0
	5	5	5
Fourth Year			
Fall	Credits Winter	Credits Spring	Credits
CFTP 770	2.0 CFTP 771	2.0 CFTP 772	2.0
CFTP 801	3.0 CFTP 801	3.0 CFTP 801	3.0
	5	5	5
Total Credits 66			

Couple and Family Therapy Faculty

Stephanie Brooks, PhD, LCSW, LMFT (*Drexel University*) Associate Dean, Health Professions. Associate Clinical Professor. Outcome-based education; supervision and training; African American families; cultural diversity specifically African American families and adolescents; Person of the Therapist training; ADHD and couple therapy; families impacted by addiction; behavioral health and family violence.

Guy Diamond, PhD, MA (*California School of Professional Psychology*) Director, Center for Family Intervention Science. Associate Professor.

Prevention and treatment of adolescent depression and suicide; screening and education in schools, primary care, emergency rooms and health care centers; Attachment-based family therapy; empirically supported treatment for youth depression and suicide.

Stephanie Krauthamer Ewing, PhD, MPH (*University of Delaware*). Assistant Professor. Promoting healthy emotional development and resilience in children and adolescents, attachment and caregiving 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.

Kenneth Hardy, PhD (*Florida State University*). Professor. Challenging society to think critically about the hidden but significant connections that often exist between trauma and issues of oppression.

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Marlene F. Watson, PhD, LMFT (*Virginia Polytechnic and State University*). Associate Professor. Forensic family therapy, siblings, race, class, gender and health policy issues.

Erica Wilkins, PhD, LMFT (*Texas Tech University*) Program Director, Doctor of Couple and Family Therapy (DCFT). Assistant Clinical Professor. Residual effects of slavery on African Americans, HIV/AIDS, treatment of post-traumatic stress, grief counseling, substance abuse and the family, culturally competent services, and contextual therapy.

Creative Arts Therapies PhD

Major: Creative Arts Therapies

Degree Awarded: Doctor of Philosophy

Calendar Type: Quarter

Total Credit Hours: 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 cultivate students' philosophical perspectives and 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 a laboratory-based pedagogical model in which students explore the intrinsic arts therapies, intersubjective processes, and transformative mechanisms that emerge through artistic inquiry and which parallels the actual arts therapies experience.
- **Practicum-** Emphasizes the transformation of theoretical knowledge to practical application and specialization. All students are required to complete a teaching practicum for one term. Beyond that, students select and complete two terms of a practicum of their choice in: academia/teaching; research; or applied clinical practice. The practicum helps students position themselves as they prepare for graduation.
- **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 healthcare, 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 includes:

- 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

Interdisciplinary Seminars

ARTS 703	Interdisciplinary Seminar I	3.0
ARTS 704	Interdisciplinary Seminar II	3.0
ARTS 706	Interdisciplinary Seminar IV	3.0

Research Courses

ARTS 712	Research I: Philosophy & Theory	3.0
ARTS 715	Innovative and Emergent Research Methods	3.0
RSCH 714	Qualitative Research Methods I	3.0
RSCH 759	Foundations of Biostatistics	3.0
RSCH 770	Foundations in Research Methods	3.0

Research Specialization

Select one of the following:	3.0
ARTS 732	Advanced Quantitative Research Seminar
ARTS 734	Innovative and Emergent Research Methods II
RSCH 733	Qualitative Research Methods II
RSCH 816	Intermediate Mixed Methods Research

Self/Other Artistic Knowledge Studio Labs

ARTS 716	Studio Based Artistic Inquiry I	3.0
ARTS 717	Studio Based Artistic Inquiry II	3.0

Practical Application Courses

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

ARTS 812	Teaching Practicum	1.0
ARTS 809	Practicum II	2.0-9.0
ARTS 810	Practicum III	2.0-9.0

Dissertation Research - Minimum of 4 credits

ARTS 804	Dissertation Research I	4.0
ARTS 805	Dissertation Research II	
ARTS 806	Dissertation Research III	
ARTS 807	Dissertation Research IV	

Elective

Students, with advisement and in accordance with their educational plan, may choose a course in their content area.

Total Credits 45.0-59.0

* The dissertation is an original research project, the content of which directly relates to the epistemology, theory, and/or practice of the student's creative arts therapy specialization.

All electives must be graduate courses and can be selected from those courses offered at Drexel University. In particular, doctoral-level courses in the College of Nursing and Health Professions, School of Public Health, College of Arts and Sciences, and/or the School of Education may be the most relevant to students in this program. (The Creative Arts Therapies PhD program director will obtain permission for the student to take the elective from the relevant dean of the College or School and the relevant program director and course instructor.)

Content areas that are acceptable for electives include the following: anthropology, biology, creativity, culture and communication, ethics, health psychology, literature, neuroanatomy, neuropsychology, philosophy, psychology, psychoanalysis, sociology, and advanced statistics. Additional content areas may be added by special request as approved by the supervising faculty advisor and program director.

Sample Plan of Study

First Year

Fall	Credits Winter	Credits Spring	Credits
ARTS 703	3.0 ARTS 704	3.0 ARTS 706	3.0
ARTS 712	3.0 ARTS 717	3.0 ARTS 715	3.0

ARTS 716	3.0 RSCH 770	3.0 RSCH 714	3.0
	9	9	9

Second Year

Fall	Credits Winter	Credits Spring	Credits
RSCH 759	3.0 Research Specialization - Choose one of the following: ARTS 732 ARTS 734 RSCH 733 RSCH 816	3.0 ARTS 805	1.0-9.0
	3	4-12	1-9

Third Year

Fall	Credits Winter	Credits Spring	Credits
ARTS 812	1.0 ARTS 809	2.0-9.0 ARTS 810	2.0-9.0
ARTS 806	1.0-9.0	ARTS 807	1.0-9.0
Elective	3.0		
	5-13	2-9	3-18

Total Credits 45-91

* The dissertation is an original research project, the content of which directly relates to the epistemology, theory, and/or practice of the student's creative arts therapy specialization.

Culinary Arts and Science

Major: Culinary Arts and Science

Degree Awarded: Master of Science (MS)

Calendar Type: Quarter

Total Credit Hours: 45.0

Co-op Option: None

Classification of Instructional Programs (CIP) code: 12.0509

Standard Occupational Classification (SOC) code: 11-9051

NOTE: This program is no longer accepting applications, as of the 2020-2021 academic year.

About the Program

The Culinary Arts and Science (CAS) program investigates the modern system of food production and consumption by combining critical, systems-thinking based scholarship and experiential, hands-on culinary learning. Faculty in the CAS program come from a mix of disciplinary backgrounds and contribute a range of perspectives and approaches that all converge in the object of study: food and the system in which it is produced. The CAS program focuses on three core pillars of study: culinary arts, food and culinary science, and food systems. Drexel University's CAS program is unique, as it is the only program in which students can combine rigorous, academic studies with culinary-arts training. While all students will take courses in all three pillars, each individual will be able to focus his or her program through electives on the particular area of CAS that they wish to engage with. Students will work individually with faculty or staff advisors to develop an individual plan of study.

Students who will fit well within the CAS program are independent, rigorous thinkers who are first and foremost interested in effecting change within the food system. Students come from a variety of academic and professional backgrounds, but share a deep commitment to understanding and responding to the world's food-related challenges. The CAS program at Drexel offers more than just critique and theory-development; classes emphasize the development of practical, real-

world fixes to food-system problems. Students will have the opportunity to engage further with a required practicum course and the option for a research-based thesis project.

Students who are considering the CAS program see this degree as a dual opportunity: to gain the skills necessary to respond to the dilemmas facing the world’s food system and to advance their careers within the culinary world, food industry, and non-profits who share their goals. The program appreciates and welcomes a diversity of backgrounds, including students from the liberal arts and professional studies, the hard sciences, and professionals who are seeking to orient their career towards food-related work.

Admission Requirements

Applicants to the program must meet the general requirements for admission to graduate studies at Drexel University.

Prospective students must also submit a 500-word essay explaining why they want to enter the program and some of the issues related to food, cooking, and society that they would like to study. These statements are read carefully by the faculty screening committee to evaluate each applicant’s sense of purpose and fit for the program.

Visit the Graduate Admissions (<http://drexel.edu/grad/>) website for more information about requirements and deadlines, as well as instructions for applying online.

This program has the following course requirements, which may be waived for equivalent professional/academic experience or taken as co-reqs in the first terms of the degree. Please contact the admissions coordinator or the Program Director for more information on possible equivalencies.

CULA 115 Culinary Fundamentals

CULA 125 Foundations of Professional Baking

FDSC 100 ServSafe

FDSC 154 Foods: Ingredients, Interactions, and Formulations

Degree Requirements

Basic Requirements (21 credits)

FDSC 506	Food Composition & Behavior	3.0
FDSC 550	Food Microbiology	3.0
FOOD 503	Global Cuisine Studio	3.0
FOOD 520	Culinary Studio	3.0
FOOD 605	Culture and Gastronomy	3.0
FOOD 606	The Contemporary Food System	3.0
FOOD 801	Food Systems Practicum/Project	2.0
FOOD 890	Seminar in Culinary Arts and Science	1.0

Advanced Requirements (9 credits) *

Culinary Arts (select at least 1 of the following)

FOOD 626	Kitchen Garden
HRM 501	Foundations of the Hospitality Industry
HRM 565	Culinary Tourism

Food Science (select at least 1 of the following)

FDSC 557	Advanced Food Product Development
FDSC 568	Functional Foods
FDSC 577	Food Engineering

Food Systems (select at least 1 of the following)

CCM 701	Contemporary Social Theory
COM 516	Campaigns for Health and Environment

SCTS 501	Introduction to Science, Technology and Society
SCTS 610	Material Culture
Thesis and Electives †	15.0
FOOD 699	Thesis Research in Culinary Arts and Science
Culinary Arts Electives ††	
FOOD 503	Global Cuisine Studio
FOOD 525	Garde Manger Laboratory
FOOD 530	Charcuterie
FOOD 600	Advanced Studies with a Master Chef
FOOD 612	Food Writing
FOOD 626	Kitchen Garden
HRM 501	Foundations of the Hospitality Industry
HRM 565	Culinary Tourism
Food Science Electives ††	
FDSC 501	Research Methods for Food Science
FDSC 557	Advanced Food Product Development
FDSC 568	Functional Foods
FDSC 577	Food Engineering
FDSC 662	Sensory Evaluation of Food
Food Systems Electives ††	
CCM 701	Contemporary Social Theory
CCM 715	Media, Advocacy and Public Spaces
CCM 735	Material Culture
CCM 760	The Body Digital: Biopolitics and New Media
COM 516	Campaigns for Health and Environment
COM 520	Science Writing
COM 575	Grant Writing
PLCY 509	Sustainability & Public Policy
SCTS 501	Introduction to Science, Technology and Society
SCTS 502	Research Methods
SCTS 610	Material Culture
SCTS 615	The Biopolitics of Health
SCTS 660	Theoretical and Sociological Aspects of Measurement
Total Credits	45.0

* Nine (9.0) credits of courses taken in completion of the Advanced Requirements do not count towards the Thesis and Elective Requirement. For example, if FOOD 626 is the only course a student completes under the Culinary Arts Advanced Requirement, it cannot count towards the 15.0 credits of Electives. However, if a student takes both FOOD 626 and HRM 501, this will count as 3.0 credits towards Electives.

** Students who elect to pursue the Thesis option should plan to complete 9.0 credits of FOOD 699 Thesis Research in Culinary Arts and Science, and select 6.0 credits from the list of suggested electives.

† The presence of a course on this list does not guarantee that it will be offered during any particular term. Some courses are offered at faculty discretion or only once every several years.

†† Graduate students in the MS Culinary Arts and Science program may take other electives from across Drexel University with prior approval from the Director of the MS Program in Culinary Arts and Science. Unless otherwise noted, these courses may not be repeated for credit.

Sample Plan of Study

First Year			
Fall	Credits Winter	Credits Spring	Credits
FOOD 605	3.0 FDSC 506	3.0 FOOD 606	3.0
FOOD 520	3.0 FOOD 503	3.0 Food Science Elective	3.0

Food Systems Elective	3.0 Food Systems Elective	3.0 Food Systems or Culinary Arts Elective	3.0
9		9	
Second Year			
Fall	Credits Winter	Credits	
FDSC 550	3.0 FOOD 801	2.0	
FOOD 890	1.0 Thesis or Food Science Elective*	3.0	
Thesis or Culinary Arts Elective*	3.0 Food Systems or Culinary Arts Elective	3.0	
Thesis or Food Systems Elective*	3.0		
10		8	

Total Credits 45

* Students pursuing the Thesis option will generally take 6.0 credits of thesis research in the first quarter of their second year, and 3.0 credits the second quarter; however, if necessary in order to pursue desired electives this order can be modified by working with the Program Director or an advisor.

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.

Richard Pepino Executive Chef. Culinary fundamentals, Advanced culinary techniques

Jasreen Sekhon, PhD (*Oklahoma State*). Associate Clinical Professor. utilization of industrial food waste, with specialization in value added processing, co-product utilization, process development, food chemistry and studying the effect of processing on the quality of food products

Michael Traud, EdD (*Villanova University*) Program Director, *Hospitality and Tourism Management*. Associate Clinical Professor. Implementation of Korean Cuisine in the United States; hospitality law; Italian cuisine.

Rosemary Trout, DHSc (*Drexel University*) Program Director, *Culinary Arts and Food Science*. Assistant 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.

Dance/Movement Therapy and Counseling

Major: Dance/Movement Therapy and Counseling
Degree Awarded: Master of Arts (MA)
Calendar Type: Quarter

Total Credit Hours: 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 educates students for creative, responsive and effective therapy practice, in which 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. The 90.0 quarter-credit curriculum includes specific dance/movement therapy coursework in areas such as Laban Movement Analysis (LMA); movement observation and assessment; child and adult theories and skills, and developmental movement, as well as general mental health counseling coursework in human development; psychopathology; social and cultural foundations; clinical appraisal and assessment, and group dynamics. Program graduates are eligible for the Registered Dance/Movement Therapist (R-DMT) credential, as well as professional counseling licensure in Pennsylvania (upon completion of post-graduation requirements).

The American Dance Therapy Association (ADTA) defines dance/movement therapy as the psychotherapeutic use of movement in a process that furthers the emotional, cognitive, social, and physical integration of the individual. 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 go on to work in a variety of settings, including but not limited to, medical and psychiatric hospitals; inpatient and outpatient behavioral health programs; community health and wellness centers; schools and afterschool programs; trauma-informed settings; correctional facilities and halfway houses; elder care facilities, and private practices. Students also pioneer new frontiers in therapy application through clinical work and research.

For additional information about the program, visit the College of Nursing and Health Professions' Dance/Movement Therapy and Counseling (<https://www.drexel.edu/cnhp/academics/graduate/MA-Dance-Movement-Therapy-Counseling/>) web site.

Degree Requirements

Core Courses

CATX 501	Foundations of the Creative Arts Therapies	3.0
CTCN 501	Human Psychological Development	4.5
CTCN 503	DSM and Psychopathology	4.5
CTCN 504	Professional Orientation and Ethics	4.5
CTCN 505	Theories of Counseling and Psychotherapy	4.5
CTCN 507	Social and Cultural Foundations in Counseling and Dance/Movement Therapy	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 607	Group Dynamics in Counseling and Dance/Movement Therapy	4.5

Dance/Movement Therapy Track Courses

CTCN 552	Therapy Relationship Skills I	3.0
CTCN 553	Therapy Relationship Skills II	3.0
CTCN 554	Movement Observation I	2.0
CTCN 556	Movement Observation II	2.0
CTCN 557	Theory and Practice I- Children	3.0

CTCN 558	Theory and Practice II: Adults	3.0
CTCN 559	Orientation to Dance/Movement Therapy	1.0
CTCN 563	Movement Perspectives in Human Development	3.0
CTCN 564	Mental Health Applications of Movement Analysis	3.0
CTCN 655	Dance, Culture, and Healing	1.5
CTCN 657	Dance/Movement Therapy Assessment	2.0
CTCN 658	Advanced Practice Topics and Skills I	2.5
CTCN 659	Advanced Topics in Dance/Movement Therapy	2.5
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		
Complete at least 3 credits		3.0
CATX 623	Culminating Project in Dance/Movement Therapy I	
CATX 624	Culminating Project in Dance/Movement Therapy II	
Electives		
CTCN 551	Introduction to Anatomy and Kinesiology for Dance/Movement Therapy	
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 Therapy	
Total Credits		90.0

Sample Plan of Study

First Year

Fall	Credits Winter	Credits Spring	Credits Summer	Credits
CTCN 501	4.5 CTN 507	4.5 CTN 503	4.5 CATX 501	3.0
CTCN 511	2.0 CTN 521	2.0 CTN 531	2.0 CTN 504	4.5
CTCN 552	3.0 CTN 556	2.0 CTN 553	3.0 CTN 505	4.5
CTCN 554	2.0 CTN 607	4.5 CTN 557	3.0	
CTCN 559	1.0	CTN 564	3.0	
CTCN 563	3.0			
Elective*				
	CTCN 5			
	15.5	13	15.5	12

Second Year

Fall	Credits Winter	Credits Spring	Credits
CTCN 558	3.0 CTN 603	4.5 CTN 604	4.5
CTCN 601	4.5 CTN 621	2.0 CATX 624	2.0
CTCN 611	2.0 CATX 623	1.0 CTN 631	2.0
CTCN 655	1.5 CTN 657	2.0 CTN 659	2.5
	CTCN 658	2.5	
	11	12	11

Total Credits 90

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

Dance/Movement Therapy and Counseling 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 art therapy, social justice in art activities, transgender and LGBTQ identity.

Susan Deutsch Laban Movement Analysis

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

Abby Dougherty, PhD, NCC, LPC (*Walden University*) Core Counseling Curriculum Coordinator. Clinical Assistant Professor. Virtual reality in mental health, mindfulness and contemplative practices in counselor education, creativity in college counseling, learning disabilities, relational-cultural theory in counseling and adult education.

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

Scott Horowitz, MA, MT-BC, LPC (*Drexel University*) Director of Field Education. Clinical Instructor. Interdisciplinary practice and education, developmental models of clinical and practicum supervision, music therapy and neurodevelopmental populations.

Girija Kaimal, EdD, MA (*Harvard University*). Associate Professor. Art therapy, educational research, program evaluation, art therapy.

Dawn Morningstar, MCAT, VC-DMT, LP (*Hahnemann University*) Coordinator of CAT Clinical Services. Assistant Clinical Professor. Specialty in working with children and adolescents, Dance/movement therapist at Drexel's Parkway Health and Wellness faculty practice outpatient clinic.

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.

Michele Rattigan, MA, ATR-BC, NCC, LPC (*MCP Hahnemann University*). Associate Clinical Professor. Unresolved trauma; post-partum depression and anxiety; disordered eating and body image concerns; self-harming behaviors; dissociative disorders

Minjung Shim, PhD, BC-DMT (*Drexel University*). Assistant Research Professor. Medical dance/movement therapy, chronic pain management, mindfulness-based interventions, clinical trials, theory/model-building, qualitative inquiries, scoping reviews.

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.

Florence Ierardi, MM, MT-BC, LPC (*Temple University*) Director, Music Therapy and Counseling MA Program. 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*) Director of Dance/Movement Therapy and Counseling MA Program. Associate Clinical Professor Emerita. Adults diagnosed with mood disorders, anxiety, chronic pain and with histories of trauma; clinical supervision; ethics.

Health Science DHSc

Major: Health Science

Degree Awarded: Doctor of Health Science (DHSc)

Calendar Type: Quarter

Total Credit Hours: 45.0

Co-op Option: None

Classification of Instructional Programs (CIP) code: 51.9999

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

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 healthcare by acquiring skills as educators, administrators, members of research teams, and advocates for best 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 in academic, clinical, and community settings.
- Collaborate with key stakeholders, communities, and professionals in health and other fields, to advance inter-professional practice, education, and research.
- Contribute to and disseminate scholarship for transfer of knowledge in the health sciences to promote excellence and best practice.

Admission Requirements

Applicants must possess a master's or clinical doctoral professional degree in a health profession.

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)
- College/university transcripts with minimal overall GPA of 3.0
- Two letters of recommendation from advisors, supervisors, professors, or mentors
- CV/Resume
- Personal statement* reflecting
 - Career goals
 - How this program will enable you to contribute to the profession and society
 - Topic of scholarship interest

- Applicants must review the list of faculty mentors and reach out to possible mentors to discuss their topic of interest to determine if there is a 'fit' between applicant and mentor.
- Following discussions with possible faculty mentors, applicants must complete a personal statement which identifies the possible faculty mentor(s) and describes how their scholarship area matches the research of one/two of the DHSc mentors.

*Questions about the content of the personal statement can be directed to Dr. Fran Cornelius, 267-359-5694 or fc28@drexel.edu.

Degree Requirements

Core Courses

NHP 680	Informatics in the Health Professions	3.0
NHP 760	Academia for Health Professionals	1.0
NHP 762	Health Professional Education	3.0
NHP 767	Leadership & Professional Issues	3.0

Research Courses

NHP 810	Biostatistical Applications	2.0
RSCH 519	Introduction to Biostatistics	3.0
RSCH 770	Foundations in Research Methods	3.0
RSCH 813	Measurement Theory in Healthcare	3.0

Scholarship

NHP 818	Scholarship Question Development	1.0
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 (select 2)

NHP 822	Teaching Practicum	4.0
NHP 832	Leadership Practicum	
RSCH 823	Research Practicum	

Concentrations (Education or Individualized)

10.0-12.0

Education Concentration (12 credits)

IPS 553	Neuroscience of Learning
IPS 554	Online Neuropedagogy, Regulations & Online Instruction
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) 10-12 credits

Total Credits 45.0-47.0

Sample Plan of Study

Sample Plan of Study #1

First Year

Fall	Credits Winter	Credits Spring	Credits Summer	Credits
NHP 767	3.0 RSCH 741	3.0 NHP 762	3.0 NHP 832	2.0
RSCH 519	3.0 NHP 760	1.0 NHP 680	3.0 NHP 818	1.0
	6	4	6	3

Second Year

Fall	Credits Winter	Credits Spring	Credits Summer	Credits
RSCH 813	3.0 RSCH 770	3.0 NHP 810	2.0 NHP 822	2.0
Elective (on advisement)	3.0 Elective (on advisement)	3.0 Elective (on advisement)	3.0 Elective (on advisement)	3.0
	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 47			

Sample Plan of Study #2

First Year				
Fall	Credits Winter	Credits Spring	Credits Summer	Credits
NHP 767	3.0 RSCH 741	3.0 NHP 762	3.0 NHP 832	3.0
RSCH 519	3.0 NHP 760	1.0 NHP 680	3.0 NHP 818	1.0
	6	4	6	4
Second Year				
Fall	Credits Winter	Credits Spring	Credits Summer	Credits
RSCH 813	3.0 RSCH 770	3.0 NHP 810	2.0 NHP 822	2.0
Elective (on advisement)	3.0 Elective (on advisement)	3.0 Elective (on advisement)	3.0	
	6	6	5	2
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 45				

Sample Plan of Study #3 (one course per term)

First Year				
Fall	Credits Winter	Credits Spring	Credits Summer	Credits
NHP 767	3.0 RSCH 741	3.0 NHP 762	3.0 NHP 832	2.0
	3	3	3	2
Second Year				
Fall	Credits Winter	Credits Spring	Credits Summer	Credits
RSCH 519	3.0 NHP 760	1.0 NHP 680	3.0 NHP 818	1.0
	3	1	3	1
Third Year				
Fall	Credits Winter	Credits Spring	Credits Summer	Credits
IPS 553	3.0 IPS 554	3.0 IPS 763	3.0 IPS 765	3.0
	3	3	3	3
Fourth Year				
Fall	Credits Winter	Credits Spring	Credits Summer	Credits
RSCH 813	3.0 RSCH 770	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 47				

Master of Family Therapy

Major: Family Therapy

Degree Awarded: Master of Family Therapy (MFT)

Calendar Type: Quarter

Total Credit Hours: 91.0

Co-op Option: None

Classification of Instructional Programs (CIP) code: 51.1505

Standard Occupational Classification (SOC) code: 21.1013

About the Program

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

The Master of Family Therapy (MFT) Program prepares couple and family therapy practitioners and meets the educational requirements for license eligibility in the state of Pennsylvania. It is a two-year, full-time or four-year, part-time program accredited by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE).

This clinically rigorous program exposes students to broad areas of theory and practice with an emphasis on the interdependence of the individual and the context of their relationships extending from family of origin to the global community. The curriculum is centered on the principles of social justice, cultural competence, and the Person of the Therapist model. Students also participate in culturally diverse, clinical practicum experiences, working with individuals, couples, and families under the supervision of experienced clinicians.

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/>) web page.

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
CFTP 501	Introduction to Family Therapy	4.0
CFTP 502	Introduction to Family Therapy II	3.0
CFTP 509	Couples Therapy	4.0
CFTP 513	DSM I: Adult Psychopathology	3.0
CFTP 514	DSM II: Child Psychopathology	3.0
CFTP 517	Addictions in The Family	4.0
CFTP 522	Legal and Ethical Implications in Couple and Family Therapy Practice	4.0
CFTP 524	Research I: Family Evaluation	3.0
CFTP 525	Research in Couple and Family Therapy	4.0
CFTP 526	Person of the Therapist Experience I	2.0
CFTP 527	Person of the Therapist Experience II	2.0
CFTP 528	Person of the Therapist Experience III	2.0
CFTP 530	Clinical Practicum/Supervision I	1.0
CFTP 531	Clinical Practicum/Supervision II	1.0
CFTP 532	Clinical Practicum/Supervision III	1.0
CFTP 533	Clinical Practicum/Supervision IV	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
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

CFTP 573	Group Therapy: Theory and Practice Models	1.0
CFTP 574	Intersections of Trauma and Families Across Contexts	4.0
CFTP 575	Foundational Elements of Addiction	2.0
CFTP 576	Couples and Attachment	3.0
CFTP 600	Advanced Theory and Practice I	3.0
CFTP 601	Advanced Theory and Practice II	4.0
CFTP 602	Advanced Theory and Practice III	3.0
CFTP 603	Professional Development Capstone	4.0
Total Credits		91.0

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

Full-time:

First Year

Fall	Credits Winter	Credits Spring	Credits Summer	Credits
CFTP 500	4.0 CFTP 501	4.0 CFTP 502	3.0 CFTP 509	4.0
CFTP 524	3.0 CFTP 513	3.0 CFTP 514	3.0 CFTP 522	4.0
CFTP 571	4.0 CFTP 525	4.0 CFTP 517	4.0 CFTP 530	1.0
CFTP 572	4.0 CFTP 570	2.0 CFTP 574	4.0 CFTP 539	3.0
	CFTP 575	2.0	CFTP 561	2.0
	15	15	14	14

Second Year

Fall	Credits Winter	Credits Spring	Credits
CFTP 526	2.0 CFTP 527	2.0 CFTP 528	2.0
CFTP 531	1.0 CFTP 532	1.0 CFTP 533	1.0
CFTP 562	2.0 CFTP 563	2.0 CFTP 564	2.0
CFTP 576	3.0 CFTP 573	1.0 CFTP 602	3.0
CFTP 600	3.0 CFTP 601	4.0 CFTP 603	4.0
	11	10	12

Total Credits 91

Couple and Family Therapy Faculty

Stephanie Brooks, PhD, LCSW, LMFT (*Drexel University*) *Associate Dean, Health Professions*. Associate Clinical Professor. Outcome-based education; supervision and training; African American families; cultural diversity specifically African American families and adolescents; Person of the Therapist training; ADHD and couple therapy; families impacted by addiction; behavioral health and family violence.

Guy Diamond, PhD, MA (*California School of Professional Psychology*) *Director, Center for Family Intervention Science*. Associate Professor. Prevention and treatment of adolescent depression and suicide; screening

and education in schools, primary care, emergency rooms and health care centers; Attachment-based family therapy; empirically supported treatment for youth depression and suicide.

Stephanie Krauthamer Ewing, PhD, MPH (*University of Delaware*). Assistant Professor. Promoting healthy emotional development and resilience in children and adolescents, attachment and caregiving 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.

Kenneth Hardy, PhD (*Florida State University*). Professor. Challenging society to think critically about the hidden but significant connections that often exist between trauma and issues of oppression.

Christian Jordal, PhD, LMFT, CST (*Virginia Polytechnic Institute and State University*) *Program Director, Master of Family Therapy Program (MFT)*. Associate Clinical Professor. Behavioral health outcomes, mixed methodology; LGBT and mixed orientation relationships, marital commitment, medical family therapy, sex therapy, transgender healthcare and relationships.

Marlene F. Watson, PhD, LMFT (*Virginia Polytechnic and State University*). Associate Professor. Forensic family therapy, siblings, race, class, gender and health policy issues.

Erica Wilkins, PhD, LMFT (*Texas Tech University*) *Program Director, Doctor of Couple and Family Therapy (DCFT)*. Assistant Clinical Professor. Residual effects of slavery on African Americans, HIV/AIDS, treatment of post-traumatic stress, grief counseling, substance abuse and the family, culturally competent services, and contextual therapy.

Food Science

Major: Food Science

Degree Awarded: Master of Science (MS)

Calendar Type: Quarter

Total Credit Hours: 45.0

Co-op Option: Available for full-time on-campus master's-level students

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 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. The Master of Science (MS) in Food Science is a unique program because we are housed with Culinary Arts. Because of collaborative opportunities to work with faculty and students who are pursuing the art and taste of good food, our MSFS 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. Food scientists learn to integrate and apply knowledge from the disciplines of chemistry, physics, engineering, microbiology, nutrition 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 food science program participate in research by completing a research project. They also have the option of designing and executing a thesis under faculty direction. Current research in food science includes:

- Food sustainability and reuse issues
- Food product development
- Food engineering
- 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

The MS in 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 and engineering
- Food product research and development
- Food sustainability and food waste reduction and practices
- Technical sales and support
- Sensory analysis

Admission Requirements

In addition to the program's admission requirements, students are expected to demonstrate competency in the coursework or its equivalent listed in the following table. The graduate committee evaluates each applicant's transcripts at the time of application. In some cases, courses listed as prerequisites may be taken as co-requisites during the first year of graduate study if deemed appropriate by the graduate admissions committee.

- General chemistry - One year to include organic chemistry
- Biochemistry - One or two quarters or semesters to include structures and basic metabolism
- Biological Science - Three courses to include general biology, genetics, and microbiology
- Mathematics - One year to include calculus
- Statistics - One course to include hypothesis testing, correlation, and regression
- Physics - Two terms or one year (non-calculus based) to include mechanics, optics, electricity, and magnetism

For information about admission requirements and to apply to the MS in Food Science, please visit the Office of Graduate Admissions (<https://drexel.edu/grad/programs/cnhp/>).

Degree Requirements

Food Science Core Competency - Required

BIO 610	Biochemistry of Metabolism	3.0
or NFS 530	Macronutrient Metabolism	
or NFS 531	Micronutrient Metabolism	
FDSC 550	Food Microbiology	3.0
FDSC 551	Food Microbiology Laboratory	2.0
FDSC 556	Food Preservation Processes	3.0
FDSC 560	Food Chemistry	3.0
FDSC 577	Food Engineering	3.0
FDSC 662	Sensory Evaluation of Food	3.0
FDSC 890	Seminar in Food Science	1.0

Food Science Electives

12.0

Select 12.0 credits from the following:

FDSC 554	Microbiology & Chemistry of Food Safety I
FDSC 558	Nutritional Impact of Food Processing Methods
FDSC 561	Food Analysis
FDSC 568	Functional Foods
FDSC 654	Microbiology & Chemistry of Food Safety II
FDSC 669	Readings in Food Science

Electives

12.0

Select 12.0 credits from the following:

BIO 610	Biochemistry of Metabolism
BIO 660	Microbial Physiology
CHEM 752	Biophysical Chemistry
CHEM 753	Chemical Instrumentation
NFS 530	Macronutrient Metabolism
NFS 531	Micronutrient Metabolism

Total Credits

45.0

Sample Plan of Study

First Year

Fall	Credits Winter	Credits Spring	Credits
FDSC 550	3.0 FDSC 556	3.0 Food Science Elective	3.0
FDSC 551	2.0 FDSC 577	3.0 Science Elective	3.0
FDSC 560	3.0 Food Science Elective	3.0 Science Elective	3.0
FDSC 890	1.0		
	9	9	9

Second Year

Fall	Credits Winter	Credits
NFS 530 or 531	3.0 FDSC 662	3.0
Food Science Elective	3.0 Food Science Elective	3.0
Science Elective	3.0 Science Elective	3.0
	9	9

Total Credits 45

Food 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.

Jennifer Quinlan, PhD (*North Carolina State University*). Professor. 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.

Jasreen Sekhon, PhD (*Oklahoma State*). Associate Clinical Professor. utilization of industrial food waste, with specialization in value added processing, co-product utilization, process development, food chemistry and studying the effect of processing on the quality of food products

Rosemary Trout, DHSc (*Drexel University*) Program Director, *Culinary Arts and Food Science*. Assistant 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

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.

Health and Rehabilitation Sciences PhD

Major: Health and Rehabilitation Sciences

Degree Awarded: Doctor of Philosophy (PhD)

Calendar Type: Quarter

Total Credit Hours: 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

Admission Requirements

Degree

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 welcomed.

Standardized Tests

Submit standardized test scores from the Graduate Record Examination (GRE). International applicants must also submit a Test of English as a Foreign Language (TOEFL) score.

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 3 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

Interview required. 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 2 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

Core Courses

NHP 760	Academia for Health Professionals	1.0
NHP 762	Health Professional Education	3.0
RHAB 761	Foundations of Health and Rehabilitation Research	3.0
RHAB 830	Dissertation Research	6.0
RSCH 759	Foundations of Biostatistics	3.0
RSCH 770	Foundations in Research Methods	3.0
RSCH 811	Intermediate Biostatistics	3.0
RSCH 813	Measurement Theory in Healthcare	3.0
RSCH 814	Intermediate Biostatistics II	3.0
RSCH 815	Scientific Inquiry and Writing	3.0
Electives*		8.0
RHAB 1899	Independent Study	
Practica **		9.0
NHP 822	Teaching Practicum	
RHAB 823	Research Practicum	
Total Credits		48.0

* In collaboration with advisor, students complete a minimum of 8.0 credits of electives, including independent study, to support their individualized research plan of study.

** Students are required to complete a minimum of 6.0 credits of research practicum and 3.0 credits of teaching practicum.

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 our program website (<https://drexel.edu/cnhp/academics/doctoral/PHD-Rehabilitation-Sciences/>).

First Year

Fall	Credits Winter	Credits Spring	Credits
RSCH 759	3.0 RSCH 770	3.0 NHP 762	3.0
RSCH 813	3.0 RSCH 811	3.0 RSCH 814	3.0
RHAB 761	3.0 RHAB 823	3.0 Elective	3.0
	9	9	9

Second Year			
Fall	Credits Winter	Credits Spring	Credits
NHP 760	1.0 NHP 822	1.0 NHP 822	2.0
RHAB 823	1.0 RHAB 823	1.0 RHAB 823	1.0
	RHAB 1899	2.0 RSCH 815	3.0
	Elective	3.0	
	2	7	6

Third Year			
Fall	Credits Winter	Credits Spring	Credits
RHAB 830	1.0 RHAB 830	1.0 RHAB 830	1.0
	1	1	1

Fourth Year			
Fall	Credits Winter	Credits Spring	Credits
RHAB 830	1.0 RHAB 830	1.0 RHAB 830	1.0
	1	1	1

Total Credits 48

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

Physical Therapy and Rehabilitation Sciences Faculty

Maria Benedetto, DPT (*University of Puerto Rico; Columbia University*). Associate Clinical Professor. Pediatrics, Motor learning and motor control; yoga for children; dance prevention and injury rehabilitation

Benjamin Binder-Markey, PT, DPT, PhD (*Northwestern University, University of Delaware*). Assistant Professor. Skeletal muscle adaptations after neural injury and effects on function

Lisa Ann Chiarello, PT, PhD, PCS, FAPTA (*Hahnemann University*) *Director, Doctor of Health Science in Rehabilitation Sciences and Certificate in Advanced Practice in Pediatric Rehabilitation Programs*. 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, DPT, OCS (*Temple University*) *Vice-Chair, Department of Physical Therapy and Rehabilitation Sciences and Director, Professional Doctor of Physical Therapy Program*. Clinical Professor. Orthopedics; sports medicine.

Robert Maschi, PT, DPT, OCS, CSCS (*Temple University*). Assistant Clinical Professor. Orthopedics, musculoskeletal disorders, lower extremity biomechanics and movement analysis

Clare Milner, PhD, FACSM (*University of Durham, University of Leeds*) *Director, PhD in Rehabilitation Science*. Associate Professor. Biomechanics of lower extremity injury, injury prevention, and rehabilitation; overuse injuries in runners; gait in people with knee pathology

Annalisa Na, PT, DPT, PhD, OCS (*University of Delaware*). Assistant Research Professor. Interactions of multimorbidity diseases on functional outcomes in older adults

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

Sarah Wenger, PT, DPT, OCS (*Arcadia University; Temple University*) Coordinator, *Professional Practice Lab*. Assistant Clinical Professor. Health, wellness and fitness, models for preventative physical therapy, dance medicine.

Glenn Williams, PT, PhD, ATC (*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

Major: Health Administration

Degree Awarded: Master of Health Administration (MHA)

Calendar Type: Quarter

Total Credit Hours: 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 one elective course, for a total of 45.0 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 Center 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 learn the extent of health disparities in urban areas based on current health indices, such as infant mortality rates, life expectancy and

violence, and the policy, systems management, and epidemiological tools for addressing these.

The curriculum includes community orientation, financial skills, analytical thinking, and strategic orientation. The community orientation is expressed in the public health approach in courses such as the Introduction to Descriptive Epidemiology and Biostatistics, which is based in the tradition of social epidemiology.

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 workforce course, 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 you to achieve your goals on a timeline that fits your lifestyle and allows a student to graduate in two or three academic years. Students also have the option to enter during the Fall or Spring term.

Additional Information

The contact for this program is:

Melissa Giorgio, BS

Administrative Coordinator

Health Administration Department

267-359-5859

maa46@drexel.edu

Degree Requirements

The Master of Health Administration program consists of 11 core courses (41.0 credits), including one 4.0 credit on-site residency (HSAD 522), and one elective course (4.0 credits), for a total of 45.0 credits.

REQUIRED COURSES

EPI 570	Introduction to Epidemiology	3.0
HMP 512	The Business of Healthcare: Advanced Healthcare Financial Management	3.0
or IPS 564	The Business of Healthcare	
HSAD 500	Problems and Issues in Healthcare	4.0
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
RSCH 519	Introduction to Biostatistics	3.0

ELECTIVE COURSES (4 credits from the following list)

HSAD 560	Advanced Healthcare Marketing	4.0
HSAD 561	Risk Management	4.0
HSAD 562	Group Dynamics & Leadership in Health Care Management	4.0
HSAD 565	Global Health and Management Issues	4.0

IPS 562	Comparative Health Systems
Total Credits	45.0

* HSAD 522 is taken during the first week of Summer term.

Sample Plan of Study

Two Year Sample Plan of Study

First Year				
Fall	Credits Winter	Credits Spring	Credits Summer	Credits
HSAD 500	4.0 HSAD 505	4.0 HSAD 515	4.0 HSAD 522	4.0
RSCH 519	3.0 EPI 570	3.0 HSAD 540	4.0 Elective*	
	7	7	8	4
Second Year				
Fall	Credits Winter	Credits Spring	Credits	
HSAD 530	4.0 Elective*	4.0-6.0 HMP 512 or IPS 564	3.0	
HSAD 525	4.0	HSAD 550	4.0	
	8	4-6	7	
Total Credits 45-47				

* Students may choose to take the elective in summer. If not taken in summer, the course can be taken in winter.

Three Year Sample Plan of Study

First Year				
Fall	Credits Winter	Credits Spring	Credits Summer	Credits
HSAD 500	4.0 HSAD 505	4.0 HSAD 540	4.0 Elective	4.0
	4	4	4	4
Second Year				
Fall	Credits Winter	Credits Spring	Credits Summer	Credits
RSCH 519	3.0 EPI 570	3.0 HSAD 515	4.0 HSAD 522	4.0
			HSAD 550	4.0
	3	3	4	8
Third Year				
Fall	Credits Winter	Credits Spring	Credits	
HSAD 530	4.0 HSAD 525	4.0 HMP 512 or IPS 564	3.0	
	4	4	3	
Total Credits 45				

Health Services Administration Faculty

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

Merritt Brockman, DHA, FACHE (*Medical University of South Carolina*). Assistant Teaching Professor. Patient centered medical home; improvements in health care delivery.

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

Stephen F. Gambescia, PhD, MEd, MBA (*Temple University*). 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.

Marina Moses, MS, DrPH (*Columbia University*). Assistant Professor. Health administration; healthcare policy; nonprofit association management; sustainability.

Kristine A. Mulhorn, PhD (*University of Delaware*) Chair, Department of Health Administration. Professor. Disability and aging; cross-national methods of functioning.

Sharrona Pearl, PhD (*Harvard University*). Associate Professor. Medical ethics; science studies; history of science and medicine; critical race, gender, and disability studies; media studies.

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.

Gina Yacovelli, MAT, CCS, CCS-P, CPC, CPMA, CEMC, CPB (*University of The Arts*). Instructor. Medical Billing and Coding. Coding and compliance specialist; medical record auditor; Evaluation and Management content expert; and Neurosurgery coding.

Human Nutrition

Major: Human Nutrition
 Degree Awarded: Master of Science (MS)
 Calendar Type: Quarter
 Total Credit Hours: 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 Human Nutrition major is designed to provide the didactic coursework necessary to prepare students to address the nutrition needs of individuals or groups through 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. Students who enter the MS in Human Nutrition will need to complete a separate accredited dietetic internship before taking the exam to become an RDN. Alternatively, students who are interested in becoming an RDN can apply to the MS in Nutrition and Dietetics, which combines classroom and experiential training and does not require a separate internship. Applicants to the program should indicate to which track they are applying.

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 minority 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.

Graduate study in Human Nutrition is offered on both a full-time and part-time basis; students are admitted only in the fall term.

NOTE: The Drexel DPD program is scheduled to close in September 2023; part-time students will not be admitted into the program after September 2020. Students in the DPD track are required to complete a comprehensive exam at the end of the first year of study and have the option to complete a research thesis. Students in the Nutrition Sciences track are required to complete a research thesis. In addition to the core curriculum, students select specialty courses relating to their major as well as electives.

Mission, Goals, and Outcome Measures

Drexel University's Department of Nutrition Sciences, Nutrition and Dietetics program integrates a foundation in the nutrition sciences with courses in the social sciences to provide the knowledge, skills, and professional values needed for successful entry into dietetic internships, graduate school, or dietetics employment. The learning environment is structured to allow students and interns to use current technology, to participate in conducting research, and to engage in experiential learning, including co-operative education for undergraduates.

Goal 1

To provide quality didactic instruction and learning experiences to prepare graduates to be accepted into dietetic internships and graduate schools or work in the field of dietetics.

Objective #1: Eighty percent of graduating BS students and 90% of graduating MS students will apply to an accredited dietetic internship.

Objective #2: Eighty percent of students who apply to dietetic internships or Individualized Supervised Practice Pathways (ISPPs) are accepted.

Objective #3: Seventy-five percent of students who apply to graduate school are accepted.

Objective #4: Eighty percent of graduates of the Drexel University ISPP who seek employment will be employed within six months of program completion.

Objective #5: Graduates of the Didactic Program in Dietetics (DPD) will rate 10 aspects of their didactic and learning experiences and average of "4" or better on a scale of 1=poor to 5=excellent.

Objective #6: At least 90% of students will complete the program within 150% of the expected time frame for the program (BS-DPD full-time = 4 years; BS-DPD part-time = 5 to 7 years; Masters of Science [MS]-DPD full-time = 2 years; MS-DPD part-time = 4 years; ISPP full-time = 3 quarters or 1 year; ISPP part-time = 6 quarters or 2 years).

Goal 2

To prepare graduates to become competent entry-level dietitians.

Objective #1: The program's first time pass rate on the entry exam for all tracks (BS-DPD, MS-DPD, and ISPP) will be 80% or higher.

Objective #2: Internship directors of graduates of the DPD will rate 10 aspects of the students' preparation for internship an average "4" or better, on a scale of 1=poor to 5=excellent.

Objective #3: Employers of alumni of the ISPP will rate 10 aspects of the employees' preparation for entry-level practice an average of "4" or better, on a scale of 1=poor to 5=excellent.

Goal 3

To increase diversity in the profession by recruiting and retaining students from underrepresented groups and facilitating their success in the program.

Objective #1: At least 10% of students in all tracks (BS-DPD, MS-DPD and ISPP cumulatively) will be from underrepresented groups.

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 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

In addition, students completing the DPD track will be required to complete the following two courses either before entry to the program or while completing the degree program to receive a DPD Verification Statement.

- 1 semester of basic and quantity food preparation (DPD track only)
OR 1 semester of basic food preparation and 1 semester quantity food (DPD track only)

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		18.0
NFS 525	Nutritional Assessment Through the Life Cycle	
NFS 601	Research Methods	
NFS 602	Methods of Nutrition Research	

NFS T680	Special Topics in NFS	
NFS 997	Research	
Electives (27 credits chosen from the following; must be approved by thesis advisor or committee)		27.0
BIO 500	Biochemistry I	
BIO 501	Biochemistry Laboratory I	
BIO 566	Endocrinology	
BIO 610	Biochemistry of Metabolism	
BIO 611	Biochemistry Laboratory II	
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 558	Nutritional Impact of Food Processing Methods	
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 650	Advanced Nutritional Chemistry I	
NFS 651	Advanced Nutritional Chemistry II	
NFS 690	Community Nutrition	
NFS 810	Topics in Metabolic Nutrition	
NFS 811	Topics in Community Nutrition	
PSY 828	Weight and Eating Disorders	
RSCH 759	Foundations of Biostatistics	
RSCH 770	Foundations in Research Methods	
RSCH 811	Intermediate Biostatistics	
RSCH 812	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
NFS 602	3.0 NFS 525	3.0 NFS 601	3.0
NFS Elective	3.0 NFS Electives	6.0 NFS T680	3.0
FDSC Elective	3.0		
	9	9	6

Second Year

Fall	Credits Winter	Credits Spring	Credits
NFS 997	2.0 NFS 997	2.0 NFS 997	2.0
NFS Electives	6.0 NFS Electives	6.0 NFS 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 (RD/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 Registered Dietitians/Nutritionists (RD/RDN). 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. The Academy of Nutrition and Dietetics included the "RDN" to reflect that "all registered dietitians are nutritionists, but not all nutritionists are registered dietitians." In addition, the Academy of Nutrition and Dietetics states that adding the word to "nutritionist" to the RD credential allows for a broader notion of wellness.

To become an RD/RDN, students must complete a:

- Minimum of a bachelor'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.
 - NOTE: As of January 1, 2024, the minimum of a master's degree will be required to be able to take the RDN exam.
- 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 1200 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 RD/RDN may complete coursework approved by the Accreditation Council for Education in Nutrition and Dietetics (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 in the evening. The program is 45.0 credits with a written comprehensive exam and may be completed in 18 months to two years with full-time study. Students who enroll part-time typically complete the program in three to four 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 601	Research Methods	3.0
NFS 630	Nutrition Counseling	3.0
NFS 550	Foodservice Systems Management	3.0
NFS 690	Community Nutrition	3.0
Elective		3.0
Total Credits		45.0

Human Nutrition Faculty

Nyree Dardarian, MS, RD, LDN, CSSD, FAND (*Drexel 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*). Associate Professor. Nutrition and surgical recovery to improve the care of older adults undergoing surgery; nutrition assessment, inflammation, and health outcomes.

Susan Fuchs, MS, IBCLC (*Drexel University*) *Director, Human Lactation Certificate Program.* Clinical Instructor. Human lactation

Beth L. Leonberg, MS, MA, RDN, CSP, FAND, LDN (*Colorado State University, Rowan 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.

Kavitha Penugonda, PhD (*Kansas State University*) *Manager, Nutritional Biochemistry Laboratory.* Assistant Clinical Professor. Nutrient bioavailability in foods; nutritional supplements on health

Jennifer Quinlan, PhD (*North Carolina State University*). Professor. 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.

Sobhana Ranjan, PhD, RD (*University of Delhi, India*) *Courtesy Appointment.* Visiting Research Professor.

Vicki Schwartz, DCN, RD, LDN, CNSC, FAND (*Rutgers University*). Assistant Clinical Professor. Clinical nutrition; using standardized patients in nutrition counseling

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

Major: Music Therapy and Counseling
Degree Awarded: Master of Arts (MA)
Calendar Type: Quarter
Total Credit Hours: 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; theories and methods for children, adolescents, adults and older adults, 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 abuse problems, 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 afterschool programs; trauma-informed settings; correctional facilities; elder care facilities, and private practices. Students also pioneer new frontiers in therapy application through clinical work and research.

For additional information about program, visit the College of Nursing and Health Professions' Music Therapy (<https://www.drexel.edu/cnhp/academics/graduate/MA-Music-Therapy-Counseling/>) web site.

Degree Requirements

Core Courses

CATX 501	Foundations of the Creative Arts Therapies	3.0
CTCN 501	Human Psychological Development	4.5
CTCN 503	DSM and Psychopathology	4.5
CTCN 504	Professional Orientation and Ethics	4.5
CTCN 505	Theories of Counseling and Psychotherapy	4.5
CTCN 508	Social and Cultural Foundations in Counseling and Music Therapy	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 608	Group Dynamics in Counseling and Music Therapy	4.5

Music Therapy Track Courses

CATX 570	Clinical Musicianship I	2.5
CATX 571	Clinical Musicianship II	2.5
CATX 572	Clinical Musicianship III	2.5
CATX 573	Clinical Musical Improvisation	4.0
CATX 575	Theories and Methods in Music Therapy with Children and Adolescents	4.0
CATX 577	Theories and Methods in Music Therapy with Adults and Older Adults	4.0
CATX 579	Technological Applications in Music Therapy	2.0
CATX 673	Advanced Topics in Music Therapy and Counseling I: Music, Imagery and the Therapeutic Relationship	3.0
CATX 674	Advanced Topics in Music Therapy and Counseling II: Integrative and Community Processes	3.0
CATX 678	Advanced Clinical Improvisation & Musical Analysis	4.0

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 612	Clinical Internship & Internship Supervision I	2.0
CTCN 622	Clinical Internship & Internship Supervision II	2.0
CTCN 632	Clinical Internship & Internship Supervision III	2.0

Culminating Project

Complete at least 3 credits		3.0
CATX 625	Culminating Project in Music Therapy I	
CATX 626	Culminating Project in Music Therapy II	

Additional Electives

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

CATX 627	For Culminating Project Only	
CATX 1699	Independent Study in Creative Arts Therapy	

Total Credits **90.0**

Sample Plan of Study

First Year

Fall	Credits Winter	Credits Spring	Credits Summer	Credits
CTCN 501	4.5 CTN 508	4.5 CTN 503	4.5 CATX 501	3.0
CTCN 512	2.0 CTN 522	2.0 CTN 532	2.0 CTN 504	4.5
CATX 570	2.5 CATX 571	2.5 CATX 572	2.5 CTN 505	4.5
CATX 575	4.0 CATX 577	4.0 CATX 573	4.0	

	CATX 579	2.0	
	13	13	15
			12
Second Year			
Fall	Credits Winter	Credits Spring	Credits
CTCN 601	4.5 CTN 603	4.5 CTN 604	4.5
CTCN 608	4.5 CTN 622	2.0 CTN 632	2.0
CTCN 612	2.0 CATX 625	1.0 CATX 626	2.0
CATX 673	3.0 CATX 674	3.0 CATX 678	4.0
	14	10.5	12.5
Total Credits 90			

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 art therapy, social justice in art activities, transgender and LGBTQ identity.

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

Abby Dougherty, PhD, NCC, LPC (*Walden University*) Core Counseling Curriculum Coordinator. Clinical Assistant Professor. Virtual reality in mental health, mindfulness and contemplative practices in counselor education, creativity in college counseling, learning disabilities, relational-cultural theory in counseling and adult education.

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

Scott Horowitz, MA, MT-BC, LPC (*Drexel University*) Director of Field Education. Clinical Instructor. Interdisciplinary practice and education, developmental models of clinical and practicum supervision, music therapy and neurodevelopmental populations.

Girija Kaimal, EdD, MA (*Harvard University*). Associate Professor. Art therapy, educational research, program evaluation, art therapy.

Dawn Morningstar, MCAT, VC-DMT, LP (*Hahnemann University*) Coordinator of CAT Clinical Services. Assistant Clinical Professor. Specialty in working with children and adolescents, Dance/movement therapist at Drexel's Parkway Health and Wellness faculty practice outpatient clinic.

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.

Michele Rattigan, MA, ATR-BC, NCC, LPC (*MCP Hahnemann University*). Associate Clinical Professor. Unresolved trauma; post-partum depression and anxiety; disordered eating and body image concerns; self-harming behaviors; dissociative disorders

Minjung Shim, PhD, BC-DMT (*Drexel University*). Assistant Research Professor. Medical dance/movement therapy, chronic pain management, mindfulness-based interventions, clinical trials, theory/model-building, qualitative inquiries, scoping reviews.

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.

Florence Ierardi, MM, MT-BC, LPC (*Temple University*) *Director, Music Therapy and Counseling MA Program*. 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*) *Director of Dance/Movement Therapy and Counseling MA Program*. Associate Clinical Professor Emerita. Adults diagnosed with mood disorders, anxiety, chronic pain and with histories of trauma; clinical supervision; ethics.

MSN in Nurse Anesthesia

Major: Nurse Anesthesia

Degree Awarded: Master of Science in Nursing (MSN)

Calendar Type: Quarter

Total Credit Hours: 89.0

Co-op Option: None

Classification of Instructional Programs (CIP) code: 51.3804

Standard Occupational Classification (SOC) code: 29.1151

About the Program

The Master of Science in Nursing in nurse anesthesia is a 28-month, 89.0 quarter credit, full-time program. The program offers 19.0 theoretical nursing and research credits, a 15.0 quarter credit basic science component, a 30.0 quarter credits didactic anesthesia component and a 25.0 credit clinical component. Upon successful completion of the program's outcomes the student is awarded an MSN in nurse anesthesia and is eligible to take the national certification examination offered by the National Board of Certification and Recertification of Nurse Anesthetists (NBCRNA).

The Nurse Anesthesia Program is accredited by the:
Council on Accreditation of Nurse Anesthesia Educational Programs
222 South Prospect Avenue, Suite 304
Park Ridge, IL 60068
847.692.7050

PMC in Nurse Anesthesia

The College of Nursing and Health Professions also offers a post-master's certificate in nurse anesthesia (p. 77) option. Upon successful completion of the program's outcomes the student is awarded a certificate in nurse anesthesia and is eligible to take the national certification examination offered by the NBCRNA.

Additional Information

For more information, contact the Academic Advisor of the Nurse Anesthesia Program:
MSN Programs Academic Advisor

1601 Cherry Street
267.359.5786

Additional information is also available on Drexel's College of Nursing and Health Professions Nurse Anesthesia Program (<https://www.drexel.edu/cnhp/academics/graduate/MSN-Nursing-Nurse-Anesthesia/>) web page.

Admission Requirements

The nurse anesthesia program begins annually in January. Applications are reviewed continually. Applications should be made 12-18 months in advance of the anticipated January start date. Interviews are conducted throughout the year.

Prospective applicants must demonstrate their ability to pursue graduate work, as exemplified by high scholastic achievement, high aptitude-test scores, and letters of recommendation. Applicants for the nurse anesthesia programs may submit scores from the Miller Analogies Test (MAT) in lieu of the GRE.

For detailed admission requirements, visit the College's MSN in Nurse Anesthesia Admission Requirements (<https://drexel.edu/cnhp/academics/graduate/MSN-Nursing-Nurse-Anesthesia/>) web page.

An application form and additional requirements and deadline information is available on the the Nurse Anesthesia (<http://www.drexel.edu/grad/programs/cnhp/nurse-anesthesia/>) page of Drexel Admissions website.

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
NURS 549	Advanced Pharmacology	3.0
NURS 550	Advanced Health Assessment & Diagnostic Reasoning	4.0
RSCH 503	Research Methods and Biostatistics	3.0
RSCH 504	Evaluation and Translation of Health Research	3.0

Nurse Anesthesia Core

NURS 503	Basic Principles of Nurse Anesthesia	3.0
NURS 504	Overview of Nurse Anesthesia	3.0
NURS 505	Chemistry and Physics	2.0
NURS 507	Nurse Anesthesia Pharmacology I	3.0
NURS 510	Advanced Principles of Nurse Anesthesia I	3.0
NURS 511	Nurse Anesthesia Pharmacology II	3.0
NURS 515	Advanced Principles of Nurse Anesthesia II	3.0
NURS 518	Advanced Principles of Nurse Anesthesia III	3.0
NURS 530	Anesthesia Seminar	1.0
NURS 659	Advanced Principles of Nurse Anesthesia IV	3.0
NURS 688	Clinical Correlative Seminars	3.0
NURS 508	Nurse Anesthesia Clinical Practicum I	1.0
NURS 512	Nurse Anesthesia Clinical Practicum II	1.0
NURS 516	Nurse Anesthesia Clinical Practicum III	2.0
NURS 517	Nurse Anesthesia Clinical Practicum IV	3.0
NURS 683	Nurse Anesthesia Clinical Practicum V	3.0
NURS 684	Nurse Anesthesia Clinical Practicum VI	3.0
NURS 687	Clinical Residency I	6.0
NURS 689	Clinical Residency II	6.0

Physiological Science Courses

NURS 520	Advanced Physiology	3.0
NURS 521	Advanced Pathophysiology I	3.0
NURS 522	Advanced Pathophysiology II	3.0
NURS 523	Advanced Pathophysiology III	3.0

Total Credits **89.0**

Writing-Intensive Course Requirements

In order to graduate, all students must pass three writing-intensive courses after their freshman year. Two writing-intensive courses must be in a student's major. The third can be in any discipline. Students are advised to take one writing-intensive class each year, beginning with the sophomore year, and to avoid "clustering" these courses near the end of their matriculation. Transfer students need to meet with an academic advisor to review the number of writing-intensive courses required to graduate.

A "WI" next to a course in this catalog may indicate that this course can fulfill a writing-intensive requirement. For the most up-to-date list of writing-intensive courses being offered, students should check the Writing Intensive Course List (<http://drexel.edu/coas/academics/departments-centers/english-philosophy/university-writing-program/writing-intensive-courses/>) at the University Writing Program (<http://drexel.edu/coas/academics/departments-centers/english-philosophy/university-writing-program/>). (<http://drexel.edu/coas/academics/departments-centers/english-philosophy/university-writing-program/drexel-writing-center/>) Students scheduling their courses can also conduct a search for courses with the attribute "WI" to bring up a list of all writing-intensive courses available that term.

Sample Plan of Study

First Year

	Winter	Credits	Spring	Credits	Summer	Credits
	NURS 503	3.0	NURS 505	2.0	NURS 510	3.0
	NURS 504	3.0	NURS 507	3.0	NURS 511	3.0
	NURS 549	3.0	NURS 508	1.0	NURS 512	1.0
	NURS 550	4.0	NURS 520	3.0	NURS 521	3.0
		13		9		10

Second Year

Fall	Credits	Winter	Credits	Spring	Credits	Summer	Credits
NURS 500	3.0	NURS 517	3.0	NURS 659	3.0	NURS 502	3.0
NURS 515	3.0	NURS 518	3.0	NURS 683	3.0	NURS 684	3.0
NURS 516	2.0	NURS 523	3.0	RSCH 503	3.0	RSCH 504	3.0
NURS 522	3.0						
	11		9		9		9

Third Year

Fall	Credits	Winter	Credits
NURS 530	1.0	NURS 688	3.0
NURS 544	3.0	NURS 689	6.0
NURS 687	6.0		
	10		9

Total Credits 89

Nurse Anesthesia Faculty

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

Low 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*). Associate Clinical Professor. Didactic education of nurse anesthesia students

Nurse Anesthesia DNP

Major: Nurse Anesthesia

Degree Awarded: Doctor of Nursing Practice

Calendar Type: Quarter

Total Credit Hours: 135.0

Co-op Option: None

Classification of Instructional Programs (CIP) code: 51.3804

Standard Occupational Classification (SOC) code: 29-1150

Subject to approval by the program accreditor, Council on Accreditation of Nurse Anesthesia Educational Programs

About the Program

The Nurse Anesthesia Program (NAP) is a 39-month program that offers a Doctor of Nursing Practice (DNP) degree. This practice-focused doctorate program provides challenging learning opportunities and educates nurses to utilize higher level critical thinking in the synthesis and correlation of didactic theory and best evidence to expand nursing knowledge and enhance patient outcomes. Simulation is integrated throughout the program to facilitate interprofessional communication, collaborative teamwork and the ability to apply theory to practice in a safe environment. An extensive clinical component affords clinical proficiency and the completion of a DNP Project. Our program is designed to graduate professional, knowledgeable, and vigilant anesthesia practitioners who provide safe, compassionate, culturally competent perianesthesia care across the lifespan in rapidly changing practice environments. Upon successful completion of the program's outcomes the student is awarded a DNP degree and is eligible to take the national certification examination offered by the National Board of Certification and Recertification of Nurse Anesthetists (NBCRNA).

The Nurse Anesthesia Program faculty are committed to promoting diversity and inclusion as part of its admission process and accepts applicants who meet the admission criteria and successfully complete an in-person interview. An individual must be able to independently, with or without reasonable accommodation, meet the Nurse Anesthesia Technical Standards (<https://drexel.edu/cnhp/academics/departments/Nursing-Graduate/Nurse-Anesthesia/Technical-Standards-Anesthesia/>), of general abilities and those specifically of observation; communication; motor; intellectual, conceptual, integrative, and quantitative abilities; as well as essential behavioral and social attributes. Individuals unable to meet these technical standards, with or without reasonable accommodation, are counseled to pursue alternate careers.

Admission Requirements

Applicants must meet the following requirements:

Degree:

Bachelor of Science in Nursing (BSN) from a CCNE or NLN accredited program. A minimum GPA of 3.0 (on a 4.0 scale) in both BSN and general science coursework is required.

Standardized Tests:

Acceptable GRE/MAT scores are required and taken within five years of application. The GRE/MAT is waived for a BSN GPA of 3.25 or higher AND a general science GPA of 3.25 or higher.

Transcripts:

Official transcripts from all universities, colleges, and secondary institutions attended are needed. 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:

- Undergraduate or graduate-level statistics course with a grade of 3.0 or higher
- Critical Care Registered Nurse (CCRN) certification

References:

Three references required from the following who can attest to applicant's clinical knowledge, skill, and potential aptitude for graduate study:

- 1- Nurse manager
- 2- Physician or clinical supervisor
- 3- Clinical Educator or professor

References will not be accepted from colleagues or family members. You may use our electronic letter of recommendation service. If the person completing your reference 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:

Describe past professional and educational accomplishments and future goals for graduate nurse anesthesia education.

Interview/Portfolio:

An on-campus interview is required for admission and will be held after the application deadlines. Selection of qualified candidates for interview is based upon meeting the admission criteria as well as the quality of the application materials. Therefore every applicant who meets the admission criteria is not offered an interview. Selected candidates who complete the personal interview with the program's admissions committee will be notified of their decision approximately four weeks after the interview.

Curriculum Vitae (CV)/Resume:

Required

Licenses:

Unencumbered license or eligibility for licensure as a registered nurse in Pennsylvania, New Jersey, and Delaware

Clinical/Work/Volunteer Experience:

A minimum of two years recent, full-time critical care experience where the registered nurse has direct patient care plus manage and interpret and utilize non-invasive and invasive monitoring data to guide clinical decision making (such as pulmonary artery catheters, CVP, arterial lines), cardiac-assist devices, mechanical ventilation, and vasoactive

drips (such as norepinephrine, epinephrine, dobutamine, nicardipine, nitroglycerine). Preferred areas include: SICU (Surgical Intensive Care), MICU (Medical Intensive Care), CVICU (Cardiovascular Intensive Care), Coronary Intensive Care, PICU (Pediatric Intensive Care Unit) and a Level I Emergency/Trauma Unit are also acceptable. Other areas may be considered provided competency can be demonstrated with invasive monitoring, ventilators, and critical care pharmacology. While applicants must have a minimum of two years recent full-time experience prior to starting this program, they can apply after having one year of experience in a critical care setting.

International Students:

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. 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 TOEFL 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
- a minimum score of 550 or higher and a Test of Spoken English score (TSE) of 55 or higher

Tuition and Fee Rates:

Please visit the Tuition and Fee Rates (<https://drexel.edu/drexelcentral/cost/tuition/>) page on Drexel Central

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
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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

Nursing: MSN-PhD Joint Degree Program

*Major: Nursing**Degrees Awarded: Master of Science in Nursing (MSN) and Doctor of Philosophy (PhD)**Calendar Type: Quarter**Total Credit Hours: 91.0**Co-op Option: None**Classification of Instructional Programs (CIP) code: 51.3808**Standard Occupational Classification (SOC) code: 29-1141*

About the Program

NOTE: This program is not accepting applications for the 2021-2022 academic year. Periodic program updates will be posted as available on the College of Nursing and Health Professions (<https://drexel.edu/cnhp/academics/doctoral/MSN-PhD-Nursing/>) website.

The College of Nursing and Health Professions (CNHP) offers a Doctor of Philosophy in Nursing, a research-based program, which aims to prepare nurse researchers to design, conduct and lead research studies as nurse scientists. 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. 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.

The full-time on campus program of study prepares the nurse generalist for a dual degree: the MSN in one of the advanced role tracks (current examples include: Clinical Nurse Leader, Clinical Trials Research, Nursing Innovation Concentration, Nursing Leadership in Health Systems Management) and the PhD. In addition to structured coursework, students work closely with their faculty advisor to develop an individualized program of study that allows for an in-depth exploration of a clinical specialty related to their research interests. 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 and design, and execute original research within a focused program of study.

Innovation, leadership, and interdisciplinary collaboration are strong educational values which are reflected in the Drexel University strategic plan. The PhD in nursing program represents leadership in the fields, 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.

The College of Nursing and Health Professions (CNHP), Graduate Nursing Division in which the Doctoral Nursing Program is housed, is regarded as a forward thinking, progressive, and interdisciplinary healthcare school within the university as well as in the larger context of advanced healthcare education.

Additional Information

For more information, contact:

Anna Pohuly
College of Nursing and Health Professions
1601 Cherry Street, Mail Stop 10501
10th Floor, Room 1011
Philadelphia, PA 19102
Phone: 267-359-5872
ap469@drexel.edu

Admission Requirements

Criteria for admission include:

- GPA of 3.5.
- GRE scores.
- OREs (and TOEFLs, international).
- Letters of recommendation (3).
- Articulation of research interests, career goals and insight into important issues in the profession in essays Professional accomplishments.
- Fit with faculty research interests and expertise.

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 qualifying examination, dissertation proposal defense (candidacy examination) and dissertation completion. Of the 91.0 credits, 45.0 credits are required for completion of the MSN, and 46.0 credits for the PhD in Nursing as follows: 9.0 credits in advance role, 30.0 credits in MSN track specific courses and practicum, 6.0 credits in epidemiology, 21.0 credits in nursing science, 12.0 credits in interdisciplinary analytic skills, and 6.0 credits in health professions education. In addition, there are elective courses that form the student's field of concentration related to their clinical specialty and dissertation research (4.0 credits minimum).

These 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

EPI 570	Introduction to Epidemiology	3.0
EPI 572	Design and Analysis of Epidemiological Studies	3.0
NURS 500 [WI]	Confronting Issues in Contemporary Health Care Environments	3.0
NURS 502	Advanced Ethical Decision Making in Health Care	3.0
RSCH 504	Evaluation and Translation of Health Research	3.0

Advanced Role Core Courses (Required courses for one of the following MSN advanced role tracks: Innovation, Clinical Nurse Leader, Clinical Trials, Leadership & Management) **30.0**

PhD Courses

Nursing Science

NURS 800	Theoretical Foundations of Nursing Inquiry 1	3.0
NURS 801	Theoretical Foundations of Nursing Inquiry II	3.0
NURS 803	Doctoral Seminar: Scientific Integrity	1.0
NURS 804	Doctoral Seminar: Creating Intellectual Community	1.0
NURS 805	Doctoral Seminar: Grantsmanship	1.0
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

Analytic Skills

RSCH 770	Foundations in Research Methods	3.0
RSCH 811	Intermediate Biostatistics	3.0
RSCH 812	Interpretation of Data	3.0
RSCH 813	Measurement Theory in Healthcare	3.0

Health Professions Education

NHP 762	Health Professional Education	3.0
NHP 822	Teaching Practicum	3.0

Elective

3.0

Dissertation - Total credits will vary. Minimum of 4 credits required.

NURS 989	Dissertation	4.0-9.0
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Total Credits

91.0-96.0

Writing-Intensive Course Requirements

In order to graduate, all students must pass three writing-intensive courses after their freshman year. Two writing-intensive courses must be in a student's major. The third can be in any discipline. Students are advised to take one writing-intensive class each year, beginning with the sophomore year, and to avoid "clustering" these courses near the end of their matriculation. Transfer students need to meet with an academic advisor to review the number of writing-intensive courses required to graduate.

A "WI" next to a course in this catalog may indicate that this course can fulfill a writing-intensive requirement. For the most up-to-date list of writing-intensive courses being offered, students should check the Writing Intensive Course List (<http://drexel.edu/coas/academics/departments-centers/english-philosophy/university-writing-program/writing-intensive-courses/>) at the University Writing Program (<http://drexel.edu/coas/academics/departments-centers/english-philosophy/university-writing-program/>). (<http://drexel.edu/coas/academics/departments-centers/english-philosophy/university-writing-program/drexel-writing-center/>) Students scheduling their courses can also conduct a search for courses with the attribute "WI" to bring up a list of all writing-intensive courses available that term.

Sample Plan of Study

MSN courses will vary by track. The following sample plan of study includes courses for the MSN in Innovation.

First Year

Fall	Credits Winter	Credits Spring	Credits
NURS 500	3.0 EPI 570	3.0 EPI 572	3.0
NURS 586	3.0 NURS 587	3.0 NURS 806	3.0
NURS 800	3.0 NURS 801	3.0 RSCH 504	3.0
	9	9	9

Second Year			
Fall	Credits Winter	Credits Spring	Credits
NURS 819	3.0 NURS 564	3.0 NURS 502	3.0
PROJ 501	3.0 RSCH 770	3.0 NURS 803	1.0
RSCH 813	3.0 RSCH 811	3.0 PROJ 502	3.0
		RSCH 812	3.0
	9	9	10
Third Year			
Fall	Credits Winter	Credits Spring	Credits
INFO 648	3.0 NURS 652	6.0 INFO 731	3.0
NURS 544	3.0 NURS 863	3.0 NURS 820	3.0
NURS 804	1.0	NURS 861	3.0
NURS 805	1.0		
NURS 989	1.0		
	9	9	9
Fourth Year			
Fall	Credits Winter	Credits Spring	Credits
NURS 989	1.0-4.0 NHP 762	3.0 NHP 822	3.0
	NURS 989	1.0 NURS 989	1.0
	1-4	4	4

Total Credits 91-94

PhD in Nursing

Major: Nursing

Degree Awarded: Doctor of Philosophy

Calendar Type: Quarter

Total Credit Hours: 49.0

Co-op Option: None

Classification of Instructional Programs (CIP) code: 51.3801

Standard Occupational Classification (SOC) code: 29-1141

About the Program

NOTE: This program is not accepting applications for the 2021-2022 academic year. Periodic program updates will be posted as available on the College of Nursing and Health Professions (<https://drexel.edu/cnhp/academics/doctoral/PHD-Nursing/>) website.

The College of Nursing and Health Professions (CNHP) offers a Doctor of Philosophy in Nursing Science, a research-based program embedded in social justice, which aims to prepare nurse researchers to design, conduct and lead research studies as emerging nurse scientists. The objective of the PhD in Nursing 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 health services for those who receive nursing care. Graduates 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.

Students who have earned a masters degree in nursing are eligible to apply. 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 the tools to conduct research and design, and execute an original research within a focused program of study.

Innovation, leadership, civic engagement, and interdisciplinary collaboration are strong educational values which are reflected in the Drexel University emerging strategic plan. The PhD in nursing program represents leadership in the fields, with interdisciplinary collaboration and critical consciousness 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.

The College of Nursing and Health Professions (CNHP), Graduate Nursing Division in which the Doctoral Nursing Program is housed, is regarded as a forward thinking, progressive, and interdisciplinary healthcare school within the university as well as in the larger context of advanced healthcare education.

For more information, contact:

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 10th Floor, Room 1011
 Philadelphia, PA 19102
 Phone: 267-359-5872
 ap469@drexel.edu

Admission Requirements

Applicants must possess a master's degree in nursing for admission consideration. Criteria for admission include:

- GPA of 3.5
- GRE scores
- OREs (and TOEFLs, if international)
- Letters of recommendation (3)
- Articulation of research interests, career goals and insight into important issues in the profession in essays
- Professional accomplishments
- Fit with faculty research interests and expertise

Degree Requirements

The PhD curriculum requires 49.0 quarter credits of course work plus comprehensive examination and dissertation completion. Of the 49.0 credits, 15.0 credits are required interdisciplinary courses, and 21.0 credits in nursing science. In addition, there are three elective courses that form the student's field of concentration related to their dissertation research. These 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 these courses in the winter of the first year which is approved by the Curriculum Committee.

Required Courses

NURS 800	Theoretical Foundations of Nursing Inquiry 1	3.0
NURS 801	Theoretical Foundations of Nursing Inquiry II	3.0
NURS 803	Doctoral Seminar: Scientific Integrity	1.0
NURS 804	Doctoral Seminar: Creating Intellectual Community	1.0
NURS 805	Doctoral Seminar: Grantsmanship	1.0
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
RSCH 759	Foundations of Biostatistics	3.0
RSCH 770	Foundations in Research Methods	3.0
RSCH 811	Intermediate Biostatistics	3.0
RSCH 812	Interpretation of Data	3.0
RSCH 813	Measurement Theory in Healthcare	3.0
Required Research Apprenticeship (total of 3 credits)		3.0

NURS 850	Research Apprenticeship (Must be repeated 2 times)	
Dissertation Research (minimum of 4 credits)		4.0
NURS 989	Dissertation (May be repeated up to 7 times)	
Electives		9.0
NURS 860	Integration of Genetics/Genomics in a Research Agenda	
NURS 861	Interdisciplinary Approaches in Aging Research	
NURS 862	Reproductive Epidemiology	
NURS 863	Mixed-Methods Research	
NURS 1899	Independent Study in Nursing	
Total Credits		49.0

Sample Plan of Study

First Year

Fall	Credits Winter	Credits Spring	Credits Summer	Credits
NURS 800	3.0 NURS 801	3.0 NURS 803	1.0 NURS 804	1.0
NURS 819	3.0 RSCH 770	3.0 NURS 806	3.0 NURS 850	1.0
RSCH 759	3.0 RSCH 811	3.0 RSCH 816	3.0 RSCH 813	3.0
			Elective	3.0
	9	9	7	8

Second Year

Fall	Credits Winter	Credits Spring	Credits Summer	Credits
NURS 805	1.0 NURS 850	1.0 NURS 989	1.0 VACATION	
NURS 820	3.0 Elective	3.0		
NURS 850	1.0			
Elective	3.0			
	8	4	1	0

Third Year

Fall	Credits Winter	Credits Spring	Credits
NURS 989	1.0 NURS 989	1.0 NURS 989	1.0
	1	1	1

Total Credits 49

Doctor of Nursing Practice

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 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.

Upon graduation, students will be able to:

- Evaluate patient care delivery approaches to meet the current and anticipated needs of patient populations based on outcomes and scientific findings
- Translate research into clinical practice and policy to improve care and outcomes

- Use advanced communication skills to lead quality improvement and patient safety
- Use principles of business, finance, economics, and health policy to develop and implement plans to improve the quality of healthcare delivery
- Demonstrate sensitivity to diversity in patients and providers
- Evaluate effective strategies for the management of ethical dilemmas that can occur in the course of healthcare delivery

Clinical Requirements

A total of 500 clinical hours are required which are built into the following courses and project:

- NURS 830 - 125 hours
- NURS 835 - 125 hours
- NURS 838 - 125 hours
- NURS 842 - 75 hours
- NURS 843 - 125 hours

In-Person Experiential Elements

- **Orientation (Required)** – *September of Student's First Term*
 - Designed as a two-day introduction to the program and an opportunity to engage in discussion about the DNP project topic, meet peers, advisors, staff, and the faculty.
- **Global Immersion (Optional)** – *Spring Quarter of Student's Second Year*
 - The DNP program prepares future advanced nursing practice leaders to respond to current and future global healthcare needs in diverse settings. Global opportunities are transformational, strengthening the leadership role for which DNP scholars are prepared. At Drexel University, the option of global engagement experiences are available to students.

An exciting opportunity in Drexel's DNP program encompasses a one-week global experience at the birthplace of evidence-based practice. Conducted at a host university in another country, the scholar may elect to participate in a unique educational and cultural experience designed to gain global perspectives on healthcare. Upon completion, students are awarded practice hours towards the required number of clinical practicum hours in the program. For a global immersion trip, the student must satisfy requirements for U.S. citizenship (i.e. valid U.S. passport, NEXUS card) to enter a host country.

Admission Requirements

Admissions Criteria

- Master of Science in Nursing (MSN)
- Master's degree in health-related field
- Master of Business Administration (MBA)
- If master's degree is not in nursing, a Bachelor of Science in Nursing (BSN) is required
- Graduate-level Research Methods course (grade B or higher)

Master's and bachelor's degrees from a regionally accredited institution in the United States or an equivalent international institution are accepted.

Submission of the following documents include:

- A completed application
- Copies of current RN license, advanced practice nursing licensure and advanced certification documents
- Official transcripts from all universities or colleges and other post-secondary educational institutions (including trade schools) attended
- Two letters of recommendation from individuals who hold a graduate degree (doctoral prepared highly preferred). Sources may be from academic, employer, or professional colleagues and attest to academic ability and professional competency.
- Personal statement/essay integrating responses to the following questions in 2-3 pages, double-spaced:
 - What is your area of interest (e.g. clinical practice, education, administration/nurse executive) and how will you apply the DNP to your practice area?
 - Identify a clinical problem or nursing process of interest you would like to develop for your practice-focused DNP project in a healthcare practice or system. Discuss why it is a problem and how it is related to the DNP project in which you are interested. Explain how you aim to use the evidence-based practice project to improve processes or health outcomes.
- Curriculum Vitae (CV) or resume
- Licensure/Certification
 - Current U.S. licensure as a registered nurse (RN)
 - Advanced Practice Registered Nurse (APRN) Candidates
 - Submit U.S. licensure and certification documentation for one of the following certification(s):
 - Certified Nurse Practitioner
 - Certified Nurse Midwife (CNM)
 - Certified Registered Nurse Anesthetist (CRNA)
 - Certified Clinical Nurse Specialist (CNS)
 - Nurse Managers/Executives Candidates
 - Submit certification documentation for one of the following certification(s) or verification that you are scheduled to take one of these exams:
 - American Credentialing Center (ANCC) Nurse Executive-Advanced certification (NEA)
 - American Nurse Credentialing Center (ANCC) Nurse Executive (NE)
 - American Organization of Nurse Executives (AONE) Certified in Executive Nursing Practice (CENP)
 - American Organization of Nurse Executives (AONE) Certified Nurse Manager and Leader (CNML)
 - If utilizing your master's preparation in an area of advanced nursing practice and you do not hold or are eligible to attain one of the required certifications listed, contact the DNP Program (<https://drexel.edu/cnhp/academics/doctoral/DNP-Doctor-Nursing-Practice/>).

healthcare outcomes. 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).

The DNP Project process is designed to progress concurrently with the DNP Plan of Study coursework. A DNP Project Team for the scholarly doctoral project is required. During the DNP program, the student is paired with a DNP Project Chair (doctorate-prepared Drexel faculty member) who guides and oversees the project team process related to the student's required DNP Final Project. A doctorate-prepared Practicum Mentor is required (for courses with Practicum/Practice Hours) 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 the project stages as needed (optional).

The intended project completion date is by the end of spring quarter, Year 2. Some students will require an additional quarter (summer quarter, Year 2), depending on project complexities, practice site conflicts, and institutional review board processes. The DNP final project must be completed within the timelines for graduation established by College and University Policies. The project culminates with a final DNP scholarly paper.

Required Courses		
NURS 703	Health Policy and Economics	3.0
NURS 706	Applied Epidemiology	3.0
NURS 714	Introduction to Qualitative Methods in Nursing Inquiry	3.0
NURS 716	Scientific Foundation of Nursing Knowledge Development	3.0
NURS 718	Quantitative Methods for Practice-based Nursing Inquiry	3.0
NURS 720	Health Information Technology and Information Systems	3.0
NURS 722	Organizations and Systems Leadership: Innovative Strategies	3.0
NURS 830	Doctoral Nursing Practice Clinical Practicum	3.0
NURS 835	Doctoral Nursing Practice Role Practicum	3.0
NURS 836	Clinical and Applied Nursing Ethics	3.0
NURS 837	Translating Evidence into Clinical Practice	3.0
NURS 838	Global Leadership Perspectives	3.0
NURS 842	DNP Project Seminar I	3.0
NURS 843	DNP Project Seminar II	3.0
RSCH 519	Introduction to Biostatistics	3.0
Total Credits		45.0

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). Students in the DNP Program are required to attend a mandatory, two-day DNP orientation. The orientation is an on-campus program held at Drexel University. DNP Orientation transpires at the start of the program corresponding to the beginning of the first Fall academic term.

Sample Plan of Study

First Year				
Fall	Credits Winter	Credits Spring	Credits Summer	Credits
NURS 716	3.0 NURS 706	3.0 NURS 714	3.0 NURS 718	3.0
RSCH 519	3.0 NURS 837	3.0 NURS 842	3.0 NURS 720	3.0
6		6	6	6

Degree Requirements

Curriculum

The Doctor of Nursing Practice (DNP) program of study integrates core courses along with clinical/role practicum and DNP Project courses. The DNP degree requires completion of a scholarly doctoral project that demonstrates clinical scholarship. The focused study combination of courses provides the student learner with an opportunity for acquisition of advanced knowledge, new skills, clinical scholarship, practice immersion experiences, and leadership for DNP role preparation to influence

Second Year				
Fall	Credits Winter	Credits Spring	Credits Summer	Credits
NURS 830	3.0 NURS 703	3.0 NURS 838	3.0 NURS 722	3.0
NURS 836	3.0 NURS 835	3.0 NURS 843	3.0	
	6	6	6	3
Total Credits 45				

* NURS 810 is an optional course to be taken under the direction of the academic advisor and the DNP program chair or director.

Doctor of Nursing Practice (DNP) Faculty

Anthony Angelow, PhD, CRNP, ACNPC, AGACNP-BC, FAEN, FAANP (*University of Northern Colorado*) Chair, Advanced Practice Nursing. Assistant Clinical Professor. Nurse Practitioner and DNP Programs Nurse Practitioner role transition, acute care, trauma/surgical critical care.

Katherine Kaby Anselmi, PhD, JD, FNP-BC, WHNP-BC (*University of Pennsylvania*) Assistant Dean of Accreditation/Regulatory Affairs & Online Innovation. Associate Clinical Professor. Nursing, law, family nurse practitioner, women's health nurse practitioner.

Brenda Douglass, DNP, CRNP-BC, CDE, CTTS. Associate Clinical Professor. Endocrine, cardiology, pulmonology, sleep disorders, and chronic health conditions

Mary Gallagher-Gordon, PhD, MSN, RN, CNE (*Drexel University*) Senior Director of Contracts, Compliance and Academic Community Initiatives. Assistant Clinical Professor. Informatics, patient safety and nursing education, NCLEX review.

William Lorman, PhD, JD, PMHNP-BC, CARN-AP, FIAAN (*American Institute*). Assistant Clinical Professor. Addiction and mental health.

Barbara R. Osborne, DNP, CRNP, WHNP-BC (*Drexel University*) Associate Chair, Division of Graduate Nursing. Assistant Director, DNP Program. Assistant Clinical Professor. Women's Health.

Al Rundio, PhD, DNP, RN, APRN, CARN-AP, NEA-BC, FNAP, FIAAN, FAAN (*Chatham College*). Clinical Professor. Transference of dependencies from bariatric surgical procedures, relapse prevention in chemically addicted clients.

Albert Rundio, Jr., PhD, DNP, RN, APRN, NEA, BC, FAAN (*University of Pennsylvania*) Associate Dean for Post Licensure and Graduate Nursing Programs. Clinical Professor. Nursing graduate leadership and management track.

Susan Solecki, MSN, FNP-BC, PPCNP-BC (*Hahnemann University*). Associate Clinical Professor. Nursing women's health, adult health, and occupational health.

Linda Wilson, PhD, RN, CPAN, CAPA, BC, CNE, CHSE (*Rutgers University*) Assistant Dean for Special Projects, Simulation & CNE Accreditation. Associate Clinical Professor. Simulation informatics and technology, perianesthesia, pain management, critical care, trauma, emergency preparedness.

Patti Rager Zuzelo, EdD, RN, ACNS-BC, ANP-BC, CRNP, FAAN (*Widener University*). Clinical Professor. Advanced practice nursing, leadership and management, nursing education, clinical nurse specialist (adult health) and adult nurse practitioner.

MSN: Clinical Nurse Leader Concentration

Major: Nursing: Clinical Nurse Leader Concentration

Degree Awarded: Master of Science in Nursing (MSN)

Calendar Type: Quarter

Total Credit Hours: 45.0; 400 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 Clinical Nurse Leader (CNL) track is designed to prepare nurses for an evolving advanced generalist role which 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 healthcare professionals, including physicians, pharmacists, social workers, therapists, clinical nurse specialists, and nurse practitioners. The CNL is a leader in the healthcare delivery system across all settings in which healthcare 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.

Students meet on campus for mandatory On Campus Intensive (OCI) learning experiences, simulation, and evaluation. This OCI occurs once in the Fall Quarter that the student will begin their practicum.

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.

Clinical practicum experiences include development and management of a data-driven project which provides opportunities for students to deepen evidenced-base practice competencies in the management of clients' healthcare 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
CNHPGraduateDivision@drexel.edu

Additional information is also 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 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
- Copy of Current US 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 US 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

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 RSCH 504	3.0 NURS 532	3.0
NURS 502	3.0 NURS 544	3.0 NURS 531	3.0 NUPR 664	4.5
	6	6	6	7.5

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

MSN: Clinical Research Concentration

Major: Nursing: Clinical Research Concentration

Degree Awarded: Master of Science in Nursing (MSN)

Calendar Type: Quarter

Total Credit Hours: 47.0; 80 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 2020-2021 academic year. Please check back in summer 2021 for an update.

About the Program

The Clinical Research program is designed for nurses who wish to be involved in clinical trials and research in a variety of roles and settings. Graduates of this program will be qualified to assume roles such as research coordinator, clinical scientist, developer, and clinical trials manager or coordinator.

The program provides knowledge and skills in several critical areas:

- Applying Federal Drug Administration rules and regulations
- Phases of clinical research investigation
- New drug approval processes
- Drug protocol development
- Budgeting for clinical trials
- Informed consent
- Patient and family issues
- Business management and marketing for clinical trials

The clinical research field is a hot field for nursing employment, especially for seasoned nurses who have expertise in one or more clinical areas. Many potential employers exist outside the hospital environment—in the community or private practices with the pharmaceutical and other scientific companies that produce, test, and market new products.

Admission Requirements

- BSN from a program fully accredited by NLN and or CCNE
- 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 required from colleagues or supervisors who can attest to the applicant's knowledge, skill, and potential aptitude for graduate study
- 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 US RN license required
- Copies of any Advanced Practice Nursing licensure and certification documents
- Minimum of 2 years' work experience as an RN

International applicants must possess a BSN (or its equivalent) and current US 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

Support Courses

NURS 548	Advanced Pathophysiology	3.0
NURS 549	Advanced Pharmacology	3.0
NURS 550	Advanced Health Assessment & Diagnostic Reasoning	4.0

Major Courses

NURS 608	Foundations of Good Clinical Practice in Clinical Research	4.0
NURS 645	Concepts of Clinical Research Management I	4.5
NURS 653	Concepts of Clinical Research Management II	4.5
NURS 654	Pre-Practicum (required for students with less than 1 year experience in Clinical Research))	1.0
NURS 655	Writing for Publication: Introduction Capstone	3.0
NURS 668	Practicum, Leadership and Career Development	5.0

Total Credits **47.0**

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
NURS 500	3.0 NURS 544	3.0 NURS 549	3.0
NURS 502	3.0 NURS 548	3.0 NURS 608	4.0
	6	6	7

Second Year

Fall	Credits Winter	Credits Spring	Credits
NURS 550	4.0 RSCH 503	3.0 RSCH 504	3.0
	NURS 655	3.0 NURS 645	4.5
	4	6	7.5

Third Year

Fall	Credits Winter	Credits
NURS 653	4.5 NURS 668	5.0
NURS 654	1.0	
	5.5	5

Total Credits 47

MSN: Nursing Education Concentration

Major: Nursing Education

Degree Awarded: Master of Science in Nursing (MSN)

Calendar Type: Quarter

Total Credit Hours: 45.0; 160 practicum hours

Co-op Option: None

Classification of Instructional Programs (CIP) code: 51.3817

Standard Occupational Classification (SOC) code: 25-1072

About the Program

The MSN: Nursing Education program prepares students to work as nursing educators, nursing faculty, or nursing professors in all types of programs, at all levels, in a variety of settings. This unique program also instructs students on how to teach online, integrate simulation, and use technology to teach nursing in innovative ways.

Currently, there is a severe and critical nursing faculty shortage in the United States. This program will prepare graduates to fill these faculty and educator positions in healthcare organizations 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, both clinical and classroom techniques, and the preparation for the role of the nursing professor. 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.

The practicum course, which spans over two quarters, allows 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 an immersive on-campus intensive (OCI) simulation residency when enrolled in IPS 617: *Simulation in Healthcare Education*. The OCI is offered biannually.

The MSN in Nursing Education prepares students to sit for the following exams:

- Certified Nurse Educator
- Certified Healthcare Simulation Educator®

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 also 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 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
- 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 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. Please note: NURS 632 runs over two quarters.

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		
NURS 632	Nursing Education Practicum	6.0
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 544	3.0 NURS 615	3.0
NURS 591	3.0 NURS 606	3.0 NURS 613	3.0 RSCH 503	3.0
	6	6	6	6
Second Year				
Fall	Credits Winter	Credits Spring	Credits Summer	Credits
NURS 616	3.0 NURS 574	4.5 IPS 617	4.5 NURS 632*	6.0
RSCH 504	3.0			
	6	4.5	4.5	6
Total Credits				45

* Two-term course (runs over 20 weeks)

MSN: Nursing Innovation Concentration

Major: Nursing Innovation

Degree Awarded: Master of Science in Nursing (MSN)

Calendar Type: Quarter

Total Credit Hours: 45.0 minimum

Co-op Option: None

Classification of Instructional Programs (CIP) code: 51.3818

Standard Occupational Classification (SOC) code: 29-1141

NOTE: No applications will be accepted for the 2020-2021 academic year. Please check back in summer 2021 for an update.

About the Program

The online MSN in Nursing Innovation is designed for the graduate nursing student who seeks to re-invent and transform nursing practice in today's tumultuous healthcare system. Graduates of this accredited program fill innovative and problem-solving roles as clinicians, educators, administrators, and clinical scientists; some students choose to move toward and succeed in the business environment of healthcare.

This pioneering master's degree emphasizes problem-solving and creative approaches to advance nursing practice and improve and change healthcare delivery while focusing on models, methods, environments, and processes that will give students the tools to transform ideas into reality. It offers a flexible, but rigorous, curriculum including a substantial capstone project that demonstrates innovation and pushing the creative boundaries to promote real and substantive change.

This program:

- Gives students the ability to make ideas a reality
- Teaches students new skills to support changing ideas into reality
- Develops students as creative and inventive nurses who can make meaningful and unique contributions to the healthcare industry
- Is a good fit for students whose career objectives may not be met by a traditional graduate nursing curriculum or career paths

With approval, students may design an individualized plan of study to meet the program requirements or use the 4-5 electives to obtain a post-baccalaureate certificate in a specialty area of interest including, but not limited to, the list below:

- Leadership in Health Systems Management
- Nursing Education
- Substance Use Disorders Counseling
- Project Management
- Healthcare Informatics
- Complementary & Integrative Therapies

The program is accredited by the Commission on Collegiate Nursing Education (CCNE).

Additional information is also available on the Drexel University College of Nursing and Health Professions (<https://drexel.edu/cnhp/academics/graduate/>) website and the Drexel University Online Nursing Innovation (<http://online.drexel.edu/online-degrees/nursing-degrees/msn-innov/>) webpage.

Admission Requirements

- BSN from a program fully accredited by NLN and or CCNE
- 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 required from colleagues or supervisors who can attest to the applicant's knowledge, skill, and potential aptitude for graduate study
- 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:

- Describe your proposed capstone project.
- Would your capstone project be intrapreneurial or entrepreneurial?
- Is your capstone a project, program, or product?
- Who is your target audience?
- 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 current US 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 MSN 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

NURS 586	Innovation in Advanced Nursing Practice: Theory and Application	3.0
NURS 587	Case Studies in Intra/Entrepreneurship and Innovation in Nursing	3.0

Support Courses

NURS 564	The Business of Healthcare	3.0
PROJ 501	Introduction to Project Management	3.0

Practicum/Capstone Projects

NURS 652	Innovation Capstone Project	6.0
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Electives (by advisement with track coordinator or selected from concentrations listed below) 12.0-18.0

Total Credits	45.0-51.0
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Healthcare Informatics Concentration

PROJ 502	Project Planning & Scheduling	3.0
INFO 648	Healthcare Informatics	3.0
INFO 731	Managing Health Informatics Projects	3.0
INFO 732	Healthcare Informatics: Planning & Evaluation	3.0

Total Credits	12.0
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Service to Veterans Concentration

IPS 549	The Military and Veteran Culture	3.0
IPS 550	The Unique Health Care Needs of our Military and Veterans	3.0
IPS 551	Veteran Advocacy	3.0
IPS 552	Veteran Healthcare Policy	3.0

Total Credits	12.0
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Complementary & Integrative Therapies Concentration

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
CIT Elective *		3.0

Total Credits	12.0
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* One CIT 500 or 600 level course

Holistic Hospice & Palliative Care Concentration

CIT 503	Holistic Living For The Caregiver	3.0
CIT 621	Spirituality in Hospice and Palliative Care	3.0
CIT 622	Holistic Therapies in Hospice and Palliative Care	3.0
CIT 623	Cultural Perspectives in Hospice and Palliative Care	3.0

Total Credits	12.0
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Leadership in Health Systems Management Concentration

NURS 557	Leadership and Stewardship in the Health Professions	3.0
NURS 558	Economics of Healthcare Management & Policy	3.0
NURS 559	Operations Management in Contemporary Healthcare Organizations	3.0
NURS 562	Workforce Management in Healthcare Organizations	3.0
or NURS 564	The Business of Healthcare	
or NURS 567	Strategic Management: Power, Politics and Influence in Healthcare Systems	

Total Credits	12.0
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Forensic Trends & Issues in Contemporary Healthcare Concentration

PROJ 502	Project Planning & Scheduling	3.0
NURS 519	Forensic Science Foundations	3.0
NURS 528	Victimology – Contemporary Trend	3.0
NURS 533	Forensic Mental Health	3.0

Total Credits	12.0
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Integrative Addiction Therapies

CIT 503	Holistic Living For The Caregiver	3.0
CIT 624	Foundations of Integrative Addiction Therapies	3.0
CIT 625	Spirituality, Empowerment, and Transformation	3.0
CIT 631	Introduction to Nutritional Neuroscience	3.0

Total Credits	12.0
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Substance Use Disorder Concentration

BACS 534	Approaches to Substance Use Disorders	3.0
BACS 535	Motivational Enhancement Skills	3.0
BACS 540	Treatment Planning and Relapse Prevention	3.0
BACS 560	Preventing Substance Use Disorders	3.0
BACS 568	Substance Use Counseling with Special Populations	3.0
BACS 570	Clinical Supervision Skills	3.0

Total Credits	18.0
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Health Care Compliance Concentration

IPS 501	Legal Compliance: Structure and Implementation	4.5
IPS 504	Regulations in Health Care	4.5
IPS 505	Health Care Quality and the Legal Context	4.5
IPS 506	HIPAA: A Patient's Legal Right to Privacy	4.5

Total Credits	18.0
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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 RSCH 503	3.0 RSCH 504	3.0 NURS 544	3.0
NURS 586	3.0 NURS 587	3.0 NURS 564	3.0 INFO 648	3.0
	6	6	6	6
Second Year				
Fall	Credits Winter	Credits Spring	Credits Summer	Credits
PROJ 501	3.0 PROJ 502	3.0 INFO 732	3.0 NURS 502	3.0
INFO 731	3.0 NURS 652	6.0		
	6	9	3	3
Total Credits 45				

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

Total Credit Hours: 45.0; 160 practicum hours

Co-op Option: None

Classification of Instructional Programs (CIP) code: 51.3802

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 healthcare environment. This online master's degree program will prepare students for a senior role in a dynamic and increasingly demanding healthcare 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 healthcare delivery organization.

The MSN also requires one practicum experience over the course of two terms that provides opportunities for students to further develop leadership skills for complex healthcare 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 also 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 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 US 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 US 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 Course

NURS 666	Leadership in Health Systems Management Practicum	6.0
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Electives		7.5
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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 544	3.0 PROJ 501	3.0 NUPR 663	4.5
NURS 502	3.0 RSCH 503	3.0 RSCH 504	3.0	
	6	6	6	4.5

Second Year

Fall	Credits Winter	Credits Spring	Credits Summer	Credits
NUPR 664	4.5 NUPR 665	4.5 Elective	4.5 NURS 666	6.0
Elective	3.0			
	7.5	4.5	4.5	6

Total Credits 45

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 335 *Genetics and Genomics: Application to Nursing Practice* (4.5 quarter credits). This class is available entirely online and is delivered in a 10-week quarter term session. This course is offered in every term and includes mandatory synchronous class meetings.

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 335	Genetics and Genomics: Application to Nursing Practice	4.5
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Eligible MSN Programs

- MSN Clinical Nurse Leader (p. 38)
- MSN in Nursing Leadership in Health Systems Management (p. 44)
- MSN in Nursing Education (p. 40)
- MSN in Quality, Safety, and Risk Management in Healthcare (p. 47)
- MSN in Public Health Nursing (p. 45)
- **Nurse Practitioner programs are not eligible**

Additional Information

For more information about MSN Advanced Role track program, 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/m-msn-bridge/>) webpage. If you are interested in earning both a BSN and MSN, consider enrollment in the Accelerated RN/BSN/MSN (<http://catalog.drexel.edu/undergraduate/collegeofnursingandhealthprofessions/nursingmbsnmsn/>) program.

MSN: Public Health Nursing

Major: Public Health Nursing

Degree Awarded: Master of Science in Nursing (MSN)

Calendar Type: Quarter

Total Credit Hours: 45.0

Co-op Option: None

Classification of Instructional Programs (CIP) code: 51.2201

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, 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 healthcare 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 the Drexel 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 also available on the Drexel's College of Nursing and Health Professions Public Health Nursing (<https://drexel.edu/cnhp/academics/graduate/>) 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 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
- 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 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

PBHL 510	Public Health Foundations and Systems I	4.0
PBHL 511	Public Health Foundations and Systems II	4.0
HMP 505	Qualitative Data and Mixed Methods Analysis	2.0
EOH 560	Overview of Issues in Global Health	3.0

Nursing Courses

NURS 531	Epidemiology in Action: Tracking Health & Disease	3.0
NURS 532	Evaluation of Health Outcomes	3.0
IPS 511	Collaboration with Vulnerable Populations	3.0
NURS 665	Advanced Nursing Practice in Population Health	5.0

Elective

Elective (Nursing or Public Health - with approval)		3.0
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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 (Part-Time)

Fall	Credits Winter	Credits Spring	Credits Summer	Credits
NURS 500	3.0 NURS 502	3.0 RSCH 503	3.0 RSCH 504	3.0
PBHL 510	4.0 PBHL 511	4.0 NURS 531	3.0 HMP 505	2.0
	7	7	6	5

Second Year (Part-Time)

Fall	Credits Winter	Credits Spring	Credits
NURS 544	3.0 NURS 532	3.0 NURS 665	5.0
EOH 560	3.0 IPS 511	3.0	3.0
	6	6	8

Total Credits 45

MSN: Quality, Safety, and Risk Management in Healthcare

Major: Quality, Safety, and Risk Management in Healthcare

Degree Awarded: Master of Science in Nursing (MSN)

Calendar Type: Quarter

Total Credit Hours: 46.0

Co-op Option: None

Classification of Instructional Programs (CIP) code: 51.0701

Standard Occupational Classification (SOC) code: 11-9111

About the Program

This program 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 healthcare 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 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.

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 MSN in Quality, Safety, and Risk Management (<https://drexel.edu/cnhp/academics/graduate/MSN-MS-Quality-Safety-Risk-Management-Healthcare/>) webpage and on the Drexel University Online MSN in Quality, Safety, and Risk Management (<https://www.online.drexel.edu/online-degrees/nursing-degrees/ms-quality-safety-risk/>) webpage.

Admission Requirements (MSN)

- 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 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
- 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

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 501	Legal Compliance: Structure and Implementation	4.5
IPS 504	Regulations in Health Care	4.5
IPS 505	Health Care Quality and the Legal Context	4.5
IPS 506	HIPAA: A Patient's Legal Right to Privacy	4.5
IPS 584	Analysis of Performance Standards in Healthcare Quality	3.0
IPS 585	Science of Safety, Human Factors, and System Thinking	3.0
IPS 586	Creating a Culture of Safety	2.0
IPS 601	Quality, Safety and Risk Management Capstone	5.0

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

Fall	Credits Winter	Credits Spring	Credits Summer	Credits
NURS 502	3.0 NURS 544	3.0 IPS 506	4.5 RSCH 504	3.0
NURS 500	3.0 IPS 501	4.5 RSCH 503	3.0 IPS 505	4.5
	6	7.5	7.5	7.5

Second Year

Fall	Credits Winter	Credits Spring	Credits
IPS 504	4.5 IPS 585	3.0 IPS 601	5.0
IPS 584	3.0 IPS 586	2.0	
	7.5	5	5

Total Credits 46

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

Total Credit Hours: 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 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 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. OCI visits occur 2-4 times during the clinical portion of the program and range from 2-3 days. *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.

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 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

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: 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
Elective		3.0
Total Credits		57.0

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 544	3.0 NURS 548	3.0 NURS 549	3.0
NURS 502	3.0 RSCH 503	3.0 RSCH 504	3.0	
	6	6	6	3

Second Year

Fall	Credits Winter	Credits Spring	Credits Summer	Credits
Elective	3.0 NURS 554	3.0 NURS 550	4.0 NURS 570	5.0
		NURS 664	1.0	
	3	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

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

Total Credit Hours: 52.0 quarter credits; 640 clinical hours

Co-op Option: None

Classification of Instructional Program (CIP) code: 51.3822

Standard Occupational Classification (SOC) code: 29-1171

About the Program

One of the major healthcare 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. OCI visits occur 2-4 times during the clinical portion of the program and range from 2-3 days. *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.

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 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

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
Total Credits	52.0

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 RSCH 503	3.0 RSCH 504	3.0 NURS 549	3.0
NURS 502	3.0 NURS 544	3.0 NURS 548	3.0	
	6	6	6	3
Second Year				
Fall	Credits Winter	Credits Spring	Credits Summer	Credits
Elective	3.0 NURS 641	3.0 NURS 550	4.0 NURS 660	5.0
		NURS 664	1.0	
	3	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				

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

Total Credit Hours: 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. OCI visits occur 2-4 times during the clinical portion of the program and range from 2-3 days. *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.

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 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

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

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	
	6	6	6	3

Second Year

Fall	Credits Winter	Credits Spring	Credits Summer	Credits
NURS 548	3.0 NURS 556	3.0 NURS 550	4.0 NURS 534	5.0
		NURS 664	1.0	
	3	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

MSN: Pediatric Acute Care Nurse Practitioner

Major: Nurse Practitioner, Pediatric Acute Care

Degree Awarded: Master of Science in Nursing (MSN)

Calendar Type: Quarter

Total Credit Hours: 57.0; 800 clinical hours

Co-op Option: None

Classification of Instructional Programs (CIP) code: 51.3809

Standard Occupational Classification (SOC) code: 29-1171

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 are required to attend on-campus visits during the clinical coursework within the curriculum. *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.

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 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

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
Total Credits		57.0

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
NURS 500	3.0 RSCH 503	3.0 RSCH 504	3.0
NURS 502	3.0 NURS 544	3.0 NURS 548	3.0
		Elective	3.0
	6	6	9

Second Year

Fall	Credits Winter	Credits Spring	Credits Summer	Credits
NURS 549	3.0 NURS 646	3.0 NURS 550	4.0 NURS 642	5.0
		NURS 664	1.0	
	3	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

Pediatric Primary Care Nurse Practitioner

Major: Nurse Practitioner, Pediatric Primary Care

Degree Awarded: Master of Science in Nursing (MSN)

Calendar Type: Quarter

Total Credit Hours: 52.0 quarter credits; 640 clinical hours

Co-op Option: None

Classification of Instructional Programs (CIP) code: 51.3809

Standard Occupational Classification (SOC) code: 29-1171

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 healthcare 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 healthcare 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 healthcare 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 healthcare conditions within a family-centered healthcare 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, simulations and evaluation. OCI visits occur as a part of the clinical portion of the program. *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.

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 MSN Pediatric Primary Care Nurse Practitioner (<https://drexel.edu/cnhp/academics/graduate/MSN-Nurse-Practitioner-Pediatric-Primary-Care/>) webpage and on Drexel University Online's MSN Pediatric Primary Care Nurse Practitioner (<https://www.online.drexel.edu/online-degrees/nursing-degrees/msn-ppcnp/>) 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

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
Total Credits		52.0

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 RSCH 503	3.0 RSCH 504	3.0 NURS 548	3.0
NURS 502	3.0 NURS 544	3.0 Elective	3.0	
	6	6	6	3

Second Year

Fall	Credits Winter	Credits Spring	Credits Summer	Credits
NURS 549	3.0 NURS 646	3.0 NURS 550	4.0 NURS 642	5.0
		NURS 664	1.0	
	3	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

MSN: Pediatric Primary Care and Pediatric Acute Care Dual Option

Major: Nurse Practitioner, Pediatric Primary Care and Pediatric Acute Care

Degree Awarded: Master of Science

Calendar Type: Quarter

Total Credit Hours: 62.0 credits; 1000 clinical hours

Co-op Option: None

Classification of Instructional Programs (CIP) code: 51.1601

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 healthcare delivery and the increasing demand for PNPs 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 provides 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 advance practitioner to perform advance 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 are required to attend on-campus visits during the clinical coursework within the curriculum. *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 also 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

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

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 RSCH 504	3.0 NURS 548	3.0
NURS 502	3.0 NURS 544	3.0	Elective	3.0
6		6	3	6
Second Year				
Fall	Credits Winter	Credits Spring	Credits Summer	Credits
NURS 549	3.0 NURS 646	3.0 NURS 550	4.0 NURS 642	5.0
NURS 664			1.0	
3		3	5	5
Third Year				
Fall	Credits Winter	Credits Spring	Credits Summer	Credits
NURS 643	5.0 NURS 647	5.0 NURS 649	5.0 NURS 650	5.0
5		5	5	5
Fourth Year				
Fall	Credits			
NURS 651	5.0			
5				
Total Credits 62				

Psychiatric Mental Health Nurse Practitioner

Major: Nurse Practitioner, Psychiatric Mental Health

Degree Awarded: Master of Science in Nursing (MSN)

Calendar Type: Quarter

Total Credit Hours: 52.0 quarter credits; 640 clinical hours

Co-op Option: None

Classification of Instructional Programs (CIP) code: 58.3810

Standard Occupational Classification (SOC) code: 29-1123

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. OCI visits occur 2-3 times during the clinical portion of the program and range from 2-3 days. *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 also 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

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
Total Credits		52.0

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 544	3.0 Elective	3.0
NURS 549	3.0 NURS 548	3.0 RSCH 503	3.0	
6		6	6	3
Second Year				
Fall	Credits Winter	Credits Spring	Credits Summer	Credits
RSCH 504	3.0 NURS 555	3.0 NURS 550	4.0 NURS 592	5.0
NURS 664			1.0	
3		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

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

Total Credit Hours: 55.0 quarter credits; 640 clinical hours

Co-op Option: None

Classification of Instructional Programs (CIP) code: 51.3822

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, healthcare 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. OCI visits occur 2-4 times during the clinical portion of the program and range from 2-3 days. *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.

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 MSN (<https://www.drexel.edu/cnhp/academics/graduate/MSN-Clinical-Nurse-Leader/>) Women's Health/Gender Related Nurse Practitioner (<https://drexel.edu/cnhp/academics/graduate/MSN-Nurse-Practitioner-Womens-Health-Gender-Related/>) webpage and on Drexel University Online's MSN 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

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
Total Credits		55.0

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 544	3.0 NURS 549	3.0
RSCH 503	3.0 RSCH 504	3.0	Elective	3.0
	6	6	3	6

Second Year

Fall	Credits Winter	Credits Spring	Credits Summer	Credits
NURS 548	3.0 NURS 680	3.0 NURS 550	4.0 NURS 690	5.0
NURS 664	1.0 NURS 682	3.0		
	4	6	4	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

Nutrition and Dietetics

Major: Nutrition and Dietetics

Degree Awarded: Master of Science (MS)

Calendar Type: Quarter

Total Credit Hours: 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 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 Accreditation Council on Education in Nutrition and Dietetics (ACEND) Future Graduate Education Model.

Students spend the first two quarters in the program in the classroom taking foundation courses. At the completion of these courses, students must pass a comprehensive exam. Beginning in the third quarter, in addition to taking 6.0 credits of didactic coursework, students enroll in 3.0 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 six months of the program, students complete experiential learning and a capstone project in a chosen concentration area. Concentrations are available with the Drexel Center for Nutrition and Performance, the Eat Right Philly program, in the Certificate in Human Lactation program, 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. 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 only in the Fall term.

Program Mission: Drexel University's Department of Nutrition Sciences, Nutrition and Dietetics Program prepares its graduates for practice as competent and compassionate Registered Dietitian Nutritionists. The learning environment is structured to allow students to implement current

technology and evidence-based information, to participate in conducting research, and to engage in experiential learning within the local and global community to contribute to improved health outcomes.

Program Goals and Objectives

Program Goal #1: To prepare graduates to become competent entry-level dietitians.

Objective #1: At least 80% of students will complete the program within 150% of the expected time frame for the program of 21 months.

Objective #2: At least 80% of graduates will be employed in nutrition and dietetics or related fields within 12 months of graduation.

Objective #3: Employers of graduates will rate ten aspects of the employee's preparation for entry-level practice an average of "4" or better on a scale of 1=poor to 5=excellent.

Objective #4: At least 90% of graduates are expected to take the Commission on Dietetics Registration (CDR) credentialing exam for dietitian nutritionists within 12 months of program completion.

Objective #5: At least 80% of graduates over a five-year period will pass the CDR credentialing exam for dietitian nutritionists within one year following first attempt.

Objective #6: Graduates of the program will rate ten aspects of their didactic and learning experiences an average of "4" or better on a scale of 1=poor to 5=excellent.

Program Goal #2: To increase diversity in the profession by facilitating the success of students from underrepresented groups

Objective #1: At least 20% of graduates 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.

Standardized Tests

GRE: Minimum scores are Verbal 153, Quantitative 153, and Writing 3.0.

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 basic and quantity food preparation
- 1 semester general psychology
- 1 semester statistics
- 1 semester introductory nutrition

Corequisite:

1 semester basic and quantity food preparation must be taken either before or concurrent with the degree program.

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	Individualized Supervised Practice Pathway *	15.0
NFS 630	Nutrition Counseling	3.0
NFS 690	Community Nutrition	3.0
NFS I699	Independent Study in NFS	3.0
Elective **		3.0

Total Credits 63.0

* Course is taken multiple times over several terms.

** Students may select from the following options: NFS 625 *Nutrition and Exercise Physiology*; NFS 640 *Nutrition of the Schoolchild*; NFS T680 *Special Topics*; NFS 732 *Weight Management and Eating Disorders*; NFS 1799 *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
NFS 530	3.0 NFS 525	3.0 NFS 510	3.0 NFS 543	3.0
NFS 531	3.0 NFS 526	3.0 NFS 609	3.0 NFS 550	3.0
FDSC 506	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 I699	3.0
	9	9	9

Total Credits 63

Nutrition Sciences Faculty

Nyree Dardarian, MS, RD, LDN, CSSD, FAND (*Drexel 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*). Associate 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.

Debi Page Ferrarello, RN, MSN, MS, IBCLC, RLC (*Jefferson University, Arcadia University*). Instructor. Human lactation

Andrea Judge, MPH, IBCLC, RLC (*University of North Carolina*). Clinical Instructor. Human lactation

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

Rachelle Lessen, MS, RD, IBCLC, LDN (*Arcadia University*). Instructor. Human lactation

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.

Irene E. Olsen, PhD, RD, LDN (*Tufts University*) *Courtesy Appointment*. Visiting Research Professor.

Kavitha Penugonda, PhD (*Kansas State University*) *Manager, Nutritional Biochemistry Laboratory*. Assistant Clinical Professor. Nutrient bioavailability in foods; nutritional supplements on health

Jennifer Quinlan, PhD (*North Carolina State University*). Professor. 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.

Sobhana Ranjan, PhD, RD (*University of Delhi, India*) *Courtesy Appointment*. Visiting Research Professor.

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.

Stella Lucia Volpe, PhD, RD, ACSM-CEP, FACSM (*Virginia Polytechnic Institute and State University*) *Visiting Research Professor, courtesy appointment*. Professor. Nutrition Sciences. Prevention of obesity and

diabetes across the lifespan; mineral metabolism and exercise; energy balance; sports nutrition.

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.

Nutrition Sciences

Major: Nutrition Sciences

Degree Awarded: Doctor of Philosophy (PhD)

Calendar Type: Quarter

Total Credit Hours: 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 who have a PhD can be involved in research, education, industry, community health, and/or 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's 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)
- Graduate Record Exam (GRE): minimum combined score of 308 on the Verbal and Math sections
- 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 he/she would like to work

Degree Requirements

The PhD program consists of 90.0 quarter credits. The 90 credits include 45.0 credits of course work, 45.0 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 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 to 90.

For students who, as part of their master's degree, completed courses equivalent to foundation courses in the PhD curriculum, the minimum number of credits may be reduced by up to 15 credits. The Graduate Committee of the PhD Program in Nutrition Sciences makes this determination.

Required Nutrition Courses (18 credits):

NFS 525	Nutritional Assessment Through the Life Cycle	3.0
NFS 601	Research Methods	3.0
NFS 602	Methods of Nutrition Research	3.0
NFS 680	Special Topics	3.0
NFS 810	Topics in Metabolic Nutrition	3.0
NFS 811	Topics in Community Nutrition	3.0

Required Statistics Courses (9 credits):

RSCH 759	Foundations of Biostatistics	3.0
RSCH 811	Intermediate Biostatistics	3.0
RSCH 814	Intermediate Biostatistics II	3.0

Required Professional Skills Courses (9 credits):

RSCH 770	Foundations in Research Methods	3.0
RSCH 813	Measurement Theory in Healthcare	3.0
RSCH 815	Scientific Inquiry and Writing	3.0

Electives:

12.0 credits chosen from graduate nutrition, basic science or other courses, as determined by the faculty mentor and/or dissertation committee 12.0

Independent Research (30 credits): 30.0

NFS 997	Research	
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Dissertation Research (12 credits): 12.0

NFS 999	Dissertation Research	
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Total Credits 90.0

Nutrition Sciences Faculty

Nyree Dardarian, MS, RD, LDN, CSSD, FAND (*Drexel 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*). Associate 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.

Debi Page Ferrarello, RN, MSN, MS, IBCLC, RLC (*Jefferson University, Arcadia University*). Instructor. Human lactation

Andrea Judge, MPH, IBCLC, RLC (*University of North Carolina*). Clinical Instructor. Human lactation

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

Rachelle Lessen, MS, RD, IBCLC, LDN (*Arcadia University*). Instructor. Human lactation

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.

Irene E. Olsen, PhD, RD, LDN (*Tufts University*) *Courtesy Appointment*. Visiting Research Professor.

Kavitha Penugonda, PhD (*Kansas State University*) *Manager, Nutritional Biochemistry Laboratory*. Assistant Clinical Professor. Nutrient bioavailability in foods; nutritional supplements on health

Jennifer Quinlan, PhD (*North Carolina State University*). Professor. 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.

Sobhana Ranjan, PhD, RD (*University of Delhi, India*) *Courtesy Appointment*. Visiting Research Professor.

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.

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Stella Lucia Volpe, PhD, RD, ACSM-CEP, FACSM (*Virginia Polytechnic Institute and State University*) *Visiting Research Professor, courtesy appointment*. Professor. Nutrition Sciences. Prevention of obesity and diabetes across the lifespan; mineral metabolism and exercise; energy balance; sports nutrition.

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.

Doctor of Physical Therapy

Major: Physical Therapy

Degree Awarded: Doctor of Physical Therapy (DPT)

Calendar Type: Quarter

Total Credit Hours: 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 life span. 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 just under 3 years in length and spans eleven academic quarters. The curriculum consists 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.

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 the Drexel's Graduate Admission web 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 eleven quarters: fall, winter, spring, and summer I; fall, winter, spring, and summer II; and fall, winter and spring 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 539	Topics in Pathophysiology I	2.0
PTRS 540	Topics in Pathophysiology II	4.0
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	3.5
PTRS 627	Cardiopulmonary Physical Therapy I	4.0
PTRS 630	Cardiopulmonary Physical Therapy II	3.0
PTRS 639	Motor Learning	2.5
PTRS 641	Neurological Exam and Intervention I	4.0
PTRS 642	Neurological Exam and Intervention II	5.0
PTRS 643	Applied Biomechanics	3.0
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 660	The Human Experience in Healthcare	3.0
or RHAB 1899	Independent Study	
PTRS 664	Pediatric Physical Therapy	4.5
PTRS 675	Life Span Development I: Birth to Adolescence	4.0
PTRS 676	Life Span Development II: Young Adulthood to Older Adulthood	3.0
PTRS 733	Advanced Clinical Reasoning	2.0
PTRS 751	Evidence-Based Practice	3.0
PTRS 752	Research and Measurement in Physical Therapy	2.0
PTRS 755	Evaluation of Research In Physical Therapy	3.0
PTRS 794	Clinical Experience I	1.5
PTRS 795	Terminal Clinical Experience II	2.0
or PTRS 797	Clinical Internship I	
PTRS 796	Terminal Clinical Experience III	4.5
or PTRS 798	Clinical Internship II	
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 539	2.0 PTRS 623	3.0 PTRS 627	4.0
PTRS 613	0.5 PTRS 614	0.5 PTRS 624	3.5 PTRS 641	4.0
	PTRS 751	3.0 PTRS 639	2.5	
15.5		15.5	16.5	14.5
Second Year				
Fall	Credits Winter	Credits Spring	Credits Summer	Credits
PTRS 610	3.0 PTRS 622	4.0 PTRS 540	4.0 PTRS 664	4.5
PTRS 794	1.5 PTRS 630	3.0 PTRS 642	5.0 PTRS 676	3.0
	PTRS 648	3.0 PTRS 644	1.5 PTRS 733	2.0
	PTRS 649	2.5 PTRS 675	4.0 PTRS 752	2.0
	PTRS 656	2.0		
4.5		14.5	14.5	11.5

Third Year			
Fall	Credits Winter	Credits Spring	Credits
PTRS 643	3.0 PTRS 655	2.5 PTRS 796 or 798	4.5
PTRS 654	3.0 PTRS 795 or 797	2.0	
PTRS 660	3.0		
PTRS 755	3.0		
12		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 32-33 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 life span 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.

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 web site.

Facilities

Teaching Facilities

Most classes are held in lecture halls, classrooms, or laboratories on the Center City (Health Sciences) Campus of Drexel University. The entire campus has wireless capability for easy internet access. The Department of Physical Therapy and Rehabilitation Sciences 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.

The department also utilizes an anatomy lab where dissection of human cadavers occurs during the first two terms of the program. The anatomy course work focuses on the areas most relevant to physical therapy making connections to clinical practice.

Our teaching resources also include supported distance learning technology. Instructional materials are provided through text, graphics, audio and video formats and are available online through a course management system 24 hours a day. Our online courses are highly interactive through the use of web discussion boards and audio chat tools.

Additionally, the Professional 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, a multidisciplinary Parkway Health and Wellness Center on the Center City campus and a pro-bono practice in the 11th Street Family Health Center. Students rotate through these facilities getting individualized mentoring while connecting classroom content with clinical practice. These experiences are in addition to the 32-33 weeks of full-time clinical education the student will experience throughout the curriculum.

Research Facilities

The Department conducts hypothesis-driven research in human movement, biomechanics, motor control, community-based practice and family-centered care. Some of this research is conducted in a 23,000 square foot multidisciplinary center on the Center City Campus. The center has a gait and motion analysis lab containing a video-based motion analysis system with in-floor force plates, and neuromuscular performance labs equipped with custom-built force measuring systems, 16-channel EMG system and electromagnetic tracking systems. Other research is conducted via partnerships with organizations locally, nationally, and internationally. Other departments involved in the research center include Nutrition Sciences and Nursing which provides fertile ground for collaboration. Professional DPT students have the opportunity to work with faculty and PhD students on ongoing laboratory projects through optional research practica.

Physical Therapy DPT Faculty

Maria Benedetto, DPT (*University of Puerto Rico; Columbia University*). Associate Clinical Professor. Pediatrics, Motor learning and motor control; yoga for children; dance prevention and injury rehabilitation

Lisa Ann Chiarello, PT, PhD, PCS, FAPTA (*Hahnemann University*) *Director, Doctor of Health Science in Rehabilitation Sciences and Certificate in Advanced Practice in Pediatric Rehabilitation Programs*. Professor. Pediatric community-based practice; family-centered care; determinants of outcomes; and participation of children with physical disabilities.

Heather Cronin, PT, DPT, GCS (*Temple University*). Adjunct Professor. Geriatrics

David Ebaugh, PT, PhD (*Drexel University*). Adjunct Clinical Professor. Identification and treatment of neuromusculoskeletal impairments associated with shoulder pain and dysfunction; differential diagnosis of shoulder problems; orthopedic examinations and interventions

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

Kevin E. Gard, DPT, OCS (*Temple University*) *Vice-Chair, Department of Physical Therapy and Rehabilitation Sciences and Director, Professional Doctor of Physical Therapy Program*. Clinical Professor. Orthopedics; sports medicine.

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

Clare Milner, PhD, FACSM (*University of Durham, University of Leeds*) *Director, PhD in Rehabilitation Science*. Associate Professor.

Biomechanics of lower extremity injury, injury prevention, and rehabilitation; overuse injuries in runners; gait in people with knee pathology

Kathryn D. Mitchell, PT, DPT, NCS (*Temple University*) *Assistant Director of Clinical Education*. Assistant Clinical Professor. Adult neuromuscular rehabilitation; balance and falls in Multiple Sclerosis.

Patrick O'Connor, PT, MPT, CCS, MBA (*Drexel University*) *Program Director, Kindred Hospitals Philadelphia*. Adjunct Professor. Cardiopulmonary Physical Therapy

Jeffrey Ostrowski, PT (*Jefferson University*). Adjunct Professor. Partner, Excel Physical Therapy; Orthopaedic Physical Therapy, Administration, Practice Management

Orestes Mikhail Quisumbing, PT, DPT, NCS (*Drexel University*). Adjunct Professor. Neurologic rehabilitation, spinal cord injury, stroke, amputation

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

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

Sarah Wenger, PT, DPT, OCS (*Arcadia University; Temple University*) *Coordinator, Professional Practice Lab*. Assistant Clinical Professor. Health, wellness and fitness, models for preventative physical therapy, dance medicine.

Glenn Williams, PT, PhD, ATC (*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

Physician Assistant (PA)

Major: Physician Assistant
Degree Awarded: Master of Health Sciences (MHS)
Calendar Type: Quarter
Total Credit Hours: 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 PANCE (Physician Assistant National Certifying Examination).

The physician assistant (PA) is a primary health care provider who, when graduated from an accredited program and national certified and state-licensed, is eligible to practice medicine with the legal 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, assist in surgery, perform procedures, perform hospital rounds, prescribe medicines and provide 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 Central Application Service for Physician Assistants (CASPA). All applicants must complete the CASPA application process no later than September 1st of the year prior to expected date of matriculation. Applications must be e-submitted, complete (including the receipt by CASPA of all transcripts, reference forms, and other supporting documentation such as foreign transcript evaluations and TOEFL score) and received by CASPA by the September 1st deadline. 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 1st.
- For the 2019-2020 application cycle (open mid-April - September 1, 2019) all prerequisites must be completed by the end of the fall semester. NOTE: Up to two (2) admission prerequisite courses may be incomplete at the time of application submission, but those courses must be completed by the end of the Fall 2019 term.

For additional details about the application process, visit the Physician Assistant Program's Admissions (<https://www.drexel.edu/cnhp/academics/graduate/MHS-Physician-Assistant/>) web page.

Application Prerequisites

- A minimum grade point average of 3.0 on a 4.0 grading scale from all colleges and universities attended is required for the following three (3) categories: non-science courses, natural science courses, and combined overall courses. Applications will not be reviewed unless the applicant has attained these minimum requirements at 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 at the end of this page. 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 an approved agency (see the listing of acceptable agencies on the CASPA website at https://portal.caspaonline.org/faq/foreign_transcripts.htm). Evaluation fees are the responsibility of the applicant. Evaluations must be sent directly to CASPA.
- Three completed reference forms with accompanying letters of recommendation attached and submitted as part of the official CASPA application. Preferred references are from individuals who have interacted with the applicant in a supervisory capacity 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 79 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 "Admission Requirements and Process" PDF below.

A minimum of 500 hours of clearly documented volunteer/paid direct hands-on patient contact 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 "Patient Contact" PDF below for more information regarding acceptable forms of patient contact.

- Graduate Record Examination (GRE) scores are not required.
- The Physician Assistant Program does not grant advanced standing.

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-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.

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 559	Clinical Skills I	2.0
PA 560	Clinical Skills II	2.0
PA 561	Clinical Skills III	4.0
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
Practicum		
PA 635	Primary Care Practicum I	10.0
PA 637	Primary Care Practicum II	10.0
Capstone Experiences		
PA 636	Graduate Project I	3.0

PA 638	Graduate Project II	3.0
Total Credits		117.0

* The sequencing of the six clinical rotations will vary for individual students, but all students must complete all six rotations.

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.

Sample Plan of Study

First Year				
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 545	1.0 PA 556	5.0 PA 557	5.0 PA 558	5.0
PA 543	2.0 PA 551	3.0 PA 552	2.0 PA 553	2.0
PA 542	2.0 PA 559	2.0 PA 560	2.0 PA 561	4.0
PA 544	5.0 PA 547	3.0 PA 554	5.0 PA 546	2.0
15		15	16	15
Second Year				
Fall	Credits Winter	Credits Spring	Credits Summer	Credits
Clinical Phase	Rotation III	5.0 Rotation V	5.0 PA 635	10.0
Rotation I	5.0 Rotation IV	5.0 Rotation VI	5.0 PA 638	3.0
Rotation II	5.0 Graduate Project I	3.0		
10		13	10	13
Third Year				
Fall	Credits			
PA 637	10.0			
10				
Total Credits 117				

***Clinical Year Rotation Courses**

The sequencing of the six clinical rotations will vary for individual students, but all students must take all six 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

Physician Assistant Faculty

Adrian Banning, MMS, PA-C (*Arcadia University*) *Research Coordinator, Director for Innovation and Development*. Associate Clinical Professor. Dermatology, family practice, and evidence based medicine.

Ryan Clancy, MSHS, MA, PA-C (*The George Washington University*) *Co-Director, Clinical Education*. Assistant Clinical Instructor. Primary care, behavioral and occupational health

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*) *Interim Dept Chair, Program Director*. 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.

Ann McDonough Madden, MHS, BS, PA-C (*Drexel University*) *Director of Clinical Education*. Associate Clinical Professor. Healthcare disparities, urban health.

Catherine Nowak, MS, PA-C (*Mercy College*). Associate Clinical Professor. Emergency Medicine and Primary Care Associate Program Director

Allison Rusgo, MHS, MPH, PA-C (*Drexel University*). Assistant 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

Justin A. Wolfe, MHS, PA-C (*Drexel University*). Clinical Instructor. Anatomy Instructor,, primary care and emergency medicine clinical coordinator

Angelina Zebuski, MHS, PA-C (*Drexel University*). Clinical Instructor. Emergency Medicine, Women's Health clinical coordinator

Quality, Safety and Risk Management in Healthcare

Major: Quality, Safety and Risk Management in Healthcare

Degree Awarded: Master of Science (MS)

Calendar Type: Quarter

Total Credit Hours: 48.0

Co-op Option: None

Classification of Instructional Programs (CIP) code: 51.0701

Standard Occupational Classification (SOC) code: 11-9111

About the Program

This program 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 healthcare 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 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.

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 (<https://drexel.edu/cnhp/academics/graduate/MSN-MS-Quality-Safety-Risk-Management-Healthcare/>) webpage and on the Drexel University Online MS in Quality, Safety and Risk Management (<https://www.online.drexel.edu/online-degrees/nursing-degrees/ms-quality-safety-risk/>) webpage.

Admission Requirements (MS)

- 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 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

HSAD 530	Politics and Policy of Healthcare Resources	4.0
HSAD 505	Ethical and Legal Issues in Healthcare Management and Policy	4.0
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 501	Legal Compliance: Structure and Implementation	4.5
IPS 504	Regulations in Health Care	4.5
IPS 505	Health Care Quality and the Legal Context	4.5
IPS 506	HIPAA: A Patient's Legal Right to Privacy	4.5
IPS 584	Analysis of Performance Standards in Healthcare Quality	3.0
IPS 585	Science of Safety, Human Factors, and System Thinking	3.0
IPS 586	Creating a Culture of Safety	2.0
IPS 601	Quality, Safety and Risk Management Capstone	5.0

Total Credits **48.0**

Sample Plan of Study (MS)

First Year

Fall	Credits Winter	Credits Spring	Credits Summer	Credits
HSAD 505	4.0 IPS 544	3.0 IPS 506	4.5 IPS 505	4.5
HSAD 530	4.0 IPS 501	4.5 RSCH 503	3.0 RSCH 504	3.0
	8	7.5	7.5	7.5

Second Year

Fall	Credits Winter	Credits Spring	Credits
IPS 504	4.5 IPS 585	3.0 IPS 601	5.0
IPS 584	3.0 IPS 586	2.0	
	7.5	5	5

Total Credits 48

Rehabilitation Sciences

Major: Rehabilitation Sciences

Degree Awarded: Master of Health Sciences (MHS)

Calendar Type: Quarter

Total Credit Hours: 45.0

Classification of Instructional Programs (CIP) code: 51.2308

Standard Occupational Classification (SOC) code: 29-1123

About the Program

Individuals cannot enroll directly in the Master of Health Sciences 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/>) webpage.

Degree Requirements (MHS)

Core Requirements

RSCH 519	Introduction to Biostatistics	3.0
RSCH 523	Methods for Health Research	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

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
PTRS 771	Work Injury Management
RHAB 763	Biomechanics in Rehabilitation
RHAB 764	Biomechanics in Human Movement
RHAB 765	Introduction to Movement Science

Electives *

PTRS 612	Pharmacotherapeutics	8.0
RHAB 824	Teaching Practicum I	
RHAB 825	Teaching Practicum II	
RHAB 826	Teaching Practicum III	
RHAB 1899	Independent Study	

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**

* 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

Most classes are held in lecture halls, classrooms, or laboratories on the Center City (Health Sciences) Campus of Drexel University. The entire campus has wireless capability for easy internet access. The Department of Physical Therapy and Rehabilitation Sciences has two state-of-the-art dedicated laboratories. Our teaching resources also include supported distance learning technology. Instructional materials are provided through text, graphics, audio and video formats and are available online through a course management system 24 hours a day. Our online courses are highly interactive through the use of web discussion boards, audio chat tools, and video conferencing.

Research Facilities

The department's research facilities include over 9,000 square feet of well-equipped research laboratory space (Biomechanics, Gait, Pediatrics, and Neuromuscular Performance Labs), with equipment including force plates, EMG, motion analysis and human performance measurement equipment. This space includes conference rooms, PhD and post doc offices and is located next door to the Colleges 14,000 square feet, multi-disciplinary clinical practice.

The Department of Physical Therapy and Rehabilitation also values community partners as a central part of the research resources. Many faculty and students are involved in community-based research through collaborations with CanChild Centre, 11th Street Family Health Center, and numerous pediatric hospitals, out-patient facilities, and early intervention providers. Faculty are collaborating on research projects with nationally and internationally known researchers on several multi-site funded projects.

Physical Therapy and Rehabilitation Sciences Faculty

Maria Benedetto, DPT (*University of Puerto Rico; Columbia University*). Associate Clinical Professor. Pediatrics, Motor learning and motor control; yoga for children; dance prevention and injury rehabilitation

Benjamin Binder-Markey, PT, DPT, PhD (*Northwestern University, University of Delaware*). Assistant Professor. Skeletal muscle adaptations after neural injury and effects on function

Lisa Ann Chiarello, PT, PhD, PCS, FAPTA (*Hahnemann University*) Director, Doctor of Health Science in Rehabilitation Sciences and Certificate in Advanced Practice in Pediatric Rehabilitation Programs. 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, DPT, OCS (*Temple University*) Vice-Chair, Department of Physical Therapy and Rehabilitation Sciences and Director, Professional

Doctor of Physical Therapy Program. Clinical Professor. Orthopedics; sports medicine.

Robert Maschi, PT, DPT, OCS, CSCS (*Temple University*). Assistant Clinical Professor. Orthopedics, musculoskeletal disorders, lower extremity biomechanics and movement analysis

Clare Milner, PhD, FACSM (*University of Durham, University of Leeds*) Director, PhD in Rehabilitation Science. Associate Professor. Biomechanics of lower extremity injury, injury prevention, and rehabilitation; overuse injuries in runners; gait in people with knee pathology

Annalisa Na, PT, DPT, PhD, OCS (*University of Delaware*). Assistant Research Professor. Interactions of multimorbidity diseases on functional outcomes in older adults

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

Sarah Wenger, PT, DPT, OCS (*Arcadia University; Temple University*) Coordinator, Professional Practice Lab. Assistant Clinical Professor. Health, wellness and fitness, models for preventative physical therapy, dance medicine.

Glenn Williams, PT, PhD, ATC (*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

Graduate Minor in Addictions Counseling

About the Graduate Minor

This is an online graduate minor offered through the Department of Counseling and Family Therapy within the College of Nursing and Health Professions of Drexel University. The courses are academically focused and designed for graduate students interested in acquiring foundational knowledge regarding the causes, treatment, and prevention of substance

use disorders. Students from any health care discipline or students who anticipate working with individuals experiencing substance use problems will find this minor helpful.

The minor requires the completion of four online courses for a total of 12.0 quarter credits. Each course focuses on a core competency needed to facilitate recovery from substance use disorders. Students will acquire knowledge concerning the etiology of substance use behavior; the bio-psycho-social nature of addiction; and substance use patterns across the lifespan. Students will also develop skills related to motivational enhancement and cognitive / behavioral change. All courses are approved by the Pennsylvania Certification Board and may be used in partial fulfillment of the educational requirements needed to earn a certification in substance use disorder treatment.

Program Requirements

Required Courses

BACS 534	Approaches to Substance Use Disorders	3.0
BACS 540	Treatment Planning and Relapse Prevention	3.0
Electives - 2 courses from the following:		6.0-7.0
BACS 532	Ethical Issues in Addictions Counseling *	
BACS 535	Motivational Enhancement Skills	
BACS 560	Preventing Substance Use Disorders	
BACS 568	Substance Use Counseling with Special Populations	
BACS 570	Clinical Supervision Skills	
CFTP 516	Behavioral/Process Addictions	
Total Credits		12.0-13.0

* If BACS 532 is taken, the total credits earned will be 13.0 credits.

Additional Information

For more information go to the Counseling and Family Therapy's webpage (<http://drexel.edu/cnhp/academics/departments/Counseling-and-Family-Therapy/>) on the College of Nursing and Health Professions website.

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 healthcare 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 healthcare professionals including nurses, nurse practitioners, physician's 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 Association of Holistic Nurses (AHNA) and the Foundations in Clinical Aromatherapy course adheres to the educational

standards (level one) set forth by the National Association for Holistic Aromatherapy (NAHA).

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
CIH 507	Mindfulness Meditation	
CIT 513	Yoga for the Enlightened Practitioner	
CIT 534	Witches, Wise Women and Women Healers	
CIT 600	Foundations in Clinical Aromatherapy	
CIT 602	Women's Integrative Health	
CIT 621	Spirituality in Hospice and Palliative Care	
CIT 622	Holistic Therapies in Hospice and Palliative Care	
CIT 623	Cultural Perspectives in Hospice and Palliative Care	
CIT 624	Foundations of Integrative Addiction Therapies	
CIT 625	Spirituality, Empowerment, and Transformation	
CIT 631	Introduction to Nutritional Neuroscience	
CIT 658	Advanced Women's Integrative Health	
Total Credits		12.0

* Must be a graduate level Complementary and Integrative Health course

Additional Information

For more information, contact:

Abigail Eastwood
Academic Advisor
ae566@drexel.edu (ae566@drexel.edu)
267.359.5686

Graduate Minor in Advanced Study in Holistic Hospice and Palliative Care

About the Graduate Minor

NOTE: No applications will be accepted for the 2020-2021 academic year. Please check back in summer 2021 for an update.

The graduate minor in Advanced Study in Holistic Hospice and Palliative Care provides students with a mind-body-spirit approach to end-of-life care. Graduates develop mastery in providing compassionate spiritual care to patients and their families.

The use of Complementary and Integrative Health (CIH) therapies within the scope of end-of-life care provides practitioners the tools needed to treat the holistic spectrum of the patient and their family while integrating an effective and efficient delivery of care.

This approach to end-of-life care is driven by the principle of patient-centered care that eliminates unnecessary hospital readmission and costly medical treatments while alleviating pain and suffering.

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

CIT 503	Holistic Living For The Caregiver	3.0
CIT 621	Spirituality in Hospice and Palliative Care	3.0
CIT 622	Holistic Therapies in Hospice and Palliative Care	3.0
CIT 623	Cultural Perspectives in Hospice and Palliative Care	3.0
Total Credits		12.0

Graduate Minor in Advanced Study in Integrative Addiction Therapies

About the Graduate Minor

NOTE: No applications will be accepted for the 2020-2021 academic year. Please check back in summer 2021 for an update.

The graduate minor in Advanced Study in Integrative Addiction Therapies prepares healthcare professionals to treat patients suffering from substance use disorders within the holistic spectrum by healing the body, mind, and spirit. Students will learn to integrate evidence-based complementary and integrative therapies (CIT) such as nutritional neuroscience, neurofeedback, meditation, auricular acupuncture, and Qigong bioenergy therapies within the framework of conventional healthcare. These integrative therapies will enable healthcare practitioners to incorporate innovative, caring, and holistic methods to an underserved population.

Substance use disorders are among this country's most ubiquitous health and social issues. This cutting-edge program is designed to empower practitioners to utilize complementary and integrative therapies within the scope of conventional healthcare practice to treat substance use disorders and enhance patient outcomes. It will provide practitioners the

tools needed to treat the substance use disorder patient (and their family) within the holistic spectrum, healing body, mind, and spirit.

A holistic, integrative treatment program for addiction requires combining neuronutritional treatment with other facets (bio, psycho, social, spiritual, economic) including counseling and education to support lifestyle 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

Required Courses

CIT 503	Holistic Living For The Caregiver	3.0
CIT 624	Foundations of Integrative Addiction Therapies	3.0
CIT 625	Spirituality, Empowerment, and Transformation	3.0
CIT 626	Translational Research in Complementary and Integrative Health	3.0
Total Credits		12.0

Graduate Minor in Advanced Study in Women's Integrative Health

About the Graduate Minor

NOTE: No applications will be accepted for the 2020-2021 academic year. Please check back in summer 2021 for an update.

The graduate minor in Advanced Study in Women's Integrative Health provides healthcare professionals with a mind-body-spirit approach to care. Studies have shown that women desire a broader, integrative approach to their healthcare and share a philosophical congruence with Complementary and Integrative Health core values. In this program, students learn to integrate evidence-based complementary and integrative therapies such as phytomedicine, nutrition, mind/body, and energy therapy modalities within the framework of conventional healthcare practice.

Integrative healthcare reaffirms the importance of the relationship between practitioner and patient, focuses on the whole person, and utilizes all appropriate therapeutic approaches and conventional biomedicine, as well as complementary and integrative health practices to achieve optimal health and healing. Women's Integrative Health provides a model of care that is most compatible and reflective of women's emotional and psychological needs in the healthcare relationship, and prepares students to incorporate an innovative, caring, and holistic spectrum of treatment. Students learn to explore the fullness of women's lives, taking into account a woman's beliefs, intuitions, and preferences for

care which allows them to form a healing partnership while providing their patients with the finest possible healthcare.

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

CIT 503	Holistic Living For The Caregiver	3.0
CIT 534	Witches, Wise Women and Women Healers	3.0
CIT 602	Women's Integrative Health	3.0
CIT 658	Advanced Women's Integrative Health	3.0

Total Credits 12.0

Graduate Minor in Forensic Trends and Issues in Contemporary Healthcare

About the Graduate Minor

NOTE: No applications will be accepted for the 2020-2021 academic year. Please check back in summer 2021 for an update.

The graduate minor examines contemporary trends and issues related to the wide range of interpersonal violence, crime, and sudden violent death that may be encountered in a variety of healthcare settings. Theoretical tenets, methods for assessment, and related implications for intervention and/or referral will be examined from a multifaceted perspective, including that of the offender, crime victim, families, and the healthcare community at large.

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

Program Requirements

IPS 519	Forensic Science Foundations	3.0
IPS 528	Victimology – Contemporary Trends	3.0
IPS 533	Forensic Mental Health	3.0
IPS 670	Interdisciplinary Perspectives of Health Law	3.0
Total Credits		12.0

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, 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

Graduate Minor in Integrated Nursing Care of Autism Spectrum Disorder

NOTE: No applications will be accepted for the 2020-2021 academic year. Please check back in summer 2021 for an update.

About the Graduate Minor

Autism spectrum disorder (ASD) is a condition that has significant health implications across the lifespan for affected people and their family members.

This graduate minor focuses specifically on the integrated care of the complex health problems of people affected by autism spectrum disorder, as well as the collaborations among patients, families, and healthcare providers. The program prepares students to pursue a highly innovative role in an area of practice in which the value of nursing care needs to be developed.

The graduate minor in Integrated Nursing Care of Autism Spectrum Disorder prepares nurses to understand and deliver lifelong care to people with ASD.

This 12.0 credit online minor provides students with opportunities to specialize in planning and providing healthcare to individuals on the autism spectrum and across the life-span. Students will learn how to create therapeutic treatment plans that integrate knowledge of the core characteristics and associated features of ASD with nursing care, and to serve patients and their families in a variety of service settings.

Students will develop their skill as members of a treatment team that includes patients, families, and other healthcare providers. Courses will instruct students to provide appropriate, responsive, collaborative, and professional service to this unique population of patients. The program helps students to develop a practice philosophy and long-term professional agenda in ASD care to include practice, education, and research.

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

NURS 540	ASD I: Introduction to Autism Spectrum Disorder	3.0
NURS 541	ASD II: Health and Behavioral Care Planning and Intervention for Children and Adolescents	3.0
NURS 542	ASD III: Health and Behavioral Care Planning and Intervention for Adults with ASD	3.0
NURS 543	ASD IV: Nursing Leadership and Advocacy for ASD	3.0
Total Credits		12.0

Graduate Minor in Nursing Education

About the Graduate Minor

The graduate minor in Nursing Education prepares students to work as nursing educators, nursing faculty, or nursing professors in all types of programs, at all levels, in a variety of settings. This program has a special focus on preparing students with the required competencies to be successful on the nurse educator certification exam.

Currently, there is a severe and critical nursing faculty shortage in the United States. This program will prepare graduates to fill these faculty positions and educator positions in healthcare organizations 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 program evaluation of courses and programs, critical thinking, both clinical and classroom techniques,

and the preparation for the role of the nursing professor. 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. This unique program even 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, contact:

Abigail Eastwood
Academic Advisor
ae566@drexel.edu (ae566@drexel.edu)
267.359.5686

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 healthcare delivery organization. In addition, the program guides 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
PROJ 501	Introduction to Project Management	3.0
Total Credits		16.5

Additional Information

For more information, contact:

Sam Price
Senior Academic Advisor
swp38@drexel.edu
267.359.5738

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 healthcare 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 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

- 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

IPS 501	Legal Compliance: Structure and Implementation	4.5
IPS 504	Regulations in Health Care	4.5
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		15.0

Additional Information

For more information, contact:

Sam Price
Senior Academic Advisor

swp38@drexel.edu
267-359-5738

Graduate Minor in Service to Veterans

Note: No applications will be accepted for the 2020-2021 academic year. Please check back in summer 2021 for an update.

About the Graduate Minor

The graduate minor in Service to Veterans marks achievement of advanced understanding, comprehension, and application of the issues surrounding the veteran who has returned from military service and is entering or has entered civilian life. This combination of six courses provides the learner with the necessary knowledge to identify specific health and learning needs of veterans, and to provide advocacy resources to help meet those needs.

These courses will all be delivered through online instruction. By completing this minor, the learner will be able to identify, refer and advocate for the veteran and veteran family members with necessary specialized skills and knowledge to address many health and educational needs of this unique group.

Students currently enrolled in a master's program may use required courses in their master's program to meet the 6.0 credit concentration requirement.

Admission Requirements

- Current enrollment in a masters 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

IPS 548	Foundations in Transdisciplinary Professional Collaboration	3.0
IPS 549	The Military and Veteran Culture	3.0
IPS 551	Veteran Advocacy	3.0
IPS 553	Neuroscience of Learning	3.0
Select one concentration from the list below		6.0
Health Professions		
IPS 550	The Unique Health Care Needs of our Military and Veterans	
IPS 552	Veteran Healthcare Policy	
Substance Use Disorders (select 2)		
BACS 534	Approaches to Substance Use Disorders	
BACS 535	Motivational Enhancement Skills	
BACS 540	Treatment Planning and Relapse Prevention	
Education		
EDAE 601	Foundations of Adult Education	
EHRD 660	Principles of Adult Learning	
Legal Studies		
LSTU 502S	Ethics and Professional Standards	
Business (select 2)		
ORGB 625	Leadership and Professional Development	
ORGB 631	Leading Effective Organizations	
ORGB 640	Negotiations for Leaders	
LSTU 505S	Health Care Quality, Patient Safety and Risk Management	
Public Health (select 6.0 credits with advisor approval)		
Total Credits		18.0

Additional Information

For more information, please contact:

Jillian Randall
Senior Academic Advisor
jnr56@drexel.edu
267.359.5692

Graduate Minor in Sexual Health and Wellness

About the Graduate Minor

NOTE: No applications will be accepted for the 2020-2021 academic year. Please check back in summer 2021 for an update.

The graduate minor in Sexual Health and Wellness provides the healthcare professional with the knowledge, skills, and attitudes required to provide comprehensive and sensitive sexual health care to patients and their partners. Graduates will be able to discuss a wide range of patient sexual health issues, promote sexual wellness, diagnose and treat sexual problems, and provide patient education on various sexual health topics.

Upon completing the program, graduates will be able to:

- Collaborate with other appropriate healthcare team members to improve patient sexual health
- Conduct age-appropriate sexual health screenings, in-depth sexual history interviews, and sexual health counseling
- Demonstrate an understanding of healthy sexual function, sexual response cycles, sexual orientation, gender identity, and human sexual behavior
- Design individualized, comprehensive, and culturally appropriate plans of care to help patients achieve their sexual health goals
- Develop specific ways to act as an ally to patients who may experience discrimination and marginalization due to their sexual and gender identity, behaviors, or history
- Provide age-appropriate, culturally competent, and comprehensive patient education on a wide variety of sexuality topics
- Reflect on the importance of sexual wellness as part of the overall health of patients with a deep understanding of the potential biological, psychological, social, cultural, and religious influencing factors

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

IPS 534	Introduction to Patient Sexuality	3.0
IPS 535	Sexual Function and Dysfunction	3.0
IPS 536	Sexuality Counseling & Interviewing	3.0
Select one of the following		3.0
IPS 537	Medical Management of Sexual Health and Wellness Across the Continuum	
IPS 538	Foundations of Sexuality Education and Health Promotion	
Total Credits		12.0

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 healthcare 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 healthcare professionals including nurses, nurse practitioners, physician's 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 Association of Holistic Nurses (AHNA), and the Foundations in Clinical Aromatherapy course adheres to the educational standards (level one) set forth by the National Association for Holistic Aromatherapy (NAHA).

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 healthcare
- Courses are taught by internationally recognized leaders in complementary and integrative therapies and faculty trained in both conventional healthcare 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:

- 2.75 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
- Nurse, physician assistants, and other healthcare professionals who hold licensure or a certificate: copy of license, eligibility for licensure, or certificate
- 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 *

CIH 507	Mindfulness Meditation	
CIT 513	Yoga for the Enlightened Practitioner	
CIT 534	Witches, Wise Women and Women Healers	
CIT 600	Foundations in Clinical Aromatherapy	
CIT 602	Women's Integrative Health	
CIT 621	Spirituality in Hospice and Palliative Care	
CIT 622	Holistic Therapies in Hospice and Palliative Care	
CIT 623	Cultural Perspectives in Hospice and Palliative Care	
CIT 624	Foundations of Integrative Addiction Therapies	
CIT 625	Spirituality, Empowerment, and Transformation	
CIT 631	Introduction to Nutritional Neuroscience	
CIT 658	Advanced Women's Integrative Health	

Total Credits **12.0**

* Must be a graduate level Complementary and Integrative Health course

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 Complementary and Integrative Health course

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 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 Complementary and Integrative Therapies (<http://online.drexel.edu/online-degrees/nursing-degrees/cert-cit/>) webpage.

Certificate in Forensic Trends and Issues in Contemporary Healthcare

Certificate Level: Graduate

Admission Requirements: Bachelor's degree

Certificate Type: Post-Baccalaureate

Number of Credits to Completion: 9.0

Instructional Delivery: Online

Calendar Type: Quarter

Expected Time to Completion: 1 year

Financial Aid Eligibility: Not aid eligible

Classification of Instructional Program (CIP) Code: 43.0406

Standard Occupational Classification (SOC) Code: 19-4092

About the Program

NOTE: No applications will be accepted for the 2020-2021 academic year. Please check back in summer 2021 for an update.

The certificate program examines contemporary trends and issues related to the wide range of interpersonal violence, crime, and sudden violent death that may be encountered in a variety of healthcare settings. Theoretical tenets, methods for assessment, and related implications for intervention and/or referral will be examined from a multifaceted perspective, including that of the offender, crime victim, families, and the healthcare community-at-large.

Program Goals

- Examine social attitudes and perceptions toward victimization and offending behavior
- Identify the psychological, physical, and legal aspects of victimization
- Assess victim trauma and identify appropriate interventions for victimized clients
- Assess the motivational intent and behavior patterns of offenders who commit aggressive crimes
- Analyze institutional approaches and subsequent response patterns to victims and offenders in a variety of settings (e.g., inpatient, outpatient, primary care settings, academic, etc.)
- Assess ethical dimensions of healthcare issues relative to the role and scope of practice and healthcare providers
- Examine healthcare policy assessment, development, and/or modification to enhance health promotion of offenders and victims across the lifespan

Admission Requirements

Admission to this program requires completion of a BS/BA degree. The program is intended for providers and educators in the healthcare sciences as well as professionals who have direct contact with victims and/or offenders across disciplines and areas of practice (e.g. social workers, criminal justice, police, high school teachers, etc). The program is open to practitioners, graduate students, and healthcare educators across the continuum of specialties and agencies.

- 2.75 GPA or above on all previous coursework
- A baccalaureate degree with a major in a health-related field from an accredited college or university
- Official transcripts from all universities or colleges attended
- A copy of your United States RN license (License verification from your nursing license registry website is acceptable.)
- Current resume/CV
- 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

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. American citizens born on US military bases abroad may be waived from the TOEFL requirements 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

Requirements (choose 3)		9.0
IPS 519	Forensic Science Foundations	
IPS 528	Victimology – Contemporary Trends	
IPS 533	Forensic Mental Health	
IPS 670	Interdisciplinary Perspectives of Health Law	
Total Credits		9.0

Sample Plan of Study

First Year				
Fall	Credits Winter		Credits Spring	Credits
IPS 519	3.0 IPS 528		3.0 IPS 670	3.0
	3		3	3
Total Credits 9				

*courses may be taken in any order

Additional information is also available on the Drexel College of Nursing and Health Professions Forensic Trends and Issues in Contemporary Healthcare (<http://drexel.edu/cnhp/academics/post-baccalaureate/Certificate-PB-Forensic-Trends-and-Issues-in-Contemporary-Healthcare/>) webpage and the Drexel University Online (<https://www.online.drexel.edu/online-degrees/nursing-degrees/>) webpage.

Certificate of Advanced Study in Holistic Hospice and Palliative Care

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: 51.3306

Standard Occupational Classification (SOC) Code: 29-1199

NOTE: No applications will be accepted for the 2020-2021 academic year. Please check back in summer 2021 for an update.

About the Program

The Certificate of Advanced Study in Holistic Hospice and Palliative Care provides students with a mind-body-spirit approach to end-of-life care. Graduates of the program develop mastery in providing compassionate spiritual care to patients and their families.

The use of Complementary and Integrative Therapies (CIT) within the scope of end-of-life care provides practitioners the tools needed to treat the holistic spectrum of the patient and their family while integrating an effective and efficient delivery of care. The program's curriculum focuses on evidenced-based complementary and integrative therapy approaches that can be integrated within the framework of conventional healthcare practice.

Features and Benefits:

- This holistic program is driven by the principle of patient-centered care that provides compassionate and supportive integrative care to both the patient and their family.
- Courses are taught by internationally recognized leaders in Complementary and Integrative Therapies and faculty trained in both conventional healthcare and integrative therapies.
- Courses are offered wholly online in a highly dynamic learning format that engages students.

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.

Admission Requirements:

- 2.75 GPA or above on all previous coursework
- A baccalaureate degree with a major in a health-related field from an accredited college or university
- Official transcripts from all universities or colleges attended
- Nurse, nurse practitioner, physician assistants, and other healthcare professionals who hold licensure or a certificate: copy of license, eligibility for licensure, or certificate
- 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 503 or NURS 539	Holistic Living For The Caregiver Holistic Living for the Caregiver	3.0
CIT 621 or NURS 635	Spirituality in Hospice and Palliative Care Spirituality in Hospice and Palliative Care	3.0
CIT 622 or NURS 622	Holistic Therapies in Hospice and Palliative Care Holistic Therapies in Hospice and Palliative Care	3.0
CIT 623 or NURS 623	Cultural Perspectives in Hospice and Palliative Care Cultural Perspectives in Hospice and Palliative Care	3.0
Total Credits		12.0

Sample Plan of Study

First Year				
Fall	Credits Winter	Credits Spring	Credits Summer	Credits
CIT 503 or NURS 539	3.0 CIT 621 or NURS 635	3.0 CIT 622 or NURS 622	3.0 CIT 623 or NURS 623	3.0
	3	3	3	3
Total Credits 12				

Integrated Care ASD

Certificate Level: Graduate

Admission Requirements: Bachelor's degree

Certificate Type: Post-Baccalaureate

Number of Credits to Completion: 9.0

Instructional Delivery: Online

Calendar Type: Quarter

Expected Time to Completion: 1 year

Financial Aid Eligibility: Not aid eligible

Classification of Instructional Program (CIP) Code: 19.0701

Standard Occupational Classification (SOC) Code: 29-1141

About the Program

Autism spectrum disorder (ASD) is a condition that has significant health implications across the lifespan for affected people and for family members.

This certificate program focuses specifically on the integrated care of the complex health problems of people affected by autism spectrum disorder, as well as the collaborations among patients, families, and healthcare providers. The program prepares students to pursue a highly innovative role in an area of practice in which the value of care needs to be developed. Graduates of the certificate program will reshape how care is provided to people with ASD in multiple settings across the lifespan.

This post-baccalaureate certificate is designed for healthcare professionals already working in fields such as pediatrics, family practice, mental health, and school health. Students in master's programs may pursue this certificate as a graduate concentration to achieve a specialization in autism spectrum disorder care. Students in the master's programs may also take courses to fulfill elective requirements

Goals and Objectives

- To provide post-baccalaureate healthcare providers with information on adapting their professional practice to meet the unique healthcare needs of people with autism spectrum disorders, across the lifespan;
- The program offers in-depth practical understanding of prevalence, etiology and clinical characteristics of autism spectrum disorder in the context of the family and an interdisciplinary team approach to care;
- To integrate scientific and evidence based knowledge of autism spectrum disorder with the clinical skills of a range of healthcare professions including nurses, physician assistants, physical therapists, creative arts therapist, social workers, occupational therapists and others who specialize in the pediatric population;
- To integrate scientific and evidence based knowledge of autism spectrum disorder with the clinical skills of a range of healthcare professions including nurses, physician assistants, physical therapists, creative arts therapist, social workers, occupational therapists and others who specialize in the adult population; and
- To formulate a practice philosophy and long-term professional agenda in ASD care to include practice, education, and research.

Admission Requirements

- Bachelor's Degree from a fully accredited program.
- 2.75 GPA or above on all previous coursework.
- Official transcripts from all previous educational institutions 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 pages and no less than one page double-spaced) that will give the admissions committee a better understanding of the followings:

- 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 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.

TOEFL Requirement

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. 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

Select one Spectrum Disorder Focus

Across the Lifespan		12.0
IPS 540	Introduction to Autism Spectrum Disorder (ASD)	
IPS 541	Health and Behavioral Care Planning and Intervention for Children and Adolescents	
IPS 542	Health and Behavioral Care Planning and Intervention for Adults with ASD	
IPS 543	Leadership and Advocacy for ASD	
Pediatric Focus		9.0
IPS 540	Introduction to Autism Spectrum Disorder (ASD)	
IPS 541	Health and Behavioral Care Planning and Intervention for Children and Adolescents	
IPS 543	Leadership and Advocacy for ASD	
Adult Focus		9.0
IPS 540	Introduction to Autism Spectrum Disorder (ASD)	
IPS 542	Health and Behavioral Care Planning and Intervention for Adults with ASD	
IPS 543	Leadership and Advocacy for ASD	

Sample Plan of Study

Sample plan of study for Across the Lifespan Focus

First Year				
Fall	Credits Winter	Credits Spring	Credits Summer	Credits
IPS 540	3.0 IPS 541	3.0 IPS 542	3.0 IPS 543	3.0
	3	3	3	3

Total Credits 12

Sample plan of study for Pediatric Focus

First Year				
Fall	Credits Winter	Credits Spring	Credits Summer	Credits
IPS 540	3.0 IPS 541	3.0 OFF	IPS 543	3.0
	3	3	0	3
Total Credits 9				

Sample plan of study for Adult Focus

First Year				
Fall	Credits Winter	Credits Spring	Credits Summer	Credits
IPS 540	3.0 OFF	IPS 542	3.0 IPS 543	3.0
	3	0	3	3
Total Credits 9				

Certificate of Advanced Study in Integrative Addiction 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

NOTE: No applications will be accepted for the 2020-2021 academic year. Please check back in summer 2021 for an update.

About the Program

The Certificate of Advanced Study in Integrative Addiction Therapies prepares healthcare professionals to treat patients suffering from substance use disorders within the holistic spectrum by healing the body, mind, and spirit. Students will learn to integrate evidence-based complementary and integrative therapies (CIT) such as nutritional neuroscience, neurofeedback, meditation, auricular acupuncture, and Qigong bioenergy therapies within the framework of conventional healthcare. These integrative therapies will enable healthcare practitioners to incorporate innovative, caring, and holistic methods to an underserved population.

Substance use disorders are among this country's most ubiquitous health and social issues. This cutting edge program is designed to empower practitioners to utilize complementary and integrative therapies within the scope of conventional healthcare practice to treat substance use disorders and enhance patient outcomes. It will provide practitioners the tools needed to treat the substance use disorder patient (and their family) within the holistic spectrum, healing body, mind, and spirit.

A holistic, integrative treatment program for addiction requires combining neuronutritional treatment with other facets (bio, psycho, social, spiritual, economic), including counseling and education to support lifestyle change.

Features and Benefits:

- This ground-breaking Integrative Addiction Therapies program is the first program of its kind worldwide.

- It is the first program to offer future addiction healthcare professionals the skills needed to help their patients achieve health and recovery within the holistic spectrum healing mind, body, and spirit using natural and integrative methods.
- Courses are taught by internationally recognized leaders in Complementary and Integrative Therapies and distinguished psychotherapists in the field of Integrative Addiction Therapies.
- Courses are offered wholly online in a dynamic and interactive learning environment.

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.

Admission Requirements:

- 2.75 GPA or above on all previous coursework
- A baccalaureate degree with a major in a health-related field from an accredited college or university
- Official transcripts from all universities or colleges attended
- Nurse, nurse practitioner, physician assistants, and other healthcare professionals who hold licensure or a certificate: copy of license, eligibility for licensure, or certificate
- Current resume
- One letter 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 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 503	Holistic Living For The Caregiver	3.0
CIT 624	Foundations of Integrative Addiction Therapies	3.0
CIT 625	Spirituality, Empowerment, and Transformation	3.0
CIT 631	Introduction to Nutritional Neuroscience	3.0
Total Credits		12.0

Post-Master's Certificate in Nurse Anesthesia

Certificate Level: Graduate

Admission Requirements: Master's degree

Certificate Type: Post-Master's Certificate

Number of Credits to Completion: 71.0

Instructional Delivery: Campus

Calendar Type: Quarter

Expected Time to Completion: 3 years

Financial Aid Eligibility: Aid eligible

Classification of Instructional Program (CIP) Code: 51.3804

Standard Occupational Classification (SOC) Code: 29-1151

About the Program

The post-master's certificate (PMC) in Nurse Anesthesia program is a full-time program that offers 6.0 theoretical nursing and research credits, 9.0 quarter credit basic science component, 31.0 quarter credits of a didactic anesthesia component and a 25.0 credits in a clinical component. Upon successful completion program outcomes student is awarded a post master's certificate in nurse anesthesia and is eligible to take the national certification examination offered by the National Board of Certification and Recertification of Nurse Anesthetists (NBCRNA).

The nurse anesthesia program is accredited by the:

Council on Accreditation of Nurse Anesthesia Educational Programs
222 S. Prospect Ave, Suite 304
Park Ridge, IL 60068
847-692-7050

Admission Requirements

This certificate program is offered to those individuals who have earned a master's degree in nursing and seek further preparation in nurse anesthesia. Transcripts are reviewed and course work is determined on an individual basis. Contact the College of Nursing for more specific admission requirements (<https://drexel.edu/cnhp/academics/post-masters/certificate-pm-nurse-anesthesia/>).

Program Requirements

Required courses

NURS 503	Basic Principles of Nurse Anesthesia	3.0
NURS 504	Overview of Nurse Anesthesia	3.0
NURS 505	Chemistry and Physics	2.0
NURS 507	Nurse Anesthesia Pharmacology I	3.0
NURS 508	Nurse Anesthesia Clinical Practicum I	1.0
NURS 510	Advanced Principles of Nurse Anesthesia I	3.0
NURS 511	Nurse Anesthesia Pharmacology II	3.0
NURS 512	Nurse Anesthesia Clinical Practicum II	1.0
NURS 515	Advanced Principles of Nurse Anesthesia II	3.0
NURS 516	Nurse Anesthesia Clinical Practicum III	2.0
NURS 517	Nurse Anesthesia Clinical Practicum IV	3.0
NURS 518	Advanced Principles of Nurse Anesthesia III	3.0
NURS 521	Advanced Pathophysiology I	3.0
NURS 522	Advanced Pathophysiology II	3.0
NURS 523	Advanced Pathophysiology III	3.0
NURS 527	Evidence Based Approaches to Practice	3.0
NURS 530	Anesthesia Seminar	1.0
NURS 550	Advanced Health Assessment & Diagnostic Reasoning	4.0
NURS 659	Advanced Principles of Nurse Anesthesia IV	3.0
NURS 683	Nurse Anesthesia Clinical Practicum V	3.0
NURS 684	Nurse Anesthesia Clinical Practicum VI	3.0
NURS 687	Clinical Residency I	6.0
NURS 688	Clinical Correlative Seminars	3.0
NURS 689	Clinical Residency II	6.0
Total Credits		71.0

* 1.0 credit Independent Study course may be substituted based upon review of MSN transcript.

Clinical Nurse Leader Post-Master's Certificate

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

About the Program

The clinical nurse leader (CNL) oversees 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 healthcare professionals including physicians, pharmacists, social workers, therapists, clinical nurse specialists, and nurse practitioners. The CNL is a leader in the healthcare delivery system across all settings in which healthcare is delivered.

Students in this certificate program have the opportunity to learn about healthcare management, policy, and quality improvement at the point of care with individuals seeking healthcare, while obtaining knowledge of healthcare systems, finance, and economics. In addition, students will be given the opportunity to 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 healthcare 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, monitor disease management programs to support improved outcomes

Students meet on campus for mandatory On-Campus Intensive (OCI) learning experiences, simulation, and evaluation. This OCI occurs once in the fall quarter that the student will begin their practicum.

During the On-Campus Intensives, 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.

Clinical practicum experiences include development and management of a data-driven project which provides opportunities for students to deepen evidenced-base practice competencies in the management of clients'

healthcare 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.

Admission Requirements

- Master's degree (MSN) from a program fully accredited by NLN and/or CCNE
- Official transcripts from all previous educational institutions required
- 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
- GPA of 3.0 or above on all previous coursework
- 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.
 - Letter of Recommendation requirement is waived if GPA is a 3.0 or better.

TOEFL Requirements

International applicants, as well as immigrants to the United States and US 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 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
NURS 531	3.0	NURS 532	3.0
		NURS 574	4.5
	3		3
			4.5
Second Year			
Fall	Credits	Winter	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.

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 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-cn-l-pmc/>) webpage.

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
Calendar Type: Quarter
Expected Time to Completion: 1 year
Financial Aid Eligibility: Aid eligible
Classification of Instructional Program (CIP) Code: 51.3817
Standard Occupational Classification (SOC) Code: 25-1072

About the Program

This certificate program focuses on development of a leadership style and skill set essential for individuals in or seeking administrative roles. The program provides a four-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 healthcare delivery organization.

Admission Requirements

- Bachelor's degree from a fully accredited program
- Current, unrestricted United States RN license
- 2.75 GPA or above on all previous coursework
- Official transcripts from all previous educational institutions required
- 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
- 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.
 - Letter of recommendation requirement is waived if GPA is a 3.0 or higher.

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. American citizens born on US 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.

Additional Information

For more information about this program, contact:

Graduate Nursing Division

CNHPGraduateDivision@drexel.edu

Additional information is also 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 Innovation

Certificate Level: Graduate

Admission Requirements: Bachelor's degree

Certificate Type: Post-Baccalaureate

Number of Credits to Completion: 18.0

Instructional Delivery: Online

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: 29.1141

NOTE: No applications will be accepted for the 2020-2021 academic year. Please check back in summer 2021 for an update.

About the Program

This Nursing Innovation Certificate program is for individuals who want to understand the theories of innovation and examine some successful and failed innovations, as well as learn what it takes to be a successful intra/entrepreneur. This certificate is available for individuals who hold a bachelor's degree.

This program provides a five-course grouping of classes focusing on re-inventing and promoting innovative nursing practice in a variety of roles such as clinician, educator, administrator, clinical scientist, or in the business environment of healthcare. Courses are chosen from the MSN in Nursing Innovation. It is designed to emphasize entrepreneurial and intrapreneurial approaches to advanced nursing practice.

Admission Requirements:

- 2.75 GPA or above on all previous coursework
- A baccalaureate degree with a major in a health-related field from an accredited college or university
- Official transcripts from all universities or colleges attended
- A copy of your United States RN license (License verification from your nursing license registry website is acceptable.)
- Current resume/CV
- 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:

- Describe your proposed capstone project.
 - Would your capstone project be intrapreneurial or entrepreneurial?
 - Is your capstone a project, program, or product?
 - Who is your target audience?
- International students will need to meet University international student admissions guidelines, including TOEFL program requirements.

- References will not be accepted from colleagues or family members.
- Letter of recommendation requirement is waived if GPA is a 3.0 or higher.

Program Requirements

Required Courses

NURS 564	The Business of Healthcare	3.0
NURS 586	Innovation in Advanced Nursing Practice: Theory and Application	3.0
NURS 587	Case Studies in Intra/Entrepreneurship and Innovation in Nursing	3.0
NURS 652	Innovation Capstone Project	6.0
PROJ 501	Introduction to Project Management	3.0
Total Credits		18.0

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 knowledge and skills required for nurse educator roles. Courses are chosen from the MSN in Nursing Education curriculum. Upon completion of this certificate program, the student will have 12.0 graduate credits from an NLN/CCNE-approved master's in nursing program.

Admission Requirements

- Bachelor's degree from a fully accredited program
- 2.75 GPA or above on all previous coursework
- Official transcripts from all previous educational institutions 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 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
- 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

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. American citizens born on US 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.

Additional Information

For more information about this program, contact:

Graduate Nursing Division

CNHPGraduateDivision@drexel.edu

Additional information is also 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-cnf/>) Nursing Education Certificate (<http://online.drexel.edu/online-degrees/nursing-degrees/cert-ed/>) webpage.

Adult-Gerontology Acute Care Nurse Practitioner Post-Master's Certificate

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: 51.3822

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 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. OCI visits occur 2-4 times during the clinical portion of the program and range from 2-3 days. *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

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: 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

Total Credits **39.0**

Sample Plan of Study

First Year

Term 1	Credits Term 2	Credits Term 3	Credits Term 4	Credits
NURS 548	3.0 NURS 554	3.0 NURS 550	4.0 NURS 570	5.0
NURS 549	3.0			
NURS 664	1.0			
	7	3	4	5

Second Year

Term 1	Credits Term 2	Credits Term 3	Credits Term 4	Credits
NURS 571	5.0 NURS 572	5.0 NURS 573	5.0 NURS 580	5.0
	5	5	5	5

Total Credits 39

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 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.

Adult-Gerontology Primary Care Nurse Practitioner Post-Master's Certificate

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: 51.3822

Standard Occupational Classification (SOC) Code: 29-1171

About the Program

The post-master's certificate in Adult-Gerontology Primary Care (AGPC) Nurse Practitioner program is intended for MSN-prepared professionals who would like to gain further knowledge in the primary care continuum. It is designed to prepare practitioners who will take advanced nursing roles as clinicians, educators, researchers, and leaders in the rapidly changing, evidence-driven healthcare 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 lifespan to promote maximal health, reduce risks, and manage acute and chronic health conditions.

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. OCI visits occur 2-4 times during the clinical portion of

the program and range from 2-3 days. *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

Support Courses

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**

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 Drexel's College of Nursing and Health Professions Post-Master's Certificate in Adult-Gerontology Primary Care (<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 (<https://www.online.drexel.edu/online-degrees/nursing-degrees/cert-pm-agpcnp/>) webpage.

Emergency/Trauma Nurse Practitioner Post-Master's Certificate

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: 51.3816

Standard Occupational Classification (SOC) Code: 29-1171

About the Program

The Emergency/Trauma Nurse Practitioner post-master's certificate online program prepares family nurse practitioners either currently working in this setting or who desire to make a change and work in the emergency care setting. This track within the Nurse Practitioner program in the College of Nursing Health Professions at Drexel University will provide the education and procedural skills necessary to competently and confidently work as a nurse practitioner in this unique setting. This rigorous program provides the education and skills necessary to function as a competent nurse practitioner and leader in the emergency care setting, the skills 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, graduates of the program are eligible to sit for the AANPCP Emergency Nurse Practitioner Board Certification Exam.

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. OCI visits occur 2-3 times during the clinical portion of the program and range from 2-3 days. *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.

Program Requirements

Support Courses

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**

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 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.

Family/Individual Across the Lifespan Nurse Practitioner Post-Master's Certificate

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: 51.3805

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. 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/or 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. OCI visits occur 2-4 times during the clinical portion of the program and range from 2-3 days. *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		
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

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 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.

Pediatric Acute Care Nurse Practitioner Post-Master's Certificate

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: 51.3809

Standard Occupational Classification (SOC) Code: 29-1171

About the Program

The Pediatric Acute Care Nurse Practitioner certificate is an elite post-graduate 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 are required to attend on-campus visits during the clinical coursework within the curriculum. *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.

Program Requirements

Required Courses

Support Courses		
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

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 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.

Pediatric Primary Care Nurse Practitioner Post-Master's Certificate

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: 51.3809

Standard Occupational Classification (SOC) Code: 29-1171

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 healthcare environment. This certificate is offered to those individuals who have earned a master's degree in nursing and seek further preparation to become a Pediatric Primary Care Nurse Practitioner. 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, simulations and evaluation. OCI visits occur as a part of the clinical portion of the program. *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.

Program Requirements

Required Courses

Support Courses		
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

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 Drexel's College of Nursing and Health Professions Pediatric Primary Care Nurse Practitioner Post-Master'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 Post-Master's Certificate (<https://www.online.drexel.edu/online-degrees/nursing-degrees/cert-pm-ppcnp/>) webpage.

Pediatric Primary Care and Pediatric Acute Care Dual Nurse Practitioner Post-Master's Certificate

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: 51.3809

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 healthcare 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 provides 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 advance 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 are required to attend on-campus visits during the clinical coursework within the curriculum. *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.

Program Requirements

Support Courses

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

Term 1	Credits	Term 2	Credits	Term 3	Credits	Term 4	Credits
NURS 549	3.0	NURS 646	3.0	NURS 550	4.0	NURS 642	5.0
NURS 548	3.0		NURS 664	1.0			
		6	3	5	5		

Second Year

Term 1	Credits	Term 2	Credits	Term 3	Credits	Term 4	Credits
NURS 643	5.0	NURS 647	5.0	NURS 649	5.0	NURS 650	5.0
		5	5	5	5		

Third Year

Term 1	Credits
NURS 651	5.0
5	

Total Credits 44

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 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.

Psychiatric Mental Health Nurse Practitioner Post-Master's Certificate

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: 51.3810

Standard Occupational Classification (SOC) Code: 29-1123

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. OCI visits occur 2-3 times during the clinical portion of the program and range from 2-3 days. *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.

Program Requirements

Required Courses

Support Courses		
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

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'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 Post-Master's Certificate (<https://www.online.drexel.edu/online-degrees/nursing-degrees/cert-pm-apmhnp/>) webpage.

Women's Health/Gender-Related Nurse Practitioner Post-Master's Certificate

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: 51.3822

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. OCI visits occur 2-4 times during the clinical portion of the program and range from 2-3 days. *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		
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.

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.

Service to Veterans

Certificate Level: Graduate

Admission Requirements: Bachelor's degree

Certificate Type: Post-Baccalaureate

Number of Credits to Completion: 18.0

Instructional Delivery: Online

Calendar Type: Quarter

Expected Time to Completion: 2 years

Financial Aid Eligibility: Not aid eligible

Classification of Instructional Program (CIP) Code: 51.3818

Standard Occupational Classification (SOC) Code: 29-1141

NOTE: No applications will be accepted for the 2020-2021 academic year. Please check back in summer 2021 for an update.

About the Program

This online certificate marks achievement of advanced understanding, comprehension, and application of the issues surrounding the veteran or veteran family member who has returned from military service and is entering or has entered civilian life. This combination of six courses provides the learner with the necessary knowledge to identify specific health and learning needs of veterans and to provide advocacy resources to help meet those needs. These courses will all be delivered through online instruction. By completing this certificate, the learner will be able to identify, refer, and advocate for the veteran and veteran family members with necessary specialized skills and knowledge to address many health and educational needs of this unique group.

Admission Requirements

- Bachelor's degree from a fully accredited program.
- 2.75 GPA or above on all previous coursework.

- Official transcripts from all previous educational institutions required
- 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
- 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.

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 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

IPS 548	Foundations in Transdisciplinary Professional Collaboration	3.0
IPS 549	The Military and Veteran Culture	3.0
IPS 551	Veteran Advocacy	3.0
IPS 553	Neuroscience of Learning	3.0

Select one concentration from the list below

6.0

Health Professions

IPS 552	Veteran Healthcare Policy	
IPS 550	The Unique Health Care Needs of our Military and Veterans	

Substance Use Disorders (select 2)

BACS 534	Approaches to Substance Use Disorders	
BACS 535	Motivational Enhancement Skills	
BACS 540	Treatment Planning and Relapse Prevention	

Education

EDAE 601	Foundations of Adult Education	
EHRD 660	Principles of Adult Learning	

Legal Studies

LSTU 502S	Ethics and Professional Standards	
LSTU 505S	Health Care Quality, Patient Safety and Risk Management	

Business (select 2)

ORGB 625	Leadership and Professional Development	
ORGB 631	Leading Effective Organizations	
ORGB 640	Negotiations for Leaders	

Public Health (6 credits) *

Total Credits **18.0**

* Select 6.0 credits of PBHL 500 level or higher. Prior departmental approval is required.

Sexual Health and Wellness

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: 51.0001
Standard Occupational Classification (SOC) Code: 21.1091

NOTE: No applications will be accepted for the 2020-2021 academic year. Please check back in summer 2021 for an update.

About the Program

This program will prepare health professionals with the knowledge, skills, and attitudes required to provide comprehensive and sensitive sexual health care to their patients and their partners. Students who complete the certificate program will be able to discuss a wide range of patient sexual health issues, promote sexual wellness, and provide patient education on various sexual health topics.

This post-baccalaureate certificate should allow graduate students from various health-related programs of study to obtain a deeper knowledge base and improved skillset related to human sexuality. Not only can many sexual problems and dysfunctions be clinically managed to improve patient quality of life, but patient education, health promotion, and risk reduction counseling can reduce negative and unintended consequences of sex while enhancing overall patient health and sexual wellness. Issues such as unwanted pregnancy, HIV and other sexually transmitted diseases, sexual assault and abuse, and lack of access to family planning, along with increased incidences of breast, gynecological and prostate cancers, challenge health professionals across disciplines to increase their knowledge and skills to appropriately address the sexual health needs of their patients. In addition, greater social acceptance and legal protection for lesbian, gay, bisexual, and transgender (LGBT) individuals has increased the need for health professionals to combat health disparities and discrimination within these populations and better serve these clients.

The intended audience of this post-baccalaureate certificate program is health professionals—both clinical and non-clinical who seek to specialize in sexual health and medicine. This program is designed to enhance the graduate education of physicians, nurse practitioners, physician assistants, nurses in inpatient, outpatient, or school settings, social workers, health educators, behavioral health counselors, and other health professionals. It is important to note that this program prepares the healthcare professional as a sexual health educator, not as a sex therapist.

Admission Requirements

- Bachelor's degree from a fully accredited program.
- 2.75 GPA or above on all previous coursework or last 60.0 credits completed
- Official transcripts from all previous educational institutions required
- 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
- 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.

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 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

IPS 534	Introduction to Patient Sexuality	3.0
IPS 535	Sexual Function and Dysfunction	3.0
IPS 536	Sexuality Counseling & Interviewing	3.0
IPS 537	Medical Management of Sexual Health and Wellness Across the Continuum	3.0
or IPS 538	Foundations of Sexuality Education and Health Promotion	
Total Credits		12.0

Sample Plan of Study

First Year				
Fall	Credits Winter	Credits Spring	Credits Summer	Credits
IPS 534	3.0 IPS 535	3.0 IPS 536	3.0 IPS 537 or 538	3.0
	3	3	3	3
Total Credits 12				

Certificate in Substance Use Disorder Treatment

Certificate Level: Graduate
Admission Requirements: Bachelor's degree
Certificate Type: Post-Baccalaureate
Number of Credits to Completion: 18.0
Instructional Delivery: Online
Calendar Type: Quarter
Expected Time to Completion: 1 year
Financial Aid Eligibility: Not aid eligible
Classification of Instructional Program (CIP) Code: 34.0104
Standard Occupational Classification (SOC) Code: 21-1011

About the Program

This certificate is designed for individuals with bachelor's degrees in psychology, social work, nursing, or other allied health professions who want to advance their knowledge of substance use disorders treatment and supervision practices. It is offered through the Counseling and Family Therapy Department's Behavioral Health Counseling Program within the College of Nursing and Health Professions of Drexel University, and is designed for individuals working in health care settings serving people with substance use disorders. The certificate requires the completion of six online courses for a total of 18.0 quarter credits. Completion of this certificate does not in and of itself certify clinical expertise. The required coursework can also be applied toward a specialty focus area for students in the Innovations and Intra/Entrepreneurship Advanced Practice Nursing Track.

Each course focuses on a core competency needed to facilitate recovery from substance abuse. Students will acquire knowledge concerning the etiology of substance use behavior; the bio-psycho-social nature of addiction; substance use patterns across the lifespan and; recovery and relapse prevention. Students will also develop skills related to motivational enhancement, cognitive / behavioral change and workforce supervision.

Program goals

The goal of this certificate program is for students to:

- Gain an understanding of the bio-psycho-social dynamics of substance use;
- Develop evidence-based treatment competencies;
- Gain educational training hours to either obtain or maintain a credential as a drug/alcohol counseling professional.

In and of itself, this certificate does not take the place of supervised, clinical training, but rather serves as one of several possible components required to obtain a professional certification or clinical license to practice.

Program Requirements

Required Courses

BACS 534	Approaches to Substance Use Disorders	3.0
BACS 535	Motivational Enhancement Skills	3.0
BACS 540	Treatment Planning and Relapse Prevention	3.0
BACS 568	Substance Use Counseling with Special Populations	3.0
BACS 560	Preventing Substance Use Disorders	3.0
BACS 570	Clinical Supervision Skills	3.0
Total Credits		18.0

Sample Plan of Study

First Year

Fall	Credits Winter	Credits Spring	Credits
BACS 534	3.0 BACS 540	3.0 BACS 560	3.0
BACS 535	3.0 BACS 568	3.0 BACS 570	3.0
	6	6	6

Total Credits 18

Certificate of Advanced Study in Women's Integrative Health

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

NOTE: No applications will be accepted for the 2020-2021 academic year. Please check back in summer 2021 for an update.

About the Program

The Certificate of Advanced Study in Women's Integrative Health provides healthcare professionals with a mind-body-spirit approach to care. Studies have shown that women desire a broader, integrative approach to their healthcare and share a philosophical congruence with Complementary and Integrative Health (CIH) core values. In this program, students learn to integrate evidence-based complementary and integrative health therapies such as phytomedicine, nutrition, mind/body, and energy therapy modalities within the framework of conventional healthcare practice.

Integrative healthcare reaffirms the importance of the relationship between practitioner and patient, focuses on the whole person, and utilizes all appropriate therapeutic approaches, as well as both conventional biomedicine and CIH practices, to achieve optimal health and healing. Women's Integrative Health provides a model of care that is most compatible and reflective of women's emotional and psychological needs in the healthcare relationship and prepares students to incorporate an innovative, caring, and holistic spectrum of treatment. Students learn to explore the fullness of women's lives, taking into account a woman's beliefs, intuitions, and preferences for care which allows them to form a healing partnership while providing their patients with the finest possible healthcare.

Features & Benefits:

- Courses are taught by leading women's integrative health practitioners and internationally recognized experts in complementary and integrative therapies
- Offered by Drexel's top-ranked College of Nursing and Health Professions
- Pioneering program in women's integrative health is the first university program to offer practitioners evidenced-based integrative treatment
- Coursework is designed for nurse practitioners, nurses, physician assistants, nutrition scientists, and other healthcare professionals

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.

Admission Requirements:

- 2.75 GPA or above on all previous coursework
- A baccalaureate degree with a major in a health-related field from an accredited college or university
- Official transcripts from all universities or colleges attended

- Nurse, nurse practitioner, physician assistants, and other healthcare professionals who hold licensure or a certificate: copy of license, eligibility for licensure, or certificate
- Current resume/CV
- 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.

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. 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

CIT 503	Holistic Living For The Caregiver	3.0
CIT 534	Witches, Wise Women and Women Healers	3.0
CIT 602	Women's Integrative Health	3.0
CIT 658	Advanced Women's Integrative Health	3.0
Total Credits		12.0

Additional Information

For more information, please contact:

Abigail Eastwood
 Academic Advisor
 ae566@drexel.edu
 267.359.5686

Additional information is also available on the Drexel College of Nursing and Health Professions Women's Integrative Health (<https://drexel.edu/cnhp/academics/post-baccalaureate/Certificate-PB-Advanced-Study-Complementary-and-Integrative-Therapies/>) webpage and the Drexel University Online (<http://online.drexel.edu/online-degrees/nursing-degrees/cert-aswih/>) webpage.

Index

A

Addictions Counseling	5
Adult-Gerontology Acute Care Nurse Practitioner Post-Master's Certificate	81
Adult-Gerontology Primary Care Nurse Practitioner Post-Master's Certificate	82
Art Therapy and Counseling	7

C

Certificate in Forensic Trends and Issues in Contemporary Healthcare ..	74
Certificate in Substance Use Disorder Treatment	89
Certificate of Advanced Study in Complementary and Integrative Therapies	73
Certificate of Advanced Study in Holistic Hospice and Palliative Care ...	75
Certificate of Advanced Study in Integrative Addiction Therapies	77
Certificate of Advanced Study in Women's Integrative Health	90
Clinical Nurse Leader Post-Master's Certificate	78
College of Nursing and Health Professions	4
Complementary and Integrative Health	8
Couple and Family Therapy	10
Couple and Family Therapy DCFT	11
Culinary Arts and Science	14

D

Dance/Movement Therapy and Counseling	16
Doctor of Nursing Practice	36
Doctor of Physical Therapy	59

E

Emergency/Trauma Nurse Practitioner Post-Master's Certificate	83
---	----

F

Family/Individual Across the Lifespan Nurse Practitioner Post-Master's Certificate	84
Food Science	20

G

Graduate Minor in Addictions Counseling	66
Graduate Minor in Advanced Study in Complementary and Integrative Therapies	67
Graduate Minor in Advanced Study in Holistic Hospice and Palliative Care	67
Graduate Minor in Advanced Study in Integrative Addiction Therapies ..	68
Graduate Minor in Advanced Study in Women's Integrative Health	68
Graduate Minor in Forensic Trends and Issues in Contemporary Healthcare	69

Graduate Minor in Health Administration	69
Graduate Minor in Integrated Nursing Care of Autism Spectrum Disorder	69
Graduate Minor in Nursing Education	70
Graduate Minor in Nursing Leadership in Health Systems Management .	70
Graduate Minor in Quality, Safety and Risk Management in Healthcare .	71
Graduate Minor in Service to Veterans	71
Graduate Minor in Sexual Health and Wellness	72

H

Health Administration	24
Health and Rehabilitation Sciences PhD	22
Health Science DHSc	18
Human Nutrition	25

I

Integrated Care ASD	75
---------------------------	----

L

Leadership in Health Systems Management	79
---	----

M

Master of Family Therapy	19
MSN in Nurse Anesthesia	30
MSN "Bridge" Program	45
MSN: Adult-Gerontology Acute Care Nurse Practitioner	48
MSN: Adult-Gerontology Primary Care Nurse Practitioner	49
MSN: Clinical Nurse Leader Concentration	38
MSN: Clinical Research Concentration	39
MSN: Family/Individual Across the Lifespan Nurse Practitioner	50
MSN: Nursing Education Concentration	40
MSN: Nursing Innovation Concentration	42
MSN: Nursing Leadership in Health Systems Management Concentration	44
MSN: Pediatric Acute Care Nurse Practitioner	51
MSN: Pediatric Primary Care and Pediatric Acute Care Dual Option	52
MSN: Psychiatric Mental Health Nurse Practitioner	53
MSN: Public Health Nursing	45
MSN: Quality, Safety, and Risk Management in Healthcare	47
MSN: Women's Health/Gender Related Nurse Practitioner	54
Music Therapy and Counseling	28

N

Nurse Anesthesia DNP	31
Nursing: MSN-PhD Joint Degree Program	33
Nutrition and Dietetics	55
Nutrition Sciences	58

P

Pediatric Acute Care Nurse Practitioner Post-Master's Certificate	84
Pediatric Primary Care and Pediatric Acute Care Dual Nurse Practitioner Post-Master's Certificate	86
Pediatric Primary Care Nurse Practitioner	51
Pediatric Primary Care Nurse Practitioner Post-Master's Certificate	85
PhD in Creative Arts Therapies	13
PhD in Nursing	35
Physician Assistant (PA)	61
Post-Baccalaureate Certificate in Nursing Education	81
Post-Baccalaureate Certificate in Nursing Innovation	80
Post-Master's Certificate in Nurse Anesthesia	77
Psychiatric Mental Health Nurse Practitioner Post-Master's Certificate ..	86

Q

Quality, Safety and Risk Management in Healthcare	64
---	----

R

Rehabilitation Sciences	65
-------------------------------	----

S

Service to Veterans	88
Sexual Health and Wellness	89

W

Women's Health/Gender-Related Nurse Practitioner Post-Master's Certificate	87
---	----