STANDARD III

PROGRAM QUALITY: CURRICULUM AND TEACHING-LEARNING PRACTICES

The curriculum is developed in accordance with the mission, goals, and expected aggregate student outcomes and reflects professional nursing standards and guidelines and the needs and expectations of the community of interest. Teaching-learning practices are congruent with expected individual student learning outcomes and expected aggregate student outcomes. The environment for teaching-learning fosters achievement of expected individual student learning outcomes.

III-A. The curriculum is developed, implemented, and revised to reflect clear statements of expected individual student learning outcomes that are congruent with the program's mission, goals, and expected aggregate student outcomes.

The curricula for the undergraduate and graduate nursing programs are congruent with the Pacific Lutheran University mission, goals of *PLU 2020* and the School of Nursing (SoN) mission. In the 2010-2011 academic year the School of Nursing (SoN) reviewed and updated its mission and conceptual frameworks (Appendix K) to assure congruence with *PLU 2020*, the 2008 AACN *Essentials of Baccalaureate Nursing Education* and the 2011 *Essentials of Master's Education*. The mission of the PLU SoN is to integrate the liberal arts and professional education, and is committed to three areas of responsibility for nursing education: (1) the preparation of baccalaureate generalists for the provider of direct and indirect care, designer, manager, and coordinator of that care, and a member of a profession; (2) graduate preparation of professional nurses for the roles of advanced practitioner, advanced generalist, leader, scholar and as a foundation for doctoral studies; and (3) professional development of nurses through continuing educational opportunities.

The undergraduate program outcomes were revised in 2010 and approved in September of 2011 to incorporate the new BSN conceptual framework and *Baccalaureate Essentials*, with course level revisions completed in 2012 (Appendix L). The graduate program outcomes were revised in 2011 to incorporate the new SoN MSN conceptual framework and *Masters Essentials* (Appendix M). The MSN course objectives were revised in 2012 and incorporated the National Association of Nurse Practitioner Faculties 2012 *Nurse Practitioner Core Competencies* into the Family Nurse Practitioner (FNP) courses.

The SoN has a standardized process for curricular and/or course revisions via the Curriculum, Instruction and Evaluation Committee (CIE). As noted above, revisions are made in congruence with the AACN *Essentials* documents and the NONPF competencies where relevant. Additionally, feedback from Senior student exit interviews, practice partner feedback, alumni input, and changes in nursing practice may also lead to revising the curriculum. For example, from feedback it was determined that both the undergraduate and graduate curricula were weak in gerontological and chronic illness content. In 2008 the SON received a Partners in Nursing grant from Robert Wood Johnson and Northwest Health Foundation to develop the Comprehensive Gerontologic Education Partnership (CGEP) to strengthen gerontological nursing education and chronic illness management, which is discussed fully in Standard III-D under teaching-learning practices and environments.

Process for Curricular Change

The Curriculum, Instruction, and Evaluation (CIE) Committee is a standing committee that consists of faculty and student representatives who meet monthly during the academic year to set annual goals (Appendix N),

make curricular revisions as necessary, review and resolve curricular and/or instructional issues, and evaluate whether the curricula meet current local, state, regional, and national standards. The Chair of CIE is a member of the Executive Council which meets monthly. The CIE Chair also gives a monthly report to the faculty at the School of Nursing Organization (SNO) meetings.

The CIE committee responsibilities are to:

1. Evaluate curricula in accordance with the undergraduate/graduate program outcomes.
2. Review curricula to address educational and health care trends and policies.
3. Share findings with the faculty annually.
4. Recommend to the faculty all proposed additions/changes to existing courses or curricula.
5. Monitor textbooks and resources.
6. Provide an overview of the curricula at least annually and at other appropriate times.
7. Provide a library resource liaison.

CIE develops proposed curricular changes and brings them to the SoN faculty for discussion and to gain consensus by vote before further action. Once faculty approval is obtained, the final SoN approval is by the Dean. After SoN approval, a formal proposal (see Appendix O) explaining the changes and the rationale is sent to the University's Educational Policy Committee (EPC) for review and approval. Deadlines for submission to EPC occur November 1 and April 1 each year. Once EPC has approved the changes, an electronic notice goes out to all university faculty giving them 30 days to raise any objections or concerns. If none, the SoN may then implement the changes. Currently Dr. Patsy Maloney is a member of the EPC.

Substantive Curricular Change in 2009

The curriculum has undergone one substantive curricular change since the last CCNE visit in 2003. In 2009 the graduate program course sequencing was refined in response to evaluation of program effectiveness and to improve the program quality. The last substantive change to the curriculum had been in 2003. The changes, which were implemented in 2009 and 2010, reduced the number of required credit hours for the Advanced Generalist Care and Outcomes Manager (COM) track and allowed the students to complete the program in 3 semesters rather than 4 semesters. The core of the COM content was maintained by integrating content from three stand-alone courses—NURS 533 Informatics in Nursing, NURS 538 Program Development, and NURS 582 Advanced Health Assessment (previously taken by COM students)—into the COM courses and adding one new course, NURS 540 Illness and Disease Management, which has a clinical component of 30 hours in a community-based care transitions environment. Rationale for this change reflected changes in the delivery of health care and strengthened the chronic illness content of the program. Program changes decreased the number of credits in the COM track from 38 to 34. (See Educational Policy Committee proposals in the Resource Room)

The need to increase the number of credits for the FNP concentration was the outcome of assessment by graduate faculty and reflected core competencies for adult and family nurse practitioner programs established by National Organization of Nurse Practitioner Faculty (NONPF) and HRSA Nurse Practitioner Primary Care Competencies. The curriculum change incorporated three new courses into the FNP program, reflecting the competencies required of any masters prepared nurse in the current complex healthcare environment. FNPs need to

understand how to manage resources and NURS 530 Resource Management examines financial and human resources from a quality perspective. Illness and Disease Management (NURS 540) incorporates the use of the Chronic Care Model to assess and develop nursing interventions and outcomes during the course and 30 hour clinical practicum, providing the FNP with a strong nursing approach to chronic illness care before they begin their FNP I course (NURS 584) which focuses on diagnostic reasoning. Likewise, the FNP students take NURS 531 Care and Outcomes Practicum I a 3 credit clinical course focusing on quality improvement and outcomes management, skills essential in the current healthcare environment. These changes to the FNP curriculum strengthen the masters program to reflect the skills and competencies required for advanced nursing practice. No scheduling changes were made to the existing FNP track other than to move NURS 582 Advanced Health Assessment to a summer term rather than spring. These changes increased the total credits to 47, an increase of 8 credits, but the time in the master's program was maintained at 2 years to completion.

A copy of the Substantive Change Report sent to CCNE is in Appendix P.

Continuous Quality Improvement

Tracking congruence across the curriculum manually is an onerous process. During the 2012-2013 academic year the university is piloting the use of tracdat© which provides for comprehensive institution-wide assessment. Dr. Miller requested to be one of the schools piloting the program to allow the SoN to track and link the SoN program mission, outcomes and individual course objectives. Additionally, tracdat© provides a systematic method for linking every course in the nursing curriculum to the PLU Integrative Learning Objectives (ILOs) and the Northwest Commission on Colleges and Universities (NWCCU) Core Themes. Every course in the BSN and MSN curriculum has been entered into tracdat© and linked to the SoN either BSN or MSN outcomes, the PLU ILOs and the NWCCU core themes. Reports of how each SoN program outcome is addressed in the curriculum, and how courses meet the ILOs and NWCCU themes, are found in the onsite evidence room (Exhibit III-A-1). Another feature of tracdat© is curriculum mapping within the SoN curriculum, where each BSN and MSN outcome can be tracked to see where it is Introduced, Practiced, or Assessed in the curriculum (see report in onsite evidence room, Exhibit III-A-2. Curriculum mapping can be used to assess for gaps or redundancies in the curriculum.

Faculty have embraced tracdat© and have entered their course level assessments into the system, as well as grading rubrics. This will allow for ongoing assessment and tracking within and across courses, and the curriculum. We are still exploring all the functions of tracdat© at this time.

III-B. Expected individual student learning outcomes are consistent with the roles for which the program is preparing its graduates. Curricula are developed, implemented, and revised to reflect relevant professional nursing standards and guidelines, which are clearly evident within the curriculum, expected individual student learning outcomes, and expected aggregate student outcomes.

- Baccalaureate program curricula incorporate *The Essentials of Baccalaureate Education for Professional Nursing Practice* (AACN, 2008).
- Master's program curricula incorporate professional standards and guidelines as appropriate.
    a. All master's programs incorporate the Graduate Core Curriculum of *The Essentials of Master's Education for Advanced Practice Nursing* (AACN, 1996) and additional relevant professional standards and guidelines as identified by the program.
    b. All master's-level advanced practice nursing programs incorporate the Advanced Practice Nursing Core Curriculum of *The Essentials of Master's Education for Advanced Practice Nursing* (AACN, 1996). In addition, nurse practitioner programs incorporate *Criteria for Evaluation of Nurse Practitioner Programs* (NTF, 2008).

■ Graduate-entry program curricula incorporate *The Essentials of Baccalaureate Education for Professional Nursing Practice* (AACN, 2008) and appropriate graduate program standards and guidelines.

Baccalaureate Program

The undergraduate curriculum is designed to prepare graduates to function as beginning professional generalist nurses in the health care delivery system: (1) a provider of direct and indirect care, (2) designer, manager, and coordinator of care, and (3) a member of a profession. The expected student outcomes are based on the AACN *Essentials of Baccalaureate Education* (2008) and the knowledge base required to successfully complete the NCLEX-RN exam. The courses in the undergraduate program are built on a solid liberal arts foundation and are sequenced from simple to complex knowledge bases and psychomotor skills. Licensed Practical Nurses (LPN) seeking a BSN degree may apply to and are integrated into the BSN curriculum. See Appendix Q for the BSN and LPN to BSN curriculum. While not every course meets each *Essentials* outcome, by the end of the program the student will have met the aggregate outcomes expected of a baccalaureate-prepared nurse.

As noted previously, in the fall of 2010 work began on revisions to BSN course objectives to incorporate the concepts from the AACN *Essentials of Baccalaureate Nursing Education for Professional Nursing Practice* (2008) document. Workgroups and individual faculty proposed changes to individual courses which were compiled and reviewed by CIE. Undergraduate revisions were approved by faculty in May 2012 and implemented Fall 2012 semester.

Table III-A-1 illustrates the relationship between the AACN *Essentials for Baccalaureate Nursing* (2008) and the PLU BSN program outcomes with exemplars from courses that demonstrate achievement of the BSN program outcome. BSN students are required to complete a digital portfolio that demonstrates how program objectives are met as a capstone requirement. The onsite resource room contains copies of all BSN course syllabi for the past five academic years.

Table III-B-1
**Comparison of the *Essentials of Baccalaureate Education* Core Knowledge,
Program Outcomes, and PLU Exemplars**

The Essentials of Baccalaureate Education: Core Knowledge	Program Outcomes	Exemplars
I. Liberal Education for Baccalaureate Generalist Nursing Practice	Outcome 1: Demonstrate the ability to incorporate the dimensions of person, nursing, and environment to promote health in a variety of nursing situations	Prerequisites/Graduation Requirements: BIOL 201: Introduction to Microbiology (4) BIOL 205: Human Anatomy and Physiology I (4) BIOL 206: Human Anatomy and Physiology II (4) CHEM 105: Chemistry of Life (4)
	Outcome 2: Provide evidence-based clinically competent care of individuals, families, and	GEN ED: First-Year Residency Requirement (4) Inquiry Seminar 190: GenEd (4) PHED 100:

The Essentials of Baccalaureate Education: Core Knowledge	Program Outcomes	Exemplars

communities in a variety of settings across diverse populations.

Personalized Fitness (1)

PSYC 101: Introduction to Psychology (4)

PSYC 352 Development Across the Lifespan (4)

STAT 231: Introductory Statistics

WRIT 101: Writing Seminar (4)

In these courses students learn about the dimensions of person and environment through other disciplines. Integrating this knowledge with nursing courses develops the students' capability to view person and health more holistically.

SoN examples include:

N220, N340, N350, N370, N380, N430, N440 and N499 are courses with clinical components that expose students to diversity of persons as well as social constructs and human behavior.

N260 Professional Foundations I

Students begin developing their own definition and philosophy of nursing.

N270, Health Assessment and Promotion, gives students the practical experience to apply knowledge of the human body when making physical assessments. This skill is fundamental to nursing care.

In *N360, Nursing Research and Informatics*, students have a better understanding of how to critique nursing research due to their knowledge of statistical tests and analytical methods.

Students take GenEd courses at the university level that meet diversity requirements. The SoN has a required course *N365 Culturally Congruent Health Care* in which diversity is explored in depth. The instructor who teaches the course is of an ethnic minority which lends credence to student learning.

The Essentials of Baccalaureate Education: Core Knowledge	Program Outcomes	Exemplars
II. Basic Organizational and Systems Leadership for Quality Care and Patient Safety	Outcome 4: Employ principles of ethical leadership, quality improvement, and cost effectiveness to foster the development and initiation of safety and quality initiatives within a microsystem or entire system.	*N220 Nursing Competencies I* Students are introduced to the long-term care system, nursing roles within that system, and current trends/issues that impact safety, quality, and funding/cost-effectiveness within that system. *N260 Professional Foundations I* Students learn about ethics in the foundational courses and the principles are reinforced throughout the curriculum. *N420 Introduction to Leadership and Management* Students learn the principles and styles of leadership, resource management, organizational structure, and the basics of healthcare systems. *N460 Healthcare Systems and Policy* Students learn more about healthcare systems and policy development within an organization and from a legislative perspective. Students plan a quality improvement project as a team and present the cost and benefit of each recommended action. *N480 Professional Foundations II* Students engage in resolving ethical dilemmas through the use of case studies based on the ANA Code of Ethics.
III. Scholarship for Evidence-Based Practice	Outcome 2: Provide evidence-based clinically competent care of individuals, families, and communities in a variety of settings across diverse populations. Outcome 5: Collaborate in the interprofessional design, management, and coordination of safe, quality care.	*N260 Professional Foundations I* Introduction to the concepts of evidence-based practice and how to do library searches for research articles. *N320 Nursing Competencies II* Students are introduced to the concept of evidence-based nursing procedures. *N360 Nursing Research and Informatics* This course expands on the concept of evidence-based practice and how to critique research articles

for validity and applicability.

N420 Introduction to Leadership and Resource Management

Students plan a quality improvement project in teams with members of the team representing different health care professionals. They design interventions and discuss management and coordination. They do a literature search for evidence to support suggested interventions and discuss the process necessary to implement those interventions.

N220 Nursing Competencies I

N340 Adult Health I

N350 Mental Health

N370 Childbearing

N380 Childrearing

N430 Communities

N440 Adult Health II

N499 Nursing Synthesis

Students have required clinical experiences in two medical-surgical rotations, and one each in long-term care, obstetrics, pediatrics, mental health, and community health. In these practica students are exposed to a variety of clients with a variety of conditions and health needs.

The application of research findings to practice is demonstrated in their reflective clinical journals.

The Heart Failure Community Transition Program (HFCTP) that was started in 2008 expanded through a CMS 3026 award into the Pierce County Responsive Care Coordination Program (RCCP); students at the bachelor's and master's level are now participating in a community transition program in partnership with 6

The Essentials of Baccalaureate Education: Core Knowledge	Program Outcomes	Exemplars
		hospitals from two local health systems and the Area Agency on Aging. Students provide health education and self-management support for clients with heart failure and chronic illnesses after hospital discharge.
		The use of simulation is part of the learning experience in a laboratory setting. Various scenarios are presented where students respond to client needs and enact their nursing roles, collaborate with colleagues, and make clinical decisions. Students receive feedback on performance in a controlled and safe learning environment.
IV. Information Management and Application of Patient Care Technology	Outcome 8: Demonstrate the use of Information systems, patient care technologies, and inter-professional communication in support of safe nursing practice.	*N220 Nursing Competencies I* – Basic Introduction *N260 Professional Foundations I* Students are introduced to the concept of inter-professional communication and practice principles of inter-professional reporting. *N320 Nursing Competencies II* *All clinical courses* Students learn to retrieve information and document in various clinical information systems during their clinical rotations. Examples of patient care technologies that students use are barcodes, Pyxis, electronic instruments for measuring vital signs, oxygen saturation, blood glucose; heart monitors, fetal monitors; IV pumps, etc. *Transition Care (RCCP)* Students also use EMR documentation in the Responsive Care Coordination Program (RCCP). *N420 Introduction to Leadership and Resource Management* Students read a chapter on technology, facilitate a

The Essentials of Baccalaureate Education: Core Knowledge	Program Outcomes	Exemplars
		class discussion, and often one of the quality improvement projects involve technology.
		N480 Professional Foundations II
		Students give a presentation and write a paper about the use of various types of current and emerging technology used in healthcare.
V. Healthcare Policy, Finance, and Regulatory Environments	Outcome 4: Employ principles of ethical leadership, quality improvement, and cost effectiveness to foster the development and initiation of safety and quality initiatives within a microsystem or entire system.	*N260 Professional Foundations I*
		Students are introduced to policy through lecture and class discussion.
		N460 Healthcare Systems and Policy
		Students take a health care policy course and are actively engaged in policy issues. Examples of their work include dissecting a healthcare related bill moving through the legislature, writing a letter to
	Outcome 7: Demonstrate knowledge of how healthcare policy, including financial and	their legislators, visiting the legislature during Nurse Lobby Day, and debating pros and cons of pending legislation.
	regulatory, affect the improvement of healthcare delivery and/or health outcomes.	*N420 Introduction to Leadership and Management*
		Students also take a leadership course that discusses policy, regulation, and finance of healthcare systems. One assignment is to initiate a quality improvement project within an organization.
		N480 Professional Foundations II
		Students do a class presentation and write a paper related to policy development and why nurses should be involved.
VI. Inter-professional Communication and Collaboration for Improving Patient Health Outcomes	Outcome 5: Collaborate in the inter-professional design, management, and coordination of safe, quality care.	*N260 Professional Foundations I*
		Students are introduced to concepts of collaboration within the health care team.
		All clinical courses
		Communication and collaboration are emphasized

The Essentials of Baccalaureate Education: Core Knowledge	Program Outcomes	Exemplars
		and students develop skills in inter-professional communication.
		Several didactic courses require group work where students collaborate and evaluate peer contributions.
		N480 Professional Foundations II
		Students describe their collaboration skills in their capstone portfolio.
		N499 Nursing Synthesis
		In the Nursing Synthesis course students enact the role of the professional nurse as they assume more responsibilities in addition to direct patient care. Critical thinking, collaboration and communication skills are key expectations in this course.
VII. Clinical Prevention and Population Health	Outcome 1: Demonstrate the ability to incorporate the dimensions of person, nursing, and environment to promote health in a variety of nursing situations	*N270 Health Assessment and Promotion*
		Students are enrolled in a health assessment/promotion course where a health promotion teaching project is required.
		N430 Nursing Situations with Communities
		In this course students conduct a community assessment and design an educational plan for an identified health issue.
VIII. Professionalism and Professional Values	Outcome 3: Enact the role of service as a professionally educated member of society. Outcome 6: Pursue practice excellence, lifelong learning, and professional engagement.	Students are evaluated on their professional behavior throughout the program.
		N260 Professional Foundations I
		The foundational course that introduces the concepts of the history and philosophy of nursing, nursing theories, the nursing process, scope of nursing practice, and professional values and behaviors. Students begin their professional nursing portfolio which documents professional values and development.

The Essentials of Baccalaureate Education: Core Knowledge	Program Outcomes	Exemplars
		N480 Professional Foundations II Students discuss professional issues and trends as they transition from the role of student to practicing nurse. Students have an assignment to explore a professional nursing organization and submit a paper. In the capstone digital portfolio students describe their career path and plans for lifelong learning.
IX. Baccalaureate Generalist Nursing Practice	Outcome 1: Demonstrate the ability to incorporate the dimensions of person, nursing, and environment to promote health in a variety of nursing situations Outcome 2: Provide evidence-based clinically competent care of individuals, families, and communities in a variety of settings across diverse populations.	SoN courses prepare students for the role of a generalist nurse in stages. Care plans evolve from multiple written segments to concept maps which are individualized and holistic. Each course in the program builds on preceding courses to give students the knowledge and skills they need to provide safe, quality care as a provider of care, a designer/manager/coordinator of care, and a member of a profession. The capstone course, *N499 Nursing Synthesis*, is where students assume the RN role more fully under the guidance of a preceptor.

Master's Program

The PLU MSN programs consist of an Entry-Level Masters program (ELMSN), the MSN Care and Outcomes Manager (COM), the MSN Family Nurse Practitioner (FNP) and the MSN/MBA (Masters of Business Administration) program. The MSN curriculum underwent a substantial change in 2009, shortening the length of the COM track and increasing the credits in the FNP track. All tracks leading to the MSN incorporate the *Essentials of Master's Education in Nursing* (2011), additionally the FNP track incorporates the NONPF *Nurse Practitioner Core Competencies* (2012) and the NONPF *Nurse Practitioner Primary Care Competencies in Specialty Areas* (2002) content specific to the Family Nurse Practitioner (Exhibit III-B-1). A grid which outlines where the *AACN Masters Essentials* are taught is found in the onsite resource room Exhibit III-B-2.

Incorporation of Essentials of Master's Education (2001)

CIE was responsible for making the necessary changes to coincide with the outcomes in the newly published *Essentials for Master's Education in Nursing* (2011). Revisions to graduate program outcomes began in 2011 and were approved by faculty in November 2011. MSN course objectives were revised by workgroups and individual faculty. The new course objectives were then compiled and reviewed by CIE, and voted on by the full

faculty. In the fall of 2011 three of the graduate courses underwent revisions and were approved by faculty in November 2011 for implementation in J-term and spring 2012. The remainder of the revised graduate course objectives were approved by faculty in fall 2012.

Entry-Level Masters of Science in Nursing program

The ELMSN is a program designed for student with a prior non-nursing baccalaureate degree to gain RN licensure and complete the MSN Care and Outcomes Manager concentration. The program is an intensive, rigorous 27 month curriculum in which students complete the pre-licensure course work in 15 months, are eligible to sit for the NCLEX-RN exam and continue for an additional 12 months to complete the COM MSN. The curriculum is designed to meet the AACN *Essentials of Baccalaureate Nursing Education* in the pre-licensure coursework and the *Essentials of Master's Education* in the master's coursework. The ELMSN curriculum is in Appendix R.

Care and Outcomes Manager Concentration

The Care and Outcomes Manager (COM) concentration contains tracks in education, administration, Clinical Nurse Leader (CNL), and care manager. The Clinical Nurse Specialist track is no longer offered. Although the COM concentration allows for these tracks, very few students have opted for a nursing administration (none since 2003) or education focus (seven during 2003-2005, two students in 2006, one student in 2007, and one student in 2008 along with two nursing professional development specialists graduating in 2009 and 2011).

The students who focus on academic education write an education position description in NURS 523 as well as a paper that they include in their portfolio that explains how they will meet the Core Competencies of Nurse Educators© specified by the National League for Nursing (Exhibit III-B-3). Students are required to take NURS 550 Curriculum and Instruction (Evaluation). Both the COM practica must be done in the academic education role in order to achieve the nurse educator core competencies. In addition to their core courses, graduate students with a nurse educator focus complete 12 semester hours with a minimum of 360 hours of practice specializing in this role. For graduate students focusing as a clinical educator/Nursing Professional Development Specialist (NPDS) in a health care agency, their position description s in NURS 523 describe the ideal NPDS. They also write a paper included in the portfolio describing how they will achieve the NPDS competencies as described in the NPDS Scope and Standards and Core Curriculum. These students also take NURS 550 with a professional development emphasis as well as completing a professional development practicum in both NURS 531 COM I and NURS 532 COM II.

Graduate students focusing in nursing administration write an administrative position description and describe how they will achieve the desired position. The graduate student focusing as a nursing administrator is not required to take NURS 580 Advanced Pathophysiology, but chooses an appropriate course from the School of Business. The practica (COM I and COM II) are focused on objectives based on the content outline for the nurse executive (basic—which is for the middle manager) developed by American Organization of Nurse Executives (Exhibit III-B-4) and American Nurse Credentialing Center Nurse Executive Board Certification test content outline (Exhibit III-B-5). The nursing administration graduate student completes 10-12 semester hours in the specialized role and at least 360 hours of practice.

A focus as a CNL is available and requires the student to complete 400 clinical hours with 300 of these in an immersion experience during the last 15 weeks of the program. No student has taken the CNL examination as of

yet but five completed the required hours and experience in August 2012 and up to 14 more are in process of completing the CNL requirements by August 2013. Most students are interested in the care manager that requires them to successfully complete the COM program with the required 390 hours (N540 30 hours; N531 120 hours, and N532 240 hours). The advanced generalist care manager curriculum allows the student to meet the CNL certification requirements if they complete the required 400 clinical hours and required CNL clinical competencies. (Exhibit III-B-6). The COM curriculum is found in Appendix S.

Family Nurse Practitioner

The FNP track is designed to prepare advanced practice nurses who are able to care for clients across the life span with acute and chronic health conditions. Additionally PLU FNP MSN graduates have content on quality improvement, informatics and resource management, essential skills for FNPs caring for patients the complex health care environment. For their clinical courses students are placed in primary care settings to hone the skills of interviewing, developing clinical reasoning, assessing and diagnosing, and managing acute and chronic conditions. Students receive 750 hours of experience in preparation for advanced practice as a primary care provider. The curriculum in the FNP program prepares graduates to be licensed in Washington state as an Advanced Registered Nurse Practitioner (ARNP) and sit for national certification as an FNP. The FNP curriculum is found in Appendix T. A crosswalk table incorporating 2011 *Essentials of Master's Education*, 2011/2012 NONPF *Core Competencies* and 2012 QSEN Graduate competencies is in the onsite resource room (Exhibit III-B-7). Additionally the completed CCNE Worksheet on Compliance with the *Criteria for Evaluation of Nurse Practitioner Programs* based on the National Task Force on Quality Nurse Practitioner Education (2008) is an addenda to this self study (Appendix U).

MBA/MSN Dual Degree Program

The Dual Master of Science in Nursing and Master of Business Administration degree is designed to prepare practicing nurses for high-level careers in management and administration. The program integrates the evidence-based and practice-oriented MSN curriculum with the four cornerstones of the MBA curriculum: 1) leadership, 2) innovation, 3) global awareness and 4) ethical responsibility. This program requires a 10-day International Experience to be completed prior to graduation. Students complete a total of 60 semester hours over three years attending part-time (Appendix V). The program is currently undersubscribed and will be undergoing review and possible revision as soon as a new Dean in the School of Business comes on board this summer.

Table III-A-2 illustrates the relationship between the AACN *Essentials of Master's Education* (2011) and the PLU MSN program outcomes with exemplars from courses that demonstrate achievement of the MSN program outcome. Graduate students are required to complete a digital portfolio that demonstrates how program objectives are met as a capstone requirement.

The Essentials of Master's Education in Nursing	Program Outcomes	Courses
I. Background for Practice from Sciences and Humanities	Outcome 1: Implement evidence-based practice, incorporating theory, models, and science to ensure safe, quality health care.	*N535 Theoretical Foundations* The focus of this course is on the role of theory and application to advanced nursing practice. Students critique, evaluate, and use a range of theories from nursing and other sciences that are applicable to advanced nursing practice. A major assignment is to develop a concept analysis paper. In *N540 Illness and Disease Management* students integrate pathophysiology, pharmacology, and health assessment knowledge of illness and disease to develop nursing interventions that promote and preserve health.
	Outcome 7: Expand nursing expertise through the application of advanced pathophysiological, pharmacological, and assessment knowledge and skills.	In *N531/N532 Care and Outcomes Manager I & II* students apply their knowledge of advanced pathophysiology, assessment, and pharmacology as they design interventions and deliver care to complex patients. They also plan and implement evidence-based care incorporating theory and models. They also apply concepts and evidence from nursing and related sciences into the delivery of advanced nursing care to diverse populations. *N580 Advanced Pathophysiology* Students analyze the relationship between normal physiology and alterations that occur in specific systems as the result of disease processes. Students integrate the etiology, pathogenesis, clinical manifestations of frequently occurring conditions and correlate signs and symptoms of disease with laboratory data. The course also teaches students to predict the effects that specific cellular dysfunction and/or genetics will have on an organ or body system. *N582 Advanced Health Assessment* This course expands on knowledge from a basic health assessment course and focuses on advanced skills in assessment techniques, collecting appropriate histories, conducting physical exams based on history

and signs/symptoms, developing differential diagnoses, and selecting/interpreting appropriate diagnostic tests. Students spend 120 hours in a primary care or urgent care setting.

N583 Clinical Pharmacotherapeutics

In this course, taught by a PharmD or licensed prescriber, students learn about the practical application of specific drug classes to manage diseases and disorders. This course prepares the student for prescriptive authority.

N584 Family Nurse Practitioner I

N585 Family Nurse Practitioner II

These two courses prepare the student for a direct care role in a primary care setting. Students spend a total of 480 clinical hours in various clinical settings—primary care, urgent care, internal medicine, women's health, pediatrics, and selected specialty areas.

FNP students complete their portfolios in N585.

II. Organizational and Systems Leadership

Outcome 4: Develop and use collaborative leadership and management strategies that foster safety and quality improvement throughout a healthcare system.

N526 Leadership

This course addresses leadership theories and behaviors essential to nursing practice and within diverse and complex healthcare systems. Students analyze how healthcare systems are organized and financed as well as health policy issues that impact nursing practice.

N530 Resource Management

This course focuses on the management of human and financial resources needed in the planning, coordination, and delivery of healthcare services at a systems level. Students examine information processes, risk management, and utilization review. In addition, students develop operating and capital budgets for a department or program.

N532 Care and Outcomes Manager II (Practicum)

The Essentials of Master's Education In Nursing	Program Outcomes	Courses
		This course expands on the skills in N531 with a focus on management of the care environment. Students serve as a leader and partner in the interdisciplinary health team, manage human and fiscal resources, design/coordinate/integrate/evaluate ethical care for individuals, families, groups, communities, and populations. 240 clinical hours are spent with experts in the area of student interest.
		COM student complete their portfolios in N532.
III. Quality Improvement and Safety	Outcome 1: Implement evidence-based practice, incorporating theory, models, and science to ensure safe, quality health care.	*N523 Roles of the Advanced Nurse*
		In this course students discuss the role of the advanced nurse as a change agent for evidence-based practice, quality, safety, and information management.
		N527 Evaluation and Outcomes Research
		This course prepares the student to critique and use new knowledge to provide change and evaluate
		advanced nursing practice. Students examine ethical issues that arise when conducting research, critically evaluate nursing research literature, and participate in the planning, conduct, and dissemination of a quality improvement project.
		N531 Care and Outcomes Manager I
		Students apply concepts and evidence from nursing and related sciences into the delivery of advanced nursing care to diverse populations.
IV. Translating and Integrating Scholarship into Practice	Outcome 1: Implement evidence-based practice, incorporating theory, models, and science to ensure safe, quality health care.	*N527 Evaluation and Outcomes Research*
		This course prepares the student to critique and use new knowledge to provide change and evaluate
		advanced nursing practice. Students examine ethical issues that arise when conducting research, critically evaluate nursing research literature, and apply evidence to practice changes.
		N596 Scholarly Inquiry