

Standard IV: Curriculum and Instruction

The curriculum is designed to accomplish its educational and related purposes.

Criterion 12. Curriculum developed by nursing faculty flows from the nursing education unit philosophy/mission through an organizing framework into a logical progression of course outcomes and learning activities to achieve desired program objectives/outcomes.

The Master of Science (MSN) curriculum flows from the mission of the university and the College of Nursing's philosophy through an organizing framework. The MSN curricular blueprints demonstrate the systematic flow from program objectives to the measurement of specific outcomes for the three master's offerings: Family Nurse Practitioner, Nurse Education; and Nurse Administration (see exhibit, curriculum blueprint).

12a. ***Integrity of the curriculum addressing all tracts and post master's options specifically as evidenced by congruence among the philosophy, organizing framework, program objectives, curriculum design, course progression, and outcome measures.***

There is a congruency among the philosophy, organizing framework, program objectives and learning outcomes of the College of Nursing. The philosophy and organizing framework are derived from the mission and purpose of the university and the College of Nursing. The College of Nursing has ascribed to the educational standards of the American Association of Colleges of Nursing (AACN) *Essentials of Master's Education for Advanced Practice Nursing* (1996). These standards are consistent with the philosophy of the program and represent the organizing framework for the master's program. Program objectives flow directly from the *Essentials* and ultimately to the course outcomes. Table 20 displays the correlation of the AACN's essentials, the CON's philosophy, and the MSN's objectives.

Table 20.

Correlation of the AACN Master's Essentials (1996), CON's Philosophy, and Program Objectives

AACN Master's Essentials	College of Nursing's Philosophy	Master's Program Objectives
Research	As novice researchers, graduate nurses are prepared to advance nursing's research base by linking nursing theory to evidence based practice.	Use evidenced-based research to enhance nursing practice and promote healthy communities and diverse populations.
Policy, Organization, and Financing of Health Care	The advanced practice nurse advocates for continuous improvement in health through knowledgeable participation in the formulation and implementation of consumer-focused health policy and health legislation.	Collaborate with others to influence the social, political and economic trends in health care delivery and health policy.
Ethics	Fosters commitment to values believed to be inherent to professional nursing...	Analyze ethical, legal, and professional standards within health care system.
Professional Role Development	An approach to educate students that includes professional role modeling, mentoring relationships and the development of culturally sensitive paradigms for clinical practice.	Incorporate professional values, accountability, and responsibility into advanced nursing practice, education and administration.
Theoretical Foundations of Nursing Practice	Graduate education in nursing consists of an advanced-research based specialized body of knowledge that is required to deliver high quality consumer focused health care.	Integrate knowledge, theories and professional standards of nursing and related disciplines into advanced nursing practice.
Human Diversity and Social Issues	Graduate education supports self-determination, self-control, and self-fulfillment both for students and clients from populations of diverse	Demonstrate competency in an advanced nursing role in serving culturally and ethnically diverse society.

AACN Master's Essentials	College of Nursing's Philosophy	Master's Program Objectives
	ethnic and socio-economic backgrounds.	
Health Promotion and Disease Prevention	All human beings have a right to health care that encompasses health promotion, disease prevention and restoration.	Deliver specialized care to culturally diverse populations through health promotion, disease prevention and health maintenance activities.

The philosophy describes the faculty's beliefs which are foundational to the mission generating an organizing framework of the major curricular concepts of nursing, health, client and diversity. The framework is graphically represented by open circles that depict motion and dynamic changing interactions (see Figure 1). In the center of the framework are the three specialty advance practice programs, which reflect an interaction among the major curriculum concepts. Flowing from the major concepts are key curricular concepts: theory, evidenced-based research, health promotion, prevention, health policy, professionalism, leadership, ethics, individuals, groups and communities.

Nursing encompasses theory, evidenced based research and advanced practice necessary to provide care to clients, educate students and other nurses, and to function in leadership roles. Advanced practice nurses (APN) integrate education, research, management, leadership and clinical roles to function in a professional collaborative manner to influence the health environment through health promotion and disease prevention. The APN recognizes and responds to human diversity within the profession and with clients, including individuals, families, groups and communities. The APN uses theoretical and evidenced-based research to provide services to clients in diverse settings. Ethical decision making surrounds the interaction with the diversity of clients as the APN collaborates with others to influence health care delivery and health policy related to nursing practice.

The **client** is the focus of nursing. The family nurse practitioner (FNP) provides culturally sensitive service to diverse clients in urban and rural communities. The client may be an individual, family, group, community or society. The nurse practitioner utilizes advanced knowledge and expertise to manage client care across the life-span. The APN also empowers clients to become autonomous and stakeholders in the health care system.

The circle of **health** represents health promotion, disease prevention and health policy. Health is a goal through interaction with the nurse and health promotion and disease prevention are emphasized regardless of the specialty. The nurse, through collaboration, leadership and interaction, participates in health policy decisions related to nursing.

The nurse educator functions in an advanced practice role to provide education to clients and to other nurses through staff development and students in an academic setting. The nurse educator works also as a leader in effecting change in health care through participation in health care policy, theory based research and interactions with clients.

Professionalism, leadership, and ethics are depicted as interacting with major and key concepts and the advanced practice nursing roles. Inherent within the leadership role of advanced nursing practice are professionalism and the responsibility and accountability for ethical practice. Ethical decision making and behavior surround the interaction with clients as well as within the profession. The advanced practice nurse functions in an ethical manner by valuing, respecting human dignity and the uniqueness and diversity of the client. The nurse demonstrates leadership through interdisciplinary collaboration, participation in health policy decisions and the promotion of innovative practices and strategies contributing and advancing the nursing profession.

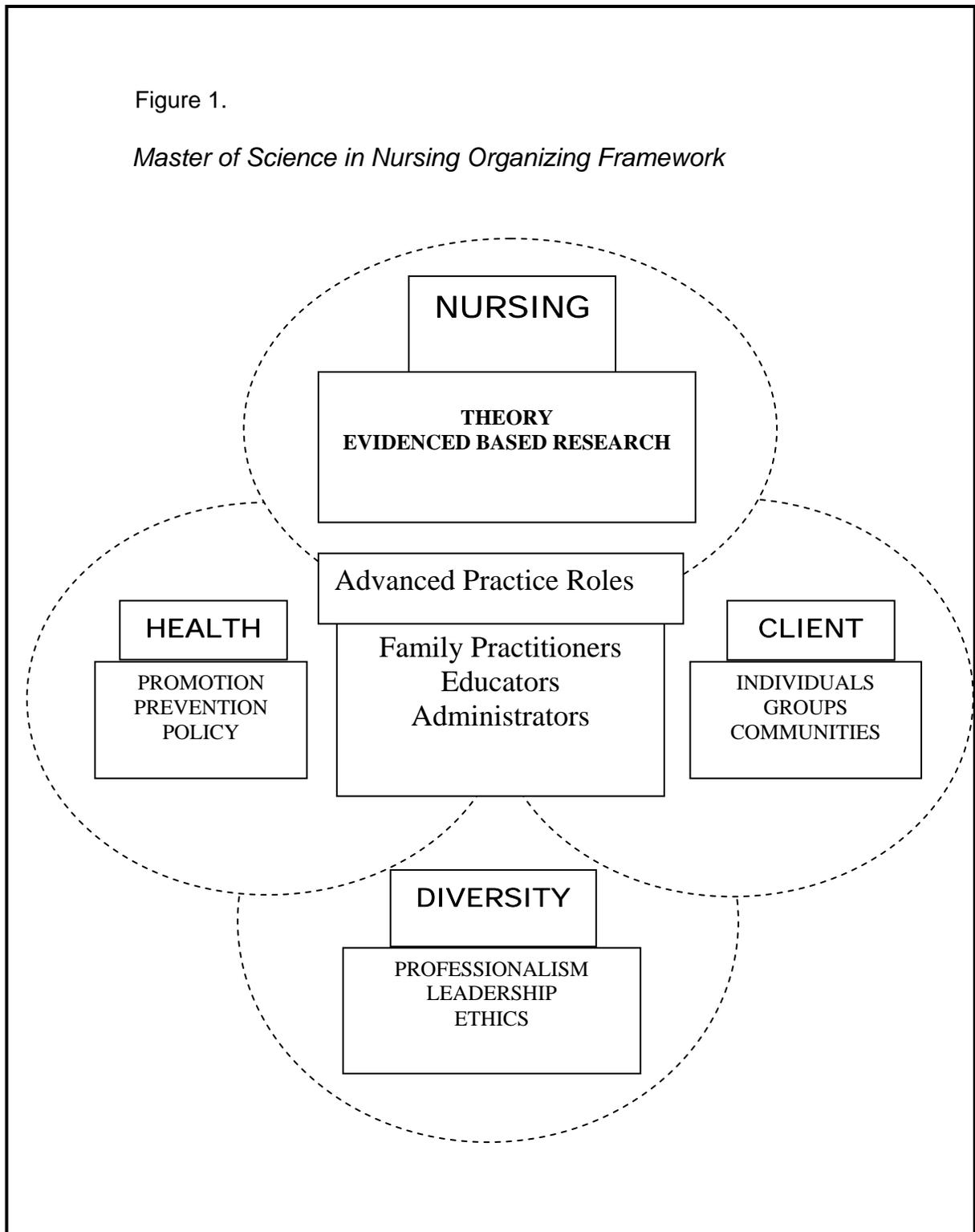
The concept of **diversity** is consistent with the university's core values as

described in the university's mission. The nurse recognizes and responds to human diversity within the profession and clients, such as vulnerable populations who may be unserved or underserved. Diversity is also reflected in the student population comprising African-Americans, Caucasians, Hispanics, Asians and others who are admitted to the program.

The curriculum design reflects master's nursing education which consists of three course groups: graduate core, advanced practice core and specialty core courses for the three degree options. The major curriculum concepts provide structure for the organizing framework from which the content for the three groups of courses is derived. The program objectives for the three master's degree offerings: Family Nurse Practitioner, Nurse Education, and Nurse Administration are illustrated in Table 21.

Figure 1.

Master of Science in Nursing Organizing Framework



Note: Graphic illustration of the interaction of the major concepts of Nursing, Health, Client and Diversity.

Master of Science Degree in Nursing Program Objectives

The program objectives are designed to accomplish a Master of Science Degree through three degree programs: family nurse practitioner, nurse education and nurse administration. Upon completion of the program, the graduate is prepared to:

1. Use evidenced-based research to enhance nursing practice and promote healthy communities and diverse populations.
2. Collaborate with others to influence the social, political and economic trends in health care delivery and health policy.
3. Analyze ethical, legal, and professional standards within the health care system.
4. Incorporate professional values, accountability, and responsibility into advanced nursing practice, education and administration.
5. Integrate knowledge, theories and professional standards of nursing and related disciplines into advanced nursing roles.
6. Demonstrate competency in an advanced nursing role in serving a cultural, ethnical and technological diverse society.
7. Deliver specialized care to culturally diverse populations through health promotion, disease prevention and health maintenance activities.

Table 21.

Program Objectives: Family Nurse Practitioner, Nurse Education and Nurse Administration.

Family Nurse Practitioner	Nurse Education	Nurse Administration
<p>Interpret research findings to implement evidence based nursing practice.</p> <p>Demonstrate knowledge of the policy making process as it influences self, the profession and the health care system.</p> <p>Integrate ethical decision-making theories into professional practice.</p> <p>Apply knowledge and skills that are essential for advanced nursing practice in a variety of settings and the emerging health care system.</p> <p>Appraise nursing and non-nursing theories to use in advancing nursing practice.</p> <p>Develop an appreciation for human diversity in all clients and health care environments.</p> <p>Formulate health promotion and disease that empower clients to maintain health and healthy lifestyles.</p>	<p>Use educational theories to design instructional strategies to achieve learning goals.</p> <p>Analyze the role of the nurse educator in preparing graduates for social, ethical, cultural and political issues which impact on nursing education.</p> <p>Analyze the role of the nurse educator in preparing graduates for social, ethical, cultural and political issues which impact on nursing education.</p> <p>Assume the role of nursing educator in academia, health care institutions and the community.</p> <p>Use educational theories to design instructional strategies to achieve learning goals.</p> <p>Analyze the role of the nurse educator in preparing graduates for social, ethical, cultural and political issues which impact on nursing education.</p> <p>Assume the role of nursing educator in academia, health care institutions and the community.</p>	<p>Use an evidenced-based approach in the management of client care and administration of health care services.</p> <p>Engage in collaboration, negotiation and census building to effect change in health policy decision.</p> <p>Evaluates personal-performance based on professional practice, standards, ethics, core values and organization criteria.</p> <p>Examines organizational, managerial and leadership concepts that impact health care delivery systems.</p> <p>Designs theory based strategies to resolve issues derived from dynamics that influence behaviors of individual groups.</p> <p>Use knowledge of health care administration to advance nursing practice and provide quality health care services.</p> <p>Use knowledge of health care administration to advance nursing practice and provide quality health care services.</p>

Family Nurse Practitioner	Nurse Education	Nurse Administration
		Engage in collaboration, negotiation and census building to effect change in health policy decision.
		Evaluates personal-performance based on professional practice, standards, ethics, core, values and organization criteria.
		Examines organizational, managerial and leadership concepts that impact health care delivery systems.
		Designs theory based strategies to resolve issues derived from dynamics that influence behaviors of individual groups.
		Use knowledge of health care administration to advance nursing practice and provide quality health care services.
		Use knowledge of health care administration to advance nursing practice and provide quality health care services.

12b. A logical, sequential curriculum plan addressing all tracts and post master's options that builds on knowledge and competencies of baccalaureate education and reflects master's level education.

The graduate curriculum follows a logical sequential plan and builds upon the foundation of baccalaureate education in nursing and reflects master's level education.

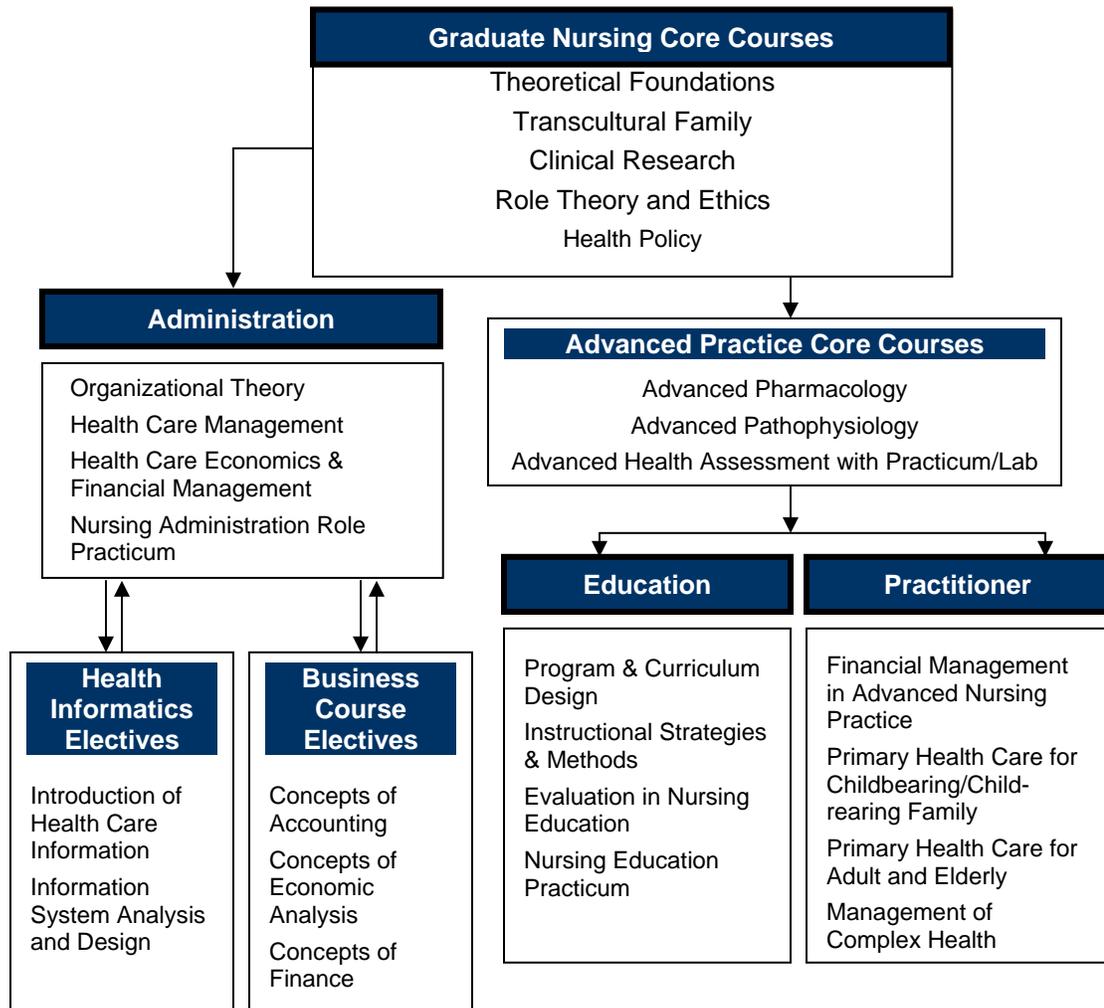
The curriculum is based on the educational standards of the American Association of Colleges of Nursing (AACN) *Essentials of Master's Education for Advanced Practice Nursing* (1996), see Figure 2. Three groups of courses comprise the master's curriculum: graduate nursing core courses; an advanced practice clinical core and

specialty group courses for each degree offering.

Initially, students are required to take the core courses which are foundational for master's education and the advanced practice and specialty degree-focused courses. The graduate core courses include *Theoretical Foundations of Nursing* (NURS 5013); *Transcultural Family Health Care in Rural and Urban Settings* (NURS 5003); *Clinical Research* (NURS 5133); *Role Theory and Ethics in Advanced Practice Nursing* (NURS 5042); and *Health Policy* (NURS 5713). The core courses provide the graduate student an opportunity to improve the ability to analyze, synthesize and utilize knowledge derived from research, theory, health policy, advanced roles theory, ethics and transcultural nursing. As a result, graduates are able to use evidenced-based research to deliver nursing care, evaluate and integrate theory into practice, evaluate ethical principles, methods, and values with respect to decision-making and accountability. In summary, the graduate core courses serve as the foundation in the learner's transition and understanding of health care delivery, professionalism, and leadership.

Figure 2.

Illustrates the Curriculum for Master's Level Education.



Note: A sampling of business and health informatics electives.

The second group of courses includes the advanced practice cores, which are designed to prepare the graduate student for an advanced practice role and to assume responsibility for client care management. As illustrated in Figure 2, students are prepared to practice as family nurse practitioners and nurse educators. Students take courses in *Advanced Pharmacology* (NURS 5023); *Advanced Pathophysiology* (NURS 5033); and, *Advanced Health Assessment with Practicum/Lab* (NURS 5214). The FNP student builds on previous practice experiences and develops knowledge and skills in clinical decision-making in the management of clients with predictable health problems across the lifespan. The *Advanced Pharmacology* provides the basis for the FNP's prescriptive authority. The *Advanced Pathophysiology* and *Advanced Health Assessment* prepare the student for head-to-toe assessment, making a diagnosis and managing acute and chronic client problems.

The nurse education student acquires the same knowledge and understanding derived from the advanced core courses as the FNP, which becomes the basis for functioning in a faculty role in a school of nursing, staff development, and patient education, etc. The nurse administration advanced practice core prepares the graduate student to use health care information systems (informatics) which supports the nurse's decision making in health care delivery. Also, the student may opt to focus exclusively on the business administration preparation which prepares for strategic planning and budgeting in leadership management role.

The specialty degree-focused courses support the learner's systematic development in the advanced practice role. In the FNP program the curriculum prepares family nurse practitioners as advanced practice nurses in the primary care setting. The courses include *Primary Health Care for the Childbearing/Childrearing Family with Practicum* (NURS 5215); *Primary Health Care for the Adult and Elderly with Practicum* (NURS 5245); *Management of Complex Health Problems* (NURS 5257), and *Financial*

Management in Advanced Nursing Practice (NURS 5673).

Post-master's certification students must successfully satisfy the advanced practice core courses and specialty degree-focused courses for the FNP. In accordance with their prior graduate preparation, they may be required to complete additional supervised clinical hours.

Table 22.

Correlation of the AACN Master's Essentials (1996), CON Philosophy, and FNP Objectives

AACN Master's Essentials	College of Nursing's Philosophy	FNP Program Objectives
Research	As novice researchers, graduate nurses are prepared to advance nursing's research base by linking nursing theory to evidence based practice.	Interpret research findings to implement evidence based nursing practice.
Policy, Organization, and Financing of Health Care	The advanced practice nurse advocates for continuous improvement in health through knowledgeable participation in the formulation and implementation of consumer-focused health policy and health legislation.	Demonstrate knowledge of the policy making process as it influences self, the profession and the health care system.
Ethics	Fosters commitment to values believed to be inherent to professional nursing:	Integrate ethical decision-making theories into professional practice.
Professional Role Development	An approach to educate students that includes professional role modeling, mentoring relationships and the development of culturally sensitive paradigms for clinical practice.	Apply knowledge and skills that are essential for advanced nursing practice in a variety of settings and the emerging health care system.

AACN Master's Essentials	College of Nursing's Philosophy	FNP Program Objectives
Theoretical Foundations of Nursing Practice	Graduate education in nursing consists of an advanced-research based specialized body of knowledge that is required to deliver high quality consumer focused health care.	Appraise nursing and non-nursing theories to use in advancing nursing practice.
Human Diversity and Social Issues	Graduate education supports self-determination, self-control, and self-fulfillment both for students and clients from populations of diverse ethnic and socio-economic backgrounds.	Develop an appreciation for human diversity in all clients and health care environments.
Health Promotion and Disease Prevention	All human beings have a right to health care that encompasses health promotion, disease prevention and restoration.	Formulate health promotion and disease that empower clients to maintain health and healthy lifestyles.

The nurse education program is consistent with the philosophy, organizing framework, program objectives, and outcome measures. The curriculum prepares faculty in academia, staff development, and patient teaching in health care institutions. There are four specialty degree-focused courses in the curriculum: *Program and Curriculum Design* (NURS 5303); *Instructional Strategies and Methods* (NURS 5313); *Evaluation in Nursing Education* (NURS 5323); and *Nursing Education Role Practicum* (NURS 5333).

A post-masters certificate is offered for nurses who have acquired a master's degree nursing and desire to serve in a faculty role. Post-master's certification students must successfully satisfy the advanced practice core courses and specialty degree-focused courses as illustrated in Figure 2. Table 23 shows the congruency of the nurse education curriculum with *The Essentials of Master's Education for Advanced Practice Nursing*, (AACN, 1996).

Table 23.

Correlation of the AACN Master's Essentials (1996), CON Philosophy, and Educator Program Objectives.

AACN Master's Essentials	College of Nursing's Philosophy	Education Program Objectives
Research	As novice researchers, graduate nurses are prepared to advance nursing's research base by linking nursing theory to evidence based practice.	Use educational theories to design instructional strategies to achieve learning goals.
Policy, Organization, and Financing of Health Care	The advanced practice nurse advocates for continuous improvement in health through knowledgeable participation in the formulation and implementation of consumer-focused health policy and health legislation.	Analyze the role of the nurse educator in preparing graduates for social, ethical, cultural and political issues which impact on nursing education.
Ethics	Fosters commitment to values believed to be inherent to professional nursing:	Analyze the role of the nurse educator in preparing graduates for social, ethical, cultural and political issues which impact on nursing education.
Professional Role Development	An approach to educate students that includes professional role modeling, mentoring relationships and the development of culturally sensitive paradigms for clinical practice.	Assume the role of nursing educator in academia, health care institutions and the community.
Theoretical Foundations of Nursing Practice	Graduate education in nursing consists of an advanced-research based specialized body of knowledge that is required to deliver high quality consumer focused health care.	Use educational theories to design instructional strategies to achieve learning goals.
Human Diversity and Social Issues	Graduate education supports self-determination, self-control, and self-fulfillment both for students and clients from populations of diverse ethnic and socio-economic backgrounds.	Analyze the role of the nurse educator in preparing graduates for social, ethical, cultural and political issues which impact on nursing education.

AACN Master's Essentials	College of Nursing's Philosophy	Education Program Objectives
Health Promotion and Disease Prevention	All human beings have a right to health care that encompasses health promotion, disease prevention and restoration.	Assume the role of nursing educator in academia, health care institutions and the community.

The Nurse Administration program prepares graduates to serve in a variety of leadership and managerial roles within the health care delivery system. There is consistency with the program objectives and College of Nursing Philosophy. The nurse administrator is a leader, manager, educator, and researcher, building on current evidenced based practice in the delivery of state of the art nursing care. The administration specialty degree-focused courses include *Administration - Organizational Theory* (NURS 5403); *Administration II- Health Care Management* (NURS 5413); *Administration III - Health Care Economics and Financial Management* (NURS 5423); and, *Administration IV- Nurse Administration Practicum* (NURS 5433).

A post-masters certificate is offered for nurses who have acquired a master's degree in nursing and desire to serve in administrator or managerial roles. Post-master's certification students must successfully satisfy the advanced practice core courses (health informatics or business administration) and specialty degree-focused courses as illustrated in Figure 2. Table 24 shows the congruency of the nurse administration curriculum with *The Essentials of Master's Education for Advanced Practice Nursing*, (AACN, 1996).

Table 24.

Correlation of the AACN Master's Essentials (1996), CON Philosophy, and Nurse Administration Objectives

AACN Master's Essentials	College of Nursing's Philosophy	Nurse Administration Program Objectives
Research	As novice researchers, graduate nurses are prepared to advance nursing's research base by linking nursing theory to evidence based practice.	Use an evidenced-based approach in the management of client care and administration of health care services.
Policy, Organization, and Financing of Health Care	The advanced practice nurse advocates for continuous improvement in health through knowledgeable participation in the formulation and implementation of consumer-focused health policy and health legislation.	Engage in collaboration, negotiation and census building to effect change in health policy decisions.
Ethics	Fosters commitment to values believed to be inherent to professional nursing:	Evaluates personal-performance based on professional practice, standards, ethics, core, values and organization criteria.
Professional Role Development	An approach to educate students that includes professional role modeling, mentoring relationships and the development of culturally sensitive paradigms for clinical practice.	Examines organizational, managerial and leadership concepts that impact health care delivery systems.
Theoretical Foundations of Nursing Practice	Graduate education in nursing consists of an advanced-research based specialized body of knowledge that is required to deliver high quality consumer focused health care.	Designs theory based strategies to resolve issues derived from dynamics that influence behaviors of individual groups.
Human Diversity and Social Issues	Graduate education supports self-determination, self-control, and self-fulfillment both for students and clients	Use knowledge of health care administration to advance nursing practice and provide quality health

AACN Master's Essentials	College of Nursing's Philosophy	Nurse Administration Program Objectives
	from populations of diverse ethnic and socio-economic backgrounds.	care services.
Health Promotion and Disease Prevention	All human beings have a right to health care that encompasses health promotion, disease prevention and restoration.	Use knowledge of health care administration to advance nursing practice and provide quality health care services.

The graduate nursing programs build upon the knowledge, competencies and the foundation acquired in baccalaureate nursing education. The baccalaureate program was designed to prepare professional nurses to master key concepts and knowledge such as nursing theory, professionalism, communication, research, health promotion, disease prevention and critical thinking. The master's level of education builds upon these key concepts and expands knowledge through its core graduate courses and continuation in the advanced practice specialty courses. The curriculum concepts are consistent with the elements stipulated in *The Essentials of Master's Education for Advanced Practice Nursing*, (AACN, 1996).

Table 25 shows the progression of curricula concepts and knowledge from the baccalaureate generalist foundation to Masters' level advanced practice nursing.

Table 25.

Congruency of AACN Essentials of Baccalaureate and Master's with Program Objectives.

AACN Essentials of Master's Education	AACN Essentials of Baccalaureate Education Core Knowledge/Concepts	MSN Program Objectives
Research	Integrates research- based knowledge from the arts, humanities, and social sciences	Use evidenced-based research to enhance nursing practice and promote healthy communities and diverse populations.

AACN Essentials of Master's Education	AACN Essentials of Baccalaureate Education Core Knowledge/Concepts	MSN Program Objectives
Policy, Organization and Financing of Health Care	Identifies economic and political factors that influence health care delivery	Collaborate with others to influence the social, political and economic trends in health care delivery and health policy.
Ethics	Understands values, ethical codes and principles that govern nursing practice.	Analyze ethical, legal, and professional standards within health care system.
Professional Role Development	Provider of Care Coordinator of Care Member of Profession	Incorporate professional values, accountability, and responsibility into advanced nursing practice, education and administration.
Theoretical Foundation of Nursing Practice	Liberal education in arts and sciences Core theoretical knowledge Core Competencies	Integrate knowledge, theories and professional standards of nursing and related disciplines into advanced nursing roles.
Human Diversity and Social Issues	Core Knowledge Human Diversity Professional Values: Social Justice	Demonstrate competency in an advanced nursing role in serving a cultural ethnical and technological diverse society.
Health Promotion and Disease Prevention	Core knowledge of health Promotion And disease Prevention. Illness and Disease Management	Deliver specialized care to culturally diverse populations through health promotion, disease prevention and health maintenance activities.

12c. **A set of guidelines for master's and where appropriate advanced practice nursing approved by a recognized nursing organization are utilized.**

The CON uses guidelines for the MSN in nursing which are approved by recognized nursing organizations for each of the degree program options. The curriculum of the master's program was developed using the *Essentials of Master's Education for Advanced Practice Nursing* (AACN, 1996) and the National League for Nursing Accrediting Commission (NLNAC, 2006) standards and criteria. In addition, the statutes from the Texas Board of Nursing (TX-BON, 2007) and The Criteria for Evaluation of Nurse Practitioner Programs – A report of the National Task Force on Quality Nurse Practitioner Education (2008), *Advanced Nursing Practice: Curriculum Guidelines & Program Standards for Nurse Practitioner Education* (NONPF, 2008) and the *Domains and Competencies of Nurse Practitioner Practice* by NONPF (2006) were used to develop the advanced practice core and specialty courses of the FNP program.

The Nurse Practitioner curriculum meets the six curriculum-related standards of the document *Criteria for Evaluation of Nurse Practitioner Programs* (NONPF, 2008). These standards serve as guidelines for the Family Nurse Practitioner (FNP) program. Each curriculum related standard by NONPF is outlined in Table 26. The curriculum plan for the FNP option, documents appropriate course sequencing and required clinical hours.

Table 26.

Congruency of MSN Family Nurse Practitioner Program to NONPF Standards

NONPF Criteria	MSN Family Nurse Practitioner
<i>Criterion III.A:</i> NP faculty members provide input into the development, evaluation, and revision of the NP curriculum.	FNP faculty serves on the college curriculum committee and monitors the development, evaluation of the FNP curriculum.
<i>Criterion III.B:</i> The curriculum is congruent with national standards for graduate level and advanced practice registered nursing (APRN) education and is consistent with nationally recognized core role and population-focused NP competencies.	Faculty evaluates the family nurse curriculum using the <i>Nurse Practitioner Primary Care Competencies in Specialty Areas: Adult, Family, Gerontological, Pediatric, and Women’s Health</i> (NONPF, 2006 and AACN, 1996).
<i>Criterion III.C(1):</i> The NP educational program must prepare the graduates to be eligible to sit for a national NP certification that corresponds with the role and population focus of the NP program.	The curriculum prepares students which includes the competencies specific to the population for the family nurse practitioner.
<i>Criterion III.C(2):</i> The official transcript must state the NP role and population focus of educational preparation.	The University Registrar secures and makes available students’ transcripts per approved designation to include the role and FNP population focus.
<i>Criterion III.D:</i> The curriculum plan evidences appropriate course sequencing.	The FNP Coordinator ensures the FNP major follows the approved program of study.
<i>Criterion III.E:</i> The NP program/track has a minimum of 500 supervised clinical hours must be distributed in a way that represents the population need served by the graduate.	FNP students complete 780 supervised clinical hours in multiple health care settings of which 756 hours in direct patient cares and 24 hours must be done in community service projects.
<i>Criterion III.F:</i> Post-master’s students must successfully complete graduate didactic and clinical requirements of a master’s NP program through a formal graduate-level certificate or master’s level NP program in the desired area of practice. Post-master’s students are expected to master the same outcome criteria as master’s NP students. Post-master’s students who are not already NPs are required to complete a minimum of 500 supervised clinical hours.	The Family Nurse Practitioner (FNP) Certificate program complete the advanced practice and specialty courses; and, in addition: <ul style="list-style-type: none"> • If a NP, complete 500 practice hours. • If a non-NP, complete 780 practice hours.

Table 27.

FNP Specialty Required Clinical Hours

Area	Course	Clinical Hours	Direct Care
Lifespan	Advanced Health Assessment	120	120
Women/Ob	Childbearing/Childrearing Families	90	84
Pediatrics	Childbearing/Childrearing Families	90	84
Adult/Elderly	Management of the Adult/Elderly Client	180	168
Family (Capstone)	Management of Complex Health Problems	300	300
TOTAL		780	756

The MSN Nurse Education and MSN Nurse Administration programs were developed using professional standards and guidelines. There is building on the AACN, The Essentials of Master's Education for Advanced Practice Nursing (1996); the National League for Nursing's (NLN) Core Competencies of Nurse Educators (2005); and, the American Organization of Nurse Executives (AONE) Core Competencies for Nurse Administrators (2005). There is congruency of the College of nursing philosophy with all professional standards applied.

Professional guidelines and standards for master's education and advanced practice nursing have been used in the development of the graduate programs. These standards represent the essential knowledge, skills, and values for advanced practice nurses and are integrated into the course requirements. The relationship of the

standards, program outcomes and course objectives are demonstrated in the course syllabi (see as exhibit).

12d. Interdisciplinary collaboration is evident in the curriculum.

There is evidence of collaboration between and among the graduate faculty and interdisciplinary with other non-nursing faculty to meet the objectives of all degree programs. In the MSN FNP, students affiliate with nurse practitioners and physicians in the clinical setting providing many opportunities for interdisciplinary collaboration. In the clinical practicum courses, health care professionals such as physicians, technologists, and microbiologists share their expertise with the students.

Collaboration is an integral part of the role of the nurse educator, through communication with other health care professionals in teaching the nursing profession. Faculty and students may serve on committees representing both the academic and clinical agencies. MSN Nurse Administration students have access to a diverse group of colleagues in business, informatics, and health care management. Interdisciplinary courses are offered to nursing and business administration graduate students. Also, nurse administration specialty courses are accented by financial and accounting executives and legislative policy analysts in discussion on quality improvement groups with Chief Nurse Executives. The above illustration of interdisciplinary is beneficial in supporting the student's development in leadership and management skills.

Other examples of interdisciplinary primary collaboration are the co-teaching of the *Advanced Pharmacology* (Nurs 5023) by a family nurse practitioner (faculty member) and a Pharmacy Doctorate; and *Financial Management in Advanced Nursing Practice* is co-taught by a Certified Public Accountant, Visiting Professor and a FNP faculty member. Guest speakers and experts from other disciplines are utilized to support the curricular topics in teaching the *Transcultural Family Health Care in Rural and Urban Settings* (Nurs 5003), and all clinical courses. Guest lecturers provide a broader

perspective and expertise to some topics, such as ethical decision making, theory and case studies in *Role Theory and Ethics in Advanced Practice Nursing (Nurs 5042)*.

- 12e. **Didactic instruction and supervised practice follow a plan that: documents course content and learning experiences appropriate for the development of competencies required for graduation at the master's/advanced practice level; delineates instructional methods used to develop advanced practice competencies; and is adequate for advance practice nursing students to meet accepted criteria for certification eligibility.**

Didactic instruction and supervised practice follow a curriculum plan designed to provide course content and learning experiences necessary for development of competencies required for advanced nursing practice (see Figure 2). The CON has a standardized structured format for course syllabi that includes course objectives/outcomes, course content, learning experiences, and methods of instruction. Competencies for each of the degree specialty programs are integrated via the program and course objectives with identified benchmarks to achieve the expected outcomes.

In the FNP Program instructional methods used to develop advanced practice competencies include lectures, small group discussions, case studies analysis, reflection journals, SOAP notes, workshop attendance, community service projects, professional conferences, papers, role modeling, preceptors, post clinical conferences, simulated exercises with human subjects and presentations. Instruction is enhanced with multimedia learning technology and discussion boards in online and hybrid courses. The learning activities are clearly delineated in each of the courses in preparation for credentialing examinations.

In order to be eligible to take the family nurse practitioner certification examinations, the American Nurses Credentialing Center Commission (ANCC) requires the following educational components for nurse practitioner programs: a) core content in advanced health assessment, pathophysiology, pharmacology, health promotion and disease prevention, and differential diagnosis and disease management; and b) 500

clock hours of clinical practicum. The American Academy of Nurse Practitioners (AANP) has similar requirements and educational components for nurse practitioner programs. The MSN FNP meets the course objectives and content related to the ANCC's and AANP's educational components. The graduates also complete a minimum of 780 clinical hours, which exceeds the national requirement of 500 clinical hours.

Table 28.

FNP Course Content, Learning Experiences and Competencies

Course Content	Learning Experiences	Family Nurse Practitioner Competencies
Utilization of research findings for evidenced based nursing practice. Exploration of epidemiological research methods and statistical analysis. Pertinent research findings related to the pathology of selected diseases.	Discussions, group problem solving, research critiques; Exploration of Evidenced based problem; Proposal and critique; Case studies; Critical thinking exercises;	Interpret research findings to implement evidence based nursing practice.
Acquire health care policy information from various sources. Participate in the legislative process in relation to a health care issue. Policy implementation and health care issue. Marketing and negotiating advance practice role in health care systems.	Organization meeting; Observations; Health policy assessment and written and oral presentation of a health care issue; Synthesis paper;	Demonstrate knowledge of the policy making process as it influences self, the profession and the health care system.
Communication strategies for resolving interpersonal and intrapersonal conflicts. Legal and ethical aspects	Presentation, synthesis paper; Class participation;	Integrate ethical decision-making theories into professional practice.

Course Content	Learning Experiences	Family Nurse Practitioner Competencies
<p>of decision making from personal and professional perspectives.</p> <p>Ethical-legal principles used by advance practice nurses in management of health care problems.</p>	<p>Guided independent reading assignments; Web based activities – online asynchronous discussions; Ethics case study;</p> <p>Clinical practice;</p>	
<p>Culturally, sensitive, age appropriate, comprehensive and focus databases for client management.</p>	<p>Lectures, discussions;</p> <p>Clinical practice, written health assessments.</p>	<p>Apply knowledge and skills that are essential for advanced nursing practice in a variety of settings and the emerging health care system.</p>
<p>Theoretical concepts and constructs relevant to advanced practice nursing.</p> <p>Theoretical framework that guides the advanced clinical practice.</p>	<p>Analysis/synthesis paper On line discussions.</p> <p>Literature reviews for paper.</p>	<p>Appraise nursing and non-nursing theories to use in advancing nursing practice.</p>
<p>The impact of culture on family health decisions and practices.</p> <p>Impact of professional and personal attitudes and self.</p>	<p>Family and cultural assessment.</p> <p>Class participation and presentations.</p> <p>Focus groups and field trips</p>	<p>Develop an appreciation for human diversity in all clients and health care environments.</p>
<p>Knowledge of physical, psychosocial and developmental process to promote health and wellness in families.</p>	<p>Lectures, Discussions.</p> <p>Case studies.</p> <p>Differential diagnosis paper.</p> <p>Community health fairs.</p> <p>Clinical practices (756 hours).</p> <p>Collaboration with preceptors.</p>	<p>Formulate health promotion and disease that empower clients to maintain health and healthy lifestyles.</p>

Course Content	Learning Experiences	Family Nurse Practitioner Competencies
	Clinical case management paper.	

The MSN Nurse Education degree program is built on a broad foundation of theory, research, ethics and the advanced practice clinical core courses: advanced pathophysiology, advanced pharmacology and advanced health assessment. The graduates are prepared to teach in academics, patient education and staff development. The advanced practice clinical core is necessary to prepare the graduate's safe practice and teaching. The student progresses to the level of specialty degree focus courses to gain the necessary skills for teaching in academia, patient health care settings, and staff development in health care institutions. The content includes program and curriculum development, teaching methods and strategies, evaluation of programs and curriculum outcomes and an education role practicum.

Didactic course content and learning experiences in the nurse education program are appropriate for development of competencies in the nurse educator role. Students develop a curriculum in a group project, search the literature and write an annotated bibliography. Students participate in class discussion and apply the principles of curriculum development to patient education and staff development.

In the instructional strategies course students are required to analyze current literature related to theories of learning, issues and trends and implement a microteaching project using technology on a selected topic. There are group discussions related to varied methods and strategies for formal class presentations, testing and measurement methodologies, and evaluation and assessment tools. Learning experiences in the teaching role practicum include implementing teaching plans for one unit of content in a selected class, developing a test blueprint and constructing a

test/quiz. Nurse education students supervise undergraduate students in a clinical setting under the guidance of a faculty preceptor and attend formal faculty meetings and/or course team meetings.

Students in education role practicum select a faculty preceptor and participate with the faculty in teaching a unit of content and providing clinical supervision for a group of students. The course of study prepares nurses to take the National League for Nursing Certified Nurse Education Examination after two years of practice in an academic setting. Table 29 outlines the course content, learning experiences and competencies for the nurse education program. Graduates attainment of certification is a performance indicator of the CON.

MSN Nurse Administration courses offer guided, independent reading assignments, written exercises and online asynchronous discussion. Teacher-facilitated student interactions related to specific topics are exchanged in the classroom and in small, informal group activities. Students demonstrate critical thinking skills by formal and informal discussions of deliberations, planning, negotiating of issues and events related to nursing administration.

Table 29.**Nurse Education Course Content, Learning Experiences and Competencies.**

Content	Learning Experiences	NLN Educator Competencies
<p>Principles and Theories of Learning.</p> <p>Characteristics of Learners Learning styles. Diverse learning needs of students.</p> <p>Critical thinking in nursing education.</p> <p>Strategies and Methods Lecture, case studies.</p> <p>Problem based learning Collaborative learning.</p>	<p>Class discussion and presentations.</p> <p>Presentations on learning theories.</p> <p>Literature reviews on instructional strategies and methods.</p> <p>Class presentations on instructional strategies and methods.</p> <p>Reflective journaling of experiences related to strategies.</p>	<p>Use educational theories to design instructional strategies to achieve learning goals.</p>
<p>Principles of curriculum and program development.</p> <p>Philosophy, frameworks, learning experiences and outcomes.</p> <p>Program and curriculum evaluation.</p>	<p>Curriculum development paper.</p> <p>Annotated bibliography on curriculum.</p> <p>Attend curriculum and faculty meetings.</p> <p>Reflective journals.</p>	<p>Design and develop curricular and educational programs.</p>
<p>Use of multimedia and technology based strategies.</p> <p>Distance learning.</p> <p>Web-bases strategies.</p> <p>Simulations.</p>	<p>Development of power point presentations.</p> <p>Integration of graphic media, video and internet resources in to presentations and teaching plans.</p> <p>Use of simulators for teaching.</p> <p>Communicate via email.</p>	<p>Integrate technology based teaching strategies into curricular and educational programs.</p>

Content	Learning Experiences	NLN Educator Competencies
<p>Diversity and cultural influences on health and education.</p> <p>Ethical Legal standards.</p> <p>Effective communication.</p>	<p>Class discussion and presentations.</p> <p>Class presentations and written assignments incorporating diversity, culture, ethical and health policy issues.</p>	<p>Analyze the role of the nurse educator in preparing graduates for social, ethical, cultural and political issues which impact on nursing education.</p>
<p>The faculty Role: Effective Teaching learning Methods.</p> <p>Clinical supervision of students.</p> <p>Critical thinking in nursing education.</p> <p>Evaluation Process and frameworks.</p>	<p>Development of a teaching plan, implementation of microteaching and a unit of instruction.</p> <p>Preceptor experiences in the faculty role: classroom teaching, clinical supervision of student and evaluation.</p> <p>Development of portfolio.</p>	<p>Assume the role of nursing educator in academia, health care institutions and the community.</p>
<p>Best practices in nursing education.</p> <p>Faculty development.</p> <p>Mentoring and role modeling.</p>	<p>Attend professional conferences.</p> <p>Communicate and collaborate with nursing faculty.</p> <p>Development of scholarly presentations.</p>	<p>Exhibit evidence of leadership, scholarship, research and lifelong learning.</p>
<p>Theory and evidenced – based research.</p>	<p>Incorporate literature, best teaching practices into teaching of a unit of instruction.</p>	<p>Use teaching best practices, literature and research to improve nursing curricula.</p>

The nurse administration courses take the students through a guided experience to further refine leadership and administrative skills. Students plan, implement, and evaluate a project that supports the delivery of quality evidenced-based nursing care in a health care organization. The student engages with a preceptor to analyze the organization's delivery system, assess the political and social context, establish collaborative relationships essential to the adoption of innovations, and evaluate the affect of decision-making on clients, the nursing staff, and the organization.

Certification as a Nurse Executive or a Nurse Executive Advanced, offered by ANCC requires two years of practice in a management position, but does not require specific education. Although many nursing administration students may be eligible to take the examination upon graduation, the examination is not required to practice. However, certification is strongly encouraged and the curriculum prepares graduates to take, and successfully pass, either the basic or advanced examination. Also, attainment of certification as a nurse administrator is a performance indicator of the CON.

Table 30.

Nurse Administration Course Content, Learning Experiences and Competencies

Content	Learning Experiences	Administration Competencies
<p>Organizational Theory</p> <p>Leadership Theory</p> <p>Health Care Systems</p>	<p>Critical Reflection Journals</p> <p>Personal Leadership Theory Paper</p> <p>Leadership Instrument Journal</p>	<p>Engages in the following behavior that exhibit professionalism:</p> <ul style="list-style-type: none"> • Maintains personal and professional accountability for actions. • Develops a personal career plan and assists others in career planning. • Actions and behaviors are grounded in ethics. • Promotes and supports evidence-based clinical and management practice. • Advocates for the clinical enterprise and for professional nursing practice. • Active in professional nursing organizations
<p>Health Care Management</p> <p>Quality Management</p> <p>Quality Management Tools</p> <p>Health care environment and quality and safety issues</p>	<p>Critical Reflection Journals</p> <p>Root Cause Analysis Simulation</p> <p>Root Cause Analysis Group Paper</p> <p>Root Cause Analysis</p>	<p>Develops and demonstrates knowledge and skills in the following areas:</p> <p>Clinical practice knowledge</p> <ul style="list-style-type: none"> • Governance and governance structures

Content	Learning Experiences	Administration Competencies
<p>Management structures and nursing care delivery</p> <p>Human resource management and organizational structures</p> <p>Information Technology and nursing and quality management systems</p>	<p>Class Presentation</p>	<ul style="list-style-type: none"> • Evidenced-based practice • Outcome measurement • Patient safety • Utilization and case management • Quality improvement metrics • Risk management • Information management and technology
<p>Health Care Economics and Financial Management</p> <p>Macroeconomics and health care revenue and expenditures</p> <p>Government regulations and financial management</p> <p>Budgets and budgeting processes</p> <p>Nursing Acuity Systems</p> <p>General Accounting Principles</p>	<p>Critical Reflection Journals</p> <p>Budget Preparation Paper</p> <p>Financial Statement Analysis</p>	<p>Develops and demonstrates skills in business including:</p> <ul style="list-style-type: none"> • Understanding health care finance • Human resource management and development • Strategic management • Marketing • Health care economics • Financial management • Health care policy <p>Patient care delivery models and work design</p>

Content	Learning Experiences	Administration Competencies
<p>Nursing Administration Practicum.</p> <p>Relationship building.</p> <p>Communication.</p> <p>Application of administration, management, and leadership skills in a practice setting.</p> <p>Conflict resolution.</p> <p>Utilization of databases, spreadsheets, and other software applications to facilitate decision making in a practice setting.</p>	<p>Critical Reflection Journal</p> <p>Practicum project</p>	<p>Develops and demonstrates communication and relationship building skills including:</p> <ul style="list-style-type: none"> • Effective communication strategies • Relationship management • Influence of behaviors • Ability to work with diversity • Shared decision-making • Community involvement • Medical staff relationships • Academic relationships • Clinical practice knowledge

12f. Evaluation tools and methods are consistent with course objectives/outcomes and competencies of the didactic and clinical components of the graduate program; provide for regular feedback to students and faculty with timely indicators of student progress and academic standing; are consistently applied; and are written and available to students.

There is faculty agreement and consistency in evaluation tools and methods with course objectives/outcomes and competencies of the didactic and clinical components of the graduate program. Evaluation tools and methods are consistently applied, written, and made available to students. Students are consistently evaluated using the same

methods as outlined in the syllabus in each course. Faculty evaluations of student performance are written and available to the students. There is regular feedback of faculty to students with timely indicators of the student's progress and academic standing.

In each of the degree programs, students are given a course package at the beginning of each semester containing the syllabus, schedule and required learning activities. The syllabus provides the course description and objectives, clinical learning experiences when appropriate, content outline, university attendance policy, instructor office hours and contact information, methods for evaluating achievement, grading scale and methods of instruction. Test blueprints are available to students prior to examinations. Students are given guidelines for formal presentations and for writing papers which include specific criteria for grading. These guidelines are distributed during the first week of class in the course packet.

The syllabi reflect the varied methods used for evaluation of learning for each program set of courses, such as in evaluation tools and methods for practicum courses and clinical logs. Evaluation tools are used in all practicum courses. In the nurse education role practicum course, student performance in the classroom and clinical setting is evaluated by a preceptor using an evaluation tool. Class discussion, presentations and papers are evaluated using rubrics and specific written guidelines.

Students receive feedback for course work within one week of the activity. Evaluative feedback is performed concurrently with some presentations and class discussions. Evaluation of papers and other course work is generally provided in writing within two weeks of the due date of the assignment. Written feedback for examinations and quizzes are given during an in-class face-to-face session via grade sheets with information regarding the current examination grade and the semester average grade to

date. In some theory/practicum courses such as *Advanced Health Assessment with Practicum (Nurs 5213)*, students receive weekly feedback on the health histories and physical examinations performed. In regard to the above, evaluation of student clinical performance is done following each site visit by the faculty with feedback to the learner. During learning activities using surrogate patient encounters and live actors, evaluation is achieved by interaction between the faculty member and the student. Examples of the evaluation methods are noted in Table 31.

Table 31.

Consistency between Course Objectives, Clinical Competencies and Evaluation Methods

Nursing Courses	Course Objectives	Clinical Competency	Evaluation Method(s)
<i>NURS 5215 – Primary Health Care for the Childbearing/ Childrearing Family with Practicum</i>	Conduct assessments and develop plans of care using protocols for childbearing/rearing families in the APN role.	Management of patient Health/Illness Status Provide Culturally-Sensitive Care Facilitate client teaching and coaching	Evaluation of student’s clinical performance by the preceptor and faculty member using the clinical evaluation tool.
<i>NURS 5333 – Nursing Education Role Practicum</i>	Use teaching learning and nursing theories as a basis for implementing appropriate learning experiences for nursing students in both class room and clinical settings.	Facilitate Learning Facilitate learner development and socialization Function within the educational environment	Evaluation of students teaching by both preceptor and course faculty using an evaluation tool.
<i>NURS 5413 – Health Care Management</i>	Examine health care management structures and nursing care delivery within an organization	Develops knowledge in patient care delivery models and work design Evaluates outcome measurement processes and tools Discusses and analyzes quality improvement initiatives and metrics Identifies and synthesizes issues of risk management Analyzes need for utilization review and case management	Evaluation of students performance in a simulated situation requiring a team approach and resulting in a patient error. Requires a root cause analysis of the situation, using observation, debriefing, a written paper, and class presentation. Clinical Reflection Journals.

12g. Technology used is appropriate to meet student learning needs, course objectives/outcomes and course requirements.

The technology used in the graduate program is appropriate to meet student learning needs, course objectives/outcomes and course requirements. The use and application of technology-based teaching strategies are an integral part of the graduate nursing program and is coordinated through the College of Nursing *Virtual Interface for Teaching and Learning*. The technological methodologies impact knowledge acquisition, skills proficiency, critical thinking, and simulation of graduate nursing concepts. Instruction includes e-learning, simulations, web-enhanced courses (hybrid), and web-based online courses. Presently, three on-line courses are offered through e-learning in the graduate program and 100 percent of faculty use Web-Ct course management system. Also, interactive television (Video-broadcasting) and video conferences provide an avenue for all distance sites to actively participate in the learning experience. Web-based courses are easily accessible due to a link to the *University Course Management* system (CMS), whereby the faculty can deliver course materials, and communicate with students using the CMS (WebCT) anywhere in the country and internationally. Specifically, WebCT offers students easy and immediate access and contact with the faculty via virtual office hours, email communication, grades, discussion forums and chats, course materials, assignments, announcements and course calendars.

E-learning in the graduate program consists of total or partial delivery of a course online. E-learning includes posting of all course material (syllabus, assignments, projects, grades) on the course management system, communication with faculty and classmates via email, chats, and discussion. *Theoretical Foundations in Nursing* (NURS 5013) and *Clinical Research* (NURS 5133) are two of the online courses offered. Students interact with peers and the faculty via email, chat rooms, and threaded discussions. Also, students review course materials and content as often as needed,

and at their convenience. Students may study in groups or alone to solve research problems, critique theory topics and post weekly comments for discussion.

Web enhanced and web-based courses are an easy fit in the technology paradigm at the CON. Students in the MSN FNP use laptop computers in the classroom to take quizzes, examinations, assessment tests and class assignments. Also, students submit electronic clinical logs and computer documentation of clinical assessments and review protocol.

Simulated learning experiences (SLE) are being integrated into the graduate curriculum. Human Patient Simulators represent the latest in state of the art simulation technology for providing real-world experiences for students and clinicians. Graduate students participate in simulated learning experience in the nurse administration and nurse education courses. The integration of simulated learning experiences (SLE) using a Human Patient Simulator (HPS) provides the nurse education students with clinical practice for enhanced critical thinking, maintenance of skills proficiency, and problem-solving and decision-making in a non-threatening environment. Nurse education students use the HPS for micro projects which includes teaching scenarios to a class of undergraduate students. Nurse administration students use the HPS in simulated management experiences such as root cause analysis and linkage of nursing care with patient outcomes. For example, the scenario has a built-in sentinel event that occurs (e.g., as decubitus ulcer) and students analyze the quality of patient care given (skin assessment) and determine the cause of the sentinel event.

Each classroom is equipped with a LCD projector, computer and video cassette recorder (VCR), white boards and screens. Each student desk/table has electrical and internet connections. In addition, four of the ten class rooms are equipped for distance education (smart classrooms) with touch screen panels, and cameras. Students and faculty have immediate internet and intranet capabilities in classrooms, offices, and

student study rooms. Computer based-learning activities are incorporated into classroom assignments to supplement class content. Students have access to websites or the College of Nursing intranet server for dissemination of course packets, syllabi, course outlines and other materials.

In the Learning Resource Center students have access to computers, printers, fax machines, copiers, and a telephone until midnight, 7 days per week. Through this technological access, students are able to complete assignments develop presentations and communicate with the faculty and develop presentations. Also, numerous electronic journals and databases are available through the HAM-TMC library for students use from home or classroom.

Table 32.

Graduate Program and Samples of Technology Utilization

Graduate Program	Graduate Course	Sample Technology
Graduate core courses	Nurs 5013 - <i>Theoretical Foundations of Nursing</i> (online course)	Online course, weekly discussion board, WebCT assignments, e-mail communication, papers online.
	Nurs 5023 - <i>Clinical Research</i> (online course)	Online course, e-learning research topics using web resources, submission of papers online.
Advanced Practice Core Courses	Nurs 5033 - <i>Advanced Pathophysiology</i> (online course)	E-learning through WebCt Online Testing for unit exams and quizzes , discussion Use of internet resources.
Nurse Education	Nurs 5313 - <i>Instructional Strategies</i>	Web enhanced, Micro-teaching with videotape critique.
	Nurs 5333 - <i>Nursing Education Role Practicum</i>	Computer based classroom assignments, Web based searches for best practices, integration of graphic/video into presentations.
	Nurs 5893 - <i>Teaching with</i>	Web enhanced, development of

Graduate Program	Graduate Course	Sample Technology
	<i>Technology</i> (Elective)	a web page with graphics/media. Development of multimedia presentations using technology, webinar presentation.
Nurse Administration	Nurs 5403 - <i>Organizational Theory</i> Nurs 5413 - <i>Health Care Mgt</i> Nurs 5423 - <i>Health Care Economics and Financial Management</i> Nurs 5433 - <i>Nursing Administration Role Practicum</i>	Literature Reviews WebCT assignments, e-mail communication, Simulations: Root cause analysis.
Family Nurse Practitioner	Nurs 5214 - <i>Advanced Health Assessment</i> Nurs 5257 - <i>Management of Complex Health Problems</i>	Submission of weekly clinical logs. Web review of clinical protocols. Use of internet resources. Simulated Learning.

12h. Regular review of the rigor, currency, and cohesiveness of nursing courses by faculty.

At the end of each semester, faculty member(s) review the syllabus, content, learning activities, textbooks, and evaluation methods of the courses taught. The faculty members submit an end of semester course report to the Director. The report is reviewed by the Graduate Studies Committee and results reported to the program evaluation committee and finally to the CON Faculty Organization for action.

Criterion 13. Program design provides opportunity for students to achieve program objectives and acquire knowledge, skills, values, and competencies necessary for nursing practice.

- 13a. **Curriculum provides for attainment of knowledge and skill sets in the current master's/advanced practice of nursing, nursing theory, research, community concepts, health care policy, finance, health care delivery, critical thinking, communication, professional role development, therapeutic interventions, and current trends in health care.**

The curriculum builds on baccalaureate nursing education and is designed to provide students with the opportunities to attain the knowledge and skill sets for advanced nursing practice utilizing varying learning experiences to achieve program outcomes. The graduate students perform therapeutic nursing interventions in managing the health care of clients at an advanced level and effect health policy and change. The knowledge and skill sets of graduate level experiences are depicted in the various courses as listed in the following Table 33.

Table 33.

Attainment of Knowledge and Skill Sets

Knowledge & Skill Sets	Courses	Learning Opportunities
Nursing Theory	Nurs 5013 - <i>Theoretical Foundations of Nursing</i>	Forum discussions of nursing.
	Nurs 5042 - <i>Role Theory and Ethics in advanced Practice Nursing</i>	Nursing practice models included.
	Nurs 5303 – <i>Program and Curriculum Development</i>	Paper and forum discussions on theories.
	Nurs 5313 – <i>Instructional Strategies and Methods</i>	Uses theories to develop teaching strategies.
Research	Nurs 5133 - <i>Clinical Research</i>	Nurs 5133 - <i>Clinical Research</i>
	Nurs 5333 - <i>Nursing Education Role Practicum</i>	Assist students with analysis of research problems Literature review on selected topics.
	Nurs 5245 - <i>Primary Health Care for the Adult & Elderly with Practicum</i>	Use of evidenced based research to guide treatment options.
Community Concepts	<p>Nurs 5413 – <i>Administration II – Health Care Management</i></p> <p>Nurs 5023 - <i>Transcultural Family Health Care in Rural and Urban Settings</i></p> <p>Nurs 5215 - <i>Primary Health for the Childbearing/Childrearing Family with Practicum</i></p> <p>Nurs 5245 - <i>Primary Health Care for the Adult & Elderly</i></p> <p>Nurs 5413 - <i>Health Care Management</i> Nurs 5423 – <i>Administration III - Health Care Economics and Financial Management</i></p>	<p>Use of evidenced-based practice and research in the development of management and quality metrics.</p> <p>Family assessments in various cultures and ethnicities.</p> <p>Client encounters, community recourses and referrals: community health fairs.</p> <p>Client encounters, community recourses and referrals: community health fairs.</p> <p>Evaluation of government and private economics and the impact on community health care.</p>

Knowledge & Skill Sets	Courses	Learning Opportunities
		Use of quality metrics to ensure patient safety in the community.
Health Care Policy	Nurs 5713 - <i>Health Policy</i>	Class content, field experience to a policy related organization and health policy issues paper.
	Nurs 5763 - <i>Financial Management in Advanced Nursing Practice</i>	Paper on health care organizations and related policies.
	Nurs 5245 - <i>Primary Health Care Adult and Elderly Practicum</i>	Clinical experience and policy affecting health care insurances.
	Nurs 5423 - <i>Health Care Economics and Financial Management</i>	Discussions and analysis of government policy impacting health care finance.
Finance	Nurs 5763 - <i>Financial Management in Advanced Nursing Practice</i>	Develops business plan including budgets and all financial aspects.
	Nurs 5713 - <i>Health Policy</i>	Class content
	Nurs 5423 – <i>Administration III - Health Care Economics and Financial Management</i>	Development of a budget, analysis and discussion of financial statements.
Critical Thinking	Nurs 5013 - <i>Theoretical Foundation of Nursing</i>	Concept and forum discussions.
	Nurs 5133 - <i>Clinical Research</i>	Proposal
	Nurs 5713 - <i>Health Policy</i>	Health policy issues paper.
	Nurs 5033 - <i>Advanced Pathophysiology</i>	Case study responses and critical thinking activities.
Critical Thinking	Nurs 5257 - <i>Management of Complex Health Problems</i>	SOAP Notes, presentations on APN roles.
	Nurs 5743 - <i>Writing for Publication</i>	Paper for Publication
	Nurs 5003 - <i>Transcultural Family Health Care in Rural and Urban Settings.</i>	Presentation and paper
	Nurs 5433 – <i>Administration IV - Nursing Administration Practicum</i>	Practicum project guided by a health care administrator.
Communication	Nurs 5013 - <i>Theoretical Foundation of Nursing</i>	WEB-CT communication tool, email, forum discussions.
	Nurs 5003 - <i>Transcultural Family Health Care in Rural and Urban Settings</i>	Community assessments, interviews, presentations
	Nurs 5713 - <i>Health Policy</i>	Scholarly Paper and presentation

Knowledge & Skill Sets	Courses	Learning Opportunities
	Nurs 5313 - <i>Instructional Strategies and Methods</i>	WebCT and email communications Teaching presentations
	Nurs 5743 - <i>Writing for Publication</i>	Development of a Publishable paper
Professional Role Development	Nurs 5042 - <i>Role Theory and Ethics in Advanced Practice Nursing</i>	Observation experience, model development
	Nurs 5215 - <i>Primary Health for the Childbearing/Childrearing Family with Practicum</i>	Collaborates with health care team members.
	Nurs 5433 – <i>Administration IV - Nursing Administration Practicum</i>	Attend administrative meetings, prepare and present practicum project, report to administration on outcome of project.
Professional Role Development	Nurs 5713 - <i>Health Policy</i>	Paper related to health policy and advanced practice nurse.
	Nurs 5214 - <i>Advanced Health Assessment with Practicum</i>	Collaborates with health care team members.
	Nurs 5333 - <i>Nursing Education Role Practicum</i>	Teaching Practicum Development and implementation of a unit of instruction.
	Nurs 5403 - <i>Administration I – Organizational Theory</i> Nurs 5433 - <i>Administration IV Nursing Administration Practicum</i>	Analyze and write an personal leadership theory paper. Attend administration meetings. Collaborate with health care administrators and directors at all levels. Prepare and present a project for the benefit of the practicum facility.
Therapeutic Interventions	Nurs 5214 - <i>Advanced Health Assessment with Practicum</i>	Client encounters, SOAP notes, Differential Diagnosis paper.
	Nurs 5215 - <i>Primary Health for the Childbearing/Childrearing Family with Practicum</i>	Client encounters, SOAP notes, Differential Diagnosis Paper.
	Nurs 5245 - <i>Primary Health Care for the Adult & Elderly Practicum</i>	Clinical conference allows time for discussion of current management

Knowledge & Skill Sets	Courses	Learning Opportunities
		issues/trends.
	Nurs 5257 - <i>Management of Complex Health Problems</i>	Clinical conference allows time for discussion of current management issues/trends.
Current Trends in Health Care	Nurs 5713 - <i>Health Policy</i>	Bibliography cards on current issues in health policy.
	Nurs 5257 - <i>Management of Complex Health Problems</i>	Clinical conference allows time for discussion of current management issues/trend.
	Nurs 5433 - <i>Nursing Administration Practicum</i>	Seminars allow time for discussion of current and future trends in management and care.

13b. Program leads students to develop professional ethics, values, and accountability.

The faculty believe that professionalism encompasses ethics, values and accountability that permeate all areas of advanced nursing practice, beginning with the graduate core courses and continuing in the specialty degree-focused courses. The didactic content related to ethics, values and accountability is presented in *Role Theory & Ethics in Advanced Practice Nursing (Nurs 5042)*, a core graduate nursing course. Legal and ethical issues are discussed with health care delivery in culturally diverse clients in urban and rural settings. Specific examples of the above include reimbursement, billing guidelines, *Health Insurance Portability and Accountability (HIPPA)*, advanced directives, end of life care, treatment of adolescents with and without parental consent, and pain management. A discussion related to the prescriptive authority of the nurse practitioner in Texas is an example of how this content flows to specific practicum courses. The nurse's own value system is examined as values provide the foundation for the ethical dimensions of professional practice.

Students in the nurse administration program examine their values, professional accountability, legal and financial issues, and the ethics of the health care system in each of the core administration courses. *Organizational Theory (Nurs 5403)* identifies the health care system and the legal and ethical responsibility of nurse administrators. *Health Care Management (Nurs 5413)* evaluates the ethics of quality care and patient safety. *Health Care Economics and Financial Management (Nurs 5423)* explores the fiduciary responsibilities of nurse managers and executives and health care systems. *Nurse Administration Practicum (Nurs 5433)* offers a venue for the student to relate and associate all the didactic content on ethics, professional accountability, and values and examine them in the stark light of real time practice.

The graduate student across all three degree programs examine and clarify values regarding advanced nursing practice. In the family nurse practitioner program students examine their personal philosophies about advanced practice in primary care. Students in the nurse education program write a personal philosophy of teaching. In all practicum courses, students are held accountable for their actions. In addition, all students are expected to adhere to the professional nursing standards published by the national and state nursing organizations and the university policy on academic dishonesty.

13c. Students are able to achieve the objectives in the established and published program length.

The master's degree curriculum is designed for full-time students to complete the program in five semesters and part-time students to complete the program up to eight semesters. Specification for graduate study in nursing is consistent with the university's guidelines. During a regular session, enrollment and course load may not exceed more than 12 credit hours without permission of the faculty advisor. The university defines full-time enrollment as a minimum of 9 semester credit hours during the fall, spring and

summer sessions, and a minimum of 4 semester credit hours during the summer term. Nursing students selecting to study full-time over 5 semesters must be enrolled in 9-12 credit hours during the fall and spring semesters and 6-8 credits hours during the summer. The graduate completion rate is illustrated in Table 34.

Table 34.

Graduate Program Completion Rate

Yearly Time Period	Number Beginning	Number Graduating Within Five Semesters	Number Graduating within Eight Semesters or Less	Number Graduating within Eight Semesters or More
2004	7	14% (n=1)	57% (n=4)	29% (n=2)
2005	5		60% (n=3)	40% (n=2)
2006	7	14% (n=1)	43% (n=3)	43% (n=3)
2007	11		55% (n=6)	45% (n=5)
2008	20	20% (n=4)	55% (=11)	25% (n=5)

13d. Program completion results in student eligibility to sit for advanced Practice certification and/or apply for advanced practice licensure where applicable.

The curricula in the three master's degree programs have been designed to assure that graduates are eligible to qualify for advanced practice certification. The graduates of the MSN FNP are eligible and are encouraged to sit for the national certification examination. Also, graduates are eligible to apply for advance practice recognition in the State of Texas (The Texas Nurse Practice Act §222.2.): and, attainment of certification is required for prescriptive authority. The nurse education and nurse administration graduates must function in their respective roles two (2) years post graduation to be eligible to take the certification examination.

13e. Clock and credit hours are consistent with published guidelines for master's/advanced practice nursing curricula.

The academic clock and credit hours are consistent with the university's guidelines published in the PVAMU *Faculty Handbook, 2007-2008*. Theory/didactic course credit to classroom clock hour is 1:1. The ratio of credit hours to clinical clock hour is 1:4. The practicum courses for the FNP program consists of a total of 53 credit hours of which 40 are didactic/theory and 13 are clinical hours. The ratio of 1:4 academic clock and credit hours to clinical hours for the nurse administration and nurse education programs is consistent with the University guidelines and each average between 41 and 42 credit hours. The credit to clock hours for the clinical courses is illustrated in Table 35.

Table 35.

Illustration of Clinical Course Credit Hours to Clock Hours

Course	Credit Hours (Theory-Clinical)	Clock Hours
NURS 5214 – <i>Advanced Health Assessment</i>	2-2	8 hrs/wk X 15 wks = 120 hrs
NURS 5215 – <i>Primary Health Care of Childbearing/ Childrearing Family</i>	2-3	12 hrs/wk X 15 wks = 180 hrs
NURS 5245 – <i>Primary Health Care for the Adult and Elderly</i>	2-3	18 hrs/wk X 10 wks = 180 hrs
NURS 5257 – <i>Management of Complex Health Problems **</i>	2-5	20 hrs/wk X 15 wks = 300 hrs
NURS 5333 – <i>Nursing Education Role Practicum</i>	1-2	8 hrs/wk X 15 wks = 120 hrs
NURS 5433 – <i>Nursing Administration IV Role Practicum</i>	1-2	8 hrs/wk X 15 wks = 120 hrs

Criterion 14. Practice learning environments are selected and monitored by faculty and provide opportunities for a variety of learning options appropriate for contemporary nursing.

14a. Agreements and contracts with practices sites are current and specify expectations and responsibilities for all parties.

Affiliation agreements for the family nurse practitioner students are established to facilitate faculty and/or preceptor supervision of students in a variety of agencies.

Faculty communicates with agencies to promote positive school/agency relationships.

All affiliation agreements are current and reviewed annually. The agreement includes responsibilities for the school and the agency. In the Family Nurse Practitioner Program, a faculty member evaluates the agency with respect to location, characteristics of clients seen and experience available. After the agreement is signed, a faculty member meets with the preceptor for orientation and reviewing of responsibilities of all parties, course objectives, and clinical requirements.

The Nurse Administration Program offers clinical practicum sites in a variety of agencies providing health care services. Students are linked with preceptors who function in a formal role at least two levels above the student's current role in health care. This offers the student the ability to examine issues facing nurse managers and executives from a broader perspective.

Students in the Nurse Education Program affiliate at clinical sites, as the clinical agency used by faculty preceptor. Selection of the faculty preceptor is consistent with the student's teaching concentration area. Preceptors for all specialty degree focused courses receive a copy of the *CON Preceptor Manual*, which contains the curriculum sequence; course descriptions; clinical competencies; qualifications and responsibilities of preceptors, faculty and the student; the program/preceptor agreement; the evaluation forms; and, faculty contact information (see exhibits for preceptor manual).

14b. Adequacy of facilities used for advanced clinical practice.

The facilities used for advanced clinical practice are adequate and the clinical resources support sufficient numbers and varieties of graduate level experiences. These facilities represent private and public agencies located in rural and urban settings. Also, the agencies serve ethnical and cultural diverse populations (see as exhibit).

14c. Clinical resources support sufficient numbers and varieties of graduate level experiences.

Currently, the graduate program has affiliation agreements with over 40 clinical agencies and preceptor agreements with approximately 50 individual preceptors. Table 36 provides examples of the types of facilities in which students are placed for clinical experience.

Table 36.

Examples of Clinical Agencies Used in the MSN Program.

Name of Site	Type of Site	Preceptor(s)	Characteristics of Populations	Learning Opportunities
Ben Echols, M.D. 6800 West Loop South, Suite 240 Bellaire, Texas 77401	Urban Private Practice	Physician FNP	Adult and Elderly All ethnic groups	Client Management of the adult and elderly client including Nursing Homes
William Mack, M.D. 5910 Scott Street, Ste E Houston, Texas 77021	Urban Private Practice	Physician PNP	Newborn to Adolescent All ethnic groups	Client Management from newborn through age 21 years
Yaa Amoah Honny, M.D. 6718 Hwy 6 South Houston, TX 77083	Suburbs Private	Physician FNP	General Medical Care of Children and Adults (Family)	Diagnose and manage acute and chronic illnesses; physicals and wellness visits
Taryll Jenkins, M.D. 23920 Katy Frwy #440 Katy, TX 77494	Suburbs Private	Physician	Obstetrics & Gynecology	Management of pregnant and well women exams
St Luke's Hospital 6720 Bertner Ave Houston, TX 77030	Hospital	Administrators	General	Management of Clients and Staff
PVA&M College of Nursing	Academic Setting	Faculty	Baccalaureate	Classroom and Clinical Teaching
6436 Fannin Street Houston, TX 77030			Students	Advising and mentoring students