



PACIFIC  
LUTHERAN  
UNIVERSITY

School of Nursing  
Tacoma, WA 98447-0029

253-535-7672 PHONE  
253-535-7590 FAX  
[www.plu.edu/~nurs](http://www.plu.edu/~nurs)

*Educating for Lives of  
Thoughtful Inquiry, Service,  
Leadership and Care*

January 7, 2016

Mindy Schaffner, PhD, MSN, CNS, RN  
Associate Director of Nursing Education  
WA Nursing Care Quality Assurance Commission  
P.O. Box 47864  
Olympia, WA 98504-7864

Dear Dr. Schaffner,

In response to the growing mental health crisis and shortage of mental health providers in the state and the South Puget Sound area, Pacific Lutheran University identified a need for a Psychiatric Mental Health Nurse Practitioner program in the South Sound area. In the past, PLU School of Nursing has graduated Care and Outcomes MSN graduates who were qualified and took the Psychiatric Mental Health Clinical Nurse Specialist (PMHCNS) exam, the last of which graduated in 2009. With changes nationally regarding CNS programs requiring licensure, education, certification and accreditation (LACE) alliance, in 2010 PLU stopped admitting students interested in the PMHCNS option due to a then lack of qualified faculty and due to the need for curricular revisions to meet new professional standards and guidelines.

PLU is proposing to convert the prior Masters of Science in Nursing PMHCNS option into a formal Doctor of Nursing Practice (DNP) Psychiatric Mental Health Nurse Practitioner (PMHNP) program. This will be the second concentration in the DNP program at PLU. Additionally, transition to the Doctor of Nursing Practice will ensure the PLU School of Nursing remains in compliance with the American Association of Colleges of Nursing (AACN) position on graduate nursing education for advanced practice nursing by moving this track to the doctoral level. This will also maintain consistency with the proposed new nursing education rules in Washington.

The PLU DNP program received initial approval from the Washington Nursing Commission in April 2014. The initial DNP track is directed toward the preparation of Family Nurse Practitioners, with additional post-MSN options. The first cohort of students has been admitted to the FNP DNP program and is now progressing through courses, with a Commission on Collegiate Nursing Education (CCNE) accreditation site visit scheduled for February 2016. The PLU School of Nursing BSN and MSN programs are fully accredited by CCNE.

Please accept the attached Substantive Change report regarding the addition of a PMHNP DNP concentration. The School of Nursing looks forward to working with the Nursing Commission and is ready to answer any questions regarding the proposal.

Sincerely, *Teri Woo*

Teri M. Woo, PhD, ARNP, PNP, FAANP  
Associate Professor, Associate Dean for Graduate Nursing Programs

CC: Sheila Smith, PhD, ARNP, ANP-BC, Dean and Professor  
Paula Meier, RN, MSN, Executive Director, Washington Nursing Commission

**Pacific Lutheran University  
School of Nursing**

**Substantive Change Report  
Addition of PMHNP DNP Concentration  
January, 2016**

**Overview**

In the past, Pacific Lutheran University (PLU) School of Nursing (SoN) has graduated students with a Care and Outcomes Management (COM) Masters of Science in Nursing (MSN) degree who were deemed eligible to take the Psychiatric Mental Health (PMH) Clinical Nurse Specialist (CNS) exam. The last student to do so graduated in 2009. The SoN stopped admitting students seeking the CNS in 2010 (all concentrations) due to national changes in program requirements. PLU is proposing to convert the prior Masters of Science in Nursing PMH CNS option into a formal Doctor of Nursing Practice (DNP) Psychiatric Mental Health Nurse Practitioner (PMHNP) program. This will be the second concentration in the DNP program at PLU. Additionally, transition of PMH advanced practice nursing education to the Doctor of Nursing Practice will ensure that the PLU School of Nursing remains in compliance with the American Association of Colleges of Nursing (AACN) position on graduate nursing education for advanced practice nursing education moving to the doctoral level by 2015.

The PLU DNP degree program with a Family Nurse Practitioner role and population concentration was previously approved by the PLU Educational Policies Committee (EPC) on November 14, 2013. The DNP program received a vote of approval by the Pacific Lutheran University Faculty Assembly on 12/13/13 as the university's first doctoral program. The DNP program was approved by the PLU Board of Regents on February 8, 2014. A substantive change was submitted to the Washington Nursing Care Quality Assurance Commission (NCQAC) on February 18, 2014; PLU received initial approval of the DNP degree program from the NCQAC on April 11, 2014. The first cohort of FNP and post-master's DNP students has been admitted to the program and a Commission on Collegiate Nursing Education (CCNE) accreditation visit is scheduled for February 24-26, 2016. An NCQAC representative will be present for this on-site evaluation.

This substantive change presents a second concentration for the DNP degree program: the PMHNP concentration. The PLU PMHNP specialty curriculum is the result of over a year of planning. In fall 2014, a four member ad hoc committee of the SoN Curriculum, Instruction and Evaluation (CIE) committee developed the PMHNP specialty courses. The PMHNP concentration for the DNP was approved by the SoN faculty in October 2014, and by the PLU EPC on 10/9/15. The proposal received a unanimous vote of approval by the PLU Faculty Assembly on 10/13/15. The PMHNP concentration will have review and vote of the PLU Board

of Regents (BOR) at their winter meeting February 4-6, 2016. We expect the PMHNP DNP concentration to be approved by the PLU BOR.

The PMHNP DNP curriculum consists of 29 courses taken over 3 full calendar years for a total of 90 credits (Appendix 1). This report delineates the PMHNP curriculum, specifically:

1. All DNP students will take the SoN graduate nursing core curriculum consisting of eight of the currently existing masters level courses (22 credits).
2. The PMHNP core curriculum will add seven new courses to reflect the National Organization of Nurse Practitioner Faculties (NONPF) 2013 PMHNP specialty competencies.
3. The DNP core courses consist of eight courses and four DNP scholarly project courses (29 credits) to meet the American Association of Colleges of Nursing (AACN) DNP competencies.
4. PLU will offer a BSN to DNP PMHNP program, and a track for post-Master's – non-ARNPs seeking the PMHNP DNP degree and national certification.

### **Program Mission**

In the 2014-2015 academic year the PLU SoN faculty and staff spent the academic year rewriting the mission and vision of the SoN. We also developed new SoN guiding principles and a statement of philosophy. The process involved every SoN faculty member and the SoN staff, in an iterative process that lead to approval of new guiding principles, mission, vision, and philosophy in May 2015 (Appendix 2).

The mission statement of the School of Nursing is:

Pacific Lutheran University School of Nursing is dedicated to...

- Exemplary and responsive undergraduate, graduate, and continuing nursing education;
- Engaging clinical and community partners in compassionate care for individuals, families, communities, and the world;
- Fostering leadership in nursing through committed service, highest quality education, and meaningful scholarship;
- Advancing the vision and mission of the university through collaborative partnerships that foster innovation and change.

The mission of Pacific Lutheran University is to *educate students for lives of thoughtful inquiry, service, leadership and care—for other people, for their communities, and for the earth.* Graduate programs in nursing build on the liberal arts education of the baccalaureate degree to develop nurses with advanced practice competencies.

The PMHNP DNP concentration is in line with the new mission for the SoN and with the PLU mission in creating a program that is responsive to the regional, state, and national need for quality mental health providers while remaining committed to highest quality educational and professional programs.

### **Program Outcomes**

The PLU DNP program outcomes are based on the AACN *Essentials of Doctoral Education for Advanced Nursing Practice* (2006) and the National Organization of Nurse Practitioner Faculties (NONPF) competencies for the DNP. The DNP program outcomes are as follows:

1. Integrate and actively use science-based theories and concepts in advanced nursing practice.
2. Develop and/or evaluate effective strategies for improvement in practice including risk assessment and quality care delivery approaches that meet current and future needs of patient populations.
3. Integrate and apply current research knowledge to solve complex practice situations while identifying strategies to continuously incorporate and communicate new knowledge.
4. Use information systems/technology to support and improve patient care and healthcare systems.
5. Assume leadership to design, implement, and advocate for health care policy that addresses issues of access, resource management, and equity in health care.
6. Effectively collaborate as a member and/or leader of an interprofessional or a multidisciplinary team to improve health outcomes.
7. Evaluate care delivery models and/or concepts to provide health promotion and risk reduction/illness prevention strategies.
8. Assume the role and distinct skills of the Doctor of Nursing Practice in an area of specialized nursing practice.

### **Substantial Change: Doctor of Nursing Practice Psychiatric Mental Health Nurse Practitioner (PMHNP) curriculum**

#### ***Rationale for the Change***

The United States and the State of Washington are experiencing a mental health care crisis, compounded by a shortage of qualified mental health providers. The PLU SoN is proposing a new specialty track in the Doctor of Nursing Practice (DNP) program, the Psychiatric Mental Health Nurse Practitioner (PMHNP), in response to the critical shortage of mental health providers in the South Puget Sound area and in the State of Washington. The SoN can contribute to filling the need for high quality mental health providers and also fulfill the PLU mission of “educating students for lives of thoughtful inquiry, service, leadership and care—for other

people, for their communities, and for the earth” by adding this specialty track to the DNP degree program.

The DNP PMHNP proposal is in response to the critical shortage of mental health providers in Washington State and the Puget Sound region.

- Washington has 112 mental health HSPAs (health care provider shortage areas), with only 40% of the need for mental health services care in the state being met (Kaiser Family Foundation, 2014).
- Access to mental health care is worse than for other types of health services. In 2010, 89.3 million people in the US lived in areas designated a mental health care HSPA, versus 55.2 million living in primary-care HSPAs (Kiff, 2012).

Washington State is under legal mandate to increase the number of psychiatric beds after a 2014 Washington Supreme Court ruling that prohibits holding mentally ill patients in emergency rooms. The state is adding psychiatric beds to hospitals, and these patients will need providers to care for them.

PLU has had a successful MSN Family Nurse Practitioner program since 1993, with consistently high pass rates on the national certification exam and 100% employment. The DNP FNP program at PLU currently has 15 students enrolled in the program. In the past, the SoN graduated Care and Outcomes MSN graduates who were qualified and took the PMHCNS exam, the last of which graduated in 2009. With changes nationally regarding CNS programs requiring licensure, education, certification, and accreditation (LACE) alliance, PLU stopped admitting students interested in the PMHCNS option in 2010 due to a lack of qualified faculty and the need for curricular revisions to meet new professional standards. The proposal to add a PMHNP concentration to the DNP program will build on our successful MSN program, preparing graduates who are prepared to meet the critical demand for mental care providers in the region.

The DNP is seen as a terminal practice degree in nursing, and qualified applicants with DNPs may be considered for nursing faculty positions. The AACN reported in October 2014 that there were 1,236 nursing faculty vacancies in a survey of 714 nursing schools (80.0% response rate). Most of the vacancies (89.6%) were positions requiring a doctoral degree. The primary reason schools cited for faculty vacancies was a limited pool of doctorally-prepared faculty. In addition to meeting critical mental health practice needs, PMHNP DNP graduates who want to teach can fill a critical need for qualified psychiatric nursing faculty.

The PLU SoN offers the only DNP program in the South Puget Sound area. Other PMHNP programs in Washington are in Seattle (University of Washington and Seattle University), Spokane (Washington State University [WSU] and Gonzaga University), and Vancouver (WSU). Because graduates often settle where they are educated, the lack of PMHNP education programs in Pierce and Thurston counties further contributes to the significant shortage of PMHNPs.

Currently in the South Puget Sound area, MultiCare, Providence, CHI Franciscan, the Veterans Administration, Western State Hospital, the US Army, the Children's Home Society of Washington, the WA Department of Corrections, Sound Mental Health, Kitsap Mental Health Services, the Cowlitz Indian Tribal Health clinic, and independent provider groups are all looking for PMHNPs. There are more than 30 open positions in the immediate area. MultiCare is planning extensive growth in their Behavioral Health division and anticipates needing 60 new psychiatric ARNPs to meet their growth needs. Additionally, MultiCare and CHI Franciscan are partnering to open a new 120 bed psychiatric hospital in Tacoma, and anticipate PMHNPs as members of the care delivery team.

PLU has a long history of providing excellent NP education and would build on that excellence with the PMHNP DNP program.

### ***Proposed Curricular Change***

The PLU SoN is proposing to convert our current MSN Care and Outcomes Manager PMH CNS option into the Doctor of Nursing Practice (DNP) Psychiatric Mental Health Nurse Practitioner (FNP) program. Transition of the advanced clinical practice PMH option to the DNP program level will ensure the SoN remains in compliance with the AACN position on graduate nursing education, by moving this advanced clinical practice concentration to the doctoral level.

The PLU PMHNP specialty curriculum is the result of over a year of planning. In fall 2014, a four member ad hoc committee of the SoN Curriculum, Instruction, and Evaluation (CIE) committee, all of whom were ARNPs, developed the PMHNP specialty courses. Research for the PMHNP curriculum included in-depth review of ten PMHNP programs across the US in states with similar Nurse Practice Acts for advanced practice, to determine how the curriculum was structured and how core PMH content was organized.

The decision was made that the PMHNP DNP curriculum will use the currently approved DNP curriculum, exchanging the FNP specialty courses for PMHNP specialty courses, to conserve resources and simplify student progression. The PMHNP curriculum was presented to the full SoN faculty for approval on October 22, 2014. The DNP proposal had a majority approval of the SoN faculty (10/22/2014). Due to university-wide issues the PMHNP program was held for university approval until fall 2015 at which time it received a unanimous vote of the PLU Faculty Assembly (10/13/15). The PMHNP concentration will have review and vote of the PLU Board of Regents (BOR) at their winter meeting, Feb 4-6, 2016. We expect approval by the PLU BOR.

The proposed DNP PMHNP curriculum was developed according to guidelines established by the AACN and the National Organization of Nurse Practitioner Faculties (NONPF). The AACN *The Essentials of Doctoral Education for Advanced Nursing Practice* (2006) set competencies

that all DNP-prepared graduates must achieve. The NONPF *Nurse Practitioner Core Competencies* (2012) and NONPF PMHNP Specialty Competencies (2013) were used to guide PMHNP course development.

The DNP PMHNP curriculum consists of 29 courses taken over three full calendar years for a total of 90 credits (Appendix 1). The three calendar year curriculum meets the AACN and Northwest Commission on Colleges and Universities (NWCCU) required program length of three calendar years of full time study, as well as all the AACN and NONPF competencies for the DNP-prepared PMHNPs. The curriculum includes the AACN requirement for at least 1,000 post-BSN clinical hours and a DNP final project. Graduates are eligible to sit for the national PMHNP board certification examination and for state licensure as an Advanced Registered Nurse Practitioner (ARNP) in Washington and nationwide.

The DNP PMHNP curriculum consists of DNP core courses, PMHNP specialty content, and DNP scholarly project courses (Appendix 3). DNP students take eight masters level courses (22 credits), as these course cover core content required of both MSN and DNP-prepared nurses. The course descriptions and objectives for the masters-level courses will not change. The DNP core courses consist of seven courses (18 credits) to meet the AACN DNP competencies. The DNP scholarly project courses consist of four courses (11 credits) spread out over a calendar year for the student to complete their DNP scholarly project. The course descriptions for the DNP scholarly project courses will not change. Scholarly projects will focus on applying evidence-based research into practice, and may be completed in the mental health care setting or within a healthcare system to improve patient outcomes. The PMHNP core consists of nine courses (30 credits) that meet all requirements for national certification as a Psychiatric Mental Health Nurse Practitioner. The PMHNP core courses in the DNP curriculum have management of psychiatric conditions across the lifespan content to meet the 2013 NONPF PMHNP specialty competencies (Appendix 4).

There will be a post-master's DNP option available for applicants who already have a Master's in Nursing. Nurses with a MN or MSN who would like to become a DNP-prepared Psychiatric Mental Health Nurse Practitioners can apply to the *Post Master's – non-ARNP seeking PMHNP/DNP* track (Appendix 5). A gap analysis will be conducted to determine what additional coursework these applicants will need to meet the AACN *DNP Essentials* and the requirement for 1,000 post-BSN clinical hours.

### **Program Enrollment**

Student enrollment projections are conservative with 12 to 14 students enrolled per year initially. The plan is to enter six post-MSN and eight BSN to DNP PMHNP students in summer 2016, with an additional four post-MSN and eight BSN to DNP students admitted in summer 2017. The goal is to keep students in cohorts of 12 graduates per year, to meet national standards for

faculty-to-student ratios of 6:1. The first cohort of six post-MSN students will be a smaller cohort to allow for the program to establish preceptor sites for a smaller group of students, before a full cohort of 12 requires placement. Inquiries and state data sources support the premise that there will be significant numbers of applicants to the program.

**Table 1. Projected enrollment in the PLU PMHNP Program**

	Year 1	Year 2	Year 3
BSN to DNP PMHNP (3 yr curriculum)	8 - 1 <sup>st</sup> year	10 - 1 <sup>st</sup> year 8 - 2 <sup>nd</sup> year	10 - 1 <sup>st</sup> year 10 - 2 <sup>nd</sup> year 8 - 3 <sup>rd</sup> year
Post-MSN PMHNP (2 yr curriculum)	6 - 1 <sup>st</sup> year	4 - 1 <sup>st</sup> year 6 - 2 <sup>nd</sup> year	2 - 1 <sup>st</sup> year 4 - 2 <sup>nd</sup> year
Total PMHNP enrollment	14	28	34

### **Organizational arrangements to accommodate the change**

The DNP degree is one of PLU's long-range plans to advance academic excellence. The University was proud to enter its first DNP class in 2015 and had put in place the supports for a successful launch by adding an Associate Dean for Graduate Nursing Programs in 2012, and an Associate Provost for Graduate Programs and Continuing Education in 2014. The Associate Provost provides administrative and strategic support for the graduate programs at PLU, including the DNP program.

The already approved DNP FNP curriculum implementation plan included adding one new full-time doctoral-prepared tenure-track faculty annually for the first three years of the program implementation, for a total of 3.0 FTE new tenure-track faculty. We are currently interviewing for two of these positions and will have a search for the third position in the 2016-2017 academic year.

To fully implement the PMHNP specialty track in the DNP program the SoN will need an additional 3.88 FTE (1.7 FTE in year 1, 2.09 FTE in year 2, and 0.09 FTE in year 3). Release of the first two of these positions will be requested in 2016-17 and the next two in 2017-18. Since the SoN graduate programs are taught year round, an additional 5.18 FTE will be needed for summer teaching (1.5 FTE in the first summer, 2.9 FTE in the second summer and .78 FTE in the third summer of program). Calculations for the number of positions needed for the DNP program were based on didactic courses capped at 20 students per section, clinical sections maintained at 6-7 students, DNP capstone supervision at six students per weighted teaching units (WTU), and including coordinator release time of 0.25 FTE for each of the two DNP concentrations.



The Doctor of Nursing Practice is the first doctoral level program at Pacific Lutheran University, therefore university policies and procedures were reviewed in order to implement the new program. The PLU Catalog graduate policies and standards were previously modified by the Graduate Council to include language and policies pertaining to the doctoral program. No additional modification of university policies is indicated for the addition of the PMHNP concentration.

The Registrar's office was involved in course numbering during the planning process and doctoral level courses were given a 600-level designation. The Registrar's office developed a plan to modify Banner codes and plans for adding DNP degree and concentration information to transcripts.

## **Faculty**

### ***Analysis of faculty and staff needed***

The PLU SoN faculty members who routinely teach core and advanced practice courses in the graduate program all have earned doctorates. The SoN will need 3.88 additional full-time doctorally prepared tenure-track positions when the DNP PMHNP program is fully implemented in the 2018-2019 academic year.

2016-2017 academic year: 1.7 additional FTE (includes a 0.25 FTE PMHNP program coordinator)

2017-2018 academic year: 2.09 additional FTE

2018-2019 academic year: 0.09 FTE

A portion of the Associate Dean for Graduate Nursing Programs (.4 FTE), and Clinical Placement Coordinator (.2 FTE) positions is prorated for the DNP program. PLU has a Clinical Placement Coordinator to assist with clinical placement and onboarding of students, including DNP students.

The Associate Dean for Graduate Nursing Program's responsibilities include serving as Director of the Family Nurse Practitioner and Psychiatric Mental Health Nurse Practitioner programs and addressing graduate student admissions, progressions, and retention needs. Each concentration has a lead faculty member who provides direct oversight for the educational component of the concentration. PLU currently has a nationally certified Psychiatric Mental Health CNS on faculty, who is licensed as an ARNP in Washington. Dr. Mary Moller has previous experience as a director of the PMHNP DNP program at Yale University, and will lend her expertise as we implement the PMHNP program at PLU.

### ***Educational and professional experience of faculty members***

All faculty teaching in the DNP PMHNP program will be doctoral prepared, or masters prepared advanced practice nurses in their specialty area. Faculty who teach the Psychiatric Mental Health

Nurse Practitioner specialty courses must be nationally certified advanced practice nurses and licensed in the State of Washington as an Advanced Registered Nurse Practitioner.

### ***Faculty Recruitment***

The School of Nursing will conduct a search for the additional four tenure-track positions required to fully staff the DNP PMHNP program. It is anticipated that one of the faculty positions will be a doctoral prepared Psychiatric Mental Health Nurse Practitioner and the other three will be experts in healthcare quality improvement, translational research, nursing theory, and/or systems-level leadership, to meet the needs of the DNP students.

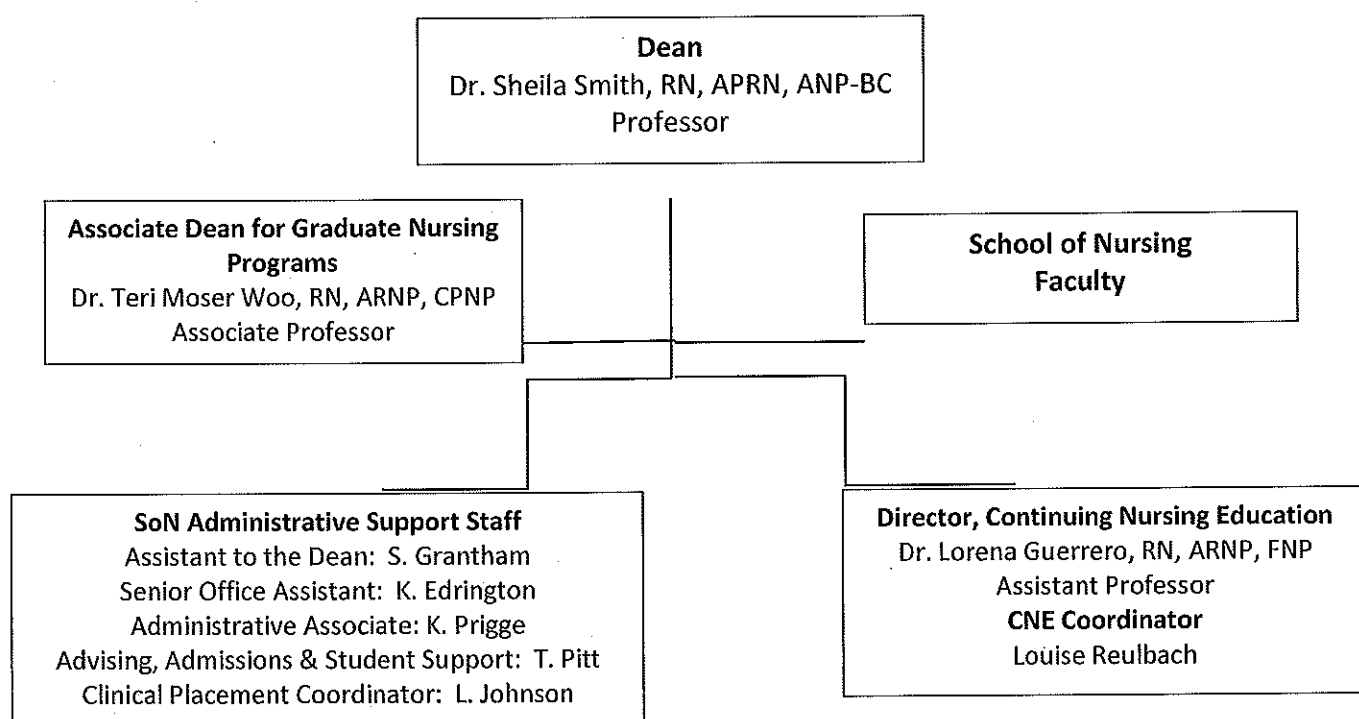
### ***Faculty/Student ratio***

The faculty to student ratio in the DNP PMHNP program will vary across the courses, depending on the type of course and whether it is a clinical course. Calculations for the number of positions needed for the DNP program were based on didactic courses capped at 20 students per section, clinical sections maintained at 6-7 students, DNP capstone supervision at six students per weighted teaching units (WTU), and including coordinator release time of 0.25 FTE for each of the two DNP concentrations.

### ***Organizational Structure of School of Nursing***

The Dean, Dr. Sheila Smith, has primary administrative responsibility for the School of Nursing. The Associate Dean for Graduate Nursing Programs, Dr. Teri Moser Woo, is responsible for the graduate programs and is Director of the DNP Programs. This will include the PMHNP program once it is approved by the PLU Board of Regents and the Washington Nursing Commission.

**Figure 1. Organizational Structure of PLU School of Nursing**



The SoN is currently allocated 24 faculty FTE for teaching and an additional 4.1 FTE for SoN administration. Four full time staff members support the SoN. The 24 faculty FTE are comprised of 13 full time and 11 part time faculty. Of our 24 faculty, three (12.5%) are tenured and three (12.5%) are tenure-track; 13 (54%) are doctorally-prepared and an additional eight (33%) are in doctoral study. All faculty have at least a master's degree.

### **Clinical Placements**

Initial projected enrollment for the PMHNP DNP will be small, with a cohort of 6 post-MSN students starting clinical courses in summer 2016. This will allow for development of clinical sites and preceptors before increasing to a goal cohort size of 12 students per year. Dr. Moller has already begun networking and discussing possible clinical placements in the community. Our major clinical partners, including MultiCare, CHI Franciscan, Madigan Army Medical Center, Western State Hospital and the community clinics are interested in supporting the education of our PMHNP students, as they are in need of these graduates to care for behavioral health clients.

### **Evaluation Plan**

The SoN formed a Program Evaluation Committee (PEC) in May 2015, with a bylaws change to include the new committee. The purpose of the PEC is to facilitate the development, maintenance, and implementation of the SoN evaluation/assessment activities and processes through both qualitative and quantitative data collection, analyses, and identification of next steps.

Based on required and established outcomes for the DNP program, the following evaluation mechanisms for the DNP program have been established and will be systematically collected and analyzed:

1. DNP student open forums
2. Graduate Student Advisory Council meetings (MSN & DNP students)
3. DNP exit interviews
4. DNP end of program survey
5. Key assignments linked to program outcomes
6. DNP portfolios
7. Graduation/completion rates
8. Certification pass rates for PMHNP
9. Employer satisfaction survey
10. Alumni satisfaction survey

The PMHNP students will be invited to DNP student open forums beginning with the first cohort in summer 2016. Student portfolios are started in the second semester of the program in NURS 523 Advanced Roles, therefore all PMHNP DNP students will have a portfolio measuring their progress in the program outcomes, which is evaluated in NURS 695 Transition to DNP Practice.

End of program measures including exit interviews, end of program survey, graduation/ completion rates, certification pass rates, and employer and alumni surveys will be implemented with the first graduating class of PMHNP DNP students.

Pacific Lutheran University School of Nursing  
DNP Curriculum – Psychiatric Mental Health Nurse Practitioner  
BSN-prepared student (Appendix 1)

Year of Program	Summer	Fall	J-Term	Spring
1	NURS 623 Information Systems and Patient Care Technology (3)  NURS 625 Epidemiology and Biostatistics (3)	NURS 523 Role of the Advanced Practice Nurse (3)  NURS 525 Theoretical Foundations (3)  NURS 526 Leadership and Management (3)	NURS 524 Advanced Health Promotion (2)  NURS 540 Illness and Disease Management (2) 30 clinical hrs	NURS 527 Evaluations and Outcomes Research (3) NURS 630 Analytical Methods (3) NURS 531 Care and Outcomes Manager Practicum 1 (3) 120 clinical hrs
Credits/Semester	6	9	4	9
2	NURS 582 Advanced Health Assessment (3) 30 clinical hours NURS 583 Clinical Pharmacotherapeutics (3) NURS 580 Advanced Pathophysiology (3)	NURS 653 PMHNP I Assessment, Diagnosis and Management Across the lifespan (7) 180 clinical NURS 651 Psychopharmacology Across the Lifespan (3)	NURS 652 Management of Substance-related and Addictive Disorders (2)	NURS 631 Translating Research into Nursing Practice (3) NURS 654 PMHNP II Assessment, Diagnosis and Management (6) 180 clinical NURS 530 Resource Management (3)
Credits/Semester	9	10	2	12
3	NURS 655 PMHNP III Psychotherapies across the life span (4) 120 clinical NURS 681: Scholarly Project Proposal (2) 30 hrs clinical	NURS 627 Health Policy (3) NURS 682 DNP Project I (3) 120 hrs clinical NURS 656 PMHNP IV Psychotherapies across the lifespan (4) 120 clinical	NURS 683 DNP Project II (2) 30 hrs clinical	NURS 684 DNP Project III (4) 120 hrs of clinical NURS 699 DNP Scholarly Project: Capstone (2) NURS 695 Transition to DNP Practice (1) NURS 657 PMHNP capstone (4) 180
Credits/Semester	6	10	2	11
				Total credits 90 Total post-BSN clinical hrs: 1230 Total PMHNP clinical hrs: 780

School of Nursing  
Pacific Lutheran University

Guiding Principles, Vision, Mission

April 2015

**Guiding Principles:**

Pacific Lutheran University School of Nursing embraces core values of:

- Benevolence, Care, and Compassion for All
- Nourishing Student and Faculty Success
- Celebrating Diversity and Inclusive Excellence
- Fostering Whole Person Development
- Collaborating Intentionally as Teachers, Leaders, and Scholar-Practitioners
- Partnering with Communities for Improved Population Health and Well-Being
- Reaching out Globally for Engaged Service, Learning, and Scholarship
- Contributing to Sustainable Advancement of the Discipline, Profession, and Practice of Nursing
- Cultivating a Dynamic Community of Giving and Learning
- Advancing Health Equity for All

**Vision:**

Pacific Lutheran University School of Nursing will be a nationally recognized program of preference and distinction, dedicated to improving health and healthcare for all, enacted through transformational nursing education, committed and responsive leadership, and meaningful scholarship.

**Mission:**

Pacific Lutheran University School of Nursing is dedicated to...

- Exemplary and responsive undergraduate, graduate, and continuing nursing education;
- Engaging clinical and community partners in compassionate care for individuals, families, communities, and the world;
- Fostering leadership in nursing through committed service, highest quality education, and meaningful scholarship;
- Advancing the vision and mission of the university through collaborative partnerships that foster innovation and change.

**Mottos:**

**“Developing Nurse Leaders, Transforming Lives and Improving Health for All.”**

**“Educating Nurses for Lives of thoughtful Inquiry, Service, Leadership, and Care.”**

3/6/2015 Strategic Planning Work Group

3/18/2015 SNO discussion

3/31/2015 Strategic Planning Work Group Final Edits

4/15/2015 Approved, SNO Meeting

**School of Nursing  
Pacific Lutheran University**

**Philosophy  
March 2015**

**Introduction**

This philosophy describes the beliefs and perspectives of the faculty of the School of Nursing at Pacific Lutheran University. Student development and learning are our primary focus. The School of Nursing philosophy embraces the vision and mission of Pacific Lutheran University for thoughtful inquiry, service, leadership, and care. We purposefully integrate liberal education with the study of nursing, scholarship, and civic engagement to foster compassion and meaningful service for and with others, their communities, and the world.

**Nursing and Health**

The School of Nursing believes that nursing is a theory- and science-based discipline that focuses on person-centered care across all settings and states of health and illness. The art and science of nursing is relationship-based and directed by humanitarian values of human dignity, interdependence, and social justice. As a practice discipline, Nursing works to improve the health and well-being of clients and systems through analytical processes that effect change in the conditions and determinants of health. The work and praxis of nursing are manifest through multiple complex and evolving roles. Nursing strives to respond to the contemporary context of health and illness, and advance shared goals of compassionate, safe, and effective care.

Health encompasses the unique and dynamic unfolding of human patterning in multiple domains. Health and illness occur simultaneously and in dynamic interaction with one another. Appreciating the complexity of the health-illness relationship is key to diagnosing and intervening with human experiences of and responses to health, illness, and disease.

**Collegiate Nursing Education**

The PLU Nursing faculty believes collegiate nursing education contributes to shaping and stewarding the profession and practice of nursing. Service, leadership and scholarship are essential components in the formation of mature and highest quality professional practitioners of nursing. Academic nursing advances the art, theory, and science of nursing by contributing to evidence-based innovations in healthcare, advocating for progressive and responsible social change, and fostering improved health outcomes.

**Faculty as Compassionate Leaders and Scholars**

Faculty in the School of Nursing are compassionate leaders and scholars who assume responsibility for the education and development of students into exceptional professional nurses, who embrace intellectual curiosity, diversity, and change.



Nursing faculty are dedicated to creating an open, innovative, responsive learning environment while upholding the standards and ethical obligations of the discipline. The faculty model and instill within students the active pursuit of new knowledge and pathways for contributing leadership roles for the profession and for the discipline.

The SoN faculty are integral members of the PLU community, participating in the life of the University and contributing to its vision, mission, and goals. Within the SoN, faculty function through team-based, collaborative approaches incorporating care, compassion, and shared goals and values. Academic rigor, principled and evidence-based inquiry, thoughtful dialogue, and meaningful evaluative review characterize the approaches used to foster highest quality nursing education, practice, service, and scholarship.

### **Students as the Future Promise of the Discipline**

Students in the School of Nursing are active learners who embody the future promise and obligations of the discipline. Students are nurtured in their ability to provide compassionate, socially responsible care and contribute to professional citizenship in complex healthcare environments. Cross-disciplinary student learning is fostered through integrating the nursing curriculum with the liberal arts and sciences to foster the development of reflective practitioners who pursue excellence and seek to participate in the evolution and expansion of professional roles.

### **Shared Values and Guiding Principles**

We accomplish our work in the School of Nursing with attention to the vision, mission, and values of the SoN, University, and the discipline and profession of nursing. We actively pursue our development as a community devoted to learning and scholarship, collaborative engagement, growth, meaningful service, and love and compassion for all humankind.

3/17/2015 Strategic Planning Work Group edits  
3/31/2015 Strategic Planning Work Group edits  
5/27/2015, SNO Meeting, Approved

**Psychiatric Mental Health Practice Family Nurse Practitioner**  
Curriculum – Appendix 3

Current Courses	Current Hours	Proposed Courses	Proposed Hours
NURS 523: Role of the Advanced Nurse	3		
NURS 524: Advanced Health Promotion	2		
NURS 525: Theoretical Foundations	3		
NURS 526: Nursing Leadership and Management	3		
NURS 527: Evaluation and Outcomes Research	3		
NURS 530: Resource Management	3		
NURS 531: Care & Outcomes Manager Practicum I	3		
NURS 540: Illness and Disease Management	2		
NURS 580: Advanced Pathophysiology	3		
NURS 582: Advanced Health Assessment	2-4		2-3
NURS 583: Clinical Pharmacotherapeutics	3		
		NURS 651 Psychopharmacology Across the Lifespan	3
		NURS 652 Management of Substance-related and Addictive Disorders	2
		NURS 653 PMHNP I: Psychopathology, Assessment, Diagnosis and Management Across the lifespan	7
		NURS 654 PMHNP II Psychopathology, Assessment, Diagnosis and Management Across the Lifespan	6
		NURS 655 PMHNP III Psychotherapies across the life span	4
		NURS 656 PMHNP IV Psychotherapies across the life span	4
		NURS 657 PMHNP capstone	4
NURS 623: Information Systems and Patient Care Technology	3		
NURS 625: Applied Epidemiology and Biostatistics for Nursing Practice	3		
NURS 627: Policy and Politics: Implications for Health Care	3		
NURS 630: Analytical Methods for Evidence Based Practice	3		
NURS 631: Translating Research: Improving Practice and Outcomes	3		
NURS 681: DNP Scholarly Proposal Seminar: Planning	2		
NURS 682: DNP Scholarly Project: Implementation I	3		
NURS 683: DNP Scholarly Project Implementation II	2		
NURS 684: DNP Scholarly Project: Evaluation and Dissemination	4		
NURS 695: Transition to DNP Practice	1		
NURS 699: DNP Scholarly Project: Capstone	2		

**Pacific Lutheran University School of Nursing  
Psychiatric Mental Health Nurse Practitioner DNP  
Course Descriptions**

**NURS 651 Psychopharmacology across the Lifespan (3 credits)**

Focuses on the principles of psychiatric pharmacotherapy across the lifespan, biological mechanisms of action of psychotropic drugs and the role of the advanced practice psychiatric nurse prescriber. The neurobiological underpinnings of symptom etiology and treatment will form the basis of clinical decision-making in all phases of psychopharmacological treatment, for child/adolescent, adult, and geriatric populations. (Pre-requisite NURS 583 Clinical Pharmacotherapeutics)

**NURS 652 Management of Substance-related and Addictive Disorders (2 credits)**

Provides an integrated approach to the neurobiology, assessment, diagnosis, and clinical management of substance-related and addictive disorders across the lifespan. (Approval of course faculty)

**NURS 653 PMHNP I: Psychopathology, Assessment, Diagnosis and Management Across the lifespan (7 credits) 180 hours clinical**

Provides an integrated approach to the assessment, diagnosis, and clinical management of psychopathology across the lifespan. An in-depth exploration of the neurobiological underpinnings of mental health problems and psychiatric disorders will serve as the framework of the course. Students will apply principles of neurodevelopment to the assessment, diagnosis, and treatment of individuals across the lifespan with anxiety disorders; depressive disorders; obsessive-compulsive and related disorders; bipolar and related disorders; sleep-wake disorders; feeding and eating disorders; elimination disorders; and trauma- and stressor-related disorders. The role and scope of advanced psychiatric nursing practice including foundational legal and ethical issues are incorporated throughout the course. (co-requisite NURS XXX psychopharmacology, pre-requisite NURS 580 Adv. Pathophysiology, NURS 582 Adv. Health Assessment) (Didactic 3.5 credits, lab/seminar 0.5 credits, clinical 3 credits)

**NURS 654 PMHNP II Psychopathology, Assessment, Diagnosis and Management Across the Lifespan (6 credits) 180 hours clinical**

Provides an integrated approach to the assessment, diagnosis, and clinical management of complex psychopathology across the lifespan. Students will apply concepts covered in PMHNP I to the assessment, diagnosis and treatment of individuals across the lifespan with schizophrenia spectrum and other psychotic disorders; neurocognitive disorders; disruptive,

## Appendix 4

impulse control and conduct disorders; personality disorders; dissociative disorders; somatic symptoms and related disorders; and sexual, gender, and paraphilic disorders. The role and scope of advanced psychiatric nursing practice is expanded from what is covered in PMHNP I to include forensic mental health care. (pre-requisite NURS 653 PMHNP I). (Didactic 2.5, lab/seminar 0.5 credits, clinical 3 credits).

### **NURS 655 PMHNP III Psychotherapies across the life span (4) 120 clinical**

Examines methods and major conceptual frameworks of group and family psychotherapy. Group dynamics, systems theory and group therapy models will be applied to the treatment of psychiatric disorders in a variety of settings. An overview and critical analysis of family theories and conceptual models will inform psychotherapy with children, adolescents, adults, elders and their families. (Pre-requisites: NURS 654 PMHNP II). (Didactic 2 credits, clinical 2 credits)

### **NURS 656 PMHNP IV Psychotherapies across the life span (4) 120 hours of clinical**

An overview of the major schools of personality theory, psychological development, and derived individual psychotherapy treatment modalities, to better understand the dynamics of the patient and the therapeutic 1:1 relationship. Students will engage in the therapy process with individuals across the lifespan by implementing selected psychotherapeutic techniques. (pre-requisite: NURS 655 PMHNP III). (Didactic 2 credits, clinical 2 credits)

### **NURS 657 PMHNP capstone (4 credits) 180 hour of clinical**

In this culminating clinical course students will demonstrate increased competency and accountability in the provision of comprehensive psychiatric-mental health care. Students will gain expertise by working with an identified population of choice and implementing selected psychotherapeutic and pharmacological interventions. Students will develop an individual learning plan to address any gaps in the attainment of required Psychiatric Mental Health Nurse Practitioner competencies. Professional practice issues including contract negotiation and requirements for certification and licensure are included. (Pre-requisite NURS 656 PMHNP IV). (Seminar 1 credit, 3 credits clinical)

## Pacific Lutheran University School of Nursing

## DNP Curriculum

## Post Masters – non-ARNP seeking Psychiatric Mental Health DNP

Year of Program	Summer	Fall	J-Term	Spring
1	NURS 625 Epidemiology and Biostatistics (3)	NURS 627 Policy & Politics (3)	Addictions (2)	NURS 631 Translating Research (3)
	NURS 582 Advanced Health Assessment (4) 30 hrs clinical	PMHNP I Assessment, Diagnosis and Management Across the lifespan (7) 180 clinical		NURS 630 Analytical Methods (3)
	NURS 583 Clinical Pharmacotherapeutics (3)	Psycho pharmacology (3)		PMHNP II Assessment, Diagnosis and Management (6) 180 clinical
Credits/Semester	10	13	2	12
2	NURS 681: Scholarly Project Proposal (2) 30 hrs clinical	NURS 682 DNP Project I (3) 120 hrs clinical	NURS 683 DNP Project II (2) 30 hrs clinical	NURS 684 DNP Project III (4) 120 hrs of clinical
	PMHNP III Psychotherapies across the life span (4) 120 clinical	PMHNP IV Psychotherapies across the lifespan (4) 120 clinical		NURS 699 DNP Scholarly Project: Capstone (2)
	NURS 623 Information Systems and Patient Care Technology (3)			NURS 695 Transition to DNP Practice (1)
Credits/Semester	9	7	2	11
				PMHNP IV Psychotherapies across the lifespan (4) 120 clinical
				Total credits 66 Clinical Hours ≥ 1000 post BSN FNP Clinical= 630 hrs

This Post-masters DNP curriculum is designed for a PLU MSN COM graduate who has already had NURS 580 Advanced Patho . Advanced Patho a prerequisite.

Graduates of other MSN programs will have a gap analysis to determine what additional coursework they will need to meet the AACN DNP Essentials competencies.

\*Note: Post-masters students must have a total of 1000 post-baccalaureate clinical hours.