SCHOOL OF NURSING

Website: www.washburn.edu/nursing (http://www.washburn.edu/nursing/)

Petro Allied Health Center, Room 203
785-670-1525
Fax: 785-670-1032

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 transform the professional nursing workforce to improve health, enhance the experience of care, and maximize the value of health services to a diverse population.

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 School of Nursing are consistent with the mission of Washburn University. The 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 provide 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.ccneaccreditation.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 School of Nursing and the graduate program. Each student is assigned a faculty advisor in the School. 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 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 three credit hours for any summer semester.

Grading Policies
Grades for School of Nursing graduate coursework are defined as:

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<tr>
<th>Grade</th>
<th>Description</th>
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<tr>
<td>A</td>
<td>excellent performance</td>
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<td>B</td>
<td>exceeds satisfactory performance</td>
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<td>C</td>
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<td>D</td>
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Academic Progression by Program
Following admission to a graduate program in the 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 foundation courses.

PMHNP Certificate Program:
1. Maintain a 3.0 GPA.
2. Receive no grades below a B in designated foundation courses.

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.

Foundational Courses by Program:

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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.

Grade Appeal Procedure
Students wishing to appeal a grade must follow the School of Nursing and University or School of Business policies and procedures for grade appeal as outlined in the University Graduate Catalog.

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 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 School of Nursing graduate programs at Washburn University, students must:

• Adhere to the nursing profession’s Code of Ethics.
• Adhere to the School of Nursing Code of Professional Conduct for Nursing Students located in 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 Student Planner and 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 Student Planner and Handbook. The School of Nursing follows the reporting and disciplinary procedures as presented in the Washburn University Student Conduct Code.

Withdrawal from/Readmission to 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 School of Nursing will be necessary should the student desire to re-enter the program. Applicants must meet the current admission requirements of the 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 written request for a leave of absence to the Chairperson of the GAPR Committee. The letter should be submitted as soon as the student realizes the need for a leave. The letter 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. 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 writes a letter to the Chairperson of the GAPR Committee requesting reconsideration and stating his/her reasons for disagreement with the decision of the committee. The letter to the GAPR Committee 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 School of Nursing. Should the student still feel dissatisfied with the results of these actions, he/she may request a review of the 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.

**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 691 Advanced Practice Psychiatric Mental Health Nursing I Practicum (2)**

Direct practice experiences with individuals, families, and groups provide opportunities for application of assessment, diagnosis, and psychotherapeutic skills in working with individuals experiencing short-term and commonly occurring psychiatric illnesses. Prerequisites: Admission to Post-Master's Psychiatric Mental Health Nurse Practitioner Program, NU 681, NU 683, concurrent with NU 690.

**NU 777 Continuous Enrollment (1)**

This course is to allow students additional time to complete graduate practice inquiry DNP project requirements. Prerequisite: Instructor permission.

**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.

**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.

**NU 803 Doctoral Leadership - Transformation of Self (1)**

Explores the role of doctoral nurse graduates as health care leaders. Students development awareness of self as leader and identify and build upon leadership strengths. Using knowledge of complex systems and leadership theory, students develop strategies and skills to improve patient and population-based health outcomes. Prerequisites: Admission to DNP Program.

**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.

**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.

**NU 807 Clinical Scholarship for 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: Admission to DNP and successful completion of approved graduate statistics course.

**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.

**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 Post-Graduate Psychiatric Mental Health Nurse Practitioner Program 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. Prerequisite: Admission to the DNP program or consent.

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. Course may be taken concurrent with NU 820.

NU 822 Advanced Pharmacology (3)
Emphasizes application of selected drug therapies to meet the needs of adults and children (birth to age 18) from diverse cultural groups. Basic concepts of qualitative and quantitative drug actions within the body are examined. Use of protocols, prescription writing and ethical, legal and economic issues surrounding the advanced nurses’ role in prescribing, monitoring pharmacotherapies is addressed. Patient education and adherence are addressed. Application is made through age appropriate case studies. Prerequisite: NU 820 or consent.

NU 823 Advanced Pharmacology Pediatric (1)
Application of selected drug therapies to meet the needs of children from birth to age 18. Basic concepts of qualitative and quantitative drug actions within the body are examined. Use of standards of practice, prescription writing and ethical, legal and economic issues surrounding the advanced nurses’ role in prescribing and monitoring pharmacotherapies, patient education and adherence are addressed. Application is made through age appropriate case studies. Prerequisite: NU 820 or concurrent.

NU 824 Advanced Health Assessment/Differential Diagnosis (4)
Emphasizes the knowledge and skills necessary for advanced health assessment of adults and families in acute care and community settings. Systemic holistic approach to both history taking and physical examination for the purpose of differentiating normal from abnormal assessments to promote health and prevent disease in those settings. Interpretation of diagnostics is emphasized. Prerequisites: Admission to Doctor of Nursing Program, NU 820.

NU 825 Advanced Health Assessment Child/Adolescent (1)
Combines didactic and clinical training to integrate the knowledge and skills necessary for advanced health assessment in the pediatric population. Systemic holistic approach to history taking and physical examination for the purpose of differentiating normal from abnormal assessment appropriate for childhood through adolescence. Prerequisites: Admission to Post Masters Psychiatric Mental Health Nurse Practitioner Program (Post-MSN PMHNP Program) and previous graduate course in advanced health assessment.

NU 826 Advanced Psychiatric Interviewing Differential Diagnosis (2)
Focuses on development of advanced psychiatric interviewing skills for competent assessment of culturally diverse clients across the lifespan and provides the basis for diagnosis of psychiatric disorders. Prerequisite: Admission to Post Masters Psychiatric Mental Health Nurse Practitioner Program or permission of instructor.

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 Post Masters Psychiatric Mental Health Nurse Practitioner Program or permission of instructor.

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 Doctor of Nursing Practice Program, NU 820, NU 822, and NU 824.

NU 832 Primary Care I Practicum (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 is emphasized. Primary, secondary, and tertiary levels of prevention are integrated. Emphasis is placed on advanced nursing roles and provision of ethical care. Prerequisite: Admission to the graduate nursing program, NU 820, NU 822, NU 824, NU 900, and 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 MSN or DNP Program, NU 830, NU 832.

NU 836 Primary Care II Practicum (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: Admission to MSN or DNP program, NU 830, NU 832, and 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 to MSN or DNP Program, NU 834 and NU 836.
NU 840 Primary Care III Practicum (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 of healthy pregnant and post-partum women, newborns, and patients with complex health conditions. Prerequisites: Admission to MSN or DNP Program, NU 834 and NU 836, and concurrent with NU 838.

NU 850 Advanced Practice Psychiatric Nursing I (3)
Theoretical approaches are explored in addressing short-term and less complex illnesses. Evidence-based psychotherapeutic approaches are explored for the treatment of individuals, families, and groups and provide the foundation for clinical management of psychiatric mental health problems that are often time-limited as well as those that commonly occur across the life span. Health promotion and prevention measures are included in therapeutic interventions. Prerequisite: Admission to Post Masters Psychiatric Mental Health Nurse Practitioner Program, NU 824 and NU 828.

NU 852 Advanced Practice Psychiatric Nursing Practicum I (2)
Direct practice experience with individuals, families, and groups provide opportunities for application of assessment, diagnosis, and psychotherapeutic skills in working with individuals experiencing short-term and commonly occurring psychiatric illnesses. Prerequisites: Admission to Post Masters Psychiatric Mental Health Nurse Practitioner Program, NU 826, NU 828, and Concurrent with NU 850.

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 Post Masters Psychiatric Mental Health Nurse Practitioner Program, NU 850, NU 852.

NU 856 Advanced Psychiatric Mental Health Nursing II Practicum (3-4)
Provides opportunity for role development of the advanced practice psychiatric nurse in working with individuals, families and groups experiencing complex and chronic mental illnesses and addictions. Prerequisites: Admission to Post Masters Psychiatric Mental Health Nurse Practitioner Program, NU 850, NU 852, Concurrent with NU 854.

NU 858 Advanced Practice Psychiatric Special Focus Practicum (4-5)
In this final precepted practicum, students function in the role of the advanced psychiatric mental health practitioner providing psychopharmacological and psychotherapy interventions. This practicum provides opportunity for the student to focus on skill building in a particular practice setting or client population of interest as well as the synthesis of knowledge into this advanced practice role. Prerequisite: Admission to Post Masters Psychiatric Mental Health Nurse Practitioner Program, NU 854, and NU 856.

NU 860 Special Topics: Advanced Psychiatric Nursing Child/Adolescent (1-2)
Designed to enhance students’ knowledge of current evidence-based psychotherapeutic approaches in treatment of children and adolescents. Prerequisite: Admission to Post Masters Psychiatric Mental Health Nurse Practitioner Program, NU 826, and NU 828 or permission of instructor.

NU 900 Philosophical World Views APN (2)
Emphasizes the philosophical orientations that serve as the basis for advanced nursing practice. Promotes philosophical reflection, understanding of evolutionary processes of nursing science, application of nursing and interdisciplinary philosophies and theories to simulated scenarios, and articulation of the student’s philosophical worldview. Prerequisites: Admission to DNP Program.

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, AC 924.

NU 904 DNP Residency: BSN-DNP (2-6)
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 and NU 858.

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 807 and NU 840 or NU 858 (Course prerequisite depends on the specialty track in which the student is enrolled.)

NU 906 Policy Leadership in Global Health (3)
Explores the concepts and theories of leadership in the areas of personal leadership, leadership in organizations, and leadership in global communities. Emphasis is on innovative leadership skills to foster transformation. Focuses on the complexities of contemporary global health issues within the context of social, economic, political, and environmental factors. Prerequisites: Admission to DNP Program.

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 807, NU 812, NU 902, NU 906.

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: Instructor
permission.

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.

Accounting and Business Courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>AC 524</td>
<td>Accounting Concepts ¹</td>
<td>3</td>
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<tr>
<td>BU 526</td>
<td>Survey of Finance ¹</td>
<td>3</td>
</tr>
<tr>
<td>BU 527</td>
<td>Marketing Concepts ¹</td>
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<tr>
<td>BU 630</td>
<td>Entrepreneurship/Creativity ¹</td>
<td>3</td>
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<td>BU 683</td>
<td>Venture Creation ¹</td>
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¹ Course counts as credit toward an MBA degree from the School of
Business

Course descriptions for the accounting and business courses can be
found in the School of Business Section Graduate Programs.