

HARMONY J. HINES SCHOOL OF NURSING

Website: <https://www.washburn.edu/academics/college-schools/nursing/index.html> (<https://www.washburn.edu/academics/college-schools/nursing/>)

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Programs

- Doctor of Nursing Practice (DNP) (<https://catalog.washburn.edu/graduate/school-nursing/doctor-nursing-practice-dnp/>)
- Psychiatric Mental Health Nurse Practitioner (PMHNP) Certificate (<https://catalog.washburn.edu/graduate/school-nursing/psychiatric-mental-health-nurse-practitioner-pmhnp-certificate/>)

Mission

To prepare professional nurse leaders to provide quality healthcare for everyone.

Philosophy

The nursing faculty believe each human being is a unitary, living open system and is continually engaged in a mutual dynamic process with the environment. Individuals are unique, have inherent worth, and strive to maintain system integrity while progressing through the life process from conception through death. Individuals, families, and communities are open systems engaged in a mutual dynamic process with the environment.

Nursing is a health profession which is concerned with promoting the quality of life in individuals, families, and communities. The deliberative and creative use of knowledge for the betterment of human beings is expressed in the science and art of nursing. The nurse, at all levels of preparation, is responsible for assisting the client in recognizing and coping with health needs throughout the life process. Through application of the nursing process, the nurse functions as a provider of care, a designer/coordinator/manager of care, and as a member of the profession.

Nursing is a practice profession that values clinical expertise and the application of scientific knowledge. Professional education in nursing begins at the baccalaureate level. The purpose of professional nursing education is to provide the knowledge, skills, and attitudes necessary for the student to become a professional nurse and to have the foundation for graduate education. General education in the humanities and in the natural and social sciences provides a broad foundation for understanding and augmenting nursing theory and facilitates the development and integration of the nursing student as a professional person.

The student who attains a graduate degree in nursing becomes a specialized practice expert who demonstrates expanded accountability and responsibility for the care of patients, populations, and systems. In addition to the direct practice role, the graduate also demonstrates expertise in the following competencies:

- Scientific underpinnings for practice.
- Organizational and systems leadership for quality improvement and systems thinking.
- Clinical scholarship and analytical methods for evidence-based practice.
- Information systems/technology for the improvement and transformation of health care.
- Health care policy for advocacy in health care.
- Interpersonal collaboration for improving patient and population health outcomes.
- Prevention of disease and promotion of population health.
- Advancing nursing practice.

Learning is a complex, mutual process of growth and development identified by changes in the behavior of the learner. Each student is unique in life experiences, motivation for learning, and scholastic aptitude. The educational process is designed to provide opportunities for students to meet individual learning needs. The role of the nurse educator is to facilitate the learning process. Students are responsible for learning.

The mission and philosophy of the Hines School of Nursing are consistent with the mission of Washburn University. The Hines School of Nursing is a major academic unit within the University and is responsible for determining its own professional curriculum and instruction. The richness of resources within the university and community provides opportunities for faculty and students to make significant contributions to health care delivery in a changing, multicultural society.

Accreditation

The Baccalaureate Degree program in Nursing, Doctor of Nursing Practice Degree program, and Post-Graduate APRN Certificate program at Washburn University are accredited by the Commission on Collegiate Nursing Education (<http://www.ccnaccreditation.org>).

All graduate APRN Programs are approved by the Kansas State Board of Nursing. The DNP program was accredited by the Higher Learning Commission in 2012 and re-accredited in 2019.

SON Policies for Graduate Programs

Unrealized Admissions

A student who has been admitted and subsequently does not enroll in the first semester after admission or drops classes prior to the first day of classes will have his/her admission revoked. This student will not be counted in the admission or dismissal numbers for the respective academic year.

Advisement

Following acceptance to a graduate degree program, students participate in an orientation session to become familiar with the Hines School of Nursing and the graduate program. Each student is assigned a faculty advisor. Faculty advisors work with the Director of Graduate Student Services to support student progression through the program. Students meet in person or virtually either with his/her faculty advisor or the Director of Graduate Student Services at the time of each enrollment period. The Director of Graduate Student Services notifies students of the dates during which registration is to occur, assigns students their enrollment personal identification number (PIN) for each enrollment period, and provides other assistance as needed. Any subsequent changes in enrollment (e.g., adding, dropping, or changing courses) must

be approved by the faculty advisor. Additional advising may be requested at any time and is arranged between the student and the faculty advisor. If at some point during his/her period of study, a student wants to change advisors, he/she must submit the request in writing to the Chair of the Graduate Admission Progression Retention (GAPR) Committee. 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.

Criminal Record

Students are advised that nursing licenses may be denied or disciplined by State Boards of Nursing (SBN). Possible grounds for such action may include being guilty of a felony or misdemeanor involving an illegal drug offense if the SBN determines that such person is not sufficiently rehabilitated to warrant the public trust. Also considered are patterns of practice and other behaviors exhibiting an apparent incapacity to practice nursing. All criminal history must be revealed to and will be evaluated by the SBN before advanced practice licensure is granted or denied. Admission to the Hines School of Nursing does not guarantee that a student will be eligible for licensure. Students are asked to refer to their state nurse practice act for specific information regarding their state.

Part-time and Full-time Study

Part-time and full-time study options are available for most graduate programs. Please consult your academic advisor. Full-time students are strongly discouraged from full-time employment due to the rigor of the program and the time required for practicum hours. The University's requirement for full-time status as a graduate student is nine credit hours for any fall or spring semester, and five credit hours for any summer semester.

Grading Policies

Grades for Hines School of Nursing graduate coursework are defined as:

Grade	Description
A	excellent performance
B	exceeds satisfactory performance
C	meets satisfactory performance
D	below satisfactory performance
F	failure

Academic Progression by Program

Following admission to a graduate program in the Hines School of Nursing, the GAPR Committee evaluates a student's progress upon completion of each nursing course. To remain in good standing, graduate students must adhere to the academic progression policies as outlined below.

DNP Program:

1. Maintain a 3.0 GPA.
2. Receive no grades below a B in designated foundational courses.
3. Adhere to Washburn University's Student Conduct Code (https://washburn.edu/student-life/services/files/Student_Conduct_Code.pdf)

PMHNP Certificate Program:

1. Maintain a 3.0 GPA.
2. Receive no grades below a B in designated foundational courses.

3. Adhere to Washburn University's Student Conduct Code (https://washburn.edu/student-life/services/files/Student_Conduct_Code.pdf) (https://washburn.edu/student-life/services/files/Student_Conduct_Code.pdf)

Foundational Courses by Program:

(grade of B or better required):

DNP Program

Code	Title	Hours
BSN to DNP, FNP Track and Post-Master's non-NP Track		

NU 829	Advanced Health Assessment and Differential Diagnosis Across the Lifespan	
NU 830	Primary Care I	
NU 832	Primary Care Practicum I	

BSN to DNP, PMHNP Track and Post-Master's non-NP Track

NU 827	Psychiatric Differential Diagnosis & Diagnostic Interviewing	
NU 828	Advanced Psychopharmacology/ Neurobiology	
NU 829	Advanced Health Assessment and Differential Diagnosis Across the Lifespan	

Post-Master's FNP/ANP*/AGNP* to PMHNP Track

NU 827	Psychiatric Differential Diagnosis & Diagnostic Interviewing	
NU 828	Advanced Psychopharmacology/ Neurobiology	
NU 829	Advanced Health Assessment and Differential Diagnosis Across the Lifespan	

PMHNP Certificate Program

Code	Title	Hours
FNP Track		

NU 827	Psychiatric Differential Diagnosis & Diagnostic Interviewing	
NU 828	Advanced Psychopharmacology/ Neurobiology	

AGNP/ANP/PNP Track

NU 827	Psychiatric Differential Diagnosis & Diagnostic Interviewing	
NU 828	Advanced Psychopharmacology/ Neurobiology	
NU 829	Advanced Health Assessment and Differential Diagnosis Across the Lifespan	

MSN non-NP Track

NU 827	Psychiatric Differential Diagnosis & Diagnostic Interviewing	
NU 828	Advanced Psychopharmacology/ Neurobiology	
NU 829	Advanced Health Assessment and Differential Diagnosis Across the Lifespan	

Progression after Failing Grade or Non-Achievement of Requisite Grade in a Designated Foundational Course

Students who do not achieve a grade of "C" or better in any required course or who do not achieve a grade of "B" or better in a designated foundational course will not be allowed to proceed to the next course

in that sequence or to further clinical courses until the course has been successfully completed. Given the design and structure of the graduate program, this may mean the student must wait an entire year before resuming classes in the graduate nursing program.

Academic Probation and Dismissal

Faculty will notify the GAPR Committee Chairperson when a grade of “D” or “F” has been earned by a student (or below a grade of “B” in a designated foundational course). A student whose cumulative grade point average falls below 3.0, calculated from grades received for Washburn courses taken to meet the requirements of the current degree program, will be placed on academic probation for a minimum of two semesters (when appropriate, summer semesters are included). The GAPR Committee will provide notification of probationary status to students in writing following review. Students are expected to raise their cumulative grade point average to 3.0 or higher during the probationary period. Students will be notified in writing if they are removed from academic probation based upon improvement in their academic standing.

DNP Program: Students who fail to raise their cumulative grade point average to 3.0 or higher in the two-semester period will be dismissed from the graduate nursing program. Academic probation is granted only one time. Any student whose cumulative grade point average falls below 3.0 a second time after being released from academic probation will be dismissed from the program.

PMHNP Certificate Program: Students who fail to raise their cumulative grade point average to 3.0 or higher in the following semester period will be dismissed from the graduate nursing program. Academic probation is granted only one time. Any student whose cumulative grade point average falls below 3.0 a second time after being released from academic probation will be dismissed from the program.

Grades of Incomplete

The course grade of incomplete is given under specific conditions as outlined in the University Graduate Catalog. Unless an earlier deadline is stipulated by the instructor of the course, incompletes in graduate courses must be completed by the last day of classes (and grades submitted to the University Registrar Office by the deadline of grade submission) of the subsequent Spring semester for Fall incompletes or the subsequent Fall semester for Spring and Summer incompletes otherwise a grade of F will be recorded.

Students receiving an incomplete in any course will not be allowed to proceed to the next course in that sequence until the work has been completed and a change of grade has been submitted to the Registrar's Office. Given the design and structure of the graduate program, this may mean the student must wait an entire year before he or she can resume taking classes in the graduate nursing program.

Continuous Enrollment

Students pursuing a graduate degree who have completed all degree requirements except practicum or project will be required to maintain continuous enrollment until graduation (unless a leave has been approved). Continuous enrollment means that candidates must be enrolled in at least one credit hour until degree requirements are met.

If all other course work has been completed, students will be required to enroll in a 1-credit-hour class each semester until the program is completed. Credit hours completed through the continuous enrollment course will not count toward the credit hours required for graduation and may be recorded as a pass on the transcript. This requirement also applies to the summer session for students whose degrees are being

awarded at the end of the summer session. Interruption of continuous registration due to a failure to follow this requirement will require readmission to the program.

Grade Appeal Procedure

Students wishing to appeal a grade must follow the Hines School of Nursing policies and procedures for grade appeal as outlined in the University Graduate Catalog and the Hines School of Nursing Graduate Student Handbook.

Limits for Repeating Courses

If a student withdraws from or earns a letter grade of “D” or “F” in the same nursing course (or a letter grade of “C”, “D”, or “F” in a course that requires a grade of “B” or better) more than one time, the student will be academically dismissed from the program. Any combination of such grades that are received for the same course twice will result in academic dismissal. At that point, the student may not progress further in the graduate nursing program.

Withdrawal from Nursing Courses

A student may withdraw from an academic course any semester with a grade of “W” up to and including the date of the “last day to withdraw” as specified in the published Washburn University academic calendar. The faculty advisor should be consulted prior to withdrawal. Information will be forwarded to the Chairperson of the Graduate Admission, Progression, and Retention (GAPR) Committee. Withdrawal from a practicum course after the beginning of the semester requires the notification of the course coordinator, faculty advisor, and practicum preceptor.

If a student withdraws from or earns a letter grade of D or F in the same nursing course (or a letter grade of C, D, or F in course that requires a grade of B or better) more than one time, the student will be academically dismissed from the program. Any combination of such grades that are received for the same course twice will result in academic dismissal. At that point, the student may not progress further in the graduate nursing program.

If an agency requests a student to withdraw from a practicum because of the quality of the student's performance in the practicum, the course coordinator will investigate circumstances and take appropriate action.

The Dean has the authority to dismiss a student from the Hines School of Nursing. Academic warning and dismissal shall not be recommended or imposed in the absence of compelling and substantial reasons.

Non-Academic Dismissal

To remain in good standing in the Hines School of Nursing graduate programs at Washburn University, students must:

- Adhere to the nursing profession's Code of Ethics.
- Adhere to the Hines School of Nursing Code of Professional Conduct for Nursing Students located in the Graduate Student Handbook.
- Adhere to the Hines School of Nursing Universal Clinical Outcomes located in the Graduate Student Handbook.
- Adhere to the professional conduct requirements outlined in the rules and regulations of the Nurse Practice Act in the student's state of licensure.
- Adhere to Washburn University's Student Conduct Code and academic impropriety policy as described in the Washburn University Graduate Catalog and the Graduate Student Handbook.

Students are expected to exhibit professional behavior in all learning environments. Such behavior must reflect the values and ethics of the nursing profession. Should a student be able to perform academically and clinically, yet demonstrate behaviors, values, or attitudes inconsistent with professional nursing practice, non-academic dismissal from the graduate programs will be considered. This decision is governed by specific criteria, policies, and procedures as published in the University Graduate Catalog and the Graduate Student Handbook. The Hines School of Nursing follows the reporting and disciplinary procedures as presented in the Washburn University Student Conduct Code.

Withdrawal from/Readmission to Hines School of Nursing Graduate Programs

A student who wishes to withdraw from a graduate program should submit a written statement of intent to withdraw to their faculty advisor and the Chairperson of the GAPR Committee. Re-application to the Hines School of Nursing will be necessary should the student desire to re-enter the program. Applicants must meet the current admission requirements of the Hines School of Nursing. Requests for readmission are reviewed by the GAPR Committee. Consideration will be given to the length of absence, the student's ability to be successful, and available spaces in courses. If readmission is granted, the remaining program requirements will be re-projected according to the student's needs and the current curriculum.

Leave of Absence

Students who must interrupt their education due to personal or professional reasons should consult with their faculty advisor prior to submitting a request for a leave of absence to the Chairperson of the GAPR Committee. The request should be submitted as soon as the student realizes the need for a leave. The request should describe the reason for the leave and a projected return date. Leaves will be granted on a case-by-case basis at the discretion of the GAPR Committee and shall not exceed one academic year in length. If the time limit for completion of program requirements is exceeded, decisions about the student's placement and progression will be made by the GAPR Committee.

Appeal Procedure for Students Dismissed or Denied Admission/Readmission to the Graduate Program

A student who has been dismissed or who has been denied admission or readmission to the graduate program and who wishes to appeal the decision of the GAPR Committee, may seek recourse through the following procedure. The student submits a request to the Chairperson of the GAPR Committee requesting reconsideration and stating his/her reasons for disagreement with the decision of the committee. A letter to the GAPR Committee supporting this request should include the following: an explanation for the situation in which the grade(s) occurred (if applicable), rationale for starting or continuing in the program, and a plan of action for future academic success. If the decision of the Committee is to deny the petition for re-admission, the student may seek mediation by the Dean of the Hines School of Nursing. Should the student still feel dissatisfied with the results of these actions, he/she may request a review of the Hines School of Nursing Graduate Education Committee, which is comprised of all faculty who teach in the graduate programs. The decision of that body is final.

Hines School of Nursing Course Offerings

NU 580 Nursing Externship (1)

Provides international students the opportunity to gain experience in a USA based health care facility. Emphasis is on an immersion experience to better understand the US healthcare system. The immersion experience may provide the student an opportunity to be reimbursed by the facility, practice the English language, and become familiar with US culture and health care customs. Prerequisites: International students with an F-1 student visa only. Accepted into the graduate nursing program with a current RN license in Kansas.

NU 801 Theoretical Foundations (2)

Emphasis is placed on the philosophical, conceptual, and theoretical foundations of nursing practice. Students are introduced to the language of theory as it has developed over time and the patterns of knowing that have influenced the development of nursing theory. Selected theories and conceptual models are explored and related to contemporary nursing practice. Prerequisite: Admission to DNP program or consent of instructor.

NU 802 Population Health (3)

Explores population health 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 population health through the use of epidemiologic investigation, appropriate summaries and displays of data, and the use of statistical approaches to describe the health of populations. Aggregate data from a variety of sources will be used to demonstrate the use of epidemiological investigation to support and apply evidence-based practice to current population health concerns. The role of the advanced practice nurse in prevention of disease and injury will be a focus of this course. A basic understanding of the practices of community health and biostatistics is recommended. Prerequisite: Admission to DNP program or consent of instructor.

NU 804 Emerging Concepts Informatics (2)

Gives 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. Content on utilization of the computer to search for information and data will be included. Prerequisite: Admission to DNP program or consent of instructor.

NU 805 Health Policy (2)

Focuses on dynamics of healthcare policy and its influence on complex health care systems and delivery of care. Prepares students to design, implement and influence health care policy formation and to develop skill in competent political action. Prerequisite: Admission to DNP Program or consent of instructor.

NU 809 Doctoral Leadership (2)

Emphasizes the role of doctoral nurse graduates as healthcare leaders in complex systems. Builds upon understanding personal values and vocational goals in relation to self-leadership strengths. Examines methodologies for expanding leadership competencies to promote innovation, collaborative problem-solving, and improved health outcomes. Prerequisite: Admission to DNP Program or consent of instructor.

NU 812 Innovations in Quality Care (2)

Emphasis is placed on quality improvement (QI) methods, tools, and strategies from the science of improvement and the science of safety. Students examine phases and steps of QI and tools for data analysis and display. They also examine strategies for improving teamwork, improving communication, preventing errors, and leading QI projects with an emphasis on ambulatory care settings. Prerequisite: Admission to DNP Program or consent of instructor.

NU 813 Advanced Psychiatric Mental Health Roles (2)

Designed to familiarize students with the roles and scope of practice of the advanced practice psychiatric mental health nurse practitioner (PMHNP), including those of psychotherapist and psychopharmacologist. Developing roles in emerging delivery of care systems also will be explored. Integration of established scope and standards of advanced psychiatric mental health nurses into practice are examined. Prerequisite: Admission to PMHNP certificate, or DNP-PMHNP track or consent of instructor.

NU 815 Research Methods for Practice Scholarship (3)

Provides an overview of research terminology and methods used in quantitative and qualitative research. Content is selected to enhance the ability of students to evaluate the strength and value of empirical evidence for application to practice. Emphasis is placed on the critical appraisal of scholarly products for their scientific merit and ability to provide quality evidence for advanced nursing practice. Prerequisites: Admission to the DNP Program and a graduate-level inferential statistics course or consent of instructor.

NU 817 Evidence-Based Practice (3)

Focuses on the principles and steps of evidence-based practice (EBP), addresses how to apply evidence to practice and how to evaluate the outcomes of an intervention, and addresses practical strategies for the creation of a culture of EBP. Prerequisites: NU 815 or consent of instructor.

NU 819 Selected Topics of Sub-Relevance for Nursing (1-3)

Selected subjects of relevance for graduate students, announced in advance. Prerequisite: Admission to DNP Program and consent of instructor.

NU 820 Advanced Pathophysiology (3)

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 regimes. Application situations will be age specific and clinical diagnosis and management must be made accordingly. Prerequisites: Admission to the DNP program or Post-graduate PMHNP Certificate Program or consent of instructor.

NU 821 Advanced Pathophysiology Family (1)

Pathophysiology related to children and infants for students in the family nurse practitioner track. Content includes conditions and diseases specific to pregnancy, post-partum, infancy and childhood. Application of principles from advanced pathophysiology course to age-appropriate case studies. Clinical diagnosis and management focuses on birth to eighteen years of age. Prerequisites: Admission to the DNP program or Post-graduate PMHNP Certificate Program or consent of instructor.

NU 822 Advanced Pharmacology: Lifespan (1-3)

Promotes understanding and application of advanced pharmacotherapeutic principles used for the management of selected acute and chronic conditions across the lifespan. Emphasis is placed on clinical decision-making as it applies to safe and effective prescribing and monitoring of medications appropriate for the client and clinical situation. Indications, pharmacologic actions, side effects, contraindications, appropriate dosing, and guidelines for use are addressed. Ethical, legal, and economic issues for diverse populations are also considered. Directed learning to achieve a lifespan perspective is accomplished through use of age-specific modular content and learning activities. Prerequisite: Admission to the DNP program or Post-graduate PMHNP Certificate Program or consent of instructor and NU 820 or consent of instructor.

NU 827 Psychiatric Differential Diagnosis & Diagnostic Interviewing (3)

Focuses on the development of advanced psychiatric interviewing skills for competent assessment of culturally diverse clients across the lifespan and provides the basis for the differential diagnosis of psychiatric disorders. Prerequisites: Admission to the DNP Program or Post-graduate PMHNP Certificate Program or consent of the instructor. NU 828 may be taken concurrently.

NU 828 Advanced Psychopharmacology/Neurobiology (3)

Neurobiological processes are emphasized in the study of advanced psychopharmacological treatment of psychiatric symptoms and disorders. Medication selection, dosage and monitoring in the psychopharmacological treatment of individuals is covered including prescriptive issues associated with ethnicity and age. Prerequisite: Admission to PMHNP certificate, NU 827 (may be taken concurrently) and NU 822 or equivalent transfer course.

NU 829 Advanced Health Assessment and Differential Diagnosis Across the Lifespan (1-3)

Provides opportunity to gain advanced health assessment skills essential for diagnostic reasoning and clinical decision making across the lifespan. Builds on knowledge of anatomy and physiology to discriminate between normal and abnormal physical and psychological states. Emphasis is placed on accurately collecting, analyzing, and interpreting patient/client data to guide evidence-based health promotion, disease prevention, and disease management. Directed learning to achieve life-span assessment skills is accomplished through use of age specific modular content and learning activities. Simulation Description: Students use virtual patients to apply a systematic approach to diagnostic reasoning, treatment plan development, patient-family education, and follow-up evaluation plans. No clinical hours will be required. Prerequisites: Admission to the DNP Program or Post-graduate PMHNP Certificate Program or consent of the instructor; NU 820 Advanced Pathophysiology

NU 830 Primary Care I (3)

Develops knowledge and skill to provide person- and family-centered care in the primary care setting for culturally diverse people across the lifespan. Wellness and health promotion of individuals and families are emphasized. Simulated management of cardiovascular, respiratory, endocrine, dermatologic and psychological alternatives and patient responses are considered. Prerequisite: Admission to DNP Program, NU 820, NU 822, and NU 824 or NU 829.

NU 832 Primary Care Practicum I (3)

Application of knowledge and skills in caring for diverse patients across the lifespan in primary care and related settings as they experience common acute and chronic health conditions. Utilization of diagnostic reasoning, clinical decision-making, pharmacologic and non-pharmacologic therapeutics, and interdisciplinary collaboration in the provision of person- and family-centered care are emphasized. Primary, secondary, and tertiary levels of prevention are integrated. Emphasis is placed on advanced nursing roles and provision of ethical care. Prerequisite: Concurrent with NU 830.

NU 834 Primary Care II (3)

Builds upon knowledge and skills to provide person- and family-centered care in the primary care setting for culturally diverse people across the lifespan. Wellness and health promotion of individuals and families are emphasized. Simulated management of urinary, renal, reproductive, genomic, immunologic, gastrointestinal, and psychological alterations and patient responses are considered. Prerequisite: Admission to DNP Program, NU 830, NU 832.

NU 836 Primary Care Practicum II (3)

Application of knowledge and skills in caring for diverse patients across the lifespan in primary care and related settings as they experience more complex acute and chronic health conditions. Builds upon advancing skills in diagnostic reasoning, clinical decision-making, pharmacologic and non-pharmacologic therapeutics, and interdisciplinary collaboration in the provision of person- and family-centered care. Primary, secondary, and tertiary levels of prevention are integrated. Emphasis is placed on the integration of independent practice models, collaboration, and team-based care. Prerequisite: Concurrent with NU 834.

NU 838 Primary Care III (3)

Builds upon and advances knowledge and skills to provide person- and family-centered care in the primary care setting for culturally diverse people across the lifespan. Wellness and health promotion of individuals and families are emphasized. Simulated management of neurologic, musculoskeletal, sensory, and psychological alterations and patient responses are considered. Maternal and newborn health topics are discussed. Special topics are introduced to address emerging practice needs. Prerequisite: Admission DNP Program, NU 834 and NU 836.

NU 840 Primary Care Practicum III (3)

Application of knowledge and skills in caring for diverse patients across the lifespan in primary care and related settings as they experience complex acute and chronic health conditions. Utilizes advanced skills in diagnostic reasoning, clinical decision-making, pharmacologic and non-pharmacologic therapeutics, and interdisciplinary collaboration in the provision of person- and family-centered care. Special emphasis is placed on patient- and family-centered care of healthy pregnant and post-partum women, newborns, and patients with complex health conditions. Primary, secondary, and tertiary levels of prevention are integrated. Prerequisite: Concurrent with NU 838.

NU 843 Basic Office Procedures and Assessment (1)

Develops knowledge and skill to perform office procedures and advanced health assessments common to the primary care and behavioral health settings. Identifies indications, contraindications, potential complications, equipment, patient preparation, proper technique, and procedure codes for topics covered. Demonstrates documentation reflective of procedures completed. Prerequisites: Admission to the Doctor of Nursing Practice program or consent of instructor.

NU 851 Advanced Practice Psychiatric Nursing I with Lab (4)

This course introduces evidence-based psychotherapeutic approaches for treating individuals, families, and groups across the lifespan. Theoretical frameworks are explored for addressing commonly occurring episodic, short-term psychiatric disorders, and crisis management. Emphasis is placed on integrating nonpharmacological and pharmacological treatments. Therapeutic interventions incorporate health promotion and illness prevention measures. Psychotherapeutic lab activities provide structured opportunities for students to apply theoretical concepts, develop core psychotherapy skills, and practice therapeutic communication techniques through virtually simulated and guided experiences. The course includes asynchronous content delivery with strategically scheduled synchronous class sessions to support skill development. Prerequisites: Admission to PMHNP certificate, or DNP-PMHNP program, NU 828.

NU 854 Advanced Practice Psychiatric Mental Health Nursing II (3)

Theoretical approaches are explored in addressing chronic and complex illnesses. Evidence-based psychotherapeutic approaches are explored for the treatment of individuals, families, and groups experiencing complex and chronic mental illnesses and addictions. Differential diagnostic skills and interventional strategies are explored as well as the role of rehabilitation and psycho-educational approaches across the life span. Prerequisites: Admission to PMHNP certificate, or DNP-PMHNP program and, NU 826 or NU 827 and NU 828.

NU 857 Advanced Practice Psychiatric Mental Health Nursing Practicum (1-5)

This course provides opportunities for role development of the advanced practice psychiatric nurse practitioner through supervised direct practice experiences with individuals, families, groups. Students engage in activities involving assessment, diagnosis, and interventions including psychopharmacologic and psychotherapeutic skills in working with individuals experiencing a range of commonly occurring psychiatric illnesses and addictions. Students will complete at total of 4 or 5 credit hours depending on track. Advisor approval is required to ensure course requirements are met. Clinical hours are calculated at a 1:5 clock hour ratio. Prerequisites: Admission to Post-Graduate Psychiatric Mental Health Nurse Practitioner Program, or DNP – PMHNP program, NU 828. Prerequisites/Corequisites: NU851 or NU854

NU 859 Advanced Psychiatric Nursing Special Focus Practicum (3)

In this final practicum, students synthesize advanced knowledge into the psychiatric mental health nurse practitioner (PMHNP) role, transitioning toward greater independence in clinical decision-making related to the diagnosis and treatment of psychiatric disorders across the lifespan. Students apply psychopharmacological, psychotherapeutic, and related interventions under the guidance of preceptors and faculty. Opportunities to refine clinical skills within a chosen practice setting or client population of interest are facilitated to support individualized professional development. Students demonstrate mastery through comprehensive competency-based assessments and participate in structured certification exam preparation activities designed to support readiness for national board certification. Must complete NU 851, NU 854, NU865, and 4 or 5 credits of NU 857 (dependent on track) to be eligible to take NU 859. Prerequisites: Admission to Post-Graduate Psychiatric Mental Health Nurse Practitioner Program, or DNP – PMHNP program, NU851, NU854, NU865, NU857, and consent of instructor.

NU 860 Special Topics: Advanced Psychiatric Nursing Child/Adolescent (1)

Designed to enhance students' knowledge of current evidence-based psychotherapeutic approaches in treatment of children and adolescents. Prerequisite: Admission to PMHNP certificate, or DNP-PMHNP program and, NU 827, NU 828, or consent of instructor.

NU 865 Psychotherapeutic Interventions Practicum (2)

This practicum course provides supervised clinical experiences for PMHNP students in delivering psychotherapeutic and related mental health interventions. Students will apply evidence-based models, demonstrate therapeutic communication skills, integrate ethical and cultural considerations into treatment planning, critically evaluate and adapt therapeutic effectiveness based on client progress. Prerequisites: Admission to Post-Graduate Psychiatric Mental Health Nurse Practitioner Program, or DNP-PMHNP program, NU 851

NU 870 Data Driven Practice (2)

Challenges students to better understand systems thinking and its application to managing dynamic, uncertain, and complex problems in the healthcare environment. Through this lens, students will explore, apply, and integrate data collection and analysis methods and strategies to use as a basis for initiating system-level change to improve healthcare outcomes. Prerequisites: NU 804 and NU 807 or NU 817 and NU 812; or consent of instructor.

NU 874 Applied Diagnostic Reasoning and Clinical Decision-Making (2)

Builds upon an understanding of diagnostic reasoning to generate actual and differential diagnoses for the treatment and management of selected acute and chronic conditions encountered during the lifespan. Integrates advanced pathophysiology, advanced health assessment, and advanced pharmacotherapy principles to inform diagnoses and clinical decision-making. Emphasis is placed on quality and safety in developing an evidence-based approach for the clinical application of drug therapy and other treatment modalities. Prerequisites: NU 820 and NU 822 and NU 824 or NU 829; or equivalent transfer courses.

NU 876 Advanced Office Procedures (2)

Builds on foundational knowledge and skills needed to perform office procedures commonly encountered in primary care and urgent/emergency care settings. Focuses on selection of appropriate equipment or tools, patient education and preparation, and correct procedural technique. Provides opportunities for application of knowledge and for proficiency demonstration of procedural skills in simulated clinical situations. Emphasizes accurate documentation to support coding and billing. Prerequisites: Admission to the Doctor of Nursing Practice program and prior completion of NU 843; or equivalent transfer course.

NU 900 Philosophical Worldviews for Doctoral Nursing Practice (2)

Emphasizes the philosophical orientations that serve as the basis for doctoral nursing practice. Promotes philosophical reflection, understanding of evolutionary processes of nursing science, application of nursing and interdisciplinary philosophies and theories to advanced nursing practice, and articulation of the student's philosophical worldview. Prerequisites: Admission to DNP Program or consent of instructor.

NU 902 Health Care Economics (3)

Focuses on economic theories and principles that can assist health care 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 analysis commonly used in health care decision making. Prerequisites: Admission to DNP Program.

NU 903 Perspectives for the Advancement of Global Health (2)

Focuses on the complexities of contemporary global health issues within the context of social, cultural, economic, political, and environmental factors. Incorporates concepts of doctoral leadership to analyze, evaluate and promote collaborative strategies to advance health equity across cultures. Prerequisite: Consent of instructor

NU 904 DNP Residency: BSN-DNP (1-6)

Expands advanced nursing practice clinical knowledge and skills within the track. Synthesis of clinical knowledge and incorporation of evidence-based decision making is used to construct symptom-based assessments, advanced differential diagnoses, independent therapeutic interventions, and outcome evaluation of the care of clients/families. Prerequisite: NU 840 or NU 859.

NU 905 DNP Residency: MSN-DNP (1-7)

Expands breadth and depth of current advanced practice nursing clinical knowledge and skills with a focus on delivery of sub-specialty care services and/or full spectrum health care services. Synthesis of clinical knowledge and incorporation of evidence-based decision making is used to construct symptom-based assessments, advanced differential diagnoses, independent therapeutic interventions, and outcome evaluation of the care of clients/families/populations. Prerequisite: NU 840 or NU 859.

NU 971 Practice Inquiry DNP Project I (2)

Provides an overview of methods to promote the systematic uptake of clinical research findings and other evidence-based practices into routine practice. Students complete an in-depth investigation of a practice-focused problem and prepare an evidence-based project proposal for a practice setting. Prerequisite: NU 870 and NU 902.

NU 972 Practice Inquiry DNP Project II (2)

Prepares students to translate evidence into practice and implement evidence-based changes into a practice setting. Data are collected and analyzed to guide recommendations for practice change and hence to improve the quality and effectiveness of health care services. Prerequisite: NU 971.

NU 973 Practice Inquiry DNP Project III (2)

Provides the culminating experience for students to complete and defend the DNP Practice Inquiry Project. Project design, application of theory, implementation processes, analysis of financial implications, contributions to the profession of nursing, leadership skills, and interprofessional experiences are considered. Dissemination of the project findings to a targeted audience is an expectation. Prerequisite: NU 972.

NU 977 Continuous Enrollment (1)

This course is to allow students additional time to complete graduate practice inquiry DNP project requirements. Prerequisite: Consent of instructor

NU 980 Professional Role Development and Transition to Practice (1)

Prepares students to transition to practice through self-assessment of nurse practitioner role competencies and evaluation of data from previous coursework and clinical experiences. Focuses on strategies to meet requirements for advanced practice licensure, certification, and employment. Key concepts related to practice philosophy, career goals, and ongoing professional role development are explored. Prerequisites: Concurrent enrollment in NU 904 or NU 905 or consent of instructor.

The following course may be taken by international graduate nursing students.

NU 580 Nursing Externship (1)

Provides international students the opportunity to gain experience in a USA based health care facility. Emphasis is on an immersion experience to better understand the US healthcare system. The immersion experience may provide the student an opportunity to be reimbursed by the facility, practice the English language, and become familiar with US culture and health care customs. Prerequisites: International students with an F-1 student visa only. Accepted into the graduate nursing program with a current RN license in Kansas.