

# Washburn University

## School of Nursing



# Proposed Program for

## Doctorate of Nursing

### Practice

**WASHBURN UNIVERSITY  
SCHOOL OF NURSING**

**PROGRAM PROPOSAL FOR DOCTORATE OF NURSING PRACTICE**

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WASHBURN UNIVERSITY  
SCHOOL OF NURSING  
Proposal for a Doctorate of Nursing Practice Program

EXECUTIVE SUMMARY

Curriculum

- The emphasis in the DNP program will be the enhancement of the breadth and depth of clinical knowledge coupled with information on fundamental business practices to enhance the opportunities for the establishment of independent advanced nursing practice.
- The Post-Masters DNP curriculum is 44 credits for the master's prepared nurses who have obtained NP certification and 69 credits for those masters's prepared nurses without NP certification. The curriculum builds upon the MSN program. The Post-Masters program will be available to those family or adult nurse practitioners who are seeking a terminal practice doctorate degree as well as MSN prepared nurses who are not APRNs but wish to complete the curriculum to be eligible to be certified as a family or adult nurse practitioner.
- The BSN-DNP curriculum is 73 credits and is designed to educate a BSN-prepared nurse for a role as an advanced practice nurse who is eligible for national certification as a family nurse practitioner with a practice doctorate degree.
- There is a strong emphasis on entrepreneurship within the DNP program. DNP students may earn up to 15 credits which can be applied to an MBA degree from the School of Business at Washburn University.

Internal Resources

- Library resources currently exist to provide support for clinically-focused doctoral students with the necessary information resources to adequately perform evidence-based practice analyses.
- The School of Business supports the interdisciplinary focus of the DNP project and is willing to deliver those courses required for an entrepreneurship focus within the DNP program.
- The number of nursing faculty with doctoral preparation continues to grow, allowing for an adequate number of faculty with the appropriate academic credentials to support a practice-doctorate program.

Financial Analysis

- Pro Forma report indicates a need for adequate funding of the DNP program for the first three years of the start of the program due to the small number of students projected to be admitted in the first three years.
- If student admissions are increased in years 3, 4, and 5 to total approximately 50 new admissions each year, revenues will continue to increase annually to help offset the expenses.

Market Dynamics

- The American Association of Colleges of Nursing supports the establishment of doctoral preparation for advanced practice nurses by 2015.
- Over 5000 DNP students are currently enrolled in DNP programs in the United States, with projected increases in both numbers of students and programs within the next five years.
- There are only two DNP programs in the state at this time.
- Kansas APRNs and Washburn BSN students report interest in obtaining graduate education, at both the Masters' and Doctoral level.

II. Proposed Program  
for DNP

## **Proposed Program: Doctorate in Nursing Practice**

### **A. Introduction**

Doctoral programs in nursing are similar to those in other disciplines and are categorized into two distinct types: research-focused and practice-focused. The proposed Doctorate in Nursing Practice (DNP) program is a practice-focused program that is analogous to entry level professional degrees offered in other disciplines such as Doctor of Physical Therapy (DPT), Doctor of Medicine (MD), and Doctor of Pharmacy (PharmD). It is also similar to the advanced practice degrees offered by other disciplines such as Doctor of Psychology or PsyD. Practice doctorates in nursing have been offered by academic institutions since 1979 and recently, there has been increased interest in offering this degree as an alternative to the research-focused Doctor of Philosophy in Nursing degree (American Association of Colleges of Nursing, 2004).

The Doctorate of Nursing Practice degree at Washburn University is designed to educate both BSN and Post-Master's prepared nurses for a career as an advanced practice nurse with an increased breadth and depth in content not currently delivered in masters programs. The DNP program at Washburn will focus on the family and adult nurse practitioner tracks, although it is anticipated that additional tracks will be developed in the future as the need arises. The Post-Masters DNP program will require completion of 44 credits for those nurses who are credentialed as an adult or family nurse practitioners, 69 credits for Post-Master's students who are not credentialed as either a family or adult nurse practitioner, and the BSN-DNP program will require completion of 73 credits. A unique feature of the DNP program at Washburn University is the inclusion of substantial business content within the graduate program. A total of 12 to 15 credits will be delivered by faculty in the School of Business who teach in the MBA program. Indeed, up to 15 credits in the DNP program in the School of Nursing can be applied toward an MBA degree from the School of Business.

**National Perspective.** The proposed DNP program at Washburn was developed in response to a variety of compelling indicators. Nationally, the impetus was the action taken by the American Association of Colleges of Nursing (AACN). In October 2004, the AACN members endorsed the AACN position statement that recognized the DNP as the appropriate credential for advanced practice nursing roles by 2015. AACN developed the position statement following intensive study of the health care system along with study of the findings and recommendations of many national groups that included the National Academy of Science, American Organization of Nurse Executives, Association of Academic Health Centers and the Department of Veterans Affairs, to name a few (AACN, 2004).

The growing complexity of health care compounded by an escalating demand for services, burgeoning growth in scientific knowledge, and the increasing sophistication in technology has questioned the nursing profession's current practice of preparing advanced practice nurses in master's degree programs. The proposed DNP program at Washburn was designed to be in full compliance with the professional standards for practice doctorate put forth by the AACN (2006).

At the national level there is an acute shortage of doctorally prepared nurses. Less than one percent of the 3 million nurses in the US have a doctoral degree and about 10 %

have a master's degree. The DNP program will facilitate the preparation of doctorally prepared nurses who will be prepared to assume leadership positions in health care and nursing education.

Preparation of nurses in the practice doctorate is a valuable counterpart to the doctorally prepared research-focused nurse. While the PhD prepared nurse conducts research to develop new knowledge, the DNP prepared nurse will use the research findings to develop evidence-based systems of care. DNP graduates design, implement, manage and evaluate health care delivery systems to affect the highest quality and safest patient outcomes. Moreover, DNP graduates are educated to lead at the highest practice and executive ranks in nursing (AACN, 2006).

**Kansas Advanced Practice Workforce Data.** Advanced practice nurses continue to make integral contributions to the health care of the nation and the state of Kansas is no exception. In 2009, Kansas State Board of Nursing reported 1795 Advanced Registered Nurse Practitioners (ARNPs) in KS, up from 1,409 in 2002. Data from 2009 Kansas Department of Health and Environment Office of Health Assessment primary care survey indicated 393 Primary Care ARNPs provided 270.44 FTEs of primary care services (based on 61.2% return rate). That is up from 242.4 FTEs in 2002.

At present, 86 counties in Kansas are designated as Health Professional Shortage Areas (HPSAs) for primary care (Appendix A). An area is designated as HPSA if there is less than one FTE per 3500 persons. In addition, 18 counties in Kansas are eligible for rural health clinic designation but lack the health care staff to operate such a clinic (Appendix B). To meet the eligibility requirements for a rural health clinic the county has to be designated as having medically underserved populations or areas (MUAs). MUAs are populations or areas designated by HRSA as having too few primary care providers, high infant mortality, high poverty and/or high elderly populations.

In addition to the shortage of primary care providers in Kansas, 13% of the population is uninsured. Once health care reform takes effect, these numbers are likely to decrease to 6%. The counties surrounding Washburn are designated as medically underserved populations and the demand for services will necessitate an increase in the primary care workforce. The proposed DNP program at Washburn will help fill the gap in needed services. DNP graduates have additional clinical training through a residency and there is a strong emphasis on entrepreneurship in the program. Rural communities will be able to attract DNP graduates who are well-qualified health care providers who understand the critical mission of economic development and viability for rural communities in Kansas.

**National enrollments in DNP programs.** DNP programs are now available in 35 states. AACN survey data indicated that 28 new programs were started in 2009 and the total number of programs is 120. In addition, a survey completed in February 2010 by AACN found that another 161 DNP programs are in the planning stages. At present, **71.9%** of schools with APRN programs (338 schools) are either offering or planning to offer a DNP program. (AACN represents 640 member schools of nursing).

Using enrollment data for Fall 2009, AACN reported **5165** students are enrolled in DNP programs and another 77,146 are enrolled in master's degree programs (Appendix C).

The number of enrollees in DNP programs increased by half between 2008 and 2009. The DNP student population grew from 3415 to 5165 students, a growth of 51.2% (Appendix D). In 2009, **660** students graduated from DNP programs.

Further, AACN reports that interest in all nursing programs is strong; however, thousands of qualified applicants are turned away. In 2009, 1,044 qualified doctoral applicants were turned away as were 8,491 qualified master's applicants (AACN, 2010).

**Kansas enrollments in DNP.** Two Schools of Nursing in Kansas have DNP programs and are located at Wichita State University and the University of Kansas. The University of Kansas initiated the DNP program in fall 2008 with an initial enrollment of 15 MSN to DNP students. Over 100 applications were submitted for this first cohort. This year at KU, applicants for the BSN-DNP program began their matriculation. As of fall 2010, University of Kansas admitted 19 (38 applied) Post-MSN to DNP students and 9 (17 applied) BSN-DNP students (personal communication, 2010).

## **B. Graduate Education Capacity in the Washburn School of Nursing**

**Washburn MSN Program.** At Washburn University, the Master of Science in Nursing (MSN) program first admitted students in 2005 and graduated its first class in 2007. In 2009, the program received full accreditation from the Commission on Collegiate Nursing Education (CCNE). There are 101 master's students of which 80 students are enrolled in the advanced practice nursing program with either a population foci of Family Nurse Practitioner or Adult Nurse Practitioner. Admissions to the program have increased steadily over the five years since inception. To date, 17 students have graduated from the graduate program and another 20 are projected to graduate in December 2010.

**Washburn University School of Nursing Faculty Development.** Over the 5 years from the inception of the MSN program to the present, the number of graduate faculty has grown from 10 to the 16 nursing faculty. Sixteen faculty currently are assigned coursework in the MSN program (see Graduate Faculty Summary Table which includes specific teaching responsibilities). Four faculty are near completion of their PhD/EdD in education, and two faculty are currently working on their DNP degrees in other nursing programs. In addition, four faculty from the School of Business will be teaching the content related to the entrepreneurship focus of the proposed DNP program. In the Spring of 2010 the University President approved the hire of an additional full-time doctoral-prepared nursing faculty member. The position was filled with a doctoral-prepared and certified FNP who is included in Table 8. She has prior teaching experience at Washburn University and extensive work-experience as an NP in a primary care setting. During the 2009-2010 academic year the SON had 45 faculty, of which 26 were full-time (58%), 3 were part-time (7%), and 16 were adjuncts (36%).



**School of Nursing Graduate Faculty Summary Table**

<b>Name/Credentials</b>	<b>Title/Position</b>	<b>Area of Specialty</b>
Shirley Dinkel, PhD, FNP-C, ANP-C	Associate Professor, Lead NP faculty	Family & Adult NP
Jane Brown, PhD, FNP-C	Lecturer	Family NP
Karen Fernengel, PhD, FNP-C	Professor	Family NP
Joleyn Owen, MSN FNP-C	Lecturer	Family NP
Monica Scheibmeir, PhD, FNP-C	Professor Dean	Family NP
Jeanne Catanzaro, MSN	Assistant Professor	Informatics
Nora Clark, PhD, ARNP	Assistant Professor	Maternal-Child Clinical Nurse Specialist
Cynthia Hornberger, PhD, ARNP, MBA, CNL	Professor	Leadership, Policy
Marian Jamison, PhD, MBA	Professor Associate Dean	Medical-Surgical, Finance
Marilyn Masterson, PhD	Assistant Professor	Obstetrics
Maryellen McBride, PhD, ARNP-CNS, BC, CARN	Assistant Professor	Mental Health Clinical Nurse Specialist
Brenda Patzel, PhD, ARNP- CNS, BC	Associate Professor	Mental Health Clinical Nurse Specialist
Bonnie Peterson, MN	Assistant Professor	Leadership
Carol Sue Unruh, MSN	Assistant Professor	Pathophysiology
William Mach, PhD	Assistant Professor	Pathophysiology

**School of Business Graduate Faculty Summary Table**

<b>Name/Credential</b>	<b>Title/Position</b>	<b>Area of Specialty</b>
Michael Stoica, PhD	Professor	Marketing
David Price, PhD	Visiting Instructor	Marketing
Juliann Mazachek, PhD	Associate Professor	Accounting
Robert Boncella, PhD	Professor	Computer Informatics

**Community Clinical Capacity.** Washburn University School of Nursing has been successful in maintaining growth and excellence in clinical experiences for graduate students. Clinical mentors from various community settings to include local hospitals, public health, community health and private clinics have provided viable and relevant practice experience for students. In addition, the clinical mentors are unpaid educators who are critical partners with the School of Nursing in providing graduate nursing education. At present, 32 graduate nursing nurse practitioner students are engaged in clinical learning with area preceptors. These 32 clinical mentors comprise only a portion of the 100 clinical mentors who have served in this capacity previously and are willing to continue their relationship with the School of Nursing in this role (Appendix E)

### C. University Resources

**School of Nursing Resources.** The SON is housed in the Petro Allied Health Center with the Department of Health, Physical Education and Exercise Science (HPEES) and the Athletics Department. The original office suite is located in Petro 203 and includes the reception area and administrative assistant offices; a small conference room; the Dean's office; and 18 offices for faculty, the Associate Dean, and the Director of Student Support Services. The SON also occupies a portion of the newly renovated Whiting Building. The SON occupies the majority of the second floor of the building, to include 18 new offices, an 80-seat classroom, a high-fidelity Simulation Center, a conference room, and a workroom.

A major improvement in physical facilities was the renovation of the Skills Lab into a new \$560,000 Learning Laboratory in 2004. Over \$300,000 was raised through donations with the University matching all raised funds dollar for dollar. The Learning Center includes the previously existing Skills Lab and Health Assessment Lab, as well as the 29-foot Mobile Health Clinic. During the remodeling of the Learning Laboratory, several new models were purchased in anticipation of the NP tracks within the graduate program. For example, models for prostate, breast, eye, and ear examinations were purchased along with a pan-ophthalmoscope. Additional audio-visual materials were purchased to supplement public health, gerontology, and NP content.

Petro 204 is a primary classroom for the SON. The classroom was remodeled in Summer 2005 to accommodate 65 students and provide technology for class presentations. The Learning Laboratory, Petro 205, is a state-of-the-art skills lab containing a computer lab with 12 stations. The Simulation Lab located in Whiting houses the five patient simulators, including Laerdal's SimMan used for interactive teaching with individual students or small groups. The patient simulators are used for assessment practice, especially in recognition of abnormal heart and lung sounds.

The Health Assessment Laboratory, Petro 202, provides a reception area, five patient exam rooms, storage space for equipment, and a restroom. Graduate students completing the Advanced Health Assessment course utilize the rooms for practice. Petro and Whiting provide several other small classrooms, suitable for graduate seminars, which are shared between the departments housed in the building.

**Library Resources.** The Washburn University library supports the current graduate nursing program with a combination of library holdings and online databases. With a nursing budget of over \$38,000, new acquisitions for audio-visual and library holdings are possible. In

addition, 13 online databases are available and maintained of which 9 databases offer full-text listings. In support of fostering evidence-based practice in all levels of nursing and especially in the advanced practice arena, the full Cochrane Library and UpToDate resources are available. Several databases have applications for mobile devices which also provides point in time information. A full description of the library resources is in Appendix F.

**Administrative Resources.** Information Systems and Services (ISS) and the Technology Learning Center, which provide ongoing faculty and administrative support services and computer training seminars for faculty and staff, is a valuable resource for the academic unit in nursing. ISS personnel are helpful and timely in responding to faculty regarding computer or technology problems in the classroom. Since several courses in the graduate program use the ANGEL platform, instructors attend workshops to enhance skills in online instruction. In addition, access to Career Services is available to both undergraduate and graduate students. The SON maintains positive working relationships with all of these units, refers students to them for services, and receives communications and support from them regularly.

#### **D. Letters of Support**

Included in this proposal are letters from nurse executives in the region who are supportive of having the School of Nursing offer a DNP degree. Other letters of support from key university officials are provided in Appendix G.

#### **E. Pro Forma**

The pro forma for the doctorate of nursing practice program is provided in Appendix H. The program is expected to cover expenses by the FY15 and generate surplus revenue in that same year. The assumptions of the business plan as proposed are:

1. The current (in-class) tuition rate of \$358 per credit hour will be unchanged in FY 12. There will be a modest 2% annual increase in tuition.
2. It is anticipated that the DNP students will be required to do more competency-based assessments which will require an annual fee of a minimum cost of \$150.00 per student.
3. The program will begin by adding one new faculty line in FY 12. In FY 13, two more faculty lines will be added. Salary increases for faculty and staff are projected at 2% annually.
4. The projected annual accreditation costs are \$1500. In FY13, a site visit will need to take place. A three-member team makes up the accreditation team with per person costs at ~\$2000.
5. Revenue generated by students enrolling in the School of Business courses were not used in the calculations for this Pro Forma. If tuition from the School of Business courses were counted, it would add ~600 more credit hours for an increase in revenue of \$214,800 over the course of the first three years of the program.

Projections for the program include:

1. The DNP program is projected to admit 20 full-time equivalent (fte) post-Masters students in FY12. The DNP student enrollment patterns will resemble the current

Masters' program enrollment such that the first three years of the program new student enrollments will be below 40 per year, and that the majority of the students will seek part-time status.

2. In FY15 we will enroll BSN to DNP and Post-MSN to DNP students, with the majority of those students enrolled part-time.
3. The projected complement of students in the DNP program is 150 students by FY16.
4. The School of Nursing will be staffed with faculty who have the required doctoral and clinical preparation to teach in the DNP program. The school will continue to have some faculty who teach in both the undergraduate and graduate programs.
5. Starting in FY15 we will stop providing the Master's option for family and adult nurse practitioner students. When that occurs, we anticipate an increase in both our BSN to DNP student enrollment as well as our post-Masters to DNP enrollment. We will continue to have a Masters program for our Clinical Nurse Leaders students.

#### Summary:

The business plan is based upon conservative estimates of student enrollment in the first three years of the program, and a modest, but realistic inflation of expenses. Given the assumptions put forth in the Pro Forma, after the third year of the program (FY14), the School of Nursing will break even, and exceed operational expenses incurred by the new graduate program.

#### F. Market Dynamics

**Washburn University School of Nursing – Kansas APRN Survey.** In June 2009, Washburn University School of Nursing surveyed 2,463 APRNs in Kansas regarding their interest in pursuing graduate education. Of those surveyed, 438 responded. Within the group who responded to the survey, the majority were Nurse Practitioners (n=268), with Clinical Nurse Specialists (n=51), Nurse Anesthetists (n=45), and Nurse Educators (n=44), respectively, comprising the next largest groups (Appendix I).

A total of 159 APRNs indicated they were interested in pursuing additional graduate education. In response to interest in pursuing a Doctorate in Nursing Practice, the majority (n=111) indicated their interest in a DNP for FNP (Appendix J). When asked for interest in further graduate preparation, the DNP was desired by the majority (n=58), by graduate degrees in Psychiatric/Mental Health (n=44), Administration (n=31), and Gerontology/Long-term care (n=27), respectively.

**Focus Group Survey.** In addition to the ARNP survey conducted by the School of Nursing, three (3) focus group sessions were held in February 2009. Members of the health care community participating in the focus sessions included representatives from area hospitals, health care agencies, and a variety of health care providers. Analysis from the focus groups data centered on the themes associated with current health care practices and the need for improvement in health care delivery, both at the individual and at the organizational level.

Focus group participants were asked about their perception of gaps in the current level of practice for APRNs and how the perceived gaps may improve with the implementation of DNP

prepared practitioners. The majority of respondents felt that increased knowledge requirements for nurse practitioners would be both helpful and useful in a myriad of clinical settings. Very little discussion occurred around the concern for increased time and costs of additional coursework. Some participants stated that the DNP graduate would be well-accepted into the local community as long as there was clear distinction made between the care provided by a DNP graduate and that of the MD/DO graduate. This concern over proprietary control of the title “Doctor” has surfaced in both national and state debates on this topic.

**BSN Survey.** In the Fall of 2010, students enrolled in the undergraduate nursing program at Washburn University were asked to complete a brief survey indicating their potential interest in enrollment in a graduate nursing degree. Of the 258 students who completed the questionnaire, 154 (65%) stated they had initial plans of pursuing further studies in nursing (Appendix K). For those students who responded favorably to the question about graduate education, they were then given a series of clinical tracks from which they could focus on during their graduate studies. Nurse practitioner education was the highest ranked program among the sample (70%), followed by other (17%), which included administration, public health, etc, and Nurse Anesthetist (13%) (See Appendix L).

Of importance to the DNP program at Washburn University were the answers to the next two questions. The third question dealt with which graduate degree option was most desirable by the undergraduate nursing students. The overwhelming majority reported that a Master’s degree in nursing was their primary target (71%), followed by the DNP (24%) or other option (4%) (Appendix M). The final question asks the students if they are interested in coming to Washburn for their graduate education. An overwhelming majority (70%) responded favorably to returning to campus for the graduate education (Appendix N).

Findings from this report mirror somewhat closely the data collected over the past two years by outgoing seniors who were asked about their interest in pursuing a practice doctorate degree. Consistent with the current student body in the undergraduate nursing program, graduates from the last four classes have indicated an overwhelming positive response to obtaining their master’s degree in nursing, but are evenly split whether that includes completing a practice doctorate degree. These results are not unexpected given the relatively brief history of the practice doctorate in nursing.

**Cross-sectional Analysis of DNP Curricula in US.** Dr. Karen Fernengel conducted a cross-sectional analysis of DNP programs in the United States. Both private and public universities that offer a post-MSN to DNP and a post-BSN to DNP were included in the analysis. Admission and graduation requirements were compared across programs including the proposed Washburn University program. Course requirements were evaluated in the analysis when that data was available. For post-MSN to DNP programs, data from a total of 32 programs (19 public and 13 private) were collected and analyzed. Admission GPA ranged from 3.0 to 3.5, with the most frequent entrance GPA of 3.0. Only 10 schools of 32 required the GRE for entrance to their program. Total credits required for graduation ranged from 27 to 65 credit hours, with a mean of 37 hours and a mode of 36 hours.

Course content requirements were reviewed for the state of the art in areas of informatics, quality/safety, finance/business, practicum/residency, policy and theory. Over half the schools had courses in informatics, policy, finance and business, however, there were no schools that had

an emphasis in entrepreneurship as proposed at Washburn University. Fewer than half the schools had a specific course in theory and even fewer had a specific course in quality and safety. All programs had a clinical immersion requirement titled either clinical, practicum, or residency.

For schools that offered the post-BSN to DNP, similar data were collected and analyzed. Of the 20 schools analyzed, the most frequent admission GPA was 3.0 with a range of 3.0 to 3.4. Half of the schools required a pre-admission GRE exam, and of those, many required the GRE only if the GPA was low. For graduation requirements, the most frequent credit hour requirement was 74 hours with a range of 72 to 135 credit hours. Clinical clock hour requirements ranged from 810 to 1170 total hours, with a mean of 1048 hours. Half the programs did not publish their clinical requirements on their web page.

Specific courses required for the post-BSN to DNP included theory, informatics, policy, residency, and evidence-based practice. Again, no schools were found to have an emphasis on business or entrepreneurship. In the area of residency, there was a broad range of requirements, with 6 hours as the most frequent requirement and a range of 3 to 24.

In comparison to other DNP programs in the United States, the proposed program at Washburn University offers a unique emphasis on entrepreneurship. While other programs require some finance or business related courses, none were found with the level of concentration proposed at Washburn. While all the content of the essentials for the doctorate in nursing practice are met, Washburn also offers courses in quality and safety and implementation science. In addition, a strong emphasis on clinical skill development exists with the 6 credit hours requirement in residency for post-MSN to DNP students. Graduates of the proposed DNP program at Washburn will meet all the national standards and be additionally prepared to impact patient care outcomes as a result of its curriculum design that prepares graduates to use both business and nursing scientific knowledge (Fernengel, unpublished data, 2010).

## **G. Curriculum**

### **National Requirements for Doctorate of Nursing Practice Programs.**

In 2006, the AACN developed the essentials for Doctorate Education in Nursing. All DNP programs are required to incorporate these competencies in their respective curricula. In order to gain accreditation by the Commission of Collegiate Nursing Education (CCNE), these competencies must be evident. Each nursing program has flexibility to incorporate these essentials into each programs own curricular design (Appendix O).

### **National Organization of Nurse Practitioner Faculties (NONPF) Requirements for Doctorate of Nursing Practice Programs.**

In addition to the AACN Essentials for Doctorate in Nursing Practice Degree, the NONPF developed competencies for the Practice Doctorate Nurse Practitioner also. These competencies build on the NONPF MSN competencies that have been in place since 1994. To achieve national accreditation by the CCNE, these competencies must be evident in each DNP program (Appendix P).

## **Washburn Doctorate of Nursing Practice Curriculum.**

The faculty of the School of Nursing at Washburn approved the following curriculum for the Proposed DNP program on August 16, 2010.

### **Description of the Doctorate of Nursing Practice Programs.**

The Doctorate in Nursing practice degree program prepares BSN and post-MSN graduates for leadership roles in advanced practice nursing. The BSN-DNP student upon graduation will be eligible to sit for the national certification exam as a family nurse practitioner. The post-Master's DNP program is available for family and adult nurse practitioners who desire a strong emphasis on entrepreneurship as well as MSN-prepared nurses who lack the APRN credentials but would like to combine a post-MSN adult or family nurse practitioner program within their DNP degree.

The Doctorate of Nursing Practice degree at Washburn University is designed to educate both BSN and Post-Master's prepared nurses for a career as an advanced practice nurse with an increased breadth and depth in content not currently delivered in masters programs. The DNP program at Washburn will focus on the family and adult nurse practitioner tracks, although it is anticipated that future tracks will be developed to meet as yet undetermined health needs of the community and state. The Post-Masters DNP program will require completion of 44 credits if the applicant is already nationally certified as either an adult or family nurse practitioner. In addition, 69 credits will be required for post-MSN students who lack certification as either an adult or family nurse practitioner who are seeking their DNP degree. The BSN-DNP program will require completion of 73 credits. A unique feature of the DNP program at Washburn University is the importance of substantial business content within the graduate program. From 12 to 15 credits will be delivered by faculty in the School of Business who teach in the MBA program. Indeed, up to 15 credits in the DNP program in the School of Nursing can be applied toward an MBA degree from the School of Business.

### **Doctorate in Nursing Practice End-of-program Outcomes:**

At the completion of the DNP nursing program, the learner will be able to:

1. Integrate nursing science with ethics, natural, social, and organizational sciences for advanced practice nursing.
2. Support quality healthcare innovations through systems-level leadership.
3. Use evidence-based practice methods to optimize healthcare outcomes and reduce disparities.
4. Integrate technology with nursing practice to improve quality and accessibility of care.
5. Advocate for health care policies that seek to improve social justice, equity, and ethical treatment.
6. Collaborate with intraprofessional and interdisciplinary teams to create innovation within complex healthcare systems.
7. Synthesize concepts of health promotion and disease prevention to evaluate interventions aimed to improve health indicators.

8. Demonstrate evidence-based competencies in advanced practice nursing as identified by the APRN consensus model.

### **Degree Completion Requirements/Graduation**

Satisfactory completion of all core and advanced practice courses is required for the awarding of the DNP degree. The family nurse practitioner track includes 1180 hours of practicum/laboratory experience. Students may not be able to graduate with a cumulative grade point average of less than 3.0. Recommendation for the doctoral degree to be granted must be made by the faculty of the School of Nursing to the Dean of the School of Nursing, the University administration, and the Washburn University Board of Regents.

To ensure that all requirements are met, students must meet with their faculty advisor the semester prior to graduation to review their degree audit. All students must also submit an Application for Degree to the Registrar's Office by September 15th (for Fall graduation) or February 1st (for Spring graduation).

### **Admission and Progression**

#### **Admission Criteria**

Students who meet the requirements noted below may apply for admission to the graduate nursing program. Students will be admitted to the program each year in the fall semester. Students make application to the School of Nursing and file the required credentials with the Nursing Office during the specified time period indicated in the application instructions available in the School of Nursing. The requirements for admission include:

#### **BSN-DNP**

- Graduation from a CCNE or NLNAC accredited BSN program;
- Currently licensed as an RN in Kansas or eligible;
- Completion of a written application to include:
  - Three references from an employer, previous faculty, or professional peer discussing potential for success in the program;
  - A written statement on professional goals and potential for success in the program;
  - Resume
- Successful completion of graduate level statistics course with a grade of "B" or above;
- GPA of 3.25 in last 60 hours of college course work;

#### **Post-MSN-DNP for APRN**

- Hold current FNP or ANP certification from either AANP or ANCC
- Completion of a written application to include:
  - Three references from an employer, previous faculty, or professional peer discussing potential for success in the program;



- A written statement on professional goals and potential for success in the program;
- Resume
- Successful completion of graduate level statistics course with a grade of “B” or above
- GPA of 3.25 or above in previous graduate work.

#### **Post-MSN-DNP without APRN status**

- Successful completion of a Masters in Nursing degree from an accredited nursing program;
- Completion of a written application to include:
  - Three references from an employer, previous faculty, or professional peer discussing potential for success in the program;
  - A written statement on professional goals and potential for success in the program;
  - Resume
- Successful completion of graduate level statistics course with a grade of “B” or above
- GPA of 3.25 or above in previous graduate work.

If a student is not already enrolled at Washburn University at the time of applying for admission to the School of Nursing, an online Washburn University Admission application must be submitted to the University Office of Admissions. The School of Nursing Admission Progression Retention (APR) Committee reviews applications and admits qualified applicants to fill available positions. A personal interview with a member of the faculty may be required of applicants for assessment of qualifications. Students are selected for admission to the graduate program without discrimination in regard to race, color, religion, age, national origin, ancestry, disability, gender, marital or parental status, or sexual orientation. The School of Nursing adheres to policies of non-discrimination as defined by various federal and state laws and regulations.

The School of Nursing seeks applicants who exhibit the interpersonal skills and behaviors that enable them to work compatibly with others in both the classroom and clinical areas. Applicants seeking admission should demonstrate emotional maturity, personal integrity, and ethical responsibility. Applicants should possess the flexibility to deal with unexpected situations and should demonstrate a willingness to utilize constructive feedback to develop behaviors characteristic of a professional person. The School of Nursing reserves the right to withhold admission to or withdraw students from the program who do not demonstrate these professional behaviors.

#### **Transfer Students**

Students transferring from other nursing graduate programs are required to submit course syllabi for all completed nursing courses. Transfer of credits from another graduate nursing program is considered on a case-by-case basis. The applicant must have received a grade of “B” or better in the course(s) being considered. In most instances, transfer of credit is granted for first year courses up to 12 credit hours. Academic credit is not given for life or work experience.

### **Time Limit for Completion of the Program**

All students have seven years from their date of entry into the program to complete the requirements of the graduate nursing program at Washburn University. Any student who cannot comply with this requirement and has a legitimate reason for being unable to do so may petition for an extension. The petition for extension should be approved by the faculty advisor and sent to the Chairperson of the APR Committee. The petition should state why the extension is being requested and it should include a detailed timetable for completion of the requirements. The student will be notified of the committee decision in writing by the Chairperson of the APR Committee.

### **Part-time and Full-time Students**

Both part-time and full-time scheduling options are available. All students begin the BSN-DNP program in the Fall semester. Students who choose to attend full-time may complete the program in 3 years. The University's requirement for full-time status as a graduate student is 9 credit hours. Full-time students in the nursing graduate program will average 10-11 credit hours per semester. Part-time students, averaging 5 to 8 credit hours each semester, may complete the program in 4-7 years. Full-time students are strongly discouraged from full-time employment due to the rigor of the program and the time required for practicum.

### **Advisement**

Following acceptance to the graduate program, every new student attends a mandatory orientation session to become familiar with the School of Nursing and the graduate program. Each student is assigned a faculty advisor in the Nursing School. Faculty advisors assist students with program planning (schedules, selection of concentration, etc.) and with registration each semester.

Advisory conferences may be scheduled as requested by the student. However, the student must meet with her/his faculty advisor at the time of each enrollment. The University notifies students and faculty advisors of dates during which registration is to occur, and students contact their faculty advisors to arrange mutually convenient times to confer. Faculty advisors help students select appropriate courses, assign enrollment personal identification numbers (PIN) for each enrollment period, and provide other assistance as needed. Any subsequent changes in enrollment (e.g., adding, dropping, or changing courses) also begin by conferring with one's faculty advisor. Prior to graduation, faculty advisors, in consultation with the Dean, complete a form verifying that the student has completed all requirements.

The student and faculty advisor will meet and develop a plan of study which is placed in the student file. Plans of study are to be submitted before completion of 9 credit hours. If at some point during his/her period of study, a student wants to change faculty advisors, he/she must submit the request in writing to the Dean. The student is expected to discuss this request with both his/her current advisor and the prospective advisor. Whenever practical, such requests will

be honored; however, there may be times or circumstances when a request of this type will be denied.

### MSN-DNP COURSE REQUIREMENT FOR APRNS

Courses	(Hours/credit)
<b>Core Requirements</b>	
NU xxx Innovation in Quality Care	3
NU xxx Philosophical Worldviews of APN	3
NU 516 Emerging Concepts in Informatics	2
NU 518 Clinical Scholarship for Evidence-Based Practice	3
NU xxx Implementation Science for APN	3
NU xxx Policy and Leadership for Global Health	3
NU xxx Health Care Economics	3
NU xxx Practice Inquiry DNP Project	3
<b>Or</b>	
BU983 Venture Creation DNP Project	3*
<b>Family or Adult Nurse Practitioner Courses</b>	
NU xxx Epidemiology	3
NU xxx NP Primary Care Residency	6 credits (1:5 ratio 450 hours)
<b>Entrepreneurship focus</b>	
BU 9xx Entrepreneurship*	3
BU 924 Accounting*	3
BU 926 Finance*	3
BU 927 Marketing*	3
BU 983 Venture Creation DNP Project*	3
*Course counts as credit toward an MBA degree from the School of Business	

Total Credits: 44 CREDITS

School of Nursing  
 Doctorate of Nursing Practice Degree  
 Post-Masters NP Students

*Course sequencing may change due to faculty availability and projected student enrollment. Some courses may be offered only in summer session.*

**Course Sequencing**

**Semester 1**

NU xxx Philosophical Worldviews of APN	3
BU xxx Entrepreneurship	<u>3</u>
	6

**Semester 2**

NU 517 Clinical Scholarship for EBP	3
BU 924 Accounting	<u>3</u>
	6

**Summer**

NU xxx Epidemiology	3
BUxxx Emerging Concepts in Informatics	<u>2</u>
	5

**Semester 3**

NU xxx Health Care Economics	3
BU 926 Survey of Finance	<u>3</u>
	6

**Semester 4**

BU 927 Marketing Concepts	3
NU xxx Primary Care Residency	<u>2</u>
	5

**Summer**

NUxxx Policy and Leadership for Global Hlth	3
NU xxx Innovations in Quality Care	<u>3</u>
	6

**Semester 5**

NU xxx Implementation Science for APN	3
NU xxx Primary Care Residency	<u>2</u>
	5

**Semester 6**

NU xxx Practice Inquiry DNP Project	3
NU xxx Primary Care Residency	<u>2</u>
	5

## MSN-DNP COURSE REQUIREMENT WITHOUT APRN STATUS

Courses	(Hours/credit)
<b>Core Requirements</b>	
NU xxx Innovation in Quality Care	3
NU xxx Philosophical Worldviews of APN	3
NU 516 Emerging Concepts in Informatics	2
NU 518 Clinical Scholarship for Evidence-Based Practice	3
NU xxx Implementation Science for APN	3
NU xxx Policy and Leadership for Global Health	3
NU xxx Health Care Economics	3
NU xxx Practice Inquiry DNP Project	3
<b>Or</b>	
BU983 Venture Creation DNP Project	3*
<b>Family Nurse Practitioner Courses</b>	
NU xxx Epidemiology	3
NU 6xx Primary Care I	3
NU 6xx Primary Care I Practicum	3 (225 hours)
NU 6xx Primary Care II	3
NU 6xx Primary Care II Practicum	3 (225 hours)
NU xxx Primary Care III	3
NU 6xx Primary Care Practicum III	3 (225 hours)
NU xxx NP Primary Care Residency	4 (1:5 ratio 300 hours)
<b>Entrepreneurship focus</b>	
BU 9xx Entrepreneurship*	3
BU 924 Accounting*	3
BU 926 Finance*	3
BU 927 Marketing*	3
BU 983 Venture Creation DNP Project*	3
*Course counts as credit toward an MBA degree from the School of Business	

Total Credits: 69 CREDITS

- Adult Nurse Practitioners will not take NU 6XX Primary Care I and NU 6XX Primary Care I Practicum

School of Nursing  
 Doctorate of Nursing Practice Degree  
 Post-Masters Students without APRN status (Family Nurse Practitioner track)

*Course sequencing may change due to faculty availability and projected student enrollment. Some courses may be offered only in summer session.*

**Course Sequencing**

<u>Semester 1</u>		<u>Semester 2</u>	
NU xxx Philosophical Worldviews of APN	3	NU 517 Clinical Scholarship for EBP	3
BU xxx Entrepreneurship	<u>3</u>	BU 924 Accounting	<u>3</u>
	6		6
<u>Summer</u>			
NU xxx Epidemiology	3		
BUxxx Emerging Concepts in Informatics	<u>2</u>		
	5		
<u>Semester 3</u>		<u>Semester 4</u>	
NU 506 Advanced Pathophysiology	3	NU 512 Advanced Pharmacology	3
NU 926 Survey of Finance	<u>3</u>	NU 514 Advanced Patient Assessment and Differential Diagnosis	<u>4</u>
	6		7
<u>Summer</u>			
NU xxx Primary Care I	3		
NU xxx Primary Care I practicum	<u>3</u>		
	6		
<u>Semester 5</u>		<u>Semester 6</u>	
NU xxx Health Care Economics	3	BU 927 Marketing Concepts	3
NU xxx Primary Care II	3	NU xxx Primary Care III	2
NUxxx Primary Care II practicum	<u>3</u>	NU xxx Primary Care III practicum	<u>3</u>
	9		8
<u>Summer</u>			
NUxxx Policy and Leadership for Global Hlth	3		
NU xxx Innovations in Quality Care	<u>3</u>		
	6		
<u>Semester 5</u>		<u>Semester 6</u>	
NU xxx Implementation Science for APN	3	NU xxx Practice Inquiry DNP Project	3
NU xxx Primary Care Residency	<u>2</u>	NU xxx Primary Care Residency	<u>2</u>
	5		5

School of Nursing  
 Doctorate of Nursing Practice Degree  
 Post-Masters Students without APRN status (Adult Nurse Practitioner track)

*Course sequencing may change due to faculty availability and projected student enrollment. Some courses may be offered only in summer session.*

**Course Sequencing**

<u>Semester 1</u>		<u>Semester 2</u>	
NU xxx Philosophical Worldviews of APN	3	NU 517 Clinical Scholarship for EBP	3
BU xxx Entrepreneurship	<u>3</u>	BU 924 Accounting	<u>3</u>
	6		6
<u>Summer</u>			
NU xxx Epidemiology	3		
BUxxx Emerging Concepts in Informatics	<u>2</u>		
	5		
<u>Semester 3</u>		<u>Semester 4</u>	
NU 506 Advanced Pathophysiology	3	NU 512 Advanced Pharmacology	3
NU 926 Survey of Finance	<u>3</u>	NU 514 Advanced Patient Assessment and Differential Diagnosis	<u>4</u>
	6		7
<u>Summer</u>			
<u>Semester 5</u>		<u>Semester 6</u>	
NU xxx Health Care Economics	3	BU 927 Marketing Concepts	3
NU xxx Primary Care II	3	NU xxx Primary Care III	2
NUxxx Primary Care II practicum	<u>3</u>	NU xxx Primary Care III practicum	<u>3</u>
	9		8
<u>Summer</u>			
NUxxx Policy and Leadership for Global Hlth	3		
NU xxx Innovations in Quality Care	<u>3</u>		
	6		
<u>Semester 5</u>		<u>Semester 6</u>	
NU xxx Implementation Science for APN	3	NU xxx Practice Inquiry DNP Project	3
NU xxx Primary Care Residency	<u>2</u>	NU xxx Primary Care Residency	<u>2</u>
	5		5

\*The adult nurse practitioner student would only be required to take 63 credits as NU XXX Primary Care I is only required for the family nurse practitioner students.



### BSN-DNP COURSE REQUIREMENTS

Prerequisite Courses	(Hours/credit)
Biostatistics	3
 Core Requirements	
NU xxx Innovation in Quality Care	3
NU xxx Philosophical Worldviews of APN	3
NU xxx Health Policy	2
NU 516 Emerging Concepts in Informatics	2
NU 518 Clinical Scholarship for Evidence-Based Practice	3
NU xxx Implementation Science for APN	3
NU xxx Policy and Leadership for Global Health	3
NU xxx Health Care Economics	3
NU xxx Practice Inquiry DNP Project	3
<b>Or</b>	
BU983 Venture Creation DNP Project	3*
 <u>Family Nurse Practitioner (FNP) Courses(hrs)</u>	
NU 506 Advanced Pathophysiology	3
NU 512 Advanced Pharmacology	3
NU xxx Advanced Patient Assessment and Differential Diagnosis	4
NU xxx Epidemiology	3
NU 6xx Primary Care I	3
NU 6xx Primary Care I Practicum	3 (225 hours)
NU 6xx Primary Care II	3
NU 6xx Primary Care II Practicum	3 (225 hours)
NU xxx Primary Care III	3
NU 6xx Primary Care Practicum III	3 (225 hours)
NU xxx NP Primary Care Residency	5 (1:5 ratio 375 hours)
 Entrepreneurship focus	
BU 9xx Entrepreneurship*	3
BU 924 Accounting*	3
BU 926 Finance*	3
BU 927 Marketing*	3
BU 983 Venture Creation DNP Project*	3
*Course counts as credit toward an MBA degree from the School of Business	

Total of 1,050 direct care hours\*\* does not include lab/clinical training in NU xxx Advanced Patient Assessment and Differential Diagnosis

Total Credits: 73 CREDITS

**School of Nursing  
Doctorate of Nursing Practice Degree  
BSN to DNP Students  
Course Sequencing**

*Course sequencing may change due to faculty availability and projected student enrollment.  
Some courses may be offered only in summer session*

<u>Semester 1</u>		<u>Semester 2</u>	
NU 506 Adv. Pathophysiology +	3	NU XXX Adv. Assessment & Differential Diag.	4
NU 512 Adv. Pharmacology +	3	NU XXX Philosophical Worldviews of APN	3
BU XXX Entrepreneurship	<u>3</u>	BU 926 Survey of Finance	<u>3</u>
	9		10
<u>Summer</u>			
NU XXX Epidemiology	<u>3</u>		
	3		
<u>Semester 3</u>		<u>Semester 4</u>	
BU 924 Accounting	<u>3</u>	NU XXX Health Care Economics	3
NU XXX Primary Care I	3	NU XXX Primary Care II	3
NU XXX Primary Care I Practicum	<u>3</u>	NU XXX Primary Care II Practicum	3
	9	BU 927 Marketing Concepts	<u>3</u>
			12
<u>Summer</u>			
NU 516 Emerging Concepts in Informatics	2		
NU XXX Policy and Leadership for Global Health	<u>3</u>		
	5		
<u>Semester 5</u>		<u>Semester 6</u>	
NU XXX Primary Care III	3	NU XXX NP Primary Care Residency	5
NU XXX Primary Care III Practicum	3	NU 517 Clinical Scholarship for EBP	<u>3</u>
NU 508 Health Policy	<u>2</u>		8
	8		
<u>Summer</u>			
NU XXX Innovations in Quality Care	<u>3</u>		
	3		
<u>Semester 7</u>			
NU XXX Implementation Science of APN	3		
NU XXX Practice Inquiry DNP Project	<u>3</u>		
	6		

**THE WASHBURN UNIVERSITY  
SCHOOL OF NURSING  
BSN-DNP  
DNP FAMILY NURSE PRACTITIONER PROGRAM Plan of Study**

NAME \_\_\_\_\_

FACULTY ADVISOR \_\_\_\_\_ ENTRY INTO PROGRAM \_\_\_\_\_ GRAD.DATE \_\_\_\_\_

Course Number	Course Name	Prerequisites	Credit Hours	Term(s) Offered	Term Planned	Term Completed
<b>Fall – Year 1</b>						
NU506	Adv Pathophysiology					
NU 512	Adv Pharmacology					
BU 924	Accounting					
<b>Spring – Year 1</b>						
NU XXX	Adv Assessment and Differential Diagnosis					
NU XXX	Philosophical Worldviews of APN					
BU 926	Survey of Finance					
<b>Summer-Year 1</b>						
NU XXX	Epidemiology					
<b>Fall – Year 2</b>						
BU XXX	Entrepreneurship					
NU XXX	Primary Care I/Practicum					
<b>Spring – Year 2</b>						
NU 508	Health Policy					
NU XXX	Primary Care II/Practicum					
BU 927	Marketing Concepts					
<b>Summer-Year 2</b>						
NU 516	Emerging Concepts in Informatics					
NU XXX	Leadership for Global Health					
<b>Fall – Year 3</b>						
NU XXX	Primary Care III/Practicum					
NU 517	Evidence Based Practice					
<b>Spring-Year 3</b>						
NU XXX	Nurse Practitioner Primary Care Fellowship					
NU XXX	Health Care Economics					
<b>Summer-Year 3</b>						
NU XXX	Innovations in Quality Care					
<b>Fall – Year 4</b>						
NU XXX	Implementation Science of APN					
NU XXX	Practice Inquiry DNP Project					

## **Course Descriptions**

### **Prerequisite:**

Psych 510 Biostatistics

Survey of basic statistical principles including parametric and non-parametric hypothesis –testing techniques, correlation, and an introduction to computer statistical packages. Prerequisite: consent. (*Essential 3 & 7*)

### **Core Courses**

NU XXX Innovations in Quality Care

Focuses on how to use the best available evidence to enhance quality and safety in clinical practice. Course covers how organizational, structural, financial, marketing, and policy decisions impact cost, quality, and accessibility of health care. Opportunities to demonstrate skills in peer review, collaboration, communication and that promote a culture of excellence are provided. (*Essentials 2, 4, & 6*)

NU XXX Philosophical Worldviews of APN

Emphasizes the philosophical orientations that serve as the basis for developing theory and advanced knowledge. Promotes essential philosophical reflection, understanding evolutionary processes of nursing science and scientific exploration of phenomena. (*Essential 1*)

NU XXX Healthcare Policy

Focuses on dynamics of healthcare policy and its influence on complex health care systems and delivery of care. Prepares the student to design, implement and influence health care policy formation and to develop skill in competent political action. (*Essential 5*)

NU 516 Emerging Concepts in Informatics

Novel information technology support systems, the use of health information literacy for complex decision making, and evaluation of existing technical support and data systems commonly used in health care settings will be covered in this course. (*Essential 4*)

NU 517 Clinical Scholarship for Evidence-Based Practice

Focuses on advanced nursing research knowledge and methodologies. Serves as the foundation for the development of a research project to meet the requirements of the graduate program. Facilitates the participation and use of evidence-based nursing research. (*Essential 3*)

NU XXX Implementation Science for APN

Translating evidence into practice and implementing evidence-based changes into a practice setting are the major thrusts of this course. Included in the course will be an overview of the methods to promote the systematic uptake of clinical research findings and other evidence-based practices into routine practice, and hence to improve the quality and effectiveness of health care. (*Essentials 2 & 3*)

### NU XXX Policy and Leadership for Global Health

Explores the concepts and theories of leadership in the areas of personal leadership, leadership in organizations, and leadership in global communities. Emphasis is on innovative leadership skills to foster transformation. Focuses on the complexities of contemporary global health issues within the context of social, economic, political, and environmental factors. (*Essentials 2, 5, & 7*)

### NU XXX Health Care Economics

Focuses on economic theories and principles that healthcare providers need to be effective leaders and decision makers. Examines the economic and political environment in which health care is delivered in the United States and explores the role of regulation in protecting consumers. Provides frameworks for conceptualizing costs, risk, value, and strategic decision making in a competitive environment. Students explore the types of economic analyses commonly use in health care and apply one of these analyses to a clinical decision. (*Essential 2*)

### NU 6 XX Practice Inquiry DNP Project

The DNP project is an amalgamation of the student's field of inquiry in his/her doctoral course of study. DNP project requires that a practice-focused problem be identified and examined in depth. For most students the capstone project will include application of an intervention suitable to their area of focus (e.g. organizational leadership, clinical practice, etc.) that involves the appropriate metric (or sets of metrics) evaluation, and dissemination of the project findings to a targeted audience. (*Essential 3*)

### **Nurse Practitioner Courses**

#### NU 506 Advanced Pathophysiology

Focuses on application of basic pathophysiologic concepts to situations found in ambulatory care with clients across the life-span. Emphasis is given to analysis of presenting manifestations with the intent to determine cause. Provides a foundation for clinical decision-making in terms of diagnostic findings and the initiation of therapeutic regimens. Application situations will be age-specific and clinical diagnosis and management must be made accordingly. (*Essentials 1 & 8*)

#### NU 512 Advanced Pharmacology

Emphasizes application of selected drug therapies to meet the needs of adults and children from diverse cultural groups. Basic concepts of qualitative and quantitative drug actions within the body are examined. Use of protocols, prescription writing and ethical, legal and economic issues surrounding the advanced nurses' role in prescribing, monitoring pharmacotherapies. Patient education and adherence are addressed. Application is made through age-appropriate case studies that cover the lifespan. (*Essentials 1 & 8*)

#### NU 5XX Advanced Patient Assessment and Differential Diagnosis

Emphasizes the knowledge and skills necessary for advanced health assessment of adults and families in acute care and community settings. Systematic holistic approach to both history-taking and physical examination for the purpose of differentiating normal from abnormal

assessments to promote health and prevent disease in those settings. Interpretation of diagnostics is emphasized. (*Essentials 1 & 8*)

#### NU 6 XX Epidemiology

Explores epidemiology principles, concepts and procedures used in the surveillance and investigation of health-related states or events. Emphasis is placed on the concepts and methods of epidemiologic investigation, appropriate summaries and displays of data, and the use of classical statistical approaches to describe the health of populations. Theoretical methods will be applied to current population health concerns through the use of case studies. A basic understanding of the practices of community health and biostatistics is recommended. (*Essential 1*)

#### NU 6 XX Primary Care I

Develops knowledge and skills to provide holistic care in multiple settings for culturally diverse children from birth to age 18 and healthy pregnant and post-partum women. Wellness and health promotion of families are emphasized. Clinical management of specific disease processes and patient responses are considered. Advanced health assessment skills are developed and applied in the laboratory/clinical setting. A minimum of 30 clock hours will be completed in the laboratory setting and 30 clock hours are precepted experiences in community/family agencies. (*Essentials 1 & 8*)

#### NU 6 XXX Primary Care Practicum I

Implementation of skills and knowledge in caring for diverse clients in multiple settings as they experience select acute and chronic health conditions. Utilization of diagnostic reasoning, nursing therapeutics, pharmacologic therapeutics and interdisciplinary treatments in the provision of holistic care. Primary, secondary and tertiary levels of prevention are integrated. Emphasis is on the advanced nursing roles of primary care provider, consultant, educator, and case manager. (*Essentials 1 & 8*)

#### NU 6 XX Primary Care II

Develops knowledge and skills to provide holistic care in multiple settings for culturally diverse adults. Clinical manifestations of and patient response to selected problems of cardiovascular, respiratory, renal, urinary, endocrine, and gastrointestinal systems are considered. Advanced health assessment knowledge, including functional assessment, are applied in the determination of differential diagnoses and planning therapeutic interventions. Interdisciplinary collaboration is integrated. (*Essentials 1 & 8*)

#### NU 6 XX Primary Care Practicum II

Implementation of skills and knowledge in caring for diverse clients in multiple settings as they experience select acute and chronic health conditions, pregnancy and lactation. Utilization of diagnostic reasoning, nursing therapeutics, pharmacologic therapeutics and interdisciplinary treatments in the provision of holistic care. Primary, secondary and tertiary levels of prevention are integrated. Emphasis is on the advanced nursing roles of primary care provider, educator, case manager, clinical researcher and quality improvement coordinator. (*Essentials 1 & 8*)

### NU 6 XX Primary Care III

Develops knowledge and skills to provide holistic care in multiple settings for culturally diverse adults. Clinical manifestations of and patient response to selected problems of sensory, psychological, neurological, musculoskeletal, dermatological, reproductive and immunological systems are considered. Advanced health assessment knowledge, including functional assessment, are applied in the determination of differential diagnoses and planning therapeutic interventions. Interdisciplinary collaboration is integrated. (*Essentials 1 & 8*)

### NU 6 XX Primary Care Practicum III

Implementation of skills and knowledge in caring for patients and their families from diverse cultural backgrounds as they experience wellness and acute and chronic health conditions. Diagnostic reasoning, nursing therapeutics, pharmacologic therapeutics and interdisciplinary treatments in the provision of holistic care. Primary, secondary and tertiary levels of prevention are integrated. Integration of advanced practice roles. (*Essentials 1 & 8*)

### NU XXX Nurse Practitioner Primary Care Fellowship

Expands breadth and/or depth of clinical knowledge and skills in an area of advanced nursing practice with focus on delivery of sub-specialty care services or full spectrum primary care services. Synthesis of clinical knowledge and incorporation of evidence-based decision making to construct symptom-based assessments, advanced differential diagnoses, independent therapeutic interventions, and outcome evaluation of the care of clients. (*Essentials 1 & 8*)

### **Entrepreneurship Focus**

#### BU 9 XX Entrepreneurship, Opportunity and Innovation

This course will provide students with an overall understanding of the entrepreneurship process and to specifically explore the dimensions of creativity, innovation, and opportunity recognition. The focus is not only on exploring the scope of entrepreneurship as a new venture development, but also examining entrepreneurship as a manageable process that can be applied in virtually any organizational setting. The course will challenge students as they are exposed to a mix of theory and practice which are applied to real work situations. (*Essential 2*)

#### AC 924 Accounting Concepts

Accounting Concepts is an accelerated and in-depth introduction to conceptual accounting foundations. Presents accounting as a dynamic information system for communicating & measuring use of financial data for planning & control purposes. Primary focus is to provide background for upper-level graduate courses. This course is intended for students who have either had no prior accounting courses or students who desire to refresh their basic accounting skills and knowledge. (*Essential 2*)

#### BU 926 Survey of Finance

Theory and techniques of financial management, designed to provide the basic financial background needed by students in business, economics, or related fields. Topics include: capital

budgeting, capital structure, dividend policy, the cost of capital, and working capital management. (*Essential 2*)

#### BU 927 Marketing Concepts

This course will cover the role and importance of marketing in our economy; principles, methods and problems involved in the management of marketing operations and activities. The course will cover the marketing environment, marketing mix, marketing planning, strategy implementation, and assessment of marketing performance. Emphasis will be made on improving marketing performance in a socially and ethically responsible manner. (*Essential 2*)

#### BU 983 Venture Creation DNP Project

Covers the entrepreneurial process from conception to implementation of a venture, concentrating on attributes of entrepreneurs, their search for & assessment of opportunities, & the gathering of resources to convert opportunities into businesses. Students learn how to evaluate entrepreneurs & their plans for new businesses. While the heart of entrepreneurship is opportunity assessment, a holistic approach to venture creation is taken. Students write a business plan for a new venture. (*Essential 2*)



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[http://www.nln.org/aboutnln/reflection\\_dialogue/refl\\_dial\\_1.htm](http://www.nln.org/aboutnln/reflection_dialogue/refl_dial_1.htm)

O'Sullivan, A., Carter, M., Marion, L., Pohl, J., & Werner, K. (2005). Moving forward together: the practice doctorate in nursing. *Online Journal of Issues in Nursing*, 10.

Wall, B., Novak, J., & Wilkerson, S. (2005). Doctor of nursing practice program development: reengineering health care. *Journal of Nursing Education*, 44.

### III. Course Syllabi

WASHBURN UNIVERSITY  
SCHOOL OF NURSING

**COURSE SYLLABUS**

**NRSG XXX: Innovation in Quality Care**  
**3 Credit Hours**

**COURSE DESCRIPTION:**

Focuses on how to use the best available evidence to enhance quality and safety in clinical practice. Course covers how organizational, structural, financial, marketing, and policy decisions impact cost, quality, and accessibility of health care. Opportunities to demonstrate skills in peer review, collaboration, and communication that promotes a culture of excellence are provided.

**COURSE PREREQUISITES:**

NU517 Clinical Scholarship for Evidence Based Practice

**CO-REQUISITES:**

None

**COURSE OUTCOMES:**

At the completion of this course, learners will be able to:

1. Demonstrate increased independent clinical judgment skills, differentiate complex practice problems, incorporate safe, diverse and culturally sensitive approaches to patient care.
2. Modify patient care outcomes by evaluating and adjusting patient care interventions for patients based on professional standards of practice and evidence-based practice.
3. Synthesize nursing science with knowledge from biophysical, psychosocial, analytical and organizational sciences to provide safe and effective healthcare practices.
4. Create innovative interventions for patients that incorporate quality and safety standards.

**COURSE METHODOLOGY:**

This course will use online lectures, written assignments, discussion groups, and assigned readings as instructional methodologies for the course. There will be online class seminars and case presentations. Each student will be responsible for conducting one case study per semester. The online presentation will last approximately 30 minutes, with time at the end for peer-reviewed feedback of the presentation. It is expected that students enrolled in the course will

attempt to join all of the online presentations by their peers. Students will be given the opportunity to sign up for selected dates and times for their case-study presentation.

**Grading:**

90 – 100	A
80 – 89	B
70 – 79	C
60 – 69	D
< 60	F

**EVALUATION:**

**BRIEF CONTENT OUTLINE:**

1. Introduction to microsystems
2. Assessing your microsystems using the 5p's
3. Selecting themes for improvement
4. Understanding change concepts
5. Policy implications of quality care
6. Financial implications of quality care
7. Organizational implications of quality care

**COURSE BIBLIOGRAPY:**

**Required/Recommended/Text/Readings:**

Nelson, E., Batalden, P.B., Godfrey, M. ( ). Quality by Design. Jossey-Bass:

WASHBURN UNIVERSITY  
SCHOOL OF NURSING

**COURSE SYLLABUS**

**NU XXX Philosophical Worldviews of APN  
3 Credit Hours**

**COURSE DESCRIPTION:**

Emphasizes the philosophical orientations that serve as the basis for developing theory, research and advanced knowledge. Promotes philosophical reflection, understanding evolutionary processes of nursing science, and scientific exploration of phenomena.

**COURSE PREREQUISITES:**

Admission into the Graduate program or by consent of the course instructor.

**COURSE OUTCOMES:**

At the completion of this course, learners will be able to:

1. Investigate nature of science and theory in advanced practice.
2. Analyze the interrelationship among theory, research, and practice.
3. Contrast philosophical issues inherent in the development of science to phenomena relevant to advanced nursing practice.
4. Analyze the philosophical and theoretical foundations of complexity science and grand and midrange nursing theories.
5. Critically examine conflicting interpretations of scientific practice.
6. Evaluate personal philosophy of science within scientific culture and the culture of the larger society.

**COURSE METHODOLOGY:**

This course will utilize a variety of teaching-learning methods to achieve the desired course outcomes. Included will be student led seminar discussions, reading assignments, concept analysis, and class presentations.

**COURSE BIBLIOGRAPHY:**

To be determined.

## METHODS OF EVALUATION:

Seminar Leadership (with logical argument)

Concept Analysis Paper

Integration Project – take a philosophical viewpoint and relate it to the discipline of nursing or a phenomenon of concern to nursing (include a personal philosophy of nursing science)

## CONTENT OUTLINE:

- I. Origin of philosophic views of science
- II. Natural science philosophy
- III. Human science philosophy
- IV. Complexity Science
- V. Nursing philosophical paradigms
  1. Relationships between philosophical paradigms and:
    - i. Knowledge discovery
    - ii. Theory
    - iii. Values/Ethics
- VI. Nursing ways of knowing
- VII. Reasoned thought
- VIII. Classical logical theory
- IX. Praxis
- X. Philosophical issues related to the development of the clinical nurse scientist role



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**COURSE SYLLABUS**

**NU XXX Health Policy**  
**2 Credit Hours**

**COURSE DESCRIPTION:**

Focuses on dynamics of healthcare policy and its influence on complex health care systems and delivery of care. Prepares the student to design, implement and influence health care policy formation and to develop skill in competent political action.

**COURSE PREREQUISITE:**

Admission into the graduate program or by consent of the course instructor.

**COURSE OUTCOMES:**

Upon completion of this course, learners will be able to:

1. Analyze health policy issues and proposals representing divergent viewpoints used to create efficacious health care delivery at the institutional, local, state, federal and or international levels.
2. Demonstrate leadership development in health care policy for shaping, regulating and delivering health care.
3. Examine economic implications of planning health care services including personnel and resources, design of payment systems, and outcome analysis.
4. Employ strategies to influence policy makers through active legislative, committee and board participation and education regarding nursing and health care delivery and outcomes.
5. Advocate for the nursing profession and health care policy that is socially just and equitable.

**COURSE METHODOLOGY:**

This course will utilize a variety of teaching-learning methods to achieve the desired course outcomes. Included will be case study presentations, seminar, written assignments, field experiences and policy analysis.

**COURSE BIBLIOGRAPHY:**

To be determined.

## CONTENT OUTLINE:

- I. Introduction to Issues in Healthcare: Leading System change
  - A. Leading in a dynamic system
  - B. Policy issues in nursing and healthcare
  - C. Political issues in nursing and health care
  - D. Regulatory issues in nursing and healthcare
  
- II. Health Policy and Politics
  - A. Policy development and analysis
  - B. Political analysis and strategies
  - C. Legislative and regulatory processes in government
  - D. Policy and politics of contemporary healthcare issues
  
- III. Organizational Systems and Behavior
  - A. Organization structural design

WASHBURN UNIVERSITY  
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**COURSE SYLLABUS**

**NU 516 Emerging Concepts in Informatics**  
**2 Credit Hours**

**COURSE DESCRIPTION:**

This course is designed to give the advanced practice nurse the necessary computing skills to critically assess, plan, intervene, and evaluate health care delivery. Discussion topics will include how the advanced practice nurse gathers, stores, retrieves, and utilizes data. Additional information on utilization of the computer to search for information and data will also be included within the course content.

**COURSE PREREQUISITE:**

Admission to the program or permission of instructor.

**COURSE OUTCOMES:**

Upon completion of this course, learners will be able to:

1. Demonstrate competence in the use of computer hardware and software to assess through statistical and research methods current data relevant to nursing practice.
2. Utilize computer generated knowledge to analyze nursing interventions, to initiate change, and to improve nursing practice.
3. Utilize information systems for the storage and retrieval of data consistent with the particular population focus thereby drawing inferences regarding the health status of client populations.
4. Evaluate lines of inquiry into comprehensive databases in order to utilize available research in the practice of nursing.
5. Assess economic implications, personnel issues, and resources from computer generated feedback in order to optimize health services delivery.
6. Assess current and future electronic communication methods for knowledge acquisition and research
7. Be accountable for utilizing appropriate principles of data collection and storage in order to define, design and implement culturally competent health care.

**COURSE METHODOLOGY:**

This course will utilize a variety of teaching learning methods. Included will be computer-generated activities such as development and manipulation of information within a spreadsheet and database for data tracking purposes. Other activities will include electronic communication assignments with instructor and other learners within the course. Group discussion and computer generated written assignments on current issues concerning informatics.

## COURSE BIBLIOGRAPHY:

### *Required:*

Englehardt, S.P. & Nelson, R. (2006). *Health Care Informatics: An Interdisciplinary Approach*. St. Louis, MO: Mosby. ISBN 0-323-01423-2

Saba, V.K. & McCormick, K.A. (2006). *Essentials of Nursing Informatics*. New York: McGraw-Hill Medical Publishing Division. ISBN 0-07-144197-2

Shaffer, A., Carey, P., Finnegan, K., Adamski, J., Ageloff, R. (2005). *New Perspectives on Microsoft Office 2003, First Course* (2<sup>nd</sup> ed.) Boston: Course Technology. ISBN 0-619-26808-5

## COURSE INFORMATION:

### Course Requirements:

Complete all reading and tutorial assignments. Respond to all question posted online. Complete two papers as assigned. And participate in an assigned online group project and its final presentation. Attend five (5) on campus class meetings, two (2) required and three (3) optional. These will be during weeks one (req.), four (opt.), eight (opt.), twelve (opt.), and final group project presentation (req.)

### Group Project:

The group project will be to develop and use an assessment tool to evaluate the status of healthcare information systems used in various types of healthcare facilities. Specifics of the project will be discussed at the first class meeting.

### Policy Regarding Syllabus and Handout Changes:

Listed below is a tentative list of topics to be covered. Topics covered as well as methods of evaluation may vary depending on external factors.

## COURSE OUTLINE:

- I. Basic Personal Technical Skills Proficiency: Office 2003 - Word, Excel, Access, and PowerPoint.

### Learning experience:

Consists of self paced tutorials in each tool in order to either provide or review the basic skills. These topics will be studied concurrent with items II. to V. below. See Office 2003 topics outline.

### Assessment:

Three integration projects based on health care related case studies requiring proficiency in the basic skills of word processing, spreadsheets, databases, and presentation.

- II. Technology Used for Information Creation, Discovery, & Use Learning experiences:

**Readings:**

From Saba & McCormick

- Ch. 4 Computer Hardware
- Ch. 5 Computer Software and Systems
- Ch. 7 Data Processing
- Ch. 8 The Internet: A Nursing Resource
- Ch. 24 Internet Tools for Advanced Nursing Practice
- Ch. 9 PDA & Wireless Devices

**Assessment:**

For every chapter, knowledge review questions will be posted and responded to online. A three to five page paper will be written evaluating the the content of web sites relevant to several health care topics. Examples will be but not limited to: Pandemic Emergency Response Procedures, Patient Education on Diabetes, etc..

**III. Information Technology Supported Clinical Decision Making**

**Learning Experiences:**

**Readings:**

From Saba & McCormick

- Ch. 10 Incorporating Evidence: Use of Computer-Based Clinical Decision Support Systems for Health Professional.
- Ch. 28 Translation of Evidence into Nursing Practice: Evidence, Clinical Practice Guidelines, and Automated Implementation Tools

From Engelbart & Nelson

- Ch. 5 Supporting Clinical Decision Making

**Assessment:**

For every chapter, knowledge review questions will be posted and responded to online. A three to five page paper in response to two of the four “questions for discussion” on page 127 of Engelbart & Nelson (see attached for questions).

**IV. Informatics Theory Learning Experiences:**

**Readings:**

From Engelbart & Nelson

- Ch. 1 Major Theories Supporting Health Care Informatics

From Saba & McCormick

- Ch. 17 Theories, Models, and Frameworks
- Ch. 18 Advanced Terminology Systems

**Assessment:**

For every chapter, knowledge review questions will be posted and responded to online.

**V. Infrastructure to Support Health Care Informatics**

**Learning Experiences:**

**Readings:**

From Engelbart & Nelson ·

- Ch 17 Technical Standards Us ed in Health Care Informatics ·
- Ch. 18 Professional Health Care Informatics Standards ·
- Ch. 19 The Implications of Accreditation and Governmental Regulations for Health Care Informatics ·
- Ch 20 Protection of Health Care Information

**Assessment:**

For every chapter, knowledge review questions will be posted and responded to online.

**VI. Final**

**Group Presentation(s) and discussion of Healthcare Informatics Assessment Tool.**

**METHOD OF EVALUATION:**

**All assignments must be completed at high quality and professional level as determined by the instructor in order to be accepted.**

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**COURSE SYLLABUS**

**NU 518 Clinical Scholarship for Evidence-Based Practice**  
**3 Credit Hours**

**COURSE DESCRIPTION:**

Focuses on advanced nursing research knowledge and methodologies. Serves as the foundation for the development of a research project to meet the requirements of the graduate program. Facilitates the participation and use of evidence-based nursing research.

**COURSE PREREQUISITES:**

An undergraduate level nursing research course, and a graduate level inferential statistics course.

**COURSE OUTCOMES:**

Upon completion of this course, learners will be able to:

1. Integrate the IRB review process and potential funding sources into a research proposal and poster exhibit.
2. Blend knowledge of data analysis with research findings to guide evidence-based nursing actions.
3. Analyze existing databases and manipulate data to answer research questions related to health care issues.
4. Contribute to future research as an active research team member and as a critical consumer of research publications.

**COURSE METHODOLOGY:**

Seminar discussion of assigned articles and research assignments, class presentations, practice using existing data bases and statistical program analysis exercises, exercises to practice the analysis of qualitative data, and guest speakers with research experience will be incorporated into class.

**COURSE BIBLIOGRAPHY:**

*Required:*

Green, S.B., & Salkind, N.J. (2005). *Using SPSS* (4<sup>th</sup> ed.). Upper Saddle River, NJ: Pearson Prentice Hall. ISBN No. 0-13-146597-X

Melnik, B.M., & Fineout-Overholt, E. (2005). *Evidence-based practice*. Philadelphia: Lippincott, Williams & Wilkins. ISBN No. 0-7817-4477-6

Polit, D.F. & Beck, C.T. (2008). *Nursing Research* (8<sup>th</sup> ed.). Philadelphia, PA: Lippincott, Williams & Wilkins. ISBN 978-0-7817-9468-8

## COURSE REQUIREMENTS:

### **Three Take-home Examinations (45 points total; 15 points each)**

To verify your understanding of the research process, each student will complete two take-home examinations on content covered in lecture.

### **Clinical Site Report (20 points)**

Each student will work with a community partner to participate in the research process. The student is responsible for meeting with the community partner to discuss the research activity to be completed during the semester. This visit should occur by the end of the third week of the semester. After the visit the student will provide a report of the visit and an outline of the semester's activities. The report is to be three pages, double-spaced, and should address the following questions:

1. Date of visit,
2. Organization name and resource person, contact information,
3. Explanation of research issue, and
4. Goals and plan for research activities for the semester.

### **Research Proposal (30 points)**

Each student will identify a research question and develop a research proposal. This proposal should reflect the following elements:

1. Title page
2. Introduction (10 points)
  - a. Introductory paragraphs (identify the problem you plan to address)
  - b. Purpose
  - c. Research question(s)
  - d. Background
  - e. Relevance to nursing
3. Methods (15 points)
  - a. Sample,
  - b. Setting
  - c. Data collection procedures
  - d. Instruments (if applicable)
  - e. Ethical consideration
4. Personnel, facilities, and budget (5 points)



**IRB Tutorial (20 points)**

The National Institute of Health (NIH) Office of Extramural Research provides a web-based tutorial titled "Protecting Human Research Participants." Upon successful completion, you may print a certificate of completion, which will be turned in to the instructor. The tutorial may be found at: <http://phrp.nihtraining.com/users/login.php>

**Presentation – Summary and Critique of Systematic Review of the Literature and/or Meta-Analysis or Meta-Synthesis (20 points)**

Each student will present a verbal presentation to the class that summarizes a published report of a systematic review of research studies on a topic important to nursing. A systematic review is a collection and analysis of similar studies to address a specific clinical question. Other names of systematic review include integrative review, overview, evidence synthesis, and meta-analysis or meta-synthesis. The clinical problem or question that the review addresses must be important to nursing, even though the review may not necessarily be written by a nurse or a group of nurses. Please give a copy of the published article to the instructor two weeks prior to the presentation. Approval must be obtained for the article prior to preparing the assignment. The grading criteria for the presentation are provided in Appendix A of this document.

**Research Critiques (50 points total; 25 points each)**

Each student will complete a detailed critique of a published quantitative and a qualitative research study. The grading criteria for the critiques are provided in Appendix B and Appendix C of this document.

**Data Analysis (20 points)**

Students will practice data analysis using SPSS in the computer laboratory PC 211 during class. These analyses will be turned in with a narrative APA results section the following week. The resource text for this activity will be the Green and Salkind text.

**Poster Presentation (25 points)**

During the last class session each student will present findings from their research activities using a poster format. Guidelines for the poster are provided in Appendix D.

**Research Report Manuscript (70 points)**

The intention of this assignment is to produce a research manuscript suitable for publication. Students will work with the instructor(s) to write a scholarly manuscript. Students will use guidelines discussed in class and outlined in Chapter 26 of Polit and Beck. Data that are collected during this course are owned by the faculty member(s) teaching the course and must be returned to the instructor(s) at the end of the course. If students desire to submit their manuscript for publication, authorship must be negotiated with the instructor(s) and the community partner(s).

**NOTE: Because community partners and agencies are involved in the research projects, students have an obligation to present the results of their project in a formal presentation, scholarly paper, or both after the class has ended.**

METHODS OF EVALUATION:

	<u>Points</u>
Three take-home examinations (15 points each)	45
Clinical site report	20
Research proposal	30
IRB online assignment	20
Presentation of meta-analysis/meta-synthesis	20
Qualitative research critique	25
Quantitative research critique	25
Data analysis assignment	20
Poster presentation of research	25
Research report manuscript	<u>70</u>
<b>TOTAL POINTS</b>	<b>300</b>

Five extra credit points will be given for students who attend the full day of the Kansas Nurses Research Exchange on November 7<sup>th</sup>, 2008 on the Washburn University Campus.

Grading Scale:

A	270 – 300
B	240 – 269
C	210 – 239
D	180 – 209
F	< 180

CONTENT OUTLINE:

- I. Research in Nursing (PB 1, 3, 4, pp. 712-713, 723-727; MF 10-11; AACN position & NINR priorities)
  - A. A historical review of nursing research
  - B. Positivist and naturalistic research paradigms
  - C. Purposes of research
  - D. Overview of the research process
  - E. Research elements
  - F. Research proposal
  - G. Research organizations
  
- II. Evidence-Based Practice (MF 1-4, 9; PB 2)
  - A. Research utilization versus evidence-based practice (EBP)
  - B. Components of EBP
  - C. Key steps of EBP
  - D. Clinical guidelines
  
- III. Ethical Considerations (PB 7; MF 7; web assignment)
  - A. Ethics

- B. Informed consent
  - C. Use of human subjects
  - D. Institutional Review Board approval
  - E. Clinical judgment elements
- IV. Quantitative Research Design (PB 8, 10, 11, pp. 337-353, pp. 665-679)
- A. Research dimensions
  - B. Research designs
  - C. Enhancing rigor
  - D. Validity issues
  - E. Types of research studies
  - F. Sampling plan
  - G. Sample size
  - H. Meta-analysis
- V. Qualitative Research Design & Multi-method Designs (PB 9, 12, pp. 353-359, pp. 679-688)
- A. Phases of qualitative design
  - B. Qualitative designs
  - C. Sampling plan
  - D. Sample size
  - E. Meta-synthesis
  - F. Multi-method designs
- VI. Finding and Evaluating Existing Research (MF 5-6; PB 5)
- A. Critically appraising quantitative evidence
  - B. Critically appraising qualitative evidence
- VII. Collection, Analysis, and Interpretation of Qualitative Data (PB, 367-372, 383-387, Chapters 15, 19, 20)
- A. Collection of unstructured data
  - B. Analysis of unstructured data
  - C. Assessment of data quality in qualitative research
  - D. Interpretation of findings
- VIII. Collection, Analysis, and Interpretation of Quantitative Data (PB, 381-383, Chapters 16, 17, 21, 22, 23, 24)
- A. Collection of structured data
  - B. Types of instruments for measurement
  - C. Assessment of data quality in quantitative research
  - D. Levels of measurement
  - E. Frequency distributions

- F. Analyzing quantitative data
- G. Interpretation of findings

IX. Disseminating Research (PB 26)

- A. Development of a research idea into a poster
- B. Conference presentations

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**COURSE SYLLABUS**

**NU XXX Implementation Science for APN**  
**3 Credit Hours**

**COURSE DESCRIPTION:**

Translating evidence into practice and implementing evidence-based changes into a practice setting are the major thrusts of this course. Included in the course will be an overview of the methods to promote the systematic uptake of clinical research findings and other evidence-based practices into routine practice, and hence to improve the quality and effectiveness of health care.

**COURSE PREREQUISITES:**

NU Philosophical worldview of Advanced Practice Nursing, NU XXX Innovation in Quality Care, NU XXX Health Policy, NU 516 Emerging Concepts in Informatics, NU 517 Clinical Scholarship for Evidence-based practice , NU XXX Epidemiology

**CO-REQUISITES:**

NU 6XX Primary Care Practicum III.

**COURSE OUTCOMES:**

Upon completion of this course, learners will be able to:

1. Identify models used to implement evidence-based care into various practice settings.
2. Appraise critically the quality of evidence on clinically relevant question using an evidence-based approach.
3. Integrate commonly used statistical approaches to evidence-based evaluations of clinically relevant questions.

**COURSE METHODOLOGY:**

This 3 credit course will use online lectures and discussion methods, as well as assigned readings for the course. There will be written course work requirements for completion of the course.

**Grading:**

90 – 100	A
80 – 89	B
70 – 79	C

70 – 79	C
60 – 69	D
< 60	F

#### **BRIEF CONTENT OUTLINE:**

**Unit 1: Overview of Models of Implementing Evidence Based Practice**

**Unit 2: Commonly Asked Clinical Questions Using an Evidence Based Practice Approach**

**Unit 3: Statistical Validity in the Real World: What do these test results mean and what effect do they have on my practice?**

**Unit 4: Implementing a Change in the Practice Environment: Setting the stage for the Practice Inquiry Project.**

#### **ONLINE CASE PRESENTATIONS:**

There will be online class seminars or case presentations. Each student will be responsible for conducting one case study per semester. The online presentation will last approximately 30 minutes, with time at the end for peer-reviewed feedback of the presentation. It is expected that students enrolled in the course will attempt to join all of the online presentations by their peers. Students will be given the opportunity to sign up for selected dates and times for their case-study presentation.

#### **EVALUATION:**

#### **COURSE BIBLIOGRAPY:**

#### **Required/Recommended/Text/Readings:**

Melnyk, B.M., & Fineout-Overholt, E. Evidence-Based Practice in Nursing & Healthcare, Lippincott Williams & Wilkins; Philadelphia.

Simel, D. & Drummond, R. The Rational Clinical Examination: Evidence Based Clinical Diagnosis, McGraw Hill: New York.

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**COURSE SYLLABUS**

**NU 7XX Policy and Leadership for Global Health**  
**3 Credit Hours**

**COURSE DESCRIPTION:**

Explores the concepts and theories of leadership in the areas of personal leadership, leadership in organizations, and leadership in global communities. Emphasis is on innovative leadership skills to foster transformation. Focuses on the complexities of contemporary global health issues within the context of social, economic, political, and environmental factors.

**COURSE PREREQUISITES:**

NU 6XX Principles of Epidemiology

**COURSE OUTCOMES:**

Upon completion of this course, learners will be able to:

1. Apply current models and principles of leadership to address global health issues.
2. Compare different leadership skills necessary to innovate global health care.
3. Examine the complex tapestry of social, economic, political, and environmental factors that affect global health using a systems approach.
4. Appraise the complexities inherent in improving health on a global scale.
5. Examine the social, economic, political, and environmental factors that affect global health from various nursing frameworks.
6. Analyze global health disparities through a social justice and human rights lens.
7. Appraise the linkages among global and local health issues, problems and solutions.

**COURSE METHODOLOGY:**

On-line learning activities: Self-directed reading, case studies, quizzes and examinations.

On campus learning activities: Optional lectures.

**COURSE BIBLIOGRAPHY:**

- Levine, R (Ed.) (2007) Case Studies in Global Health: Millions Saved (2<sup>nd</sup> Edition). Jones and Bartlett.
- Merson, MH, Black, RE, & Mills, AJ, (2009) International Public Health: Diseases, Programs, Systems and Policies. (2<sup>nd</sup> Edition). Jones and Bartlett.
- O'Grady, P & Malloch, K (2007) Quantum Leadership. A resource for health care innovation. 2<sup>nd</sup> Ed. Jones and Bartlett

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**COURSE SYLLABUS**

**NU XXX Health Care Economics**

**3 Credit Hours**

**COURSE DESCRIPTION:**

Focuses on economic theories and principles that can assist healthcare providers to be effective leaders and decision makers. Examines the economic and political environment in which health care is delivered in the United States and explores the role of regulation in protecting consumers. Provides frameworks for conceptualizing costs, risk, value, and strategic decision making in a competitive environment. Students explore economic analyses commonly use in health care decision-making.

**COURSE PREREQUISITES:**

AC 924 Accounting Concepts, BU XXX Entrepreneurship

**COURSE OUTCOMES:**

Upon completion of this course, learners will be able to:

1. Apply demand and supply concepts to predict equilibrium prices and quantities.
2. Predict the effect of global market forces on the supply and demand for health care services and on the roles and opportunities for nurses.
3. Apply economic concepts and principles to clinical decision-making.
4. Evaluate published results of economic analyses in the health care literature.
5. Analyze costs related to a clinical decision.

**COURSE METHODOLOGY:**

On-line learning activities: Self-directed reading, case studies, quizzes and examinations.

On campus learning activities: Optional lectures.

**COURSE BIBLIOGRAPHY:**

Lee, R. H. (2009). Economics for healthcare managers (2<sup>nd</sup> ed). Washington, DC: AUPHA Press.

Other texts or learning recourses are yet to be determined

**METHODS OF EVALUATION:**

Essay on moral hazard	5%
Examinations (3 at 15 % each)	45%
Labor Market Paper	20%



Economic Analysis Summary

15%

Cost analysis

15%

CONTENT OUTLINE:

Lesson 1: Introduction to Health Care Economics

Why health economics?

- A. An Overview of the U.S. Healthcare System
- B. An Overview of the Healthcare Financing System

Lesson 2: Risk and Costs

- A. Evaluation and management of risk
- B. Types of costs and factors that influence costs

Lesson 3: Supply and Demand

- A. Demand for health care products
- B. Elasticities
- C. Forecasting
- D. Supply and demand analysis

Lesson 4: The Primary Care Labor Market

- A. Major labor supply trends in health care
- B. Primary Care Shortage Areas
- C. The role of supply and demand in determining nursing market wage rates
- D. The impact of nursing on the cost and quality of patient care

Lesson 5: Decision-Making

- A. Maximizing profits
- B. Pricing
- C. Asymmetric information and incentives
- D. Economic Analysis of Clinical and Managerial Interventions

Lesson 6: The Economic and Political Environment

- A. Profits, market structure, and market power
- B. Government intervention in health care markets
- C. Regulation
- D. Strategic Behavior

WASHBURN UNIVERSITY  
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**NU XXX Practice Inquiry DNP Project**  
**3 Credit Hours**

**COURSE DESCRIPTION:**

The DNP project is an amalgamation of the student's field of inquiry in his/her doctoral course of study. DNP project requires that a practice-focused problem be identified and examined in depth. For most students the DNP project will include application of an intervention suitable to their area of focus (e.g. organizational leadership, clinical practice, etc.) that involves the appropriate metric (or sets of metrics) evaluation, and dissemination of the project findings to a targeted audience.

**COURSE PREREQUISITES:**

Completion of all DNP coursework except for NU XXX Implementation Science for APN  
Concurrent: Implementation Science for APN

**COURSE STRUCTURE:**

The DNP project is designed to be a series of steps. Continuous enrollment in the project is required if the student extends the project beyond the three credits.

During enrollment in the DNP Project, students will participate in two required synchronous seminar meetings online or in a classroom. The lead faculty for the DNP Project will be responsible for discussing any general topics that impact all students each semester and to facilitate professional sharing among students.

**DNP Committee**

Each student will select a project chairperson and two other committee members who will oversee, advise, facilitate, and evaluate the specifics of the project. The DNP project committee shall consist of at least three members. The Chairperson shall hold a doctoral degree; The committee also may include a stakeholder as an optional committee member.

**DNP Process**

The overarching goal of the project is for the student to use leadership and systems thinking in addressing a practice concern. Practice is defined as described in the AACN Essentials. The DNP committee and the student will determine jointly the methodology for completion of the project. Suggested steps for completion of the project are:

**Step 1:**

- Identify and analyze a practice concern related to the student's interest area
- Conduct a comprehensive literature review related to concern
- Develop a timeline for the project

- Write and present the scholarly project proposal to the DNP project committee

**Step 2:**

- Submit proposal to the Human Subjects Committee (if appropriate)
- Implement project

**Step 3:**

- Analyze and synthesize findings from the project
- Establish conclusions and recommendations based on the synthesis of evidence from the project
- Create a scholarly document to be presented to the DNP project committee
- Defend the project to the DNP project committee
- Present project to the academic community, stakeholders, and interested parties at a time to be determined by the School of Nursing

**DNP Project Proposal**

The DNP Project proposal must be written during enrollment in NRSB XXX. The proposal must be read and approved by all members of the DNP project committee. Work on the DNP project may continue only after the DNP project committee has approved the proposal.

**Final Product and Final Oral Examination for the Doctorate**

The final product of the DNP project will be a scholarly paper, for example a manuscript suitable for publication (the paper does not have to be submitted), summary paper that describes evidence-based protocol (protocol attached), or other artifacts. The student then will complete a final oral examination and DNP project defense.

**COURSE BIBLIOGRAPHY:**

To be determined.

**METHODOLOGY:**

On-line learning activities: Self-directed reading, case studies, quizzes and examinations.

On campus learning activities: Optional lectures.

WASHBURN UNIVERSITY  
SCHOOL OF NURSING

**COURSE SYLLABUS**

**NU 506 Advanced Pathophysiology**

**3 Credit Hours**

**COURSE DESCRIPTION:**

Focuses on application of basic pathophysiologic concepts to situations found in ambulatory care with clients across the life-span. Emphasis is given to analysis of presenting manifestations with the intent to determine cause. Provides a foundation for clinical decision-making in terms of diagnostic findings and the initiation of therapeutic regimens. Application situations will be age-specific and clinical diagnosis and management must be made accordingly.

**COURSE PREREQUISITES:**

Admission to the Program or consent of instructor.

**COURSE OUTCOMES:**

Upon completion of this course, learners will be able to:

1. Analyze the impact of current and proposed health care policy when planning management strategies for adults and children with altered states of health.
2. Critically analyze pathophysiologic information presented in case studies and assignments to formulate appropriate actions and responses based on sound scientific inquiry and current research data.
3. Critically think through health challenges of altered pathophysiologic states when formulating management plans.
4. Identify racial, sexual and cultural differences in disease incidence, response to illness and response to therapies.
5. Describe ethical and legal considerations involved in management of clients with altered physiologic conditions.
6. Communicate relationships between normal and pathophysiologic phenomena to clients, families, and other health providers

## COURSE METHODOLOGY:

On-line learning activities: Self-directed reading, case studies, quizzes and examinations.

On campus learning activities: Optional lectures.

### Lecture

Lectures are presented in PowerPoint. PowerPoint presentations used in lecture are the sole property of the instructor(s) and are available for viewing only. Slides of the lectures are available to students through the class web page.

### Web-assisted learning activities

Materials to supplement the lecture content will be posted to the NU 506 ANGEL web-site.

### Case Studies

Analysis of presenting manifestations provides the foundation for clinical diagnosis and decision-making. Online case studies will focus on the application of advanced pathophysiologic concepts to situations found in ambulatory care with adult and elderly clients. Case studies in pathophysiology will be assigned for various diseases. Students are also expected to work in groups (4 to 5 students per case study) to research and present a case study. Each group will prepare a fifteen minute professional presentation describing the case. The group can also provide additional audiovisual materials such as PowerPoint slides, videotapes, handouts, or other created products to supplement their information. Every student is expected to contribute to the discussion.

### Examinations and Quizzes

Examinations are considered an integral part of the learning process. All material from lecture, handouts, web-assisted learning activities and assigned reading is subject to evaluation.

The examinations and quizzes are designed to both measure of the student's learning and identify and correct deficiencies in the student's knowledge base.

\*The instructor(s) reserve the right to use additional quizzes to verify understanding of critical course content.

## COURSE BIBLIOGRAPHY:

### *Required:*

Porth, C. M., & Matfin, G. (2008). Pathophysiology: Concepts of altered health states (8<sup>th</sup> ed.). Philadelphia : Lippincott Williams & Wilkins. ISBN 9780781766166

### Additional course materials:

Additional course materials and assessments will be posted to the ANGEL course sites throughout the semester. Online and Web-assisted courses hosted within the ANGEL Learning environment are accessed by entering your MyWashburn account and **clicking the ANGEL**

## METHODS OF EVALUATION:

1. Online Case Studies –There will be a minimum of 5 case studies worth 10 points each.
2. On Campus Group Case Study –Students are expected to work in groups (4 to 5 students per case study) to research and present a case. This group presentation is worth 50 points.
3. Online Quizzes– There will be a minimum of 5 quizzes worth 10 points each.
4. Online Examinations – There will be a minimum of 5 exams worth 50 points each.

### Example:

Content Area Case Studies (5 @ 10 points each)	50 Points
Group Case Study (50 points)	50 Points
Content Area Quizzes (5 @ 10 points each)	50 Points
Content Area Exams (5 @ 50 points each)	<u>+250 Points</u>
Total Case Studies, Quizzes and Exams	400 Points

\*Total Points: Please note that the points possible may vary depending on the number of quizzes, exams and the number of test items.

## CONTENT OUTLINE:

NU 506 consists of 20 units divided into 5 sections:

### Part I: An Overview of Basic Concepts

- Unit 1: General Concepts of Pathophysiology
- Unit 2: The Cell: Structure and Function and Adaptation to Injury
- Unit 3: The Cell: Environment: Fluid Balance, Acids and Bases
- Unit 4: The Cell: Genetic Control and Inheritance
- Unit 5: Mechanisms of Disease: The Cell
  - Genetic and Congenital Disorders
  - Neoplasia

### Part II: The Mechanisms of Defense

- Unit 5: The Stress Response
- Unit 6: The Inflammatory Response
- Unit 7: The Immune Response

### Part III: Mechanisms of Disease: Failure of the Defense Mechanisms

- Unit 8: Stress Related Disease
- Unit 9: Infection, SIRS, Sepsis
- Unit 10: Hypersensitivities

**Unit 11: Disorders of the Immune Response**

**Part IV: Diseases of Body Systems**

**Unit 12: The Hematologic and Lymphatic Systems**

**Unit 13: The Pulmonary System**

**Unit 14: The Cardiovascular System**

**Unit 15: The Digestive System**

**Unit 16: The Endocrine System**

**Unit 17: Renal, Urologic and Reproductive Systems**

**Unit 18: The Neurologic System**

**Unit 19: The Integumentary and Musculoskeletal System**

**Part V. Multisystem Disorders**

**Unit 20: Shock**

WASHBURN UNIVERSITY  
SCHOOL OF NURSING

**COURSE SYLLABUS**

**NU 512 Advanced Pharmacology**  
**3 Credit Hours**

**COURSE DESCRIPTION:**

This course emphasizes application of selected drug therapies to meet the needs of adults and children (birth to age 18) from diverse cultural groups. Basic concepts of qualitative and quantitative drug actions within the body are examined. Use of protocols, prescription writing and ethical, legal and economic issues surrounding the advanced nurse's role in prescribing and monitoring pharmacotherapies is addressed. Patient education and adherence are addressed. Application is made through age-appropriate case studies.

**ADDITIONAL INFORMATION:**

This course is designed to assist students in applying principles of pharmacotherapeutics with an emphasis on evidenced based care of adults and children in primary care settings. Emphasis is placed on the clinical use of drugs including: establishment of therapeutic dosages related to age, race and gender; patient education; the influence of culture, economics and politics on prescribing; legal issues in prescribing; and, research based prescribing recommendations and standards.

**COURSE PREREQUISITES:**

NU 506 Advanced Pathophysiology or consent of Instructor

**COURSE OUTCOMES:**

Upon completion of this course, learners will be able to:

1. Articulate understanding of ethical and legal issues related to prescribing medications.
2. Analyze relationships between pharmacologic agents and physiologic/pathologic responses.
3. Describe the pharmacokinetics and pharmacodynamics of broad categories of drugs.
4. Develop comprehensive teaching and evaluation tools or techniques specific to the learning needs of the patient in a multicultural society.



5. Articulate understanding of the effects of polypharmacy.
6. Safely and appropriately select pharmacologic agents for the management of select health problems based on client variables, prescriber variables and social/economic variables.

COURSE METHODOLOGY:

Self-directed reading, online discussion, critical thinking assignments and examinations.

COURSE BIBLIOGRAPHY:

*Required:*

APA manual

Edmunds, M. & Mayhew, M. (2008). *Pharmacology for the primary care provider* (3<sup>rd</sup> ed.). St. Louis: Elsevier-Mosby. ISBN 0-323-0513-13

Turkoski, B.B., Lance, B.R., & Bonfiglio, M.F. (2009). *Drug information for advanced practice nursing* (10<sup>th</sup> ed). Hudson, OH: Lexi-Comp (book or PDA version) ISBN 1-59195-2344 Used for all NP courses.

*Optional:*

Gilbert, D.N., Moellering, R.C. Eliopoulous, G.M., Sande, M.A., & Chambers, H.F. (2009). *The Sanford guide to antimicrobial therapy* (39<sup>th</sup> ed.). \_\_\_\_\_: Antimicrobial Therapy. ISBN 1-93080-8453

Hatcher, R.A., Trussell, J., Nelson, A.L. & Cates, W. (2007). *Contraception technology* (19<sup>th</sup> ed.). St. Louis: Ardent Media. ISBN 1-59708-0012

METHODS OF EVALUATION:

Examinations (3 at 50 points each)	150 points
Comprehensive Final*	100 points
Written Case Study **	20 points
Online Case Studies (2 at 10 points each)***	20 points
Sample Prescriptions (2 at 5 points each)	<u>10 points</u>
Total	300 points

\*The comprehensive final exam is completed in the classroom on the designated date and time (See Course Schedule)

\*\*See "Written Case Study Guidelines"

\*\*\*See "Online Case Studies Guidelines"

## CONTENT OUTLINE:

### UNIT 1: FOUNDATIONS OF PRESCRIPTIVE AUTHORITY

- Unit 1A: Prescriptive Authority
- Unit 1B: Pharmacokinetics and Pharmacodynamics
- Unit 1C: Special Populations
- Unit 1D: Factors Influencing Treatment Decisions

### UNIT 2: ANTIINFECTIVES

- Unit 2A: Principles for Prescribing Antiinfectives
  - a. Patient factors
  - b. Prescriber factors
  - c. Drug actions and effects
  - d. Prescribing guidelines
- Unit 2B: Antibiotics
- Unit 2C: Antitubercular Medications
- Unit 2D: Antifungals
- Unit 2E: Antivirals
- Unit 2F: Antiprotozoals

### UNIT 3: RESPIRATORY AGENTS

- Unit 3A: Upper respiratory agents
- Unit 3B: Medications for asthma and COPD
- Unit 3C: Tobacco cessation

### UNIT 4: CARDIOVASCULAR AGENTS

- Unit 4A: Antihypertensives
- Unit 4B: Diuretics
- Unit 4C: Medications for coronary artery disease
- Unit 4D: Medications for heart failure
- Unit 4E: Antidysrhythmic agents
- Unit 4F: Antihyperlipidemic agents
- Unit 4G: Agents that act on blood

### UNIT 5: ENDOCRINE AGENTS

- Unit 5A: Diabetes mellitus agents
- Unit 5B: Thyroid medications
- Unit 5C: Glucocorticoids

### UNIT 6: CNS AND PSYCHOTROPIC AGENTS

- Unit 6A: Stimulants and agents for cognitive function
- Unit 6B: Analgesics/Migraine agents
- Unit 6C: Anticonvulsants
- Unit 6D: Antiparkinson agents
- Unit 6E. Antidepressants
- Unit 6F: Antianxiety and insomnia agents

#### UNIT 7: GASTROINTESTINAL AGENTS

- Unit 7A: Upper GI agents
- Unit 7B: Lower GI agents
- Unit 7C: Antiemetics
- Unit 7D: Agents used for hepatitis

#### UNIT 8: MUSCULOSKELETAL AGENTS

- Unit 8A: NSAIDS/Acetaminophen/ASA
- Unit 8B: Osteoporosis agents
- Unit 8C: Agents used for gout
- Unit 8D: Muscle relaxants
- Unit 8E: Antirheumatic drugs

#### UNIT 9: AGENTS USED FOR RENAL DISEASE, WOMEN'S HEALTH AND MEN'S HEALTH

- Unit 9A: Agents for urinary incontinence
- Unit 9B: Urinary tract analgesics
- Unit 9C: Hormonal Contraceptives
- Unit 9D: Hormone replacement therapy
- Unit 9E: Agents used for benign prostatic hypertrophy
- Unit 9F: Agents for erectile dysfunction

#### UNIT 10: TOPICALS AND AGENTS FOR EYES, EARS, THROAT AND MOUTH

- Unit 10A: Dermatological agents
- Unit 10B: EENT/Mouth agents

WASHBURN UNIVERSITY  
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**COURSE SYLLABUS**

**NU XXX Advanced Patient Assessment and Differential Diagnosis  
4 Credit Hours**

**COURSE DESCRIPTION:**

Emphasizes the knowledge and skills necessary for advanced health assessment of adults and families in acute care and community settings. Systematic holistic approach to both history taking and physical examination for the purpose of differentiating normal from abnormal assessments to promote health and prevent disease in those settings. Interpretation of diagnostics is emphasized.

**LABORATORY COURSE DESCRIPTION:**

Application of health assessment, health promotion and disease prevention facilitated through laboratory learning experiences.

**COURSE PREREQUISITES:**

Admission to the program and Advanced Pathophysiology

**COURSE OUTCOMES:**

Upon completion of this course, learners will be able to:

1. Make sound clinical judgments based on accurate evaluation of the health history data, physical assessment findings and diagnostic analysis for clients and families in outpatient settings.
2. Perform a risk assessment of clients including lifestyle and other factors.
3. Relate assessment findings to underlying emotional or physiological changes.
4. Formulate differential diagnoses based on assessment data including functional assessment.
5. Develop an effective and appropriate plan of care which considers life circumstances and cultural, ethnic, spiritual and development variations in adults and elders.

**COURSE METHODOLOGY:**

Self-directed reading, discussion, critical thinking assignments, demonstration of assessment techniques and examinations, case studies, health assessment, laboratory environment, assessment techniques and examinations, case studies, health assessment laboratory experiences, written history and physicals, examination, final performance examination.

#### COURSE REQUIREMENTS:

1. A basic knowledge of anatomy, physiology, path physiology and beginning health assessment.
2. Self-directed learning is the expectation. Students are expected to explore learning opportunities.
3. All assignments are expected to be completed on the due date. There will be a penalty for assignments turned in late. On line assignments are to be completed at the due date and time.
4. Laboratory and clinical practicum attendance is mandatory. A grade penalty may be assigned for late assignments, including tests. Students are responsible for responding to online assignments as part of their attendance. [Requests such as personal illness or a death in the family are excusable absences but require a physician/provider note. Absence due to employment demands, conference attendance, vacation travel or other issues when class, laboratory and clinical practice are in session are not excusable absences.
5. University catalog stipulates that, after due notice, an instructor may withdraw a student failing for lack of class attendance. This statement is to be considered as due notice. Students who miss more than two laboratory and/or practicum sessions will be withdrawn from the course as failing.
6. An average grade of 70% on exams and a minimum of 70% on health assessments must be achieved in order to successfully complete the course. Additionally, all clinical logs must be completed satisfactorily to successfully complete the course.
7. All course communication will be done through the WU e-mail address system. The course will utilize 'Angel' as the course manager. It is important that you regularly check your e mail and 'angel' communications on regular basis.
8. Student's s have the responsibility to consult with WU Information Technology Services ([support@washburn.edu](mailto:support@washburn.edu)) to ensure that personal computers and software are compatible with the WU system.
9. Mobile/cellular phone and pager use: all electronic devices with auditory tones should be turned off or placed in "vibrate" mode while class is in session. Calls that must be attended to should be outside the classroom. Text messaging, internet use and laptop use is not appropriate during class unless specifically approved by faculty.
10. University and School policies apply to every course in the School of Nursing. For additional University and School of Nursing Policies refer to the Washburn University Catalogue and the School of Nursing Handbook.
11. Equipment to be provided by each student include: stethoscope, non-sterile gloves, tuning fork, reflex hammer, tongue depressors, cotton balls, Q tips, pen light, monofilament.
12. Clinical logs and clinical and time sheets

## COURSE GUIDELINES:

1. Faculty reserve the right to make changes in the outline or on –campus syllabus and handouts as necessary in order to facilitate the most comprehensive learning experience. Students will be notified of changes using electronic mail.
2. Course content is founded on the Nurse Practitioner Primary Care Competencies in Specialty Areas (April 2002) These may be found at: [www.nonph.org/finalaug2002.pdf](http://www.nonph.org/finalaug2002.pdf) with update at [www.nonpf.org/NONPF2005/CoreCompsFINAL06.pdf](http://www.nonpf.org/NONPF2005/CoreCompsFINAL06.pdf)

## COURSE EVALUATION:

### Grading Scale:

- 90-100%=A
- 80-89%=B
- 70-79%=C
- 60-69%=D
- Below 59%=F

## METHODS OF EVALUATION:

Exams:	25%
Exam x 5 (15%)	
Quizzes (20%)	
Hands – on Skills	55%
#1 Check off Episodic with Documentation (15%)	
#2 Check off Episodic with Documentation (15%)	
#3 Final Check off with Documentation (25%)	
System scenarios	20%
Each group presents x 1 throughout semester on assigned topic.	

## COURSE BIBLIOGRAPHY:

### *Required:*

- Goolsby, M. & Grubbs, L. (2006). Advanced assessment interpreting findings and formulating differential diagnoses. Philadelphia: F.A. Davis Company. *ISBN: 978323028882*
- Greydanas, D., Feinberg, A., Patel, D., & Homnick, D. (2008) Pediatric diagnostic examination. New York: McGraw-Hill. *ISBN: 9780071471763*
- Fitzpatrick, T., Johnson, R., Wolff, K. & Suurmond, R (2009), Fitzpatrick's Color Atlas and Synopsis of Clinical Dermatology (6<sup>th</sup> ed) New York: McGraw-Hill. *ISBN: 9780071599757.*
- Seidel, H., Ball, J., Dains, J., Flynn, J., Solomon, B., & Stewart, R. (2011). Mosby's guide to physical examination. (7<sup>th</sup> ed.) St. Louis: Mosby Elsevier. *ISBN: 9780323055703.*

*Optional:*

- Erkonen, W.E. & Smith, W.L. (2009) Radiology 101 (3<sup>rd</sup> ed). Philadelphia: Lippincott, Williams & Wilkins. ISBN 9781605472256.
- Ferri, F. (2010). Ferri's clinical advisor instant diagnosis and treatment. (12<sup>th</sup> ed.). Philadelphia: Mosby Elsevier. ISBN: 9780232056090
- Jacobs, D.S., DeMott, W.R. & Oxley, D.K. (2004). Laboratory Test Handbook (3<sup>rd</sup> ed.) Hudson, OH: Lexi-Comp. ISBN: 9781591950806.
- Seidel, H., Ball, J., Dains, J., Flynn, J., Solomon, B., & Stewart, R. (2011). Student laboratory manual: Mosby's guide to physical examination. (7<sup>th</sup> ed.) St. Louis: Mosby Elsevier. ISBN: 9780323065443.
- Seidel, H., Ball, J., Dains, J., Flynn, J., Solomon, B., & Stewart, R. (2011). Mosby's physical examination handbook. (7<sup>th</sup> ed.) St. Louis: Mosby Elsevier. ISBN: 9780323065405.

WASHBURN UNIVERSITY  
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**COURSE SYLLABUS**

**NU 6XX Principles of Epidemiology**

**3 Credit Hours**

**COURSE DESCRIPTION:**

Explores epidemiology principles, concepts and procedures used in the surveillance and investigation of health-related states or events. Emphasis is placed on the concepts and methods of epidemiologic investigation, appropriate summaries and displays of data, and the use of classical statistical approaches to describe the health of populations. Theoretical methods will be applied to current population health concerns through the use of case studies. A basic understanding of the practices of community health and biostatistics is recommended.

**COURSE PREREQUISITES:**

Admission to the program or by consent of course instructor.

**COURSE OUTCOMES:**

Upon completion of this course, learners will be able to:

1. Contrast descriptive and analytic epidemiology.
2. Interpret frequency measures used in epidemiology such as ratios, proportions, incidence rates, mortality rates, prevalence, and years of potential life lost.
3. Interpret measures of central location and dispersion such as mean, median, mode, ranges, variance, standard deviation, and confidence interval.
4. Apply methods of organizing epidemiologic data such as tables, graphs, and charts to include the following: arithmetic-scale line, scatter diagram, pie chart, and box plot.
5. Analyze processes, uses, and evaluation of public health surveillance.
6. Use steps of an outbreak investigation.
7. Apply epidemiologic principles and biostatistics measures to case studies.
8. Examine ethics in epidemiology and public health.

**COURSE METHODOLOGY:**

On-line learning activities: Self-directed reading, case studies, quizzes and examinations.  
On campus learning activities: Optional lectures.



**COURSE BIBLIOGRAPHY:**

Principles of Epidemiology. An introduction to applied epidemiology and biostatistics.  
2<sup>nd</sup> Ed. <http://www.cdc.gov/phtnonline>

The Principles of Epidemiology in Public Health Practice, 3<sup>rd</sup> Edition, Public Health  
Foundation. [http://bookstore.phf.org/product\\_info.php?products\\_id=12](http://bookstore.phf.org/product_info.php?products_id=12)

Benenson's Control of Communicable Diseases in Man, 15<sup>th</sup> Ed. American Public Health  
Association, Washington, DC.

WASHBURN UNIVERSITY  
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**COURSE SYLLABUS**

**NU 6XX Primary Care I**  
**3 Credit Hours**

**COURSE DESCRIPTION:**

Develops knowledge and skills to provide holistic care in multiple settings for culturally diverse children from birth to age 18 and healthy pregnant and post-partum women. Wellness and health promotion of families are emphasized. Clinical management of specific disease processes and patient responses are considered. Advanced health assessment skills are developed and applied in the laboratory and concurrent practicum.

**COURSE PREREQUISITES:**

NU 507 Advanced Pathophysiology Family, NU 513 Advanced Pharmacology, NU XXX Advanced Patient Assessment and Differential Diagnosis

**COURSE OUTCOMES:**

Upon completion of this course, learners will be able to:

1. Integrate knowledge from previous courses into the development of therapeutic interventions for children from birth to age 18 and healthy pregnant and post partum women.
2. Utilize principles of family theory in the assessment of children and pregnant and post partum women and their families.
3. Apply critical thinking skills in the development of differential diagnoses related to select health problems encountered by children from birth to age 18.
4. Apply critical thinking skills in the development of differential diagnoses related to select health problems encountered by healthy pregnant and post partum women.
5. Demonstrate clinical judgment in coordinating resources for the provision of advanced nursing care.
6. Integrate advanced communication skills and interdisciplinary collaboration strategies.

7. Demonstrate ability to develop a culturally competent, individualized patient/family education program.
8. Correlate assessment findings with underlying emotional or physiological changes.
9. Develop an effective and appropriate plan of care which considers family and life circumstance and cultural, ethnic, spiritual and developmental variations in children from birth to age 18 and healthy pregnant women and post partum women.

#### COURSE METHODOLOGY:

Self-directed reading, discussion, lecture, critical thinking assignments, demonstration of assessment techniques and examinations, faculty and preceptor guided clinical.

#### COURSE BIBLIOGRAPHY:

##### *Required:*

Burns, C., Dunn, A., Brady, M., Starr, N.B., & Blosser, C. G. (2009). *Pediatric primary care*. St. Louis: Saunders/Elsevier.

Youngkin, E., & Davis, M. (2004) *Women's Health. A Primary Care Clinical Guide*. (3<sup>rd</sup> Ed) New Jersey: Pearson/Prentice Hall.

American Academy of Pediatrics. Bright Futures. Guidelines for Health Supervision of Infants, Children, and Adolescents. (2008). Elk Grove Village, IL: AAP.

##### *Optional:*

American Academy of Pediatrics. Pocket Handbook. Bright Futures. Guidelines for Health Supervision of Infants, Children, and Adolescents. (2008). Elk Grove Village, IL: AAP.

Hale, T. W. (2006). *Medications and Mothers' Milk* (12<sup>th</sup> ed.). Amarillo, TX: Hale Publishing.

Robertson, J. & Shilkofski, N. (2005 or later). *The Harriet Lane handbook*. Philadelphia, PA: Elsevier/Mosby.

All textbooks used for previous courses

## COURSE EQUIPMENT:

Stethoscope with diaphragm and bell (or equivalent), pen light, ruler, reflex hammer, tuning fork, cotton balls, cotton-tipped applicators, tongue depressors and exam gloves are required. Students may also wish to bring their own otoscope and ophthalmoscope.

## COURSE REQUIREMENTS:

1. Self directed learning is the expectation.
2. Students are expected to complete all examinations by the dates posted (See Methods of Evaluation). The instructor must be notified prior to missing an exam.
3. Assignments are due by the dates posted.
4. A minimum percentage of 70% must be achieved on exams in order to successfully complete the course. Additionally, all clinical logs must be completed satisfactorily in order to successfully complete the course.
6. The University catalog stipulates that, after due notice, an instructor may withdraw a student failing for lack of class attendance. This statement is to be considered as due notice. **Students who miss more than one lab and/or practicum will be withdrawn from the course as failing.**
7. Reading and preparation prior to lab is expected. Students are also expected to bring the necessary equipment to each lab/practicum session.
8. Students are expected to practice as much as necessary to master the assessment skills.
9. Students have the responsibility to consult with WU Information Technology Services (support@washburn.edu) to ensure that personal computers and software are compatible with the WU system.
10. Faculty reserve the right to make changes to the syllabus and handouts as necessary in order to facilitate the most comprehensive learning experiences for students.
11. University and School policies apply to every course in the School of Nursing. For additional University and School of Nursing Policies refer to the Washburn University Catalog and the School of Nursing Handbook.

## METHODS OF EVALUATION:

Unit Exams (2) 50%

Case Studies/Quizzes	10%
3 pediatric daycare assessments	P/F
Pediatric Primary care - Final Exam	40%
<b>TOTAL</b>	<b>100%</b>

## CONTENT OUTLINE:

### UNIT 1: THE FAMILY

- Unit 1A: Theoretical Foundations for Family Nursing
- Unit 1B: Family Nursing Process
- Unit 1C: Family Assessment Strategies
- Unit 1D: Cultural Diversity Among Families

### UNIT 2: ASSESSMENT OF THE WHOLE PERSON

- Unit 2A: Developmental Tasks and Health Promotion of the Child
- Unit 2B: Health Promotion of the Healthy Pregnant and Post Partum Woman
- Unit 2C: Transcultural Considerations in Assessment
- Unit 2D: Family Violence
- Unit 2E: Nutritional Assessment
- Unit 2F: Documentation and Dictation

### UNIT 3: PHYSICAL EXAMINATION OF THE CHILD

- Unit 3A: Skin, Hair and Nails
- Unit 3B: HEENT
- Unit 3C: Thorax, Lungs, Breasts and Regional Lymphatics
- Unit 3D: Heart, Neck and Peripheral Vascular and Lymphatic Systems
- Unit 3E: Abdomen and Endocrine System
- Unit 3F: Musculoskeletal System
- Unit 3G: Neurological System
- Unit 3H: Male and Female Genitalia and Anus

### UNIT 4: PHYSICAL EXAMINATION OF THE HEALTHY PREGNANT AND POST PARTUM WOMAN

- Unit 4A: Skin, Hair and Nails
- Unit 4B: HEENT
- Unit 4C: Thorax, Lungs, Breasts and Regional Lymphatics
- Unit 4D: Heart, Neck and Peripheral Vascular and Lymphatic Systems
- Unit 4E: Abdomen and Endocrine System
- Unit 4F: Musculoskeletal System
- Unit 4G: Neurological System
- Unit 4H: Female Genitalia and Anus

**UNIT 5: PSYCHOLOGICAL ALTERATIONS AND THERAPEUTIC INTERVENTIONS**

Unit 5A: Depression

Unit 5B: Anxiety

Unit 5C: ADD/ADHD

**UNIT 6: DERMATOLOGICAL ALTERATIONS AND THERAPEUTIC INTERVENTIONS**

Unit 6A: Acute disease states

Unit 6B: Chronic disease states

**UNIT 7: SENSORY ALTERATIONS AND THERAPEUTIC INTERVENTIONS**

Unit 7A: Hearing

Unit 7B: Speech

Unit 7C: Speech disturbances

**UNIT 8: CARDIOVASCULAR ALTERATIONS AND THERAPEUTIC INTERVENTIONS**

Unit 8A: Hypertension

Unit 8B: Congenital heart disease

**UNIT 9: RESPIRATORY ALTERATIONS AND THERAPEUTIC INTERVENTIONS**

Unit 9A: Infections

Unit 9B: Asthma

Unit 9C: Chronic respiratory disease

**UNIT 10: INFECTIOUS DISEASE AND IMMUNIZATIONS**

Unit 10A: Vaccines

Unit 10B: Viral Infections

Unit 10C: Tick-borne Infections

Unit 10 D: Bacterial Infections

**UNIT 11: RENAL/URINARY ALTERATIONS AND THERAPEUTIC INTERVENTIONS**

Unit 11A: Infections

Unit 11B: Congenital disorders of the renal and external genitalia

**UNIT 12: ENDOCRINE ALTERATIONS AND THERAPEUTIC INTERVENTIONS**

Unit 12A: Lipid dysfunction

Unit 12B: Diabetes Type I and gestational diabetes

Unit 12C: Thyroid disorders

Unit 12D: Endocrine disorders affecting growth

**UNIT 13: GASTROINTESTINAL ALTERATIONS AND THERAPEUTIC INTERVENTIONS**

Unit 13A: GERD

Unit 13B: Pyloric stenosis

Unit 13C: Infectious disease of the GI system

Unit 13D: Constipation

WASHBURN UNIVERSITY  
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**COURSE SYLLABUS**

**NU 6XX Primary Care I**  
**3 Credit Hours**

**COURSE DESCRIPTION:**

Develops knowledge and skills to provide holistic care in multiple settings for culturally diverse children from birth to age 18 and healthy pregnant and post-partum women. Wellness and health promotion of families are emphasized. Clinical management of specific disease processes and patient responses are considered. Advanced health assessment skills are developed and applied in the laboratory and concurrent practicum.

**COURSE PREREQUISITES:**

NU 507 Advanced Pathophysiology Family, NU 513 Advanced Pharmacology, NU XXX Advanced Patient Assessment and Differential Diagnosis

**COURSE OUTCOMES:**

Upon completion of this course, learners will be able to:

1. Integrate knowledge from previous courses into the development of therapeutic interventions for children from birth to age 18 and healthy pregnant and post partum women.
2. Utilize principles of family theory in the assessment of children and pregnant and post partum women and their families.
3. Apply critical thinking skills in the development of differential diagnoses related to select health problems encountered by children from birth to age 18.
4. Apply critical thinking skills in the development of differential diagnoses related to select health problems encountered by healthy pregnant and post partum women.
5. Demonstrate clinical judgment in coordinating resources for the provision of advanced nursing care.
6. Integrate advanced communication skills and interdisciplinary collaboration strategies.



## COURSE METHODOLOGY:

Completion of seminar discussion and practicum hours in primary care. Faculty and preceptor directed

## COURSE BIBLIOGRAPHY:

### *Required:*

Textbooks used in NU 6xx Primary Care I and all previous texts are required for this course.

## COURSE POLICIES:

1. Course content is founded on the Nurse Practitioner Primary Care Competencies in Specialty Areas (April 2002) and the consensus model. These may be found at with an update at  
<http://nonpf.org/associations/10789/files/DomainsandCoreComps2006.pdf>  
<http://nonpf.org/associations/10789/files/Adult-GeroPCCComps2010.pdf>  
<http://nonpf.org/associations/10789/files/PrimaryCareComps02.pdf> and  
<http://nonpf.org/associations/10789/files/APRNConsensusModelFinal09.pdf>
2. Students are expected to adhere to the WU policies, the MSN Student Handbook and “Student Responsibilities” as outlined in the WU SON Preceptor Handbook.
3. Students are expected to adhere to clinical agency policies and procedures including HIPAA. No copies of patient’s record are to leave the clinical agency.
4. Appropriate professional conduct, including adherence to the WU SON dress code is expected.
5. Attendance in clinical settings is mandatory. A student may be withdrawn or have a grade lowered for lack of attendance after due notice from the instructor. Consider this as due notice.
6. Prompt and courteous communication with preceptors and instructors is expected. If a clinical day must be missed, the student is expected to notify the preceptor and the instructor ASAP. Students will be required to negotiate an alternative day with the preceptor with notification of the instructor.
7. Students are expected to follow all agency policies regarding infectious disease, infection control measures and exposure to blood and body fluids.
8. Students are expected to follow all agency policies regarding student medication error- client incident reporting. Students must notify the instructor **immediately** following an error/incident. WU SON policies on student medication error – client incident reporting will be followed.
9. The Instructor reserves the right to amend the syllabus at any time throughout the course. Students will be notified of changes.
10. Late assignments will receive a lower grade with 5 points subtracted for each day the assignment is overdue.

11. A final grade will not be awarded until all evaluations completed by students are returned to the instructor.
12. If a student does not meet clinical competencies within the required time frame, additional clinical hours may need to be completed by the student until all competencies are met.

#### METHODS OF EVALUATION:

1. Clinical Performance*	70%
2. Clinical Log**	5%
3. Reflection Papers (x 5)**	25%

\*See Clinical Evaluation Tool

\*\*See Specific Grading Criteria for written assignments

#### CONTENT OUTLINE:

- I. Advanced practice nursing roles
  - a. Primary care provider
  - b. Educator
  - c. Consultant
  - d. Case manager
- II. Time management strategies
- III. Pharmacological aspects of advanced practice
  - a. Legal and ethical issues
  - b. Prescribing
- IV. Interdisciplinary approaches to health care management
  - a. Collaborative practice agreements
  - b. Team development
  - c. Patient and family as director of care
- V. Special topic: Pain management

WASHBURN UNIVERSITY  
SCHOOL OF NURSING

**COURSE SYLLABUS**

**NU 6XX Primary Care II**  
**3 Credit Hours**

**COURSE DESCRIPTION:**

Develops knowledge and skills to provide holistic care in multiple settings for culturally diverse adults. Clinical manifestations of and patient responses to selected problems of cardiovascular, respiratory, renal, urinary, endocrine, and gastrointestinal systems are considered. Advanced health assessment knowledge, including functional assessment, is applied in the determination of differential diagnoses and planning therapeutic interventions. Interdisciplinary collaboration is integrated.

**COURSE PREREQUISITES:**

NU 506 Advanced Pathophysiology, NU 512 Advanced Pharmacology, NU 6XX Advanced Patient Assessment and Differential Diagnosis, NU XXX Philosophical Worldviews of APN

Concurrent: NU 6XX Primary Care II Practicum

**COURSE OUTCOMES:**

Upon completion of this course, learners will be able to:

1. Integrate knowledge from advanced Health Assessment, Advanced Pharmacology, and Advanced Pathophysiology into the development of therapeutic interventions for diverse adult populations. (Program Outcome 2)
2. Apply critical thinking skills in the development of differential diagnoses related to select health problems encountered by adult populations. (Program Outcome 4)
3. Demonstrate clinical judgment in coordinating resources for the provision of advanced nursing care. (Program Outcome 4)
4. Integrate advanced communication skills and interdisciplinary collaboration strategies. (Program Outcome 3 & 7)
5. Demonstrate ability to develop individualized patient education programs. (Program Outcome 5)

6. Design therapeutic interventions to maximize health and wellness of diverse adult populations. (Program Outcome 5)
7. Identify health care policy issues as they relate to primary care settings. (Program Outcome 1 & 6)
8. Utilize research in providing culturally competent care. (Program Outcome 2)

#### COURSE METHODOLOGY:

This course will utilize a variety of teaching-learning methods. Included are lecture, discussion, case studies, group presentations, individualized presentations, written assignments and examinations.

#### COURSE BIBLIOGRAPHY:

##### *Required:*

Buttaro, TM., Trybulski, J., Bailey, P.P. and Sandberg-Cook, J. (2008). *Primary care: A collaborative practice* (3rd ed.). St. Louis: Mosby.

Ferri, F.E. (2011). *Ferri's clinical advisor instant diagnosis and treatment*. St. Louis: Elsevier- Mosby.

Doane, G.H. & Varcoe, C. (2005). *Family nursing as relational inquiry: Developing health-promoting practice*. Philadelphia: Lippincott, Williams & Wilkins.

Alexander, L.L., LaRosa, J.H., Bader, H., Garfield, S., & Alexander, W.J. (2010) *New dimensions in women's health*. (5<sup>th</sup> ed). Sudbury, MA: Jones and Bartlett.

Texts from pre-requisite courses will be utilized in this class.

#### COURSE REQUIREMENTS:

1. Attendance in class is expected. A student may be withdrawn or have a grade lowered for lack of class participation after due notice from the instructor. Consider this as due notice.
2. Preparation and participation in classroom discussions and activities is expected. Faculty strongly believes that sharing of knowledge enriches the learning experience.
3. Materials presented in class may or may not be found in readings or handouts but will be included in test material. Additional assignments and handouts may be added during the course and are required as part of the course content.

4. Scheduled tests are given during class time. Make-up exams occur only when the Instructor is notified ahead of time and only if there is illness or an emergency. The test must be made up on the following Friday at the scheduled SON 3:00 PM makeup time.
5. Appropriate conduct is expected in the classroom. No cell phones and no pagers should be on during class.
6. The Instructor reserves the right to amend the syllabus at anytime throughout the course. Students will be notified of changes.
7. Course content is founded on the Nurse Practitioner Primary Care Competencies in Specialty Areas. These may be found at an update at <http://www.nonpf.com/displaycommon.cfm?an=1&subarticlenbr=14>
8. Faculty and students are expected to adhere to the Washburn University and School of Nursing Policies and Procedures.

#### METHODS OF EVALUATION:

1. Examinations (2 at 50 points each)	100 points
2. Quizzes (3 at 10 points each)	30 points
3. Comprehensive Final	100 points
4. Oral Case Presentation*	<u>50 points</u>
Total	280 points

\*See specific grading criteria

#### CONTENT OUTLINE:

- I. Introduction to Primary Healthcare
- II. Levels of Prevention
- III. Theoretical Foundations of Adult Care
  - a. Nursing Theories
  - b. Family Theory
  - c. Harm Reduction Model
  - d. Cultural Diversity in Health Care Theory
- IV. Cardiovascular Alterations and Therapeutic Interventions
  - a. Hypertension
  - b. Congestive Heart Failure
  - b. Dysrhythmias
- V. Respiratory Alterations and Therapeutic Interventions
  - a. Infectious Disease
  - b. Asthma
  - c. Emphysema
  - d. Chronic Bronchitis
  - e. Oncology Issues
- VI. Renal Alterations and Therapeutic Interventions
  - a. Infectious Disease
  - b. Acute Renal Failure
  - c. Chronic Renal Failure

- d. Oncology Issues
- e. Incontinence
- VII. Endocrine Alterations and Therapeutic Interventions
  - a. Lipid Dysfunction
  - b. Diabetes Mellitus
  - c. Hyper and Hypothyroidism
- VIII. Gastrointestinal Alterations and Therapeutic Interventions
  - a. Infectious Disease
  - b. Gastroesophageal Reflux Disease
  - c. Peptic Ulcer Disease
  - d. Hepatitis
  - e. Irritable Bowel Syndrome and Crohn's Disease

WASHBURN UNIVERSITY  
SCHOOL OF NURSING

**COURSE SYLLABUS**

**NU 6XX Primary Care II Practicum**  
**3 Credit Hours**

**COURSE DESCRIPTION:**

Implementation of skills and knowledge in caring for diverse clients in multiple settings as they experience select acute and chronic health conditions. Students will utilize diagnostic reasoning, nursing therapeutics, pharmacologic therapeutics and interdisciplinary treatments in the provision of holistic care. Primary, secondary and tertiary levels of prevention are integrated. Emphasis is on advanced nursing roles of primary care provider, consultant, case manager and educator. Course provides 225 clock hours of practicum experience.

**COURSE PREREQUISITES:**

NU 506 Advanced Pathophysiology, NU 512 Advanced Pharmacology, NU 6XX Primary Care I, NU 6XX Primary Care I Practicum

**COURSE OUTCOMES:**

Upon completion of this course, learners will be able to:

1. Integrate knowledge from previous courses to care for diverse adults in primary care settings.
2. Apply critical thinking skills in the development of differential diagnoses related to select health problems encountered by adult populations.
3. Exhibit advanced communication skills in interdisciplinary settings.
4. Develop culturally appropriate, individualized patient education programs.
5. Design therapeutic interventions to maximize health and wellness and diverse adult populations.
6. Evaluate diagnostic test results in collaboration with interdisciplinary teams.
7. Apply ethical and legal principles to care of adults in primary care settings.
8. Utilize research in providing culturally competent care.

## COURSE METHODOLOGY:

Completion of seminar discussion and practicum hours in primary care. Faculty and preceptor directed

## COURSE BIBLIOGRAPHY:

### *Required:*

Textbooks used in NU 6XX Primary Care II and all previous texts are required for this course.

## COURSE POLICIES:

1. Course content is founded on the Nurse Practitioner Primary Care Competencies in Specialty Areas (April 2002) and the consensus model. These may be found at with an update at  
<http://nonpf.org/associations/10789/files/DomainsandCoreComps2006.pdf>  
<http://nonpf.org/associations/10789/files/Adult-GeroPCCComps2010.pdf>  
<http://nonpf.org/associations/10789/files/PrimaryCareComps02.pdf> and  
<http://nonpf.org/associations/10789/files/APRNConsensusModelFinal09.pdf>
2. Students are expected to adhere to the WU policies, the MSN Student Handbook and “Student Responsibilities” as outlined in the WU SON Preceptor Handbook.
3. Students are expected to adhere to clinical agency policies and procedures including HIPAA. No copies of patient’s record are to leave the clinical agency.
4. Appropriate professional conduct, including adherence to the WU SON dress code is expected.
5. Attendance in clinical settings is mandatory. A student may be withdrawn or have a grade lowered for lack of attendance after due notice from the instructor. Consider this as due notice.
6. Prompt and courteous communication with preceptors and instructors is expected. If a clinical day must be missed, the student is expected to notify the preceptor and the instructor ASAP. Students will be required to negotiate an alternative day with the preceptor with notification of the instructor.
7. Students are expected to follow all agency policies regarding infectious disease, infection control measures and exposure to blood and body fluids.
8. Students are expected to follow all agency policies regarding student medication error-client incident reporting. Students must notify the instructor **immediately** following an error/incident. WU SON policies on student medication error – client incident reporting will be followed.
9. The Instructor reserves the right to amend the syllabus at any time throughout the course. Students will be notified of changes.
10. Late assignments will receive a lower grade with 5 points subtracted for each day the assignment is overdue.
11. A final grade will not be awarded until all evaluations completed by students are returned to the instructor.



12. If a student does not meet clinical competencies within the required time frame, additional clinical hours may need to be completed by the student until all competencies are met.

#### METHODS OF EVALUATION:

1. Clinical Performance*	70%
2. Clinical Log**	5%
3. Reflection Papers (x 5)**	25%

\*See Clinical Evaluation Tool

\*\*See Specific Grading Criteria for written assignments

#### CONTENT OUTLINE:

- I. Advanced practice nursing roles
  - a. Primary care provider
  - b. Educator
  - c. Consultant
  - d. Case manager
- II. Time management strategies
- III. Pharmacological aspects of advanced practice
  - a. Legal and ethical issues
  - b. Polypharmacy
  - c. Prescribing
- IV. Interdisciplinary approaches to health care management
  - a. Collaborative practice agreements
  - b. Team development
  - c. Patient as director of care
- V. Special topic: Pain management

WASHBURN UNIVERSITY  
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**COURSE SYLLABUS**

**NU 6XX Primary Care III**  
**3 Credit Hours**

**COURSE DESCRIPTION:**

Develops knowledge and skills to provide holistic care in multiple settings for culturally diverse adults. Clinical manifestations of and patient responses to selected problems of sensory, psychological, neurological, musculoskeletal, dermatological, reproductive and immunological systems are considered. Advanced health assessment knowledge, including functional assessment and family assessment is applied in the determination of differential diagnoses and planning therapeutic interventions. Interdisciplinary collaboration is integrated.

**COURSE PREREQUISITES:**

NU 6XX Primary Care II, NU 6XX Primary Care II Practicum  
Concurrent: NU 6XX Primary Care III Practicum

**COURSE OUTCOMES:**

Upon completion of this course, learners will be able to:

1. Integrate knowledge from previous courses into the development of therapeutic interventions for diverse adults (End of Program Outcome 2)
2. Apply critical thinking skills in the development of differential diagnoses related to select health problems encountered by culturally diverse adults (End of Program Outcome 4).
3. Demonstrate clinical judgment in coordinating resources for the provision of advanced nursing care (End of Program Outcome 1, 3, 4).
4. Integrate advanced communication skills and interdisciplinary collaboration strategies (End of Program Outcome 3, 7).
5. Demonstrate ability to develop individualized patient education programs (End of Program Outcome 2, 5).
6. Design therapeutic interventions to maximize health and wellness of diverse populations (End of Program Outcome 5, 6).

7. Identify health care policy issues as they relate to primary care settings (End of Program Outcome 1).
8. Utilize research in providing culturally competent care (End of Program Outcome 2).

#### COURSE METHODOLOGY:

This course will utilize a variety of teaching-learning methods. Included are lecture, discussion, case studies, individualized presentations and examinations.

#### COURSE BIBLIOGRAPHY:

##### *Required:*

Buttaro, TM., Trybulski, J., Bailey, P.P., & Sandberg-Cook, J. (2008). *Primary care: A collaborative practice* (3<sup>rd</sup> ed.). St. Louis: Mosby.

Doane, G.H. & Varcoe, C. (2005). *Family nursing as relational inquiry: Developing health-promoting practice*. Philadelphia: Lippincott, Williams & Wilkins.

Ferri, F.E. (2009). *Ferri's clinical advisor instant diagnosis and treatment*. St. Louis: Elsevier- Mosby.

Hamm, R.J., Sloane, P.D., Warshaw, G.A., Bernard, M.A., & Flaherty, E. (2006). *Primary care geriatrics: A case based approach* (5<sup>th</sup> ed.). \_\_\_\_\_: Mosby. ISBN

Wolff, K., Johnson, R.A., & Suurmond, D. (2005). *Fitzpatrick's color atlas & synopsis of clinical dermatology*. New York: McGraw Hill.

Youngkin, E.Q. & Davis, M.S. (2004). *Women's health: A primary care clinical guide*. Upper Saddle River, NJ: Prentice Hall.

##### *Optional:*

Griffin, L.Y. (Ed.) (2005). *Essentials of musculoskeletal care* (3<sup>rd</sup> ed.). Rosemont, IL: American Academy of Orthopedic Surgeons.

Hatcher, R.A., Trussell, J., Nelson, A.L. & Cates, W. (2008). *Contraception technology* (19<sup>th</sup> ed.). St. Louis: Ardent Media.

Heidelbaugh, J.J. (2008). *Clinical men's health: Evidence in practice*. Philadelphia: Saunders. ISBN

**Texts from pre-requisite courses will be utilized in this class.**

**METHODS OF EVALUATION:**

1. Examinations (2 at 50 points each)	100 points
2. Comprehensive Final	100 points
3. Quizzes (3 at 10 points each)	30 points
3. Oral Case Presentation*	<u>50 points</u>
Total	280 points

\*See specific grading criteria

**CONTENT OUTLINE:**

- I. Introduction
- II. Levels of Prevention
- III. Application of Family Theory to Diverse Populations
- IV. Sensory Alterations and Therapeutic Interventions
  - a. Hearing
  - b. Vision
  - c. Speech disturbances
- V. Psychological Alterations and Therapeutic Interventions
  - a. Depression
  - b. Anxiety
  - c. Bipolar Disorder
  - d. Alterations in sleep
- VI. Neurological alterations and Therapeutic Interventions
  - a. Dementia
  - b. Multiple sclerosis
  - c. ALS
  - d. Oncology Issues
- VII. Musculoskeletal Alterations and Therapeutic Interventions
  - a. Fractures
  - b. Oncology Issues
  - c. Connective Tissue Disease
- VIII. Dermatological Alterations and Therapeutic Interventions
  - a. Acute Disease States
  - b. Chronic Disease States

c. Skin Cancer

IX. Immunological Alterations and Therapeutic Interventions

- a. Autoimmune disease
- b. HIV/AIDS

X. Reproductive Health

- a. Infertility
- b. Contraception Technology
- c. Pregnancy and Lactation
- d. Menopause
- e. Men's health
- f. Infectious disease in women and men

WASHBURN UNIVERSITY  
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**COURSE SYLLABUS**

**NU 6XX Primary Care Practicum III**  
**3 Credit Hours**

**COURSE DESCRIPTION:**

Implementation of skills and knowledge in caring for diverse clients in multiple settings as they experience select acute and chronic health conditions, pregnancy and lactation. Students will utilize diagnostic reasoning, nursing therapeutics, pharmacologic therapeutics and interdisciplinary treatments in the provision of holistic care. Primary, secondary and tertiary levels of prevention are integrated. Emphasis is on advanced nursing roles of primary care provider, educator, case manager, clinical researcher and quality improvement coordinator. Course provides 180 clock hours of practicum experience.

**COURSE PREREQUISITES:**

NU 6XX Primary Care I, NU 6XX Primary Care I Practicum  
Concurrent: NU 6XX Primary Care III

**COURSE OUTCOMES:**

Upon completion of this course, learners will be able to:

1. Apply knowledge from previous courses to care of diverse adults in primary care settings (End of Program Outcomes 2, 4, 6).
2. Apply critical thinking skills in the development of differential diagnoses related to select health problems encountered by diverse populations (End of Program Outcomes 2, 4).
3. Exhibit advanced communication skills in interdisciplinary settings (End of Program Outcome 7).
4. Develop culturally appropriate, individualized patient education programs (End of Program Outcomes 2, 3, 5).
5. Design therapeutic interventions to maximize health and wellness and diverse adult populations (End of Program Outcome 2, 6, 7).
6. Evaluate diagnostic test results in collaboration with interdisciplinary teams (End of Program Outcomes 4, 5).

7. Analyze strategies to influence health policy within interacting health care systems (End of Program Outcome 1).
8. Utilize research in providing culturally competent care (End of Program Outcome 2).

#### COURSE METHODOLOGY:

Completion of seminar discussion and practicum hours in primary care. Faculty and preceptor directed

#### COURSE BIBLIOGRAPHY:

##### *Required:*

Buttaro, TM., Trybulski, J., Bailey, P.P. and Sandberg-Cook, J. (2008). *Primary care: A collaborative practice* (3rd ed.). St. Louis: Mosby.

Ferri, F.E. (2009). *Ferri's clinical advisor instant diagnosis and treatment*. St. Louis: Elsevier- Mosby. 13-978-0-323-04136-2

Doane, G.H. & Varcoe, C. (2005). *Family nursing as relational inquiry: Developing health-promoting practice*. Philadelphia: Lippincott, Williams & Wilkins.

Youngkin, E.Q. & Davis, M.S. (2004) *Women's health: A primary care clinical guide* (3<sup>rd</sup> ed.). Upper Saddle River, NJ: Prentice-Hall Health. ISBN 0-13-110026-2

##### *Optional*

Griffin, L.Y. (Ed.) (2005). *Essentials of musculoskeletal care* (3<sup>rd</sup> ed.). Rosemont, IL: American Academy of Orthopedic Surgeons. ISBN 0-89203-352-5

Hamm, R.J., Sloane, P.D., Warshaw, G.A., Bernard, M.A., & Flaherty, E. (2006). *Primary care geriatrics: A case based approach* (5<sup>th</sup> ed.). \_\_\_\_\_: Mosby. ISBN 0-32303-930-8

Hatcher, R.A., Trussell, J., Nelson, A.L. & Cates, W. (2008). *Contraception technology* (19<sup>th</sup> ed.). St. Louis: Ardent Media. ISBN 1-59708-0012

Heidelbaugh, J.J. (2008). *Clinical men's health: Evidence in practice*. Philadelphia: Saunders. ISBN 978-1-4160-3000-3

Wolff, K., Johnson, R.A., & Suurmond, D. (2005). *Fitzpatrick's color atlas &*

*synopsis of clinical dermatology*. New York: McGraw Hill. ISBN  
9780071440196

**Texts from pre-requisite courses will be utilized in this class.**

**COURSE REQUIREMENTS:**

1. Course content is founded on the Nurse Practitioner Primary Care Competencies in Specialty Areas (March 2006). These may be found at <http://www.nonpf.com/displaycommon.cfm?an=1&subarticlenbr=14>
2. Students are expected to adhere to the WU policies, the MSN Student Handbook and "Student Responsibilities" as outlined in the WU SON Preceptor Handbook.
3. Students are expected to adhere to clinical agency policies and procedures including HIPAA. No copies of patient's record are to leave the clinical agency.
4. Appropriate professional conduct, including adherence to the WU SON dress code is expected.
5. Attendance in clinical settings is mandatory to successfully complete the course.
6. Prompt and courteous communication with preceptors and the instructor is expected. If a clinical day must be missed, the student is expected to notify the preceptor and the instructor ASAP. Students will be required to negotiate an alternative day with the preceptor with notification of the instructor.
7. Students are expected to follow all agency policies regarding infectious disease, infection control measures and exposure to blood and body fluids.
8. Students are expected to follow all agency policies regarding student medication error- client incident reporting. Students must notify the instructor **immediately** following an error/incident. WU SON policies on student medication error – client incident reporting will be followed.
9. The Instructor reserves the right to amend the syllabus at any time throughout the course. Students will be notified of changes.
10. Late assignments will receive a lower grade with 5 points subtracted for each day the assignment is overdue.
11. A final grade will not be awarded until all evaluations completed by students are returned to the instructors.
12. If a student does not meet clinical competencies within the required time frame, additional clinical hours may need to be completed by the student until all competencies are met.

**METHODS OF EVALUATION:**

- |                               |           |
|-------------------------------|-----------|
| 1. Clinical Performance*      | 75%       |
| 2. Clinical Log**             | Pass/Fail |
| 3. Reflection Papers (x 5)*** | 25%       |

\*See Clinical Evaluation Tool

\*\* See Specific Grading Criteria for Clinical Logs

\*\*\*See Specific Grading Criteria for written assignments



**CONTENT OUTLINE:**

- I. Theory in clinical practice
- II. Research in clinical practice
- III. Culturally competent health care delivery
  - a. Models
  - b. Therapeutic interventions
- IV. Special topic: Health care policy and the role of the APN
- V. Special topic: Entrepreneurship

WASHBURN UNIVERSITY  
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**COURSE SYLLABUS**

**NU 6XX NP Primary Care Residency**

**2 Credit Hours** (1:5 ratio of credit to clock hours=150 practicum hours)

**COURSE DESCRIPTION:**

Expands breadth and/or depth of clinical knowledge and skills in an area of advanced nursing practice with focus on delivery of sub-specialty care services or full spectrum primary care services. Synthesis of clinical knowledge and incorporation of evidence-based decision making to construct symptom-based assessments, advanced differential diagnoses, independent therapeutic interventions, and outcome evaluation of the care of clients.

**COURSE PREREQUISITES:**

- a) Post-MSN with APRN: National certification in area of expertise (e.g. family or adult)
- b) Post-MSN without APRN: NU 6XX Primary Care II, NU 6XX Primary Care II Practicum, NU 6XX Primary Care III, and NU 6XX Primary Care III Practicum

**COURSE OUTCOMES:**

Upon completion of this course, learners will be able to:

1. Demonstrate increased independent clinical decision-making and judgment to differentiate complex practice problems incorporating diverse and culturally sensitive approaches. (PO 3 & 7)
2. Create individualized interventions for patients based upon professional standards of practice and evidence-based care to improve patient outcomes. (PO 3 & 4)
3. Synthesize nursing science with knowledge from biophysical, psychosocial, analytical and organizational sciences to provide safe and effective health care practices. (PO 1)
4. Develop new advanced practice skills obtained from the practicum experience. (PO 8)
5. Collaborate with intra and inter-professional colleagues within the health care setting for improving patient and population health outcomes. (PO 6)

**COURSE METHODOLOGY:**

Primary Care Residency provides an opportunity for enhancement of existing advanced practice skills in one or more areas : 1) diagnosis and management of ambulatory patients with complex diagnoses and comorbid conditions in the context of family, community and culture, 2) diagnosis and management of patients with complex diagnoses and/or comorbid conditions who present

with acute changes in health status requiring interventions available only in an acute care setting and 3) diagnosis and management of patients who are unable to function independently due to age related alteration in mental and physical status, developmental, perceptual and physical disability and chronic, degenerative illness.

Learning Contract: Primary Care Residency is total of 6 credits, that are spread out over three semesters in the Post-Master's curriculum. The total number of clock or direct care hours is 450, but 150 hours are required for each of the three semesters that the student is enrolled in the Primary Care Residency course. Students must prepare a specific learning contract for the residency with minimum requirements of: 1) objectives and strategies for student achievement are proposed to describe individualized student learning needs with guidance from the course faculty member as the foundation for the preceptor-student relationship, and 2) artifacts produced in the practicum that demonstrate achievement of goals needs described. Contract must be approved by the faculty and preceptor. If unanticipated learning opportunities arise, these may replace identified strategies in the contract and are documented. In addition, students will be responsible for assigned selected readings, grand rounds presentations, and maintaining a clinical residency log (electronic health records data-base).

#### COURSE BIBLIOGRAPHY:

Required/Recommended/Text/Readings will be determined by the primary care or subspecialty clinical preceptor.

#### COURSE POLICIES:

(For example, attendance, makeup exams, plagiarism, quizzes.....)

Provide instructions on how to access the Washburn University Student Conduct Code and the Academic Impropriety Policy. Both of these policies are in the Student Planner/Handbook, which can be accessed online by clicking on the Student Handbook link at the following website ([http://www.washburn.edu/main/studentlife/SL\\_Office/about\\_osl\\_dos.html](http://www.washburn.edu/main/studentlife/SL_Office/about_osl_dos.html))

#### METHODS OF EVALUATION:

Primary Care Residency (Electronic Health Record) Log	25%
Grand Rounds Presentation (online)	25%
Evaluation of student learning contract objectives	50%

#### Grading:

90 – 100	A
80 – 89	B
70 – 79	C
60 – 69	D
< 60	F

#### CLINICAL PLACEMENTS:

Clinical residency placements will be determined by the faculty mentor and the student. In addition to direct patient-care hours, the student will be required to attend the following:

#### ONLINE RESIDENCY CASE PRESENTATIONS:

Each student will be responsible for conducting one online case study presentation per semester. The online presentation will last approximately 30 minutes, with time at the end for peer-reviewed feedback of the presentation. It is expected that students enrolled in the course will attempt to join all of the online presentations by their peers. Students will be given the opportunity to sign up for selected dates and times for their case-study presentation.

**ACCOUNTING CONCEPTS**  
**AC 924 EA**  
**Course Syllabus**  
**Fall 2010**

<b>Instructor:</b>	Dr. JuliAnn Mazachek Office: Washburn University Foundation Phone: 670-4483 E-mail: <a href="mailto:jmazachek@wufoundation.org">jmazachek@wufoundation.org</a>
<b>Meeting Time:</b>	<b>EA Monday - 5:30 p.m. – 8:15 p.m.</b>
<b>Office Hours:</b>	By Appointment & Before and After Class Sessions as Requested
<b>Required Materials:</b>	Text: <i>Survey of Accounting</i> , 2 <sup>nd</sup> Edition, by Edmonds, Olds, McNair, Tsay, McGraw-Hill Irwin, 2010, 2007
<b>Optional Materials:</b>	Additional materials may be distributed or required prior to the relevant class session
<b>Prerequisites:</b>	College Algebra

**Course Description:**

Accounting Concepts is an accelerated and in-depth introduction to conceptual accounting foundations. Presents accounting as a dynamic information system for communicating & measuring financial data and for using for planning & control purposes. Primary focus is to provide background for upper-level graduate courses.

This course is intended for students who have either had no prior accounting courses or students who desire to refresh their basic accounting skills and knowledge.

**Student Outcome Assessment Objectives:**

The primary objectives of this course are to provide a broad-based exposure to the basic terminology, tools, and procedures of financial and managerial accounting and to provide a solid foundation for applying these accounting concepts to future courses in accounting, finance, marketing, operations, and strategy. Accounting is the “language of business,” and the successful student should be able to understand accounting issues as they arise in the workplace and in the financial press.

This course is a survey of financial and managerial accounting. Accounting measures and reports financial and nonfinancial information to facilitate decision making by internal and external users. The first portion of the course will focus on financial accounting and the second portion of the course will focus on managerial accounting.

Financial accounting is the process of collecting, summarizing and reporting in financial statements the financial information of an entity according to established standards and principles to external and internal users. The primary role of financial accounting is to provide meaningful information to external users such as stockholders and creditors.

Managerial accounting is the set of information, reports, models and systems in place to provide information to managers for operational and strategic decision making about the organization. The primary role of managerial accounting is to provide useful information to internal users – managers and other individuals who direct and control operations and investments.

Upon completion of the course you should be able to:

- Describe the accounting process of recording, summarizing and reporting business transactions
- Read basic financial statements
- Determine how various business transactions impact the financial position and results of the operations of the organization
- Perform basic financial statement analysis

- Categorize business activities into operating, investing and financing
- Perform profitability analysis
- Assign product costs in a manufacturing and service setting
- Prepare operational budgets for internal decision making
- Develop and analyze performance measurement metrics

**Topic Outline:**

The following key topics will be emphasized:

- Elements of the Financial Statements
- Accounting Cycle
- Accounting for key Business Events/ Transactions
- Introduction to Financial Statement Analysis
- Cost Behavior
- Tracking and Allocating Product Costs
- Special Decisions
- Planning for Profits and Performance

**Attendance:**

The student's attendance at each class session is expected. This is a fast-paced course and it is very important to keep up with reading and course work. The class will follow a lecture and discussion method. This approach relies heavily on the student's active participation in class discussion. We will work through problems interactively during the class session to illustrate the concepts in the reading and homework.

**Disclaimer:**

This syllabus presents the structure of the course and the categories of coursework determining your final grade in this course. The instructor will organize and schedule assignments throughout the semester to achieve the goals of the course.

**Homework:**

Homework will be assigned for each class session. Students will be required to complete readings, problems and any case/ATC problems as assigned. Your homework will not be collected or graded. Homework solutions will be provided to enable you to check your work and determine the areas of where further study and discussion is needed. This is a fast-paced course and it is very important to keep current on assignments.

Weekly Class Assignments: Students are expected to read the assigned readings carefully to understand the concepts included. You should attempt to answer all assigned questions, problems and case questions prior to the class session. You should focus your time in completing your daily assignments on understanding the information, its impact on decisions, and the process needed to arrive at a decision/solution.

**Class Participation:**

To create a stimulating and active learning environment, students are expected to be active participants in class discussion. Students are expected to be prepared to discuss issues, analyses, and individual recommendations and insights with the class. Class members rely on other class members being prepared for the session and each class member is expected to contribute to discussion in class sessions.

**Projects:**

There are two projects scheduled for the course:

Financial Statement Analysis: To provide an opportunity to apply your financial accounting knowledge, you will be

required to review and analyze a corporate annual report. Companies use the annual report to communicate both financial and nonfinancial information about the company to external users. Please choose a company interesting to you and be aware certain industries have complex and specialized accounting rules and practices and as such may contain elements of the financial statements which are confusing.

Each student must obtain the annual statement information of a selected company by **Monday, October 4**. Additional information about the assignment will be provided in September. The annual report project is due **Monday, November 8**.

Managerial Analysis and Decision Making: To provide an opportunity to apply your managerial accounting knowledge, you will be required to analyze a business situation, identify potential options to consider and prepare analysis in support of your recommendation for action. Additional information about the assignment will be provided by **Monday, November 15**. The managerial project is due by **Monday, December 13**.

**Examinations:**

Four examinations will be given during the semester. The exams will cover material from the text and any other material assigned or covered in class sessions. More information will be provided in advance of each exam.

**Grading:**

The grade for this course will be determined as follows:

Class Participation	50
Financial Project	100
Managerial Project	100
Examination #1	100
Examination #2	100
Examination #3	100
Examination #4	<u>130</u>
	680 points

Complete Your Own Work: Each student is required to complete graded work individually and without the assistance of other students, except coursework explicitly assigned as a group assignment. Members of the class should not share electronic versions of assignments or discuss general approaches to written assignments with others (in the class or otherwise).

**Make-up Policy:**

Students must work with the professor to determine an appropriate plan if work is missed. It is always my intention for the student to proactively consider when an absence will occur and prepare for this in advance as opposed to after the work is missed. If unexpected absences occur, please contact me as soon as possible to determine the next steps, if any, more making up the work.

**Prerequisites:**

“It is the responsibility of the student to meet all prerequisite requirements for courses in which the student is enrolled. A student failing to meet prerequisite requirements is subject to administrative withdrawal from the course at any time.”

**Academic Misconduct Policy:**

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Location: Student Services, Morgan Hall Room 150

Phone: 785-670-1629 or TDD 785-670-1025

E-Mail: [student-services@washburn.edu](mailto:student-services@washburn.edu)

Students may voluntarily identify themselves to the instructor for a referral to the Student Services Office.

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**Official E-Mail Address:**

Your Washburn University e-mail address will be the official address used by the University for relaying important messages regarding academic and financial information. It may also be used by your instructors to provide specific course information. E-mail messages sent to your Washburn University e-mail address will be considered your official notification for important information. If you prefer to use an alternate e-mail address to receive official University notices, you can access your MyWashburn e-mail account, choose the "Options" tab, and select "Settings", scroll to the bottom of the screen and enter the e-mail address you would like your Washburn emails forwarded to in the "mail forwarding" area. Click on save changes. This will complete the process of forwarding your Washburn e-mail.



BU 926GA  
Survey of Finance  
Spring 2010

**Instructor:** Jerrod Ansley  
**Phone:** 785 221 3560 (cell)  
785 438 3096 (work)  
**E-Mail:** jerrod.ansley@washburn.edu  
jansley@sg-investors.com

Your Washburn University e-mail address will be the official address used by the University for relaying important messages regarding academic and financial information and the University will consider this your official notification for important information. It may also be used by your instructors to provide specific course information. If you prefer to use an alternate e-mail address to receive official University notices, you can access your MyWashburn e-mail account, choose the "Options" tab, and select "Settings", scroll to the bottom of the screen, click enable forwarding and enter the e-mail address you would like your Washburn emails forwarded to in the "mail forwarding" area. Click add and then click on save changes. This will complete the process of forwarding your Washburn e-mail. It is your responsibility to ensure that your official e-mail box does not exceed your message quota resulting in the inability of e-mail messages to be accepted into your mailbox.

**Meeting Time:** Tuesday 5:30 to 8:15pm

**Office Hours:** Available ½ hour before class every week  
By appointment

**Required Textbook** Essentials of Corporate Finance, 6<sup>th</sup> Edition  
Ross, Westerfield and Jordan

**Prerequisites** Accounting 920 & 921

**Course Description:** Theory and techniques of financial management, designed to provide the basic financial background needed by students in business, economics, or related fields. Topics include: capital budgeting, capital structure, dividend policy, the cost of capital, and working capital management.

**Student Outcomes:**

After completing the class students will be able to:

- Describe the goals of the financial manager.
- Calculate financial ratios and analyze financial statements.
- Compute future and present values.
- Make financial decisions after computing net present value, internal rate of return and profitability index in a capital budgeting environment.
- Compute the value of stock and bond investments
- Compute the cost of capital and leverage

**Topic Outline:**

Introduction to Financial Management  
Financial Statements and Cash Flow  
Working with Financial Statements  
Introduction to Valuation: The Time Value of Money  
Discounted Cash Flow Valuation  
Interest Rates and Bond Valuation  
Equity Markets and Stock Valuation  
Net present Value and other Investment Criteria  
Making Capital Investment Decisions  
Cost of Capital  
Leverage and Capital Structure  
Dividends and Dividend Policy  
Raising Capital

**Disclaimer:**

This is only a tentative outline

**Grading / Evaluation of Students**

The point breakdown for the class is given below. Grades are given using the standard 90/80/70/60 metric.

	<u>Points</u>
Class Contribution	50
Homework	50
Excel Project	50
Test #1	150
Test #2	150
Final	200
<b>Total Points</b>	<b>650</b>

### **Class Contribution**

50 points of your grade will be classified as class contribution. This is a qualitative metric that I will use to determine the overall cumulative contribution each student provides to the class. While attendance is not mandatory in the class, poor attendance will negatively affect the class contribution points. Full class contribution points can be achieved by meeting the following requirements:

- Have good attendance
- Be punctual, class begins at 5:30, if you are going to be late please notify me ahead of time through email or a phone call
- Turn off all cell phones, beepers, or PDAs
- Be prepared for each class session including having completed all homework and reading assignments
- Give full attention to whomever has been granted the floor and refrain from side discussions or other non-class activity
- **Contribute to class discussion and ask thoughtful and intriguing questions**

### **Homework**

Homework will be assigned nearly every class period and is due the next period unless noted by the instructor. While homework will not be collected every period it will be discussed in class. It is more important to have made a solid attempt at the homework problems versus having every answer correct.

### **Excel Project**

The Excel project will be handed out prior to spring break and will cover the majority of the topics discussed in the class. Students will utilize the functionality of Microsoft Excel to complete a detailed financial analysis. We will have many working sessions throughout the year in which students will be able to refine and work together to improve their spreadsheet and Excel skills. More information will be provided about the project as the semester progresses.

### **Exams**

There will be 2 exams during the year and a final to close out the year. Tests will consist of multiple choice and problems that the students will work. Tests will focus on the homework that has been assigned to students and lecture notes that we cover in class. The final will be comprehensive

**Select Mission of the University:**

Washburn University shall prepare qualified individuals for careers, further study and life long learning through excellence in teaching and scholarly work. Washburn University shall make a special effort to help individuals reach their full academic potential.

*Washburn University Board of Regents, 1999*

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[www.washburn.edu/copyright/students](http://www.washburn.edu/copyright/students). For a complete copy of the Academic Impropriety Policy, contact the office of the Vice President for Academic Affairs, Bradbury Thompson Alumni Center Suite 200, or go on-line to:

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Location: Student Services, Morgan Hall Room 135 (new location)

Phone: 785-670-1629 or TDD 785-670-1025

E-Mail: [student-services@washburn.edu](mailto:student-services@washburn.edu)

Students may voluntarily identify themselves to the instructor for a referral to the Student Services Office.

**Center for Undergraduate Studies and Programs (CUSP):**

As a Washburn student, you may experience difficulty with issues such as studying, personal problems, time management, or choice of major, classes, or employment. The Center for Undergraduate Studies and Programs (Office of Academic Advising, Educational Opportunity Program, and Office of Career Counseling, Testing and Assessment) is available to help students either directly through academic advising, mentoring, career counseling, testing and developing learning strategies or by identifying the appropriate University resource. If you feel you need someone with whom to discuss an issue confidentially and free of charge, contact CUSP in Morgan 122, 785-670-2299, [advising@washburn.edu](mailto:advising@washburn.edu).

## **Class Schedule - Tentative**

### **January 19**

Chapter 1. Introduction to Financial Management

Chapter 2. Financial Statement, Taxes and Cash Flows

### **January 26**

No Class

### **February 2**

Chapter 3. Working with Financial Statements

### **February 9**

Chapter 4. Introduction to Valuation: Time Value of Money

Begin: Chapter 5. Discounted Cash Flow Valuation

### **February 16**

Finish: Chapter 5. Discounted Cash Flow Valuation

Review for Test

### **February 23**

Test 1. Chapters 1 - 5

### **March 2**

Chapter 8. Net Present Value and Other Investment Criteria

### **March 9**

Chapter 9. Making Capital Investment Decisions

Hand Out Excel Project

### **March 15 – 19**

Spring Break

### **March 23**

Chapter 6. Interest Rates and Bond Valuations

### **March 30**

Chapter 7. Equity Markets and Stock Valuation

### **April 6**

Test 2. Chapters 6 - 9

### **April 13**

Chapter 11. Risk and Return

### **April 20**

Chapter 12. Cost of Capital

### **April 27**

Chapter 13. Leverage and the Capital Structure

Chapter 14. Dividends and Dividend Policy

### **May 4**

Review for Final

Excel Projects Due

### **May 11**

Final Exam – Comprehensive

Marketing Concepts  
BU 927 GA  
Course Syllabus  
Spring 2009

**Instructor:** Mr. David Price  
Office: 310-M Henderson  
Phone: 670-3258 Work  
817-4726 Cell  
E-mail: david.price@washburn.edu

**Meeting Time:** HC 210 Monday 5:30pm – 8:15pm

**Office Hours:** MWF 10am - Noon or by appointment

**Required Materials:** *Marketing: Real People, Real Choices*, 5<sup>th</sup> Ed, Solomon, Marshall, Stuart, 2007, Prentice-Hall.

**Optional Materials:** N/A

**Prerequisites:** EC 925 or consent, admission to MBA program

**Course Description:**

This course will cover the role and importance of marketing in our economy; principles, methods and problems involved in the management of marketing operations and activities. The course will cover the marketing environment, marketing mix, marketing planning, strategy implementation, and assessment of marketing performance. Emphasis will be made on improving marketing performance in a socially and ethically responsible manner.

**Student Outcome Assessment Objectives:**

See objectives under the section titled: "COURSE OBJECTIVES FOR ALL SECTIONS UNDER THE SCHOOL OF BUSINESS OUTCOME ASSESSMENT PROGRAM"

**Topic Outline:**

January	26	Introduction/Chapter 1
February	02	Chapters 2-3
	09	Chapters 4-5
	16	Chapters 5-6 & Exam Review
	23	<b>Exam #1</b> (Chapters 1-6)
March	02	Exam #1 Results / Chapter 7 / Guest Speaker
	09	<b>One-page paper proposals due</b>
	09	Chapters 8-9
	16	<b>Spring Break</b>
	23	Chapter 10
	30	Chapter 11 & Exam Review
April	06	<b>Exam #2</b> (Chapters 7-11)
	13	Exam #2 Results / Chapters 12-13
	20	Chapter 14 / Guest Speaker
	27	Chapters 15-16
May	04	<i>Presentations / Projects Due</i> / Exam Review
	12	<b>Final Exam</b> (Chapters 12-16) at 5:30 p.m.

**Disclaimer:** Schedule and topics are subject to change.

**Leading Class Discussion:**

Each student will be required to lead a class discussion for approximately one half hour on a topic related to current class material. Please select an academic article, trade publication article, or a high quality popular press article related to the material listed in the syllabus. Grades will be assessed as to how well and thought-provoking students integrate class chapter material into the discussion. Please distribute copies of the article to everyone (including me) in the class one week prior to your discussion date. Articles not received a week in advance will be penalized. Presentation dates will be randomly selected and assigned approximately the third week of class.

**Individual Project:**

Students will work individually to create a marketing plan. In doing so, you will examine and analyze the product or company's target market, segmentation strategies, and marketing mix. The goal is to thoroughly understand the current marketing practices used for that product and analyze the strengths, weaknesses, opportunities, and threats. You must also understand the competition and what the competition is doing with its marketing mix. In the last section, I want you to provide recommendations and a solution as to what you would do as marketing managers to improve the product or company's position. Students are expected to do thorough background research. A complete reference section along with in-text references is required (APA style). Points may be deducted for poor grammar, poor punctuation, and typos. Each student is required to submit a one-page proposal of their project prior to final submission (see topic outline). More details concerning this project and the presentation will be covered later in the semester.

**Presentation:** Each student will give a PowerPoint presentation during the last week of class. These are required to be approximately ten minutes in length and cover material from your written report. More details concerning this aspect of your grade will be covered later in the semester.

**Examinations:** Exams will be multiple choice. Exam reviews will be given prior to each of the three exams.

**Participation & Attendance:**

100 points of your grade is based on participation & attendance. To earn more of these points, try to be involved in class discussion. This means asking strong questions and providing well thought-out feedback and remarks. Points are also earned for guest speaker and student presentation questions and remarks.

**Make-up Policy:** Makeup exams will only be given during the week of the final. More appropriate dates (before the exam) may be granted if convenient or if circumstances warrant such action.

**Grading:**

3 exams @ 100 points each	300	90%-100%	A
Participation/Attendance	100	80%-89.99%	B
Leading Class Discussion	100	70%-79.99%	C
Project	150	60%-69.99%	D
Presentation	<u>50</u>	0% - 59.99%	F
<b>Total Points Possible:</b>	<b>700 points</b>		

**Guest Speakers:**

The instructor will be requesting business professionals to address the class throughout the semester in order to provide an opportunity for students to gain greater understanding and perspective on marketing. Students will be expected to develop questions to aid in gathering meaningful insight directly from these successful business leaders. Remember, these guest speakers are donating their time to advance your educational experience; please be respectful and professional.

**Prerequisites:**

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Phone: 785-670-1629 or TDD 785-670-1025

E-Mail: [student-services@washburn.edu](mailto:student-services@washburn.edu)

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**Withdrawal Policy:**

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**WASHBURN UNIVERSITY**  
School of Business

## ***Venture Creation***

**BU 983 GA – Spring 2003**

### ***PROFESSOR SIEHNDEL***

***Office: 310-D HLRC***

***Telephone: 231-1010, ext. 1591; E-mail: ray.siehndel@washburn.edu***

**Meeting Time:** Days- TTh Time 5:30 – 8:15

**Room:** Building and Room - HLRC 118

**Office Hours:** 9:15-10:45 TTh; 5:00-5:30 T

**Required Text:** *New Venture Creation*, 5th edition, 1999; Jeffrey A. Timmons, Irwin/McCraw Hill.

**Course Learning Objectives:** VENTURE CREATION focuses on the concepts, skills, and know-how, information, attitudes and alternatives that are relevant for start-up and early-stage entrepreneurs, entrepreneurial managers and the relevant stakeholders. It is a complex course with several objectives. The central focus of the course is the critical role of opportunity creation and recognition, and the entrepreneur, as the principal success factors in new enterprise formation and building. The course is especially relevant for aspiring entrepreneurs bent on launching and growing a business that is quite profitable.

1. Identify and determine what entrepreneurs need to know about the critical driving forces in a new venture success.
2. Identify how successful entrepreneurs and investors create, find and differentiate profitable and durable opportunities from just "other good ideas," and how opportunities evolve over time,
3. Evaluate and determine how successful entrepreneurs and investors create and build value for themselves, and others.
4. Identify and determine the necessary financial and non-financial resources available for new ventures, identify the criteria they use to screen and evaluate proposals, their attractiveness and risk, and how to obtain start-up and early growth capital.
5. Determine the critical tasks to be accomplished, the hurdles to be overcome during start-up and early growth, and what has to happen to succeed.

**Content, Methods and Flow:** The course will accomplish these learning objectives through a diverse mix of methods and activities, including:

- Analysis and discussion of actual cases
- Guest speaker presentations and dialogue
- Work in teams to prepare a Business Plan
- In-class team assignments and exercises
- Lectures and presentations
- Related readings and video tapes
- Field work

The course is divided into the following sessions:

#### **I. The Entrepreneurial Process**

The first two sessions provide an overview and framework for the course, and an introduction to the driving forces behind successful ventures.

#### **II. The Opportunity, The Business Plan and The Team Focus**

At the heart of any new venture is an idea for a product or service, and a belief that it is achievable. While there is a clear abundance of ideas, there is a real shortage of superior ones that will

survive and become the basis for a profitable and durable business. Those that do are customer and market driven. Higher potential ventures often are conceived and developed through a disciplines process of preparing a Business Plan. Even more frequently these more promising businesses have multiple founders. This section of the course will examine these two central factors start-up entrepreneurs need to consider. Several cases, including actual Business Plans, a lecture on preparing the business plan, and in-class exercises will enable you to focus on these vital topics.

### **III. The Entrepreneurial Mind**

What are the relevant attitudes, attributes, skills and know-how for start-up entrepreneurs Class discussion of the results of in-depth interviews with start-up entrepreneurs and summary lecture will provide the framework for addressing these issues.

### **IV. Financing Entrepreneurial Ventures**

We will focus of sources of seed, start-up and growth capital and look at the orchestration in raising capital, the investment agreement and deal valuation and structure during this portion of the course. Cases will examine financing issues from start-up through early rapid growth, and maturity.

### **V. The Harvest and Beyond**

The final sessions will utilize a case, and a wrap-up session with video file to examine the shaping of an entrepreneurial strategy, and to look ahead to further course offerings.

### **VI. Business Plan Presentations**

In lieu of a mid-term and final exam, the course requires the preparation of a complete Business Plan. Each student is asked to join a team of no more than 4 persons to select and prepare the business plan. Usually an ample number of students come to the course with an actual project in mind so there is little difficulty in joining a team, in case you do not have a specific project in mind. Hypothetical projects are to be avoided

#### **Key Milestones for this effort and Due Dates are:**

**2/4** - Submit a one to two page statement of "Personal Goals and Expectations". This should address the following: (A) Why did you decide to take the course? (B) What do you personally want to get out of the course? (C) The issues, questions and topics you hope the course will and will not cover. (D) Your present thoughts for a term project for a business plan (E) A brief description of background, and small company or entrepreneurial experience, activities, major; and what you hope to do after the MBA

**2/25** - A 2-3 page typed, single-spaced Executive Summary of your proposed team and project is due. It should include (a) a brief description of the industry, product or service; (b) principal factors and reasons why you suspect an entry opportunity exists; (c) your rough ideas about the market size, growth prospects, gross margins, proprietary and competitiveness advantages, and capital requirements. These will be quite crude estimates and ideas in most cases. (d) team members and any relevant experience or know-how. If you do not know any of this information at this time indicate how and where you plan to get it. Finally, list at least 2 outside entrepreneurs, business people or other informed persons that you can approach as a real world "sounding board" for your project.

**4/22;4/29;5/6** - your final Business Plan Presentations. You will have 30 minutes to present, plus 20 minutes for Q&A from the class and visitors. Hand in Business Plans no later than May 8. (oral and written Business Plan = 70% of final grade)

**5/13** - Team evaluations and course suggestions due. Each person submits an evaluation of themselves and their teammates on the Business Plan projects. Allocate 100 points among the members to reflect overall contributions. Please do not allocate points equally. Add any written comments for clarification and edification.

In addition, I would appreciate your comments and suggestions about the course. Your ideas about the following aren't captured in the formal "course evaluation".

- Review the syllabus and assignments. What specific topics would you omit? What would you add in their place?
- What additional topics or speakers would you have preferred? By adding these, which would you have eliminated?
- Overall, list the 5 most valuable and 5 least valuable sessions in the course.

- Make any other suggestions that may be helpful to improve the class.

Thanks very much for taking the time to share these thoughts with me.

**Some Additional Reminders**

Be sure to keep an extra copy of all written assignments that you hand in. And don't forget to back-up those disks and files!

Please read the syllabus carefully, and review it in its entirety from time to time. It is your responsibility to clarify any ambiguities you may find with me. Be mindful of the due dates.

CLASS ASSIGNMENTS

<u>Week of</u>	<u>Chapter #</u>	<u>Topic</u>
Jan. 21		Introduction and Class Design--
	1	The Entrepreneurial Revolution
Jan, 28	2	The Entrepreneurial Process
	3	The Opportunity: Creating, Shaping, Recognizing, Seizing
Feb. 4	4	Screening Venture Opportunities
	5	Entrepreneurs and the Internet: The Great Equalizer
Feb. 11	6	The Entrepreneurial Mind in Thought and Action
Feb. 18	7	The Entrepreneurial Manager
Feb. 25	8	The New Venture Team
March 4	9	Personal Ethics and the Entrepreneur
March 11	10	Resource Requirements
March 18		SPRING BREAK
March 25	11	The Business Plan
	12	Entrepreneurial Finance
April 1	13	Obtaining Venture and Growth Capital
	14	The Deal: Valuation, Structure, and Negotiation
April 8	15	Obtaining Debt Capital
April 15	16	Managing Rapid Growth; 18 The Harvest and Beyond
April 22		Business Plan Presentations
April 29		Business Plan Presentations
May 6		Business Plan Presentations
May 13		Finals Week

**Grading Standards**

I very much appreciate that you are all mature adults, face many other demands of courses, family, jobs, friends, etc., and are here to get as much out of the course as possible. First, your presence and active contribution to in-class learning is vital if we are to have a lively and useful course together. This means being well prepared, contributing - not the occasional chip shot - listening, and building on others' ideas, and being ready to disagree with others and to develop your own position. It also means engaging others in lively discussion, rather than just with me.

Second, there is an absolute level, quality and amount of work that you will accomplish, both in your analysis and discussion of cases for class, but also in your team assignments and most important of all, the final product of all these efforts --your final Business Plan and presentation

Third, I place a good deal of weight on what I judge to believe the relative progress and improvement you make over the term, without penalizing in any way a select few who may start out strongly and maintain an outstanding effort each week. When I recognize growth and learning due to your strong personal effort and commitment, I reward it.

While I am never entirely comfortable with any particular grading system for a course like this, my overall evaluation of your participation will include these three factors. However, if you are not in class, how can you contribute?, plus your "Peer Evaluations" which are due 5/8. Combined, these will result in raising or lowering your grade by one letter grade, for a very strong or weak effort. Ask me for feedback at any time.

**Course Assessment:** The exams will cover the material included in the course objectives and topic outline to determine if the student has met the objectives set out for the course.

**Students with Disabilities:**

Washburn University provides reasonable accommodations to students who are qualified individuals with a disability. Qualified individuals with disabilities must register with, and provide documentation to, the Services for Students with Disabilities Office (SSWDO) to be provided accommodations.

Accommodations will only be provided upon receipt of the request by the SSWDO. Initial requests for accommodations should be submitted two months or more prior to the date services are anticipated; however, you should contact SSWDO as soon as a need may arise. Examples of accommodations provided include in-class note takers, test readers and/or scribes, adaptive technology and brailled materials.

Location: Morgan Hall, Room 150

Phone: 785-231-1010, ext 1629

TDD: 785-231-1025

[www.washburn.edu/services/studentaffairs/stuservices](http://www.washburn.edu/services/studentaffairs/stuservices)

**Advising, Counseling and Career Services:**

Students at times experience difficulty with issues such as studying, personal problems, time management, or choice of major, classes, or employment. The Center for Learning and Student Success (CLASS) is available to help students with counseling, testing, learning assistance, career services, and academic advising. To discuss issues confidentially and free of charge, contact:

CLASS, Morgan 122

231-1010 ext. 1299

[zzdpclas@washburn.edu](mailto:zzdpclas@washburn.edu)

[www.washburn.edu/services/class](http://www.washburn.edu/services/class)

**Academic Misconduct:**

All students are expected to conduct themselves appropriately and ethically in their academic work. Inappropriate and unethical behavior includes (but is not limited to) giving or receiving unauthorized aid on examinations or in the preparation of papers or other assignments, or knowingly misrepresenting the source of academic work.

Washburn University's Academic Impropriety Policy describes academically unethical behavior in greater detail, and explains the actions that may be taken when such behavior occurs. For a complete copy of the Academic Impropriety Policy, contact the office of the Vice President for Academic Affairs, Morgan 270, or go on-line to:

[www.washburn.edu/admin/fac-handbook/FHSEC7.htm#VIII](http://www.washburn.edu/admin/fac-handbook/FHSEC7.htm#VIII)

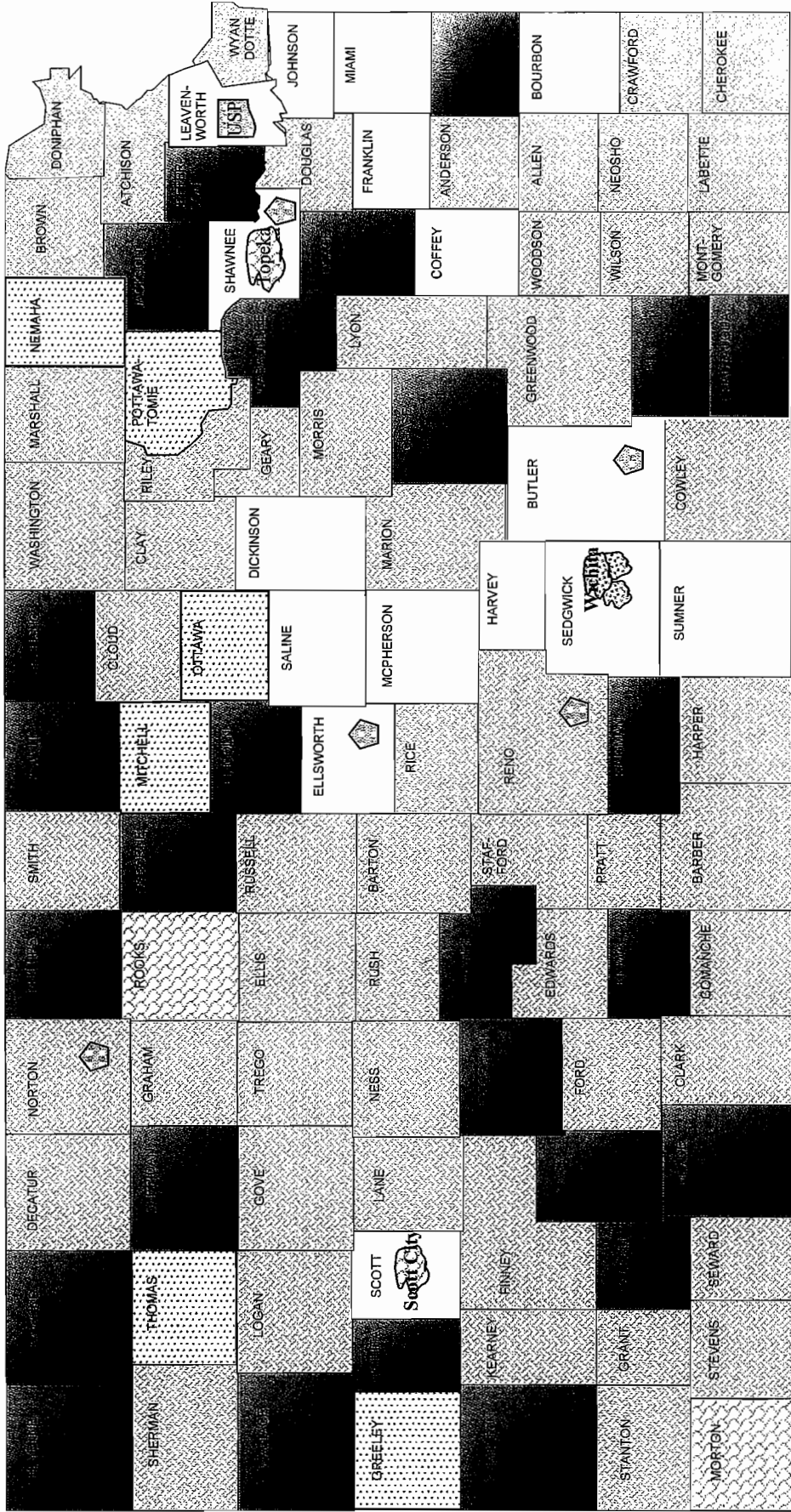




# Kansas Department of Health and Environment

## Bureau of Local and Rural Health

### Primary Care HPSAs as of November 2010



**Whole County Designation**

**Low Income Population Designation**

**Medicaid-Eligible Population Designation**

**City Designation**

**Partial City Designations**

**US Penitentiary Designation-**

**State Correctional Facility Designation**

**Designated but Proposed for Withdrawal**

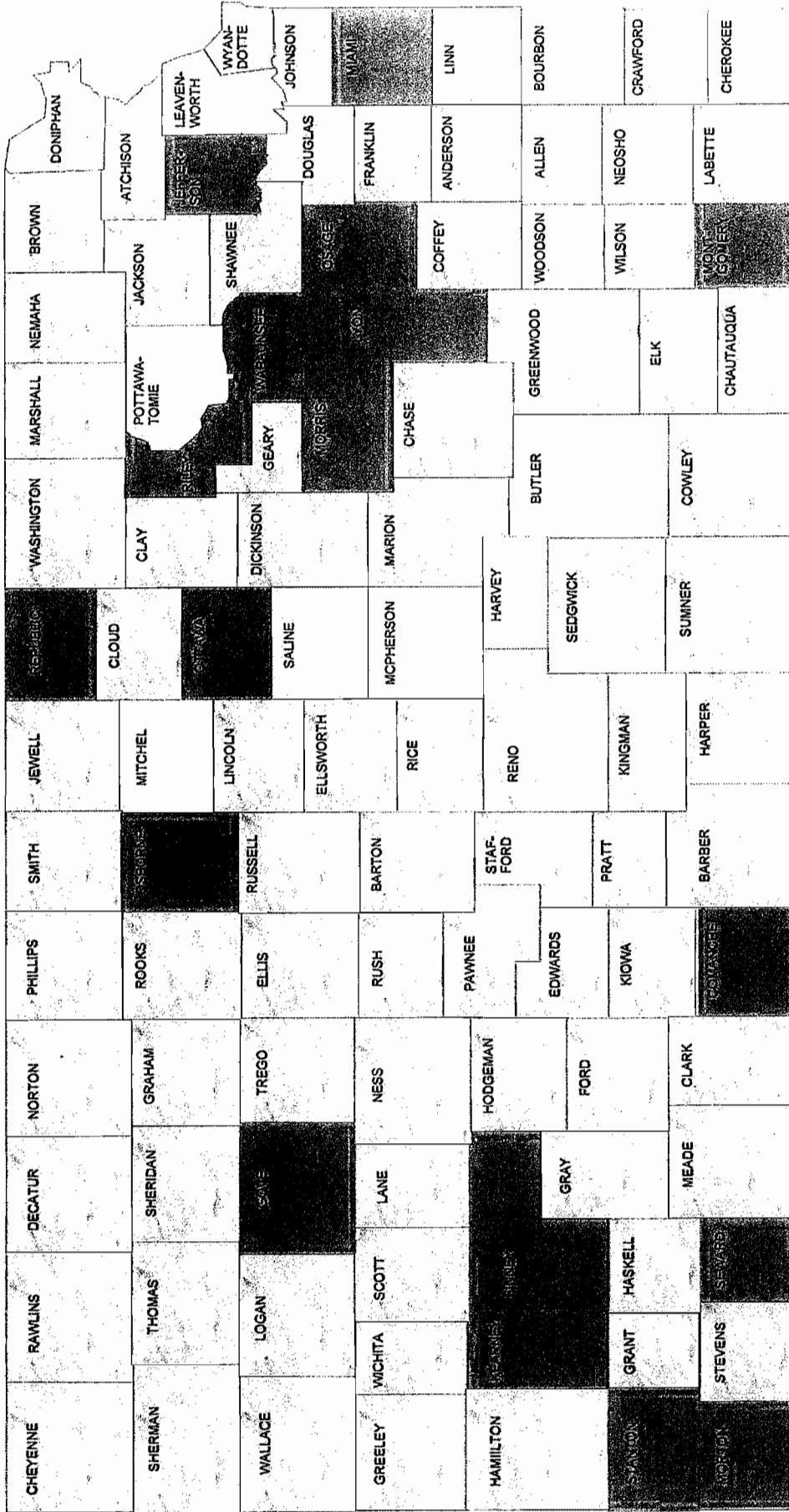
**Not Eligible for Designation**





# Rural Health Clinics

Provider-Based and Free Standing as of 4/01/10  
 Total: 175 Facilities Certified RHCs



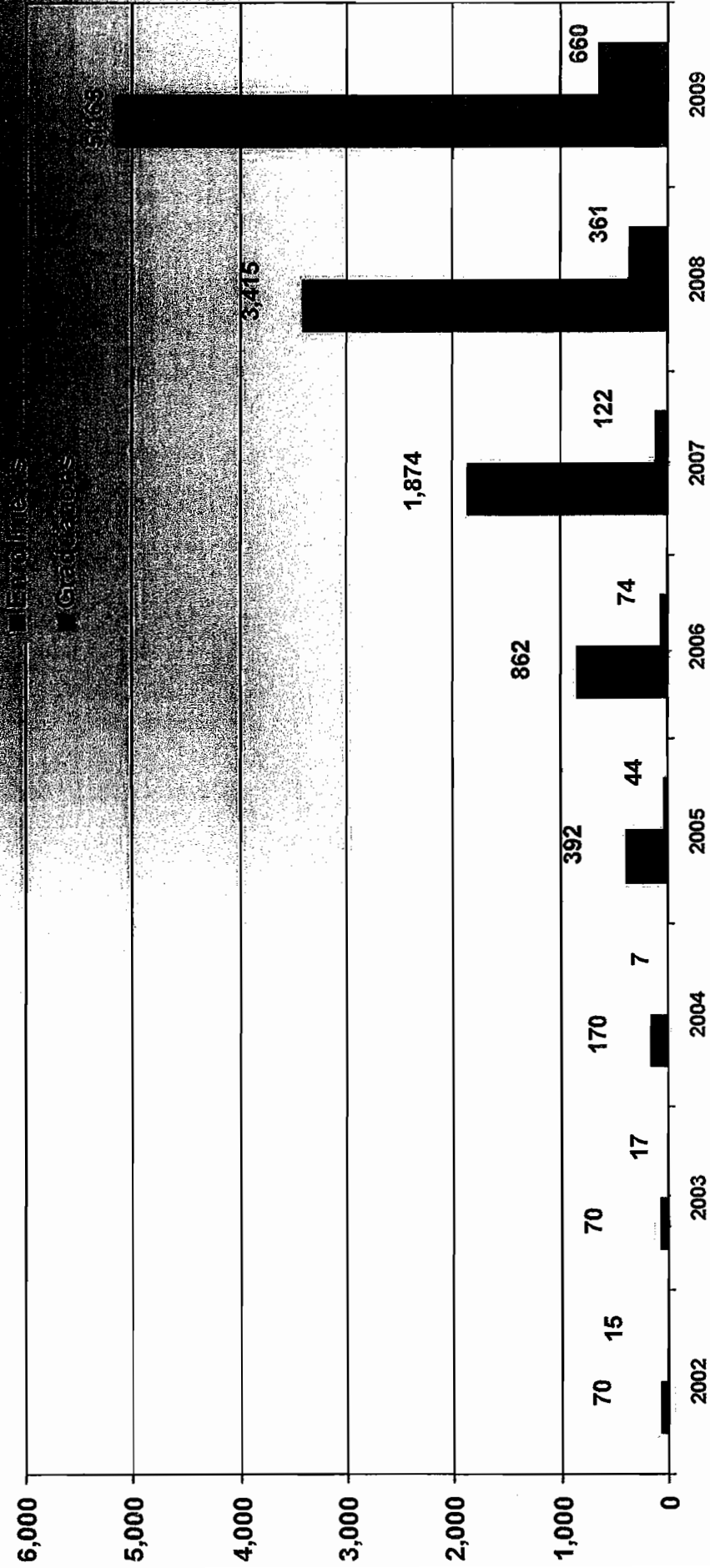
	Eligible areas with Rural Health Clinics		Urbanized Areas, Not Eligible for Rural Health Clinics
	Eligible areas without Rural Health Clinics		Not Underserved, Ineligible for Rural Health Clinics





American Association  
of Colleges of Nursing

# DNP Enrollments & Graduations



Programs: 2  
Response: 100%

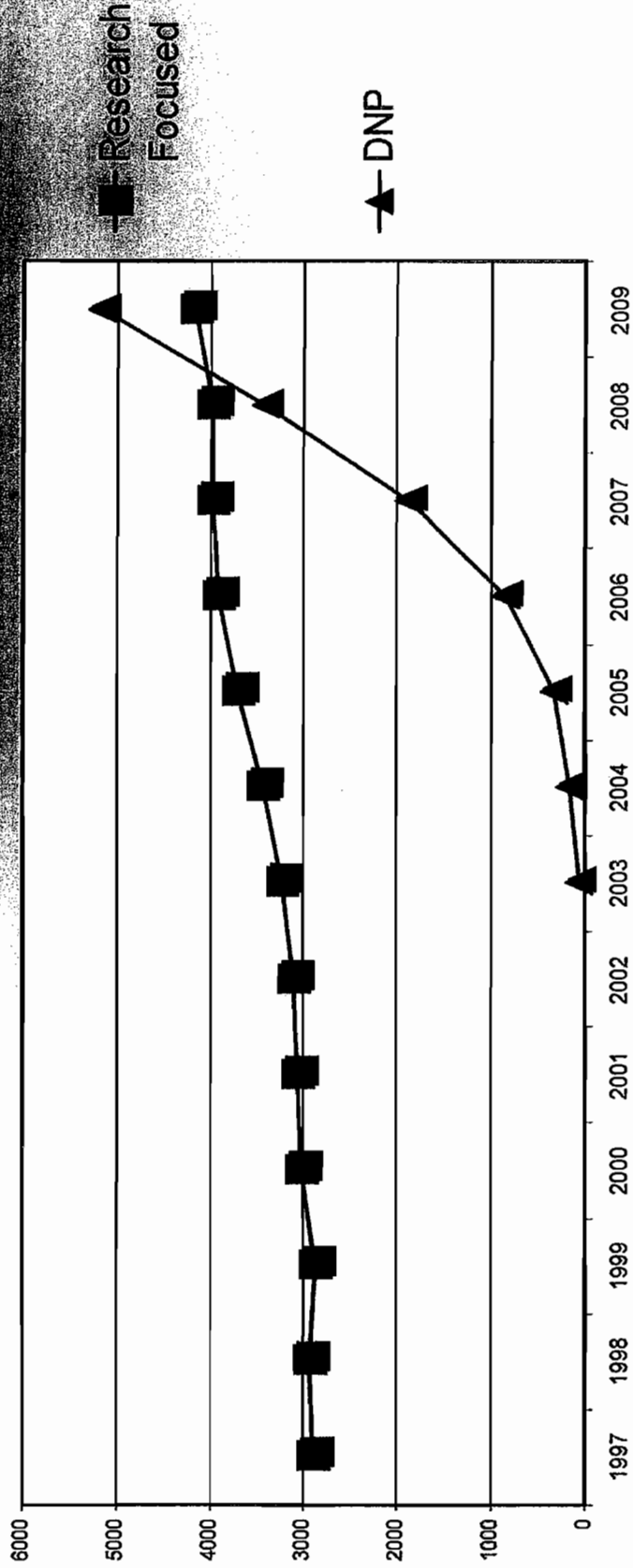
2009: 119  
99.2%





American Association  
of Colleges of Nursing

# Enrollments Increasing in Both DNP & PhD Programs: 1997-2009



Source: © American Association of Colleges of Nursing. All Rights Reserved



School of Nursing  
Graduate Preceptor Database

<b>PRECEPTORS</b>				
License	Name	Degree	Experiences	Place of Employment
0426498	Anderson, Cy	MD	Adult Health	Cotton O'Neil Clinics
70303	Anderson, Gina	MSN	Adult Health	Cotton O'Neil Clinics
0414497	Baker, Phillip	MD	Health Assessment	Kansas Orthopedics & Sports Medicine
44401	Brandae, Cindy	MSN	Adult Health	Cotton O'Neil Clinics
0418348	Brandenberger, William	MD	Adult Health	Student Health Services - KU
0523467	Bremby, April	DO	Adult Health	Marian Clinic
45449	Bridge, Lynn	MSN	Adult Health	Flint Hills Community Health Ctr.
46075	Brown, Jane	MSN	Specialty Practicum	PACE Midland
0424245	Bruce, Karen	MD	Specialty Practicum	Prairie Family Medicine
64647	Burwell, Robyn R	MSN	Adult Health	Concordia Family Practice
425891	Campbell, Gregg	MD	Specialty	Geary County community Hospital
44653	Conoway, Carolyn	MSN	Specialty	Cotton O'Neil Pediatric Care
38430	Conroy, Jane	MSN	Adult Health	Take Care Clinic
0431292	Cook, Vanessa	MD	Adult Health	Emporia Family Medicine
33232	Cummins, Mary Kathleen	MSN	Family Practice	Clay Center Family Physicians
430151	Darey, Ronald	MD	Adult Health	Wamego Family Health Care
428009	Dickerson, Daniel	MD	Adult Health	Eudora Family Care - LMH
45896	Dinkel, Shirley	PHD	Adv. Health Assessment	Lawrence Paper Clinic
36365	Douglas, Kathy	MSN	Adult Health	Wamego Family Health Care
53553	Dryer, Lynn	MSN	Health Assessment	Radiology & Nuclear Medicine
432450	Dubois, Jacqueline	MD	Primary Care	Geary County Community Hospital
44385	Edelman, Karen	MSN	Primary Care & Adult Health	Shawnee County Health Agency
0529275	Evans, Karen	DO	Adult Health	Mt Oread Family Practice
45089	Feagan, Cindy	MSN	Specialty Practicum	Kansas Medical Clinic
0429447	Freelove, Robert	MD	Adult Health	Salina Family Health Center
0428555	Gadzia, Joseph	MD	Specialty Practicum	Kansas Medical Clinic
54657	Gibson, Roger	MSN	Adult Health	Optimum Health Family Practice

0415912	Giessel, Michael	MD	Health Assessment	Cotton O'Neil Dermatology Clinic
0414872	Gilbert, John H.	MD	Health Assessment	Kansas Orthopedics & Sports Medicine
67508	Graf, Gary	MSN	Specialty Practicum	Cotton O'Neil
46108	Gress, Finette	MSN	Adult Health	Sunflower Prompt Care
58690	Grother, Joan	MSN	Adult Health	Flint Hills Community Health Center
0431029	Hampl, Jason	MD	Adult Health	Community Memorial Health Care
70072	Hawes, Karen	MSN	Adult Health	Internal Medicine Associates
54485	Hawker, Kevin	MSN	Specialty	Veteran's Administration
45122	Henderson, Rowena	MSN	Family Practice	Kansas University Med. Ctr.
60678	Jeffrey, Shannon	MSN	Community Health	Konza Prairie Com.HC
0428696	Kenoly, Jacqueline	MD	Specialty Practicum	Cotton O'Neil Pediatrics
44352	Kersting, Rendi	MSN	Primary Care	Pediatric Associates
45078	Kimball, Diane	MSN	Family Practice	Cotton O'Neil
0428966	Klassen, Patti	MD	Adult Health	Cotton O'Neil
0421332	Lepse, Peter	MD	Health Assessment	Kansas Orthopedics & Sports Medicine
44826	Leuenberg, Karla	MD	Specialty Practicum	Pediatric & Adolescent Med. - Lawrence
57242	Linde, Norma	MSN	Adult Health	Konza Prairie Community Health
100218	Litton, Kathleen	MSN	Adult Health	Heartland Health
74817	Long, Arlene	MSN	Adult Health	White Cloud Indian Health Service
45746	Mackey, Deb	MSN	Specialty	Pediatric Associates
0432383	Marcellino, Thomas	MD	Specialty Practicum	Mt. Oread Family Medicine
0416234	Mawdsley, Michael	MD	Community Health	Flint Hills Comm. Hlth, Lyon Cty. HD
74194	McNelis, Patricia	MSN	Adult Health	Colmery O'Neil VA
44641	Moore, Cynthia	MSN	Adult Health	Providence Care Healing Waters
0424175	Mumford, Joseph	MD	Health Assessment	Kansas Orthopedics & Sports Medicine
45481	Myers, Heather Leigh	MSN	Family Medicine	Prairie Family Medicine
422064	Nelson, Charles	MD	Adult Health	Midland PACE
45371	Owen, Joleyn	MSN	Adv. Hlth. Assmt.	Family Practice Asso. of Hoyt



				& Holton
27826	Patrinely, Patricia	DO	Adult Health	Kansas Medical Clinic
44664	Pearl, Claire	MSN	Adult Health, Specialty	St. Francis Family Medicine
0416165	Polly, Richard	MD	Health Assessment	Kansas Orthopedics & Sports Medicine
0423188	Ricks, Matthew	MD	Dermatology	Cotton O'Neil Dermatology Clinic
44944	Roberts, Karen	MSN	Adult Health	Internal Medicine Group
528427	Sale, Dennis	MD	Adult Health	Heartland Health
4637	Schmidt, Dale	MSN	Adult Health Specialty	Cotton O'Neil, Carbondale
64581	Shanks, Cheryl	MSN	Adult Health	Blue Rapids Medical Clinic
0429524	Smiley, Scott	MD	Adult Health	Cotton O'Neil Clinics
0425845	Smith, Michael L.	MD	Health Assessment	Kansas Orthopedics & Sports Medicine
44575	Snyder, Kathy	MSN	Adult Health	Sunflower Prompt Care
46137	Stewart, Mary	MSN	Adv. Hlth Assmt. & Adult Health	Marion Clinic
0426469	Thompson, Kennan	MD	Adv. Hlth. Assmt. & Primary Care	St. Francis Family Medicine
45326	Toerber-Clark, Jody	MSN	Adv. Hlth. Assmt. & Primary Care	Cotton O'Neil
68031	Voelker, Michele	MSN	Adult Health	Community Physicians Clinic
0421849	Wallace, Brett	MD	Health Assessment	Kansas Orthopedics & Sports Medicine
45087	Welborn, Laura	MSN	Adult Health Specialty	Kansas Medical Clinic
69083	Werst, Carrie	MSN	Adult Health	Take Care Clinic
44968	Wilkins, Diane	MSN	Specialty Practicum	Cardiology Consultants
46157	Williamson, Janelle	MSN	Adult Health	Midland PACE
81335	Winfrey, Lori	MSN	Adult Health	Health Care Access
45378	Wrenn, Diane	MSN	Community Health	Flint Hills Comm. Hlth, Lyon Cty. HD
56185	York, Leighton	MSN	Family Health	Cotton O'Neil Clinic - Emporia
4342	Zepp, Sharon	MSN	Adult Hlth. Specialty & Adult Health	St. Francis Family Medicine



TO: Monica Scheibmeir, School of Nursing  
 FROM: Judy Druse, Assistant Dean of Libraries  
 DATE: October 5, 2010  
 RE: Library Statistics for Doctor of Nursing Practice Program

Total library budget spent for library and audio-visual acquisitions for 2009-2010:

Total Periodicals:		\$264,773
Total Electronic resources:		\$347,558
Books/AV Library funds:	\$95,486	
Books/AV Endowed funds:	\$10,906	
Books/AV Grants:	\$ 9	
Total Books/AV:		\$106,401
<u>Total-as of 6/30/10:</u>		<u>\$718,732</u>

Library budget spent for SON resources 2009-2010:	\$38,391
Total number of library holdings:	391,768
Number of library holdings regarding nursing:	2,006
Number of new library and audio-visual acquisitions for nursing 2009-2010:	173
Total number of library databases:	164
Partially or completely full text:	70%
Number of nursing databases:	13 (see attached list)
Partially or completely full text:	9

**LIBRARY BUDGET AND RESOURCES**

	Salaries	Other Operating Expenses	Department/School Library Budget	University Library Budget
2009-2010	1,018,828	940,505	38,391	1,959,333

## **LIBRARY BUDGET AND RESOURCES 2010-2011**

	Books/AV	Periodicals	Electronics	Total
Total Library	\$81,300	\$277,200	\$312,764	\$671,264
Nursing	\$4,000	\$13,500	\$14,700	\$32,200

### **Nursing Databases**

Total cost for 2010: [\$72,403.53]

#### Biological Abstracts (1999-2010)

[\$4,906.00]

Description: Encompasses the entire field of life sciences and provides comprehensive coverage of the world's published biological and biomedical research. This includes traditional areas of biology, such as botany, zoology and microbiology, as well as experimental, clinical and veterinary medicine, biotechnology, environmental studies, and agriculture. Interdisciplinary fields such as biochemistry, biophysics and bioengineering are also included. More than 6,500 serials are monitored for inclusion. The database also includes short communications such as technical notes and letters. Content: Citations and abstracts. Publisher: N/A. Coverage: 1969 - present. Paid for by Washburn University Libraries.

#### CINAHL Plus with Full Text

#### CINAHL Plus with Full Text For Mobile Devices

[\$5,036.00]

Description: An authoritative resource for nursing and allied health professionals. Provides indexing for over 2,900 journals, full text for over 750 journals, and full text for more than 220 books/monographs. Covers nursing, biomedicine, consumer health, and 17 allied health disciplines. Additional access to nursing dissertations, selected conference proceedings, standards of practice, and software. Content: Citations, abstracts, and some full-text. Publisher: CINAHL Information Systems. Coverage: 1937 - present. Paid for by Washburn University Libraries.

#### Cochrane Library

[\$2,985.00]

Description: Contains high-quality, independent evidence for healthcare decision-making from the world's best medical research studies. Content: Mostly full-text (some full-text articles are through links). Publisher: John Wiley & Sons, Inc. Coverage: Varies. Paid for by Washburn University Libraries.

#### Health & Wellness Resource Center

[Provided via statewide database package; cost varies year-to-year; \$0 for 2011]

Description: Includes nearly 400 health/medical journals, numerous reference books, over 700 health videos, pamphlets, and articles from 2,200 general interest publications. Also includes Alternative Health Module which provides access to resources for alternative and complementary therapies such as herbs, yoga, homeopathy, midwifery, chiropractic, and more.

Content: Citations, abstracts, partial full-text. Publisher: Gale. Coverage: 1980 - present. Paid for by State Library of Kansas.

#### Health Reference Center Academic

[Provided via statewide database package; cost varies year-to-year; \$0 for 2011]

Description: Provides access to the full-text of 40 nursing and allied health journals. Includes a wide variety of personal health information sources including consumer health magazines, topical overviews, newspaper articles, and others. Content: Citations, abstracts, partial full-text. Publisher: Gale. Coverage: 1980 - present. Paid for by State Library of Kansas.

#### Medline Plus

##### Medline Plus For Mobile Devices

[Free]

Description: Brings together authoritative information from NLM, the National Institutes of Health (NIH), and other government agencies and health-related organizations. Over 800 Health Topics pages in English (over 700 of these are also available in Spanish). MedlinePlus also has extensive information about drugs, an illustrated medical encyclopedia, interactive patient tutorials, and latest health news. Content: Citations, abstracts, and selected full-text. Publisher: U.S. National Library of Medicine/National Institutes of Health. Coverage: 1998-present. Free resource.

#### Nursing and Allied Health Collection

[Provided via statewide database package; cost varies year-to-year; \$0 for 2011]

Description: Indexes more than 1,000 journal for content useful to nursing professionals and students pursuing a nursing-focused curriculum. Content: Citations, abstracts, and some full-text. Publisher: Gale. Coverage: 1980 - present. Paid for by Washburn University Libraries.

#### Passport Reference

[\$4,800.00]

Description: A global statistical database that contains demographic, economic and marketing statistics for 205 countries alongside regional and country profiles. It also contains consumer lifestyle statistics and reports, global health care statistics and reports, and demographic futures (2020 forecasts). Content: All full-text. Publisher: Euromonitor International. Coverage: 1977 - present. Paid for by Washburn University Libraries.

#### ProQuest Nursing & Allied Health Source

[Provided via statewide database package; cost varies year-to-year; \$0 for 2011]

Description: Provides healthcare information covering nursing, allied health, alternative medicine, and more. Includes 780 journals and over 11,000 full-text dissertations. Content: Citations, abstracts, and large percent full-text. Publisher: ProQuest. Coverage: 1986 - present. Paid for by State Library of Kansas.

#### PsycINFO

[\$9,829.53]

Description: Provides in-depth research coverage to international literature in psychology and related disciplines including education, business, medicine, nursing, law, and social work.

Content: Citations, abstracts, and some full-text (some full-text available through links).  
Publisher: American Psychological Association. Coverage: 1806 - present. Paid for by Washburn University Libraries.

PubMed

PubMed For Mobile Devices

[Free]

Description: Provides indexing for all areas of medicine including over 17 million citations from MEDLINE and other life science journals. Content: Citations, abstracts, and some full-text available through links. Publisher: National Library of Medicine. Coverage: 1950's - present. Free resource.

SAGE Premier

[\$35,150.00]

Description: Online access to 515 leading international peer-reviewed journals including high-impact research journals published on behalf of 245 scholarly and professional societies. Covers a wide range of subject areas, including 36 journals in the area of Health Sciences. Content: All full-text. Publisher: SAGE Publications. Coverage: 1999 - present. Paid for by Washburn University Libraries.

UpToDate

UpToDate for Mobile Devices

[\$9,700.00]

Description: A comprehensive evidence-based clinical information resource intended to give clinicians concise, practical answers at the point of care. Information is presented in the form of topic reviews, each one addressing a particular clinical issue; those on treatment or management topics include recommendations. Also includes an extensive drug database. Content: Citations, abstracts, some full text, clinical information tools. Publisher: Wolters Kluwer Health: UpToDate, Inc. Coverage: Varies. Paid for by Washburn University Libraries.





# St. Francis Health Center

*Sisters of Charity of Leavenworth Health System*

RECEIVED

NOV 10 2010

OFFICE OF THE PRESIDENT  
WASHBURN UNIVERSITY

November 9, 2010

Dr. Jerry Farley  
President Washburn University  
1700 SW College Avenue  
Topeka, KS 66621

Dear Dr. Farley:

It is my pleasure to write this letter in support of the Washburn University School of Nursing's effort to create a Doctorate of Nursing Practice Program. For many years Washburn University and St. Francis Health Center have partnered together to develop and maintain an intense nursing curriculum that fosters the growth of professional nurses. Not only has this relationship served both Washburn University and St. Francis Health Center, but also benefited the community by giving them competent, professional nurses. The opportunity to provide baccalaureate, master's and doctoral levels of nursing degrees at Washburn University will serve to further expand and enhance health care services the citizens of Topeka and our surrounding communities.

The future of healthcare faces many challenges and opportunities for the nursing profession as well as for nursing academia that are responsible for preparing nurses for the ever changing profession of health care. In the near future midlevel practitioners will be required to have a doctorate level of education. ANCC Executive Director Geraldine Bednash, RN, PhD, FAAN states that registered nurses with doctorate level education "will be better prepared for the complex health care system and will have the authority to intervene, which will help patients get better care." As Chief Nursing Officer at St. Francis Health Center, I fully support the implementation of the Doctorate of Nursing Practice Program at Washburn University that will prepare graduates to take on roles in leadership, clinical practice, clinical teaching and research. It is exciting to imagine the opportunities the Doctorate of Nursing Practice program will provide for Northeast Kansas.

Sincerely,

Scott Wells, MSN, RN, NEA-BC  
Chief Nursing Officer Patient Care Services  
St. Francis Health Center  
1700 SW 7<sup>th</sup> Street  
Topeka, KS 66606  
785-295-8909  
Fax: 785-295-7854  
Swells@sftks.net



# Stormont-Vail HealthCare

October 18, 2010

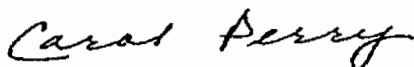
Dr. Jerry Farley,  
President Washburn University  
1700 SW College Avenue  
Topeka, Kansas 66621

Dear Dr. Farley,

It is with great pleasure that I write this letter of support for the Washburn University School of Nursing in their efforts to establish a Doctorate of Nursing Practice Program. As the Chief Nursing Executive of Stormont-Vail HealthCare, our hospital has enjoyed a wonderful partnership with the School of Nursing over the past 20 years. Many of our nursing staff and leaders within our organization received their baccalaureate degree from Washburn University. More importantly, I appreciate the benefits to our health care community and to the community at-large for having a nursing education program in our city. The opportunities created for many nurses to pursue baccalaureate, masters, and doctoral preparation is a tremendous asset to the region. As you may be aware, the Institute of Medicine released the "The Future of Nursing Report" last week, and in that report, one of the key messages is the importance of having nurses achieve higher levels of education and training through an improved educational system that promotes seamless academic progression. I believe the Doctorate of Nursing Practice degree will go a long way to help meet this important national initiative in nursing. I can say firsthand that having experienced and knowledgeable nursing faculty in close proximity to our hospital helps establish the reputation in Topeka of having well-staffed health care institutions that provide outstanding professional nursing care to the patients that we serve.

I am excited to think about the possibilities that the Doctorate of Nursing Practice program will bring to nurses in our region. I want to thank you for your leadership and support to the School of Nursing in their efforts to bring this new program to the campus.

Sincerely,



Carol S Perry, RN, BSN, MSM, FACHE  
Vice President, Patient Care Services and  
Chief Nursing Officer  
Stormont-Vail HealthCare  
1500 SW Tenth Avenue  
Topeka, Kansas 66604  
(785) 354-6991  
(785) 354-6926 fax  
[cperry@stormontvail.org](mailto:cperry@stormontvail.org)



Alan Bearman, Ph.D.  
Dean of University Libraries

November 9, 2010

Dr. Jerry Farley,  
President Washburn University  
1700 SW College Avenue  
Topeka, KS 66621

Dear Dr. Farley,

With great enthusiasm, I write to support the efforts of the Washburn University School of Nursing in their efforts to establish a Doctorate of Nursing Practice Program. I appreciate the benefits of living in a community with a strong commitment to the health sciences, and that our institution plays a leading role in providing graduates in said fields.

As Dean of Libraries, I work daily with the information hungry students and faculty of the School of Nursing. I was not, therefore, surprised to discover in the Institute of Medicine's 2010 report, "The Future of Nursing: Leading Change, Advancing Health," a heavy emphasis upon the importance of information access, technology and data analysis. When combined, proficiency in these elements make students information literate, they are already those that our Libraries collaborate with the School of Nursing to teach. The opportunity to pursue them at the Doctorate level seems only logical to me because it will allow professionals within our community to progress academically here at home.

The benefits to our university and region are such that pursuing the Doctorate of Nursing Program at Washburn University is something that I fully support. In addition, I am confident that this program will benefit the Libraries because it will further demonstrate the value of information literacy in the modern era. For both our institution and health care in the Northeast Kansas region, I believe the Doctorate of Nursing Program is worth endorsing and I look forward to supporting its creation at Washburn University.

Sincerely,

Alan Bearman, Ph.D.  
Dean of Libraries



November 15, 2010

Dr. Nancy Tate  
Vice President for Academic Affairs  
Washburn University  
1700 SW College Avenue  
Topeka, KS 66621

Dear Dr. Tate,

I am pleased to write a letter of support for the Washburn University School of Nursing efforts to establish a Doctorate of Nursing Practice program here at Washburn.

Academic institutions are often viewed with some skepticism by those outside of academia because of the inability for schools to adjust or build relevant curricula in a timely fashion. Given the trends and expectations in the field of nursing, it is incumbent upon our own School to be able to meet the needs of the healthcare. Stormont Vail, St. Francis, and the VA all rank in the top ten in terms of employment in the community, and these outstanding organizations serve as regional healthcare centers for northeast Kansas. Giving the demographic trends, the demand for health care professionals is unlikely to wane in the coming years. For all of these reasons I believe the faculty and dean of the School of Nursing here at Washburn should be complimented to getting ahead of the curve and offering a program that will take nursing professionals from the floor to management positions, and will also allow these advanced nurses to meet the daily needs of patients in a clinical setting throughout our region.

I am also excited that the School of Nursing has sought to partner with the School of Business in the development of the curriculum. Rather than create new and often duplicative courses, the nursing faculty worked with our business faculty to identify courses that we currently offer that would be a part of the nursing curriculum. We look forward to having the nursing graduate students in four of our 920 level MBA courses and are confident that we will add value to their program.

Washburn serves as a key resource to Topeka and our entire region. Our professional schools and programs are an important catalyst in the economic and social life of our community. Adding a program such as the nursing program will help to maintain our leadership in the educational arena of Kansas.

Sincerely,

A handwritten signature in black ink that reads "David L. Sollars".

David L. Sollars  
Dean and Professor



Doctorate of Nursing Practice Program Pro Forma

Revenues	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Total
Students per class						
Post-MSN students	15	30	30	30	30	135
Post -MSN students (not APRNs)	5	5	10	15	20	25
BSN to DNP students				10	10	20
Cumulative students	20	55	95	125	150	
Classes per year:						
Post-MSN	4	9	12	12	12	
Post-MSN without APRN	4	9	16	20	20	
Post-BSN				5	10	
Credit hours/Post MSN student (year 1, year 2, year 3)	11	11/11	11/11/10	11/11/10	11/11/10	
Credit hours/Post MSN Student without APRN (year 1, year 2, year 3, year 4)	11	11/16	11/16/20	11/16/20/10	11/16/20/10	
Credit hours/BSN-DNP student (year 1, year 2)				16	16/19	
Total credit hours	220	630	1100	1485	2020	
Tuition rate (1) in-state	\$358	\$365	\$372	\$379	\$386	
Tuition income *	\$78,760	\$229,950	\$409,200	\$562,815	\$779,720	
Fees (2)	\$3000	\$82.50	\$14,250	\$18,750	\$22,500	\$17,250
Total Revenues	\$81,760	\$238,200	\$423,450	\$581,565	\$802,220	\$1,112,630
<b>Expenses</b>						
Faculty (3)	\$75,000	\$226,500	\$231,030	\$235,650	\$240,363	
Benefits (25%)	\$18,750	\$56,625	\$57,757	\$58,912	\$60,090	
Adjunct Faculty		\$70,000	\$75,000	\$80,000	\$90,000	
Secretarial Support 1.0 FTE (4)	\$35,000	\$35,700	\$36,414	\$37,142	\$37,884	

Benefits (25%)	\$8750	\$8,925	\$9,103	\$9,285	\$9471
Faculty Site Visits			\$15,000	\$25,000	\$30,000
Accreditation (5)	\$1500	\$7575	\$1653		
Furniture and computers	\$6000	\$6000			
Library (6)	\$10,000	\$12,000	\$11,025	\$11,567	\$12,145
Marketing	\$5,000	\$5,000	\$5,000	\$5000	\$25,000
Conferences	\$75,000	\$10,000	\$12,000	\$12,000	\$12,000
Total Expenses	\$164,500	\$438,825	\$453,982	\$474,556	\$496,954
Net Operations				\$107,009	\$305,267

**Assumptions:**

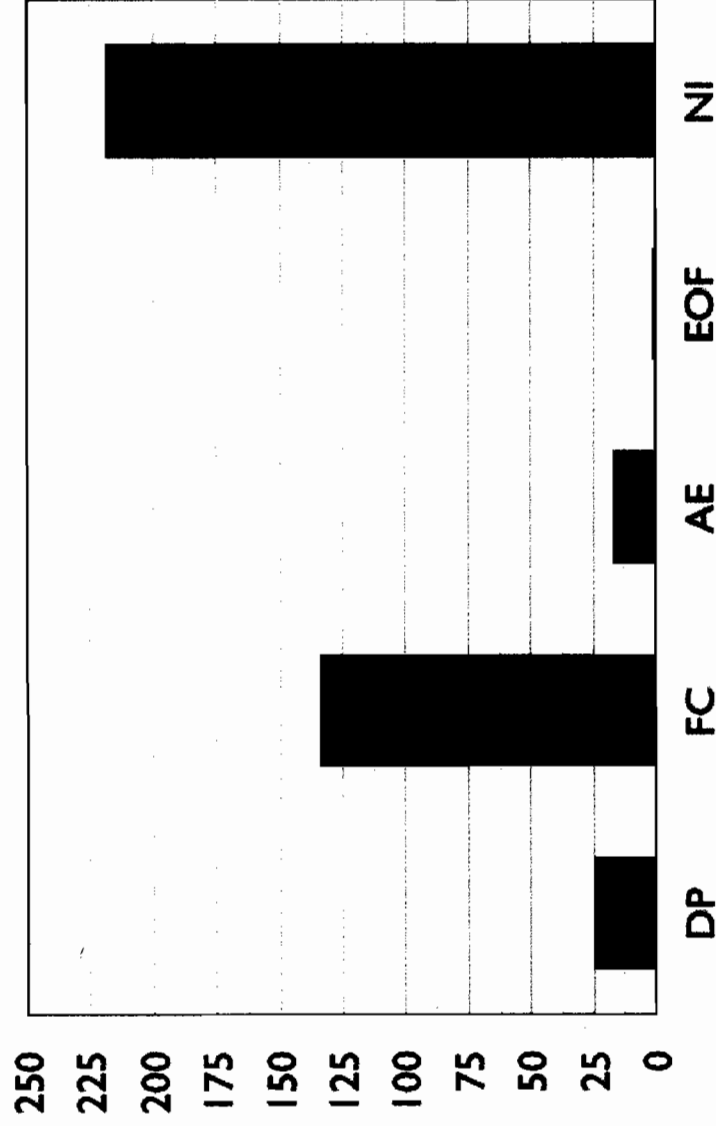
- (1) Tuition of \$358 is the estimated resident graduate tuition for FY 12, with a 2% annual increase.
  - (2) No current fees are in place at this time, but expect a flat annual fee of \$150.00 to be in place by FY12 to cover technology costs for the doctoral program.
  - (3); 1 Faculty for 2012; 2 new faculty in 2013; 3 Faculty thereafter. Salary increase of 2% per year.
  - (4) Current enrollment in the MSN program is over 100 students. A 1.0 FTE will be required to assist with current MSN students as well as the DNP students.
  - (5) Accreditation cost of \$1500 per year with a site visit in 2013 for 3 visitors.
  - (6) Databases and newer digital point-of-care tools at \$10,000, with expected costs increase of 5% per year.
- Courses taught by the School of Business faculty **have not been included** in this Pro Forma.

\*Tuition income calculated based upon the number of student credit hours X tuition credit hour costs.



# Kansas 2009 APRN Survey

Respondent numbers by current practice



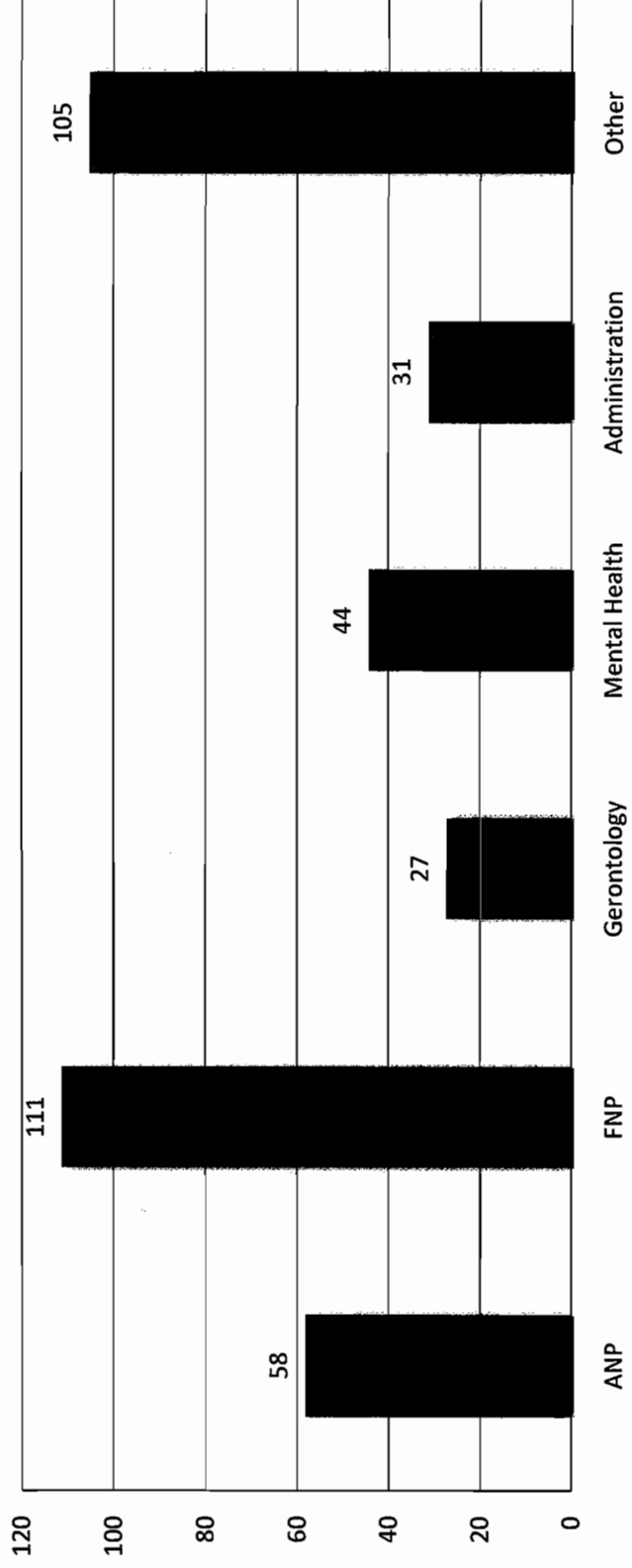
DP=Definitely Pursue  
FC=Future Considerations  
AE=Already Enrolled in a doctoral program  
EOF=Enrolled in Doctoral Program other than Nursing  
NI=Not interested

Current Masters Level Practice



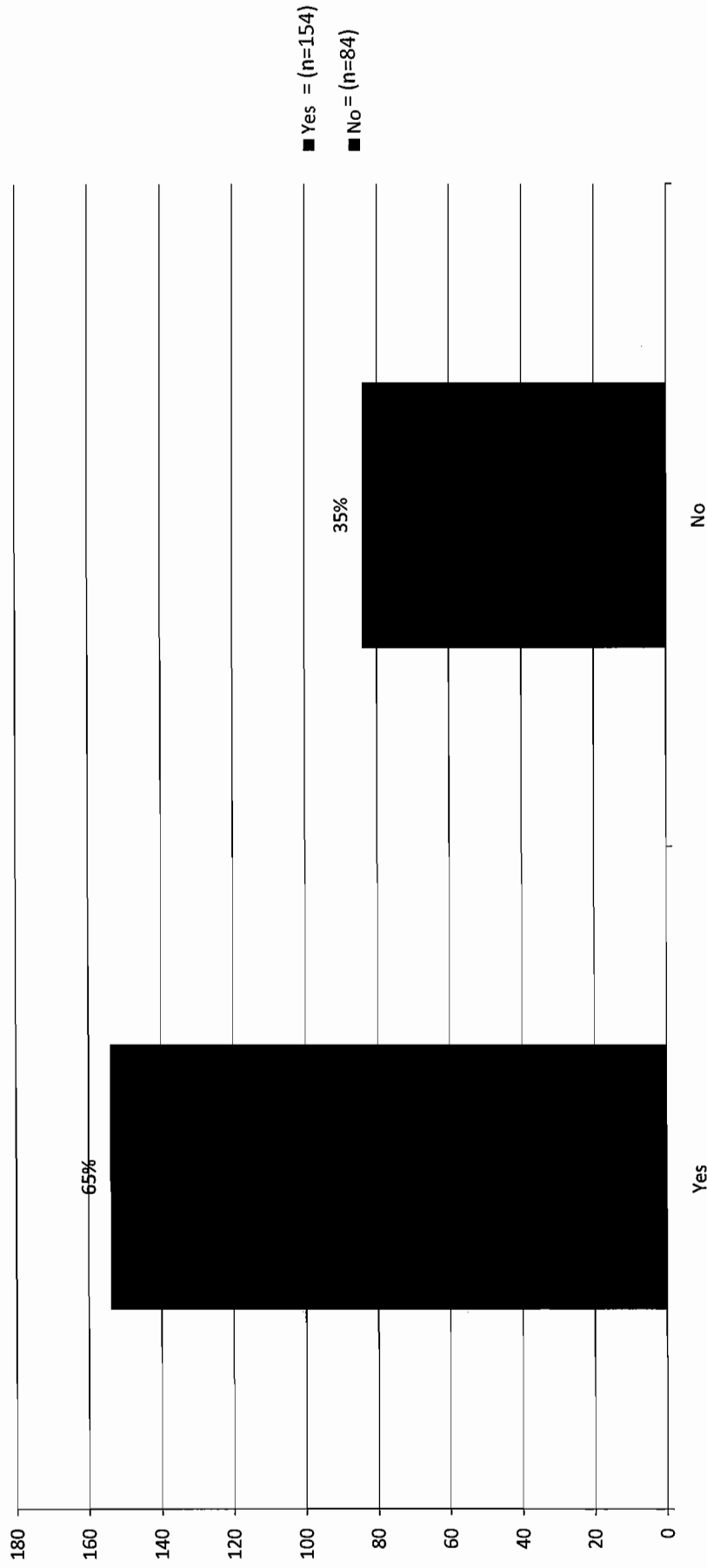


# Kansas 2009 APRN DNP Specialty





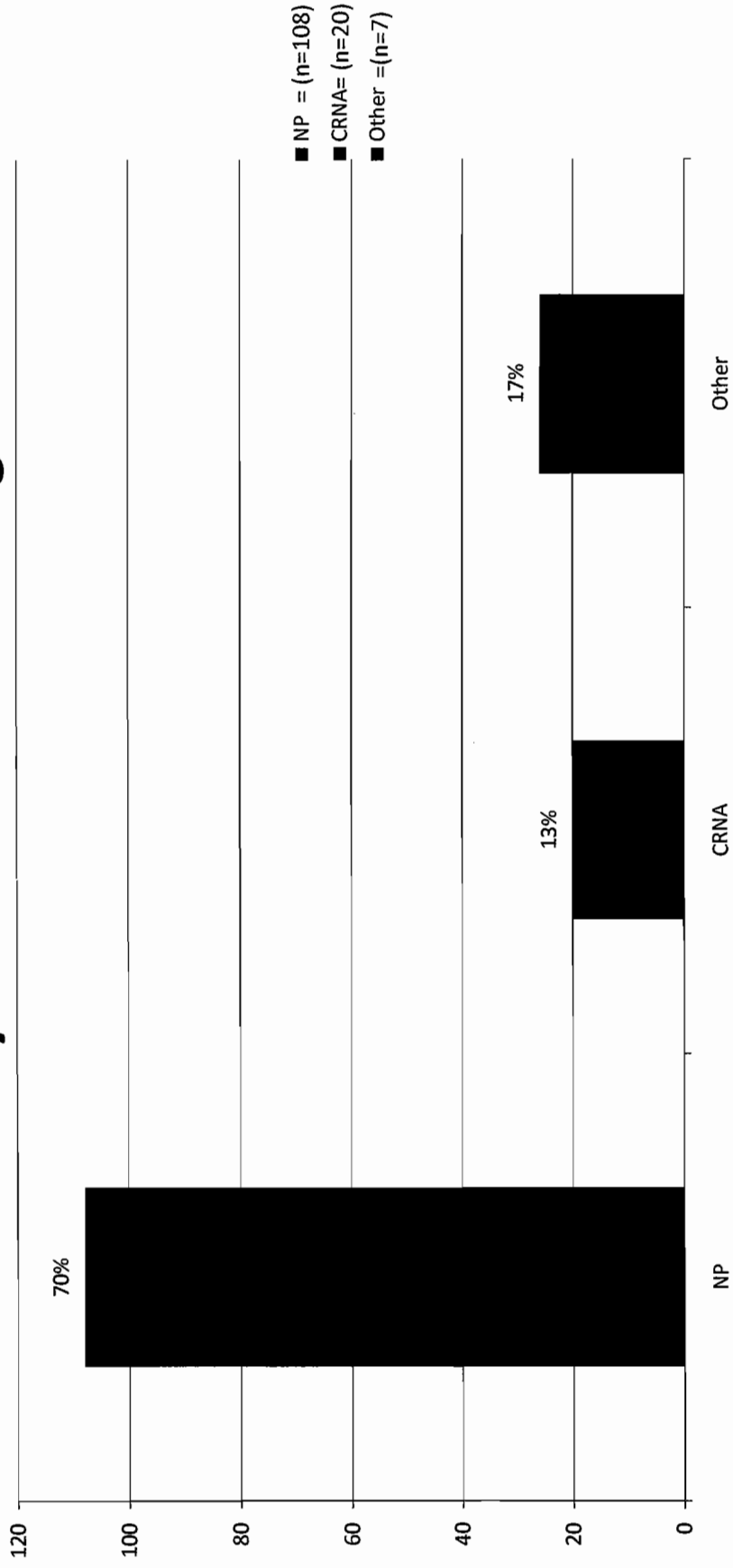
# BSN 2010 Survey on Graduate Education



\*Total responses = 154 BSN Students

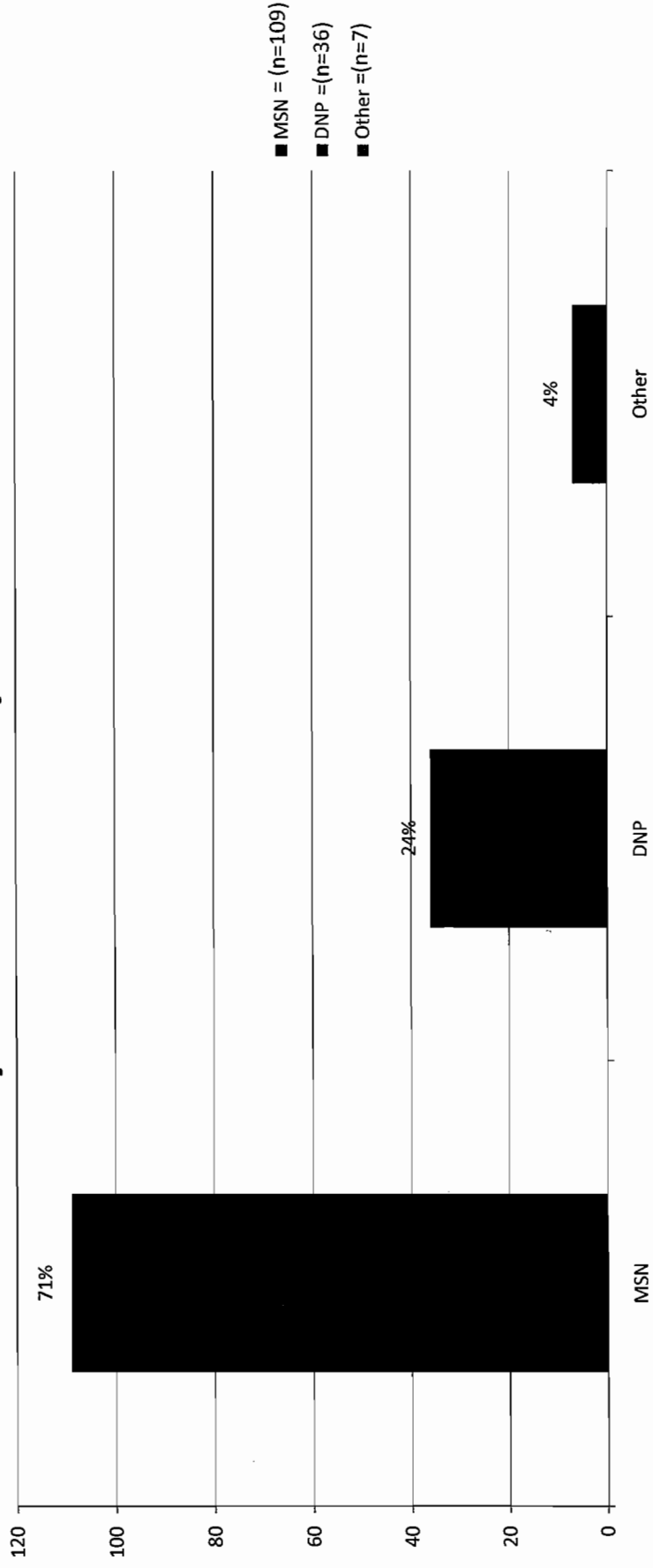


# BSN 2010 Survey on Graduate Nursing Tracks





# BSN 2010 Survey on Graduate Preparation Preference

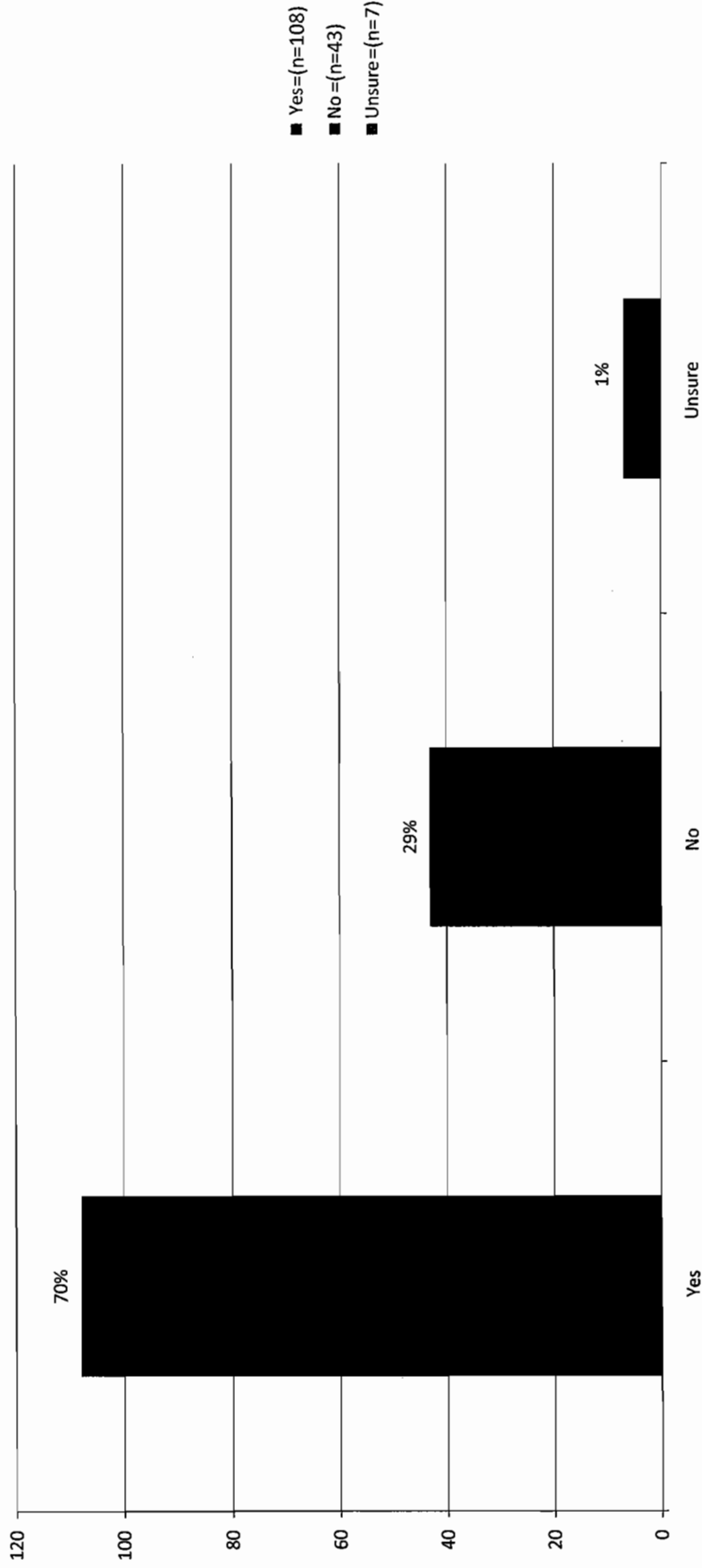


\*Total responses = 154 BSN Students





# BSN 2010 Survey on Graduate Preparation at Washburn



\*Total responses = 154 BSN Students



## **American Association of Colleges of Nursing DNP Competencies**

### ***Essential I: Scientific Underpinnings for Practice***

**The discipline of nursing is focused on:**

1. The principles and laws that govern the life-process, well-being, and optimal
2. function of human beings, sick or well;
3. The patterning of human behavior in interaction with the environment in normal
4. life events and critical life situations;
5. The nursing actions or processes by which positive changes in health status are
6. affected; and
7. The wholeness or health of human beings recognizing that they are in continuous
8. interaction with their environments

### ***Essential II: Organizational and Systems Leadership for Quality Improvement and Systems Thinking***

**The DNP program prepares the graduate to:**

1. Develop and evaluate care delivery approaches that meet current and future needs of patient populations based on scientific findings in nursing and other clinical sciences, as well as organizational, political, and economic sciences.
2. Ensure accountability for quality of health care and patient safety for populations with whom they work.
  - a. Use advanced communication skills/processes to lead quality improvement and patient safety initiatives in health care systems.
  - b. Employ principles of business, finance, economics, and health policy to develop and implement effective plans for practice-level and/or system-wide practice initiatives that will improve the quality of care delivery.
  - c. Develop and/or monitor budgets for practice initiatives.
  - d. Analyze the cost-effectiveness of practice initiatives accounting for risk and improvement of health care outcomes.
  - e. Demonstrate sensitivity to diverse organizational cultures and populations, including patients and providers.
3. Develop and/or evaluate effective strategies for managing the ethical dilemmas inherent in patient care, the health care organization, and research.

### ***Essential III: Clinical Scholarship and Analytical Methods for Evidence-Based Practice***

**The DNP program prepares the graduate to:**

1. Use analytic methods to critically appraise existing literature and other evidence to determine and implement the best evidence for practice.
2. Design and implement processes to evaluate outcomes of practice, practice patterns, and systems of care within a practice setting, health care organization, or community against national benchmarks to determine variances in practice outcomes and population trends.
3. Design, direct, and evaluate quality improvement methodologies to promote safe, timely, effective, efficient, equitable, and patient-centered care.
4. Apply relevant findings to develop practice guidelines and improve practice and the practice environment.

5. Use information technology and research methods appropriately to:
  - collect appropriate and accurate data to generate evidence for nursing practice
  - inform and guide the design of databases that generate meaningful evidence for nursing practice
  - analyze data from practice
  - design evidence-based interventions
  - predict and analyze outcomes
  - examine patterns of behavior and outcomes
  - identify gaps in evidence for practice
6. Function as a practice specialist/consultant in collaborative knowledge-generating research.
- 7 Disseminate findings from evidence-based practice and research to improve healthcare outcomes

***Essential IV: Information Systems/Technology and Patient Care Technology for the Improvement and Transformation of Health Care***

**The DNP program prepares the graduate to:**

1. Design, select, use, and evaluate programs that evaluate and monitor outcomes of care, care systems, and quality improvement including consumer use of health care information systems.
2. Analyze and communicate critical elements necessary to the selection, use and evaluation of health care information systems and patient care technology.
3. Demonstrate the conceptual ability and technical skills to develop and execute an evaluation plan involving data extraction from practice information systems and databases.
4. Provide leadership in the evaluation and resolution of ethical and legal issues within healthcare systems relating to the use of information, information technology, communication networks, and patient care technology.
5. Evaluate consumer health information sources for accuracy, timeliness, and appropriateness.

***Essential V: Health Care Policy for Advocacy in Health Care***

**The DNP program prepares the graduate to:**

1. Critically analyze health policy proposals, health policies, and related issues from the perspective of consumers, nursing, other health professions, and other stakeholders in policy and public forums.
2. Demonstrate leadership in the development and implementation of institutional, local, state, federal, and/or international health policy.
3. Influence policy makers through active participation on committees, boards, or task forces at the institutional, local, state, regional, national, and/or international levels to improve health care delivery and outcomes.
4. Educate others, including policy makers at all levels, regarding nursing, health policy, and patient care outcomes.
5. Advocate for the nursing profession within the policy and healthcare

communities.

6. Develop, evaluate, and provide leadership for health care policy that shapes health care financing, regulation, and delivery.

7. Advocate for social justice, equity, and ethical policies within all healthcare arenas.

### ***Essential VI: Interprofessional Collaboration for Improving Patient and Population Health Outcomes I***

**The DNP program prepares the graduate to:**

1. Employ effective communication and collaborative skills in the development and implementation of practice models, peer review, practice guidelines, health policy, standards of care, and/or other scholarly products.

2. Lead interprofessional teams in the analysis of complex practice and organizational issues.

3. Employ consultative and leadership skills with intraprofessional and interprofessional teams to create change in health care and complex healthcare delivery systems.

### ***Essential VII: Clinical Prevention and Population Health for Improving the Nation's Health***

**The DNP program prepares the graduate to:**

1. Analyze epidemiological, biostatistical, environmental, and other appropriate scientific data related to individual, aggregate, and population health.

2. Synthesize concepts, including psychosocial dimensions and cultural diversity, related to clinical prevention and population health in developing, implementing, and evaluating interventions to address health promotion/disease prevention efforts, improve health status/access patterns, and/or address gaps in care of individuals, aggregates, or populations.

3. Evaluate care delivery models and/or strategies using concepts related to community, environmental and occupational health, and cultural and socioeconomic dimensions of health.

### ***Essential VIII: Advanced Nursing Practice***

**The DNP program prepares the graduate to:**

1. Conduct a comprehensive and systematic assessment of health and illness parameters in complex situations, incorporating diverse and culturally sensitive approaches.

2. Design, implement, and evaluate therapeutic interventions based on nursing science and other sciences.

3. Develop and sustain therapeutic relationships and partnerships with patients (individual, family or group) and other professionals to facilitate optimal care and patient outcomes.

4. Demonstrate advanced levels of clinical judgment, systems thinking, and accountability in designing, delivering, and evaluating evidence-based care to improve patient outcomes.

5. Guide, mentor, and support other nurses to achieve excellence in nursing

practice.

6. Educate and guide individuals and groups through complex health and situational transitions.

7. Use conceptual and analytical skills in evaluating the links among practice, organizational, population, fiscal, and policy issues.





## **NONPF Practice Doctorate Nurse Practitioner Entry-level Competencies (2006)**

### **Preamble**

The practice doctorate for the nurse practitioner (NP) includes additional competencies that are to be combined with the existing Domains and Core Competencies of Nurse Practitioner Practice. The existing NP core competencies have guided educational programs in preparing the highly skilled nurse practitioner clinician to implement full scope of practice as a **licensed independent practitioner**. The competencies are essential behaviors of all nurse practitioners that are demonstrated upon graduation regardless of the specialty focus of program.

Nurse Practitioner graduates of a practice doctorate program have knowledge, skills, and abilities that are important to the NP's clinical practice including refined communication; scientific foundations; mentored patient care experience with emphasis on **independent and interprofessional** practice; analytic skills for evaluating and providing **evidence-based, patient care** across settings; and advanced knowledge of the health care delivery system. Areas of increased knowledge, skills, and expertise include clinical experience, leadership, and the business of health care.

Therefore, at completion of the program, the NP graduate of the nursing practice doctorate will possess the existing NONPF NP core competencies and the following competencies:

### **Competency Area: Independent Practice**

- (1) Practices **independently** by assessing, diagnosing, treating, and managing **undifferentiated patients**
- (2) Assumes full accountability for actions as a **licensed independent practitioner**

### **Competency Area: Scientific Foundation**

- (1) Critically analyzes data for practice by integrating knowledge from arts and sciences within the context of nursing's philosophical framework and scientific foundation
- (2) Translates research and data to anticipate, predict and explain variations in practice

### **Competency Area: Leadership**

- (1) Assumes increasingly complex leadership roles
- (2) Provides leadership to foster **interprofessional** collaboration
- (3) Demonstrates a leadership style that uses critical and reflective thinking

### **Competency Area: Quality**

- (1) Uses best available evidence to enhance **quality** in clinical practice
- (2) Evaluates how organizational, structural, financial, marketing, and policy decisions impact cost, quality, and accessibility of health care
- (3) Demonstrates skills in **peer review** that promote a **culture of excellence**

### **Competency Area: Practice Inquiry**

- (1) Applies clinical investigative skills for evaluation of health outcomes at the patient, family, population, **clinical unit**, systems, and/or community levels
- (2) Provides leadership in the translation of new knowledge into practice
- (4) Disseminates evidence from inquiry to diverse audiences using multiple methods

**Competency Area: Technology & Information Literacy**

- (1) Demonstrates **information literacy** in complex decision making
- (2) Translates technical and scientific health information appropriate for user need
- (3) Participates in the development of clinical information systems

**Competency Area: Policy**

- (1) Analyzes ethical, legal, and social factors in policy development
- (2) Influences **health policy**
- (3) Evaluates the impact of **globalization** on health care policy development.

**Competency Area: Health Delivery System**

- (1) Applies knowledge of organizational behavior and systems.
- (2) Demonstrates skills in negotiating, consensus-building, and partnering.
- (3) **Manages** risks to individuals, families, populations, and health care systems.
- (4) Facilitates development of **culturally relevant** health care systems.

**Competency Area: Ethics**

- (1) Applies ethically sound solutions to complex issues

## **Glossary of Terms**

**Clinical Unit** – the element of the clinical practice environment in which the NP practices

**Culturally Relevant Health Care** – health care that reflects cultural universal phenomena and their cultural specific expression

**Culture of Excellence** – an accepted set of beliefs concerning highest quality in health care processes and outcomes of care

**Evidence-based Practice** – practice that is predicated on information that is relevant and valid concerning the meaning, cause, course, assessment, prevention, treatment or economics of health problems.

**Globalization** - the interlinking of actions across nations

**Health Policy** – the set of governmental decisions that pertain to health

**Independently** – ability to form clinical decisions using own knowledge and skills without supervision by others

**Information Literacy** – the organization of information, and the nature of knowing the attributes of scholarly knowledge. It includes skills in finding, evaluating, using and effectively communicating information as well as generalization of knowledge and skills to applied settings. The use of new and extant information sources and information is an important component of information literacy.

**Interprofessional** – a set of professional relationships that depend on each other to achieve a desired goal

**Licensed Independent Practitioner** – health care provider who holds a state license that requires no supervision by another provider

**Manages** – designs, implements, and evaluates care delivery

**Quality** – the presence of socially-acceptable and desired attributes

**Peer Review** – the process of judging the process and/or outcomes of care by professionals with similar knowledge, skills, and abilities.

**Risks** – possibilities of harm or other hazard

**Undifferentiated patients** – patients who present without a prior assessment or diagnosis

**END NOTE:** The National Panel for NP Practice Doctorate Competencies recognizes that some competencies may contain awkward or extensive wording but recognized a current need for sufficient detail to clarify the intent of the competency. The National Panel anticipates that refinement will be possible in time for future iterations of these competencies.

