

Addendum III

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Doctor of Nursing Practice in Nurse Anesthesia (DNP)

The Doctor of Nursing Practice in Nurse Anesthesia (DNP) program was approved to move from under the College of Health Professions to the College of Nursing.

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Didactic Course Waiver or Transfer Credit

The faculty in the Nurse Anesthesia Program will review any requests for course waiver, or transfer of credit from other institutions, on a case-by-case basis. Tuition for the DNP Nurse Anesthesia program is charged at a flat rate for full-time students, and therefore an approved course waiver/transfer credit application will not alter the tuition paid by a full-time student.

Waiver/Transfer Credit

Only two (2) specific courses (total of 6 QH) within the DNP Nurse Anesthesia curriculum are eligible for transfer credit (course waiver): a) NNAS 725 Advanced Health Assessment; b) NNAS 912 Leadership, Quality/Safety and Outcomes Management. In order to be eligible for consideration of a waiver for these courses, the following conditions must be met:

- Students wishing to obtain approval for transfer credits must submit their request after acceptance to the program, and before matriculation; requests can be routed first to the Administrative Director for the Department of Nurse Anesthesia.
- Transfer credit must be at the graduate level, and completed at a fully accredited institution of higher education.
- In addition to all other requirements outlined in this section, students seeking transfer credit for NNAS 725 Advanced Health Assessment will be required to successfully

demonstrate the ability to perform a Head-to-Toe assessment, and conduct a comprehensive patient history.

- Students must submit a full syllabus and official transcript for the course(s) they are requesting to transfer. In each course, students must have obtained a final course grade of “B” or higher as verified by the transcript.
- The course director (for the course for which transfer credit is being requested) will review all documents to determine if the course is comparable in content and rigor to the DNP offering at RFUMS, and if the student received a grade of no less than “B”.
- If the course director approves the proposed course(s) for transfer, the forms are then submitted to the Chair of the Doctor of Nursing Practice program for final review and approval.

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Program Degree Plan

36-Month, Entry-Level Doctor of Nursing Practice Program of Study (RN BS to DNP)

Year 1 (54QH)

NDNP 725 Advanced Health Assessment (4QH)
NDNP 752 Advanced Physiology and Pathophysiology I (5QH)
NDNP 753 Advanced Pharmacology I (3QH)
NDNP 754 Advanced Physiology and Pathophysiology II (5QH)
NDNP 755 Advanced Pharmacology II (3QH)
NDNP 901 Translational Research I (3QH)
NDNP 902 Translational Research II (3QH)
NDNP 910 Health Policy, Economics and Finance (2QH)
NDNP 911 Professional Dissemination Skills (1QH)
NDNX 529 Foundations of Interprofessional Practice (2QH)
NNAS 701 Principles of Anesthesia I (6QH)
NNAS 710 Chemistry and Physics in Anesthesia (2QH)
NNAS 711 Clinical Correlations I (2QH)
NNAS 720 Advanced Nurse Anesthesia Pharmacology I (3QH)
NNAX 563 Clinical Anatomy (10 QH)

Year 2 (58QH)

NDNP 904 Entry-Level Doctoral Project Planning I (2QH)
NDNP 905 Entry-Level Doctoral Project Planning II (2QH)
NDNP 912 Leadership, Quality/Safety and Outcomes Management (2QH)
NDNP 921 Entry-Level Doctoral Immersion Residency I (3QH)
NDNP 922 Entry-Level Doctoral Immersion Residency II (3QH)
NNAS 702 Principles of Anesthesia II (6QH)
NNAS 703 Principles of Anesthesia III (5QH)

NNAS 712 Clinical Correlations II (2QH)
NNAS 713 Clinical Correlations III (2QH)
NNAS 714 Clinical Seminar and Leadership/Professional Role I (1QH)
NNAS 715 Clinical Seminar and Leadership/Professional Role II (2QH)
NNAS 721 Advanced Nurse Anesthesia Pharmacology II (2QH)
NNAS 722 Advanced Nurse Anesthesia Pharmacology III (2QH)
NNAS 810 Clinical Residency I (12QH)
NNAS 820 Clinical Residency II (12QH)

Year 3 (63QH)

NDNP 923 Entry-Level Doctoral Immersion Residency III (4QH)
NDNP 931 Entry-Level Doctoral Project I (3QH)
NDNP 932 Entry-Level Doctoral Project II (3QH)
NNAS 716 Clinical Seminar and Leadership/Professional Role III (2QH)
NNAS 717 Clinical Seminar and Leadership/Professional Role IV (2QH)
NNAS 718 Clinical Seminar and Leadership/Professional Role V (2QH)
NNAS 719 Clinical Seminar and Leadership/Professional Role VI (2QH)
NNAS 830 Clinical Residency III (10QH)
NNAS 840 Clinical Residency IV (12QH)
NNAS 850 Clinical Residency V (12QH)
NNAS 860 Clinical Residency VI (11 QH)

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Grading for NNAS 810-860

Successful completion of any Clinical Residency course (NNAS 810-860) is contingent upon meeting expectations for all clinical residency objectives/performance indicators and completing/submitting required documents. Minimum requirements to receive a passing grade for each Clinical Residency course include:

- A “Pass” grade on quality care plans as determined by the faculty mentor (required number of care plans to be completed is also determined by the faculty mentor).
- Submission of a minimum of 2 formative evaluations per week are required for each clinical residency (8 per month; 6 per month when a vacation week occurs). These evaluations should be submitted through the use of the electronic Qualtrics survey tool.
- Achievement of ratings on summative evaluation performance indicators, for each residency, that demonstrate progress toward clinical competency/proficiency. Minimum expected ratings (based on months of training) are included on the Clinical Summative Evaluation tool, and are described in the NNAS 810-860 course syllabi.
- Completion of an evaluation for each clinical site.
- Completion of preceptor evaluations for each clinical site (3-5 requested).

Clinical coordinators may dismiss a student from the clinical area for violations of professional standards. Examples of such behavior include but are not limited to: failure to contact the clinical coordinator at least one week before the start of a rotation; failure to prepare for assigned clinical cases; inability to work effectively and safely with assigned clinical preceptors; failure to report to the clinical site, or notify the clinical site/program office of absences per program policy; or patient safety violations. Clinical performance or behavior that represents violations of patient care standards, and/or poses a patient safety risk, will result in immediate removal of the student from the clinical rotation. Students may be assigned a failing grade and be subject to dismissal prior to completing the clinical residency due to:

- Egregious ethical violations, including violations of social media-related policies;
- Egregious patient safety violations that result in near misses or negative patient outcomes (including violation of safe injection standards);
- Failure to comply with patient management orders dictated by the supervising nurse anesthetist or physician anesthesiologist.

The overall evaluation of a student's clinical performance, and determination of a student's grade for each residency, will be informed by:

- Formative evaluations;
- The summative evaluation;
- Clinical preceptor communications with program faculty;
- Program faculty communications with the student;
- Number and type of performance indicators that are below expectations;
- Progress toward achievement of performance indicators;
- Performance in the simulation lab as required.

The program administrators have the right and responsibility to determine each student's final grade. In accordance with the policies and procedures of the College of Nursing, and the Department of Nurse Anesthesia, students receiving a failing grade of "F" in any Clinical Residency course are subject to dismissal from the program.

The summative clinical evaluation is used to evaluate student performance at the end of each clinical rotation. It is possible to meet the expectations of the clinical rotation but have identified issues, either professional or knowledge based, that can jeopardize clinical progression. Consistent concerns related to professionalism or foundational knowledge documented on evaluations by preceptors can trigger an on-campus meeting to review student performance. These patterns of evidence may trigger a focused clinical evaluation and remediation plan or subject the student to dismissal from the program.

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Graduation Requirements

- Total quarter hours required for Entry-Level Degree: 175

- Within 5 consecutive calendar years from the date of matriculation:
 - Satisfactory completion of the Doctor of Nursing Practice (DNP) in Nurse Anesthesia curriculum
 - Satisfactory completion of all programmatic requirements
- Full compliance with all program policies

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College of Nursing (CON)

Programs of Study

Doctor of Nursing Practice in Nurse Anesthesia (DNP)

Doctor of Nursing Practice: Psychiatric Mental Health Nurse Practitioner (DNP)

Master of Science in Nursing: Entry to Nursing Practice (MSN)

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Doctor of Nursing Practice: Psychiatric Mental Health Nurse Practitioner (DNP)

Program Degree Plan

Year 1 (37QH)

NDNP 725 Advanced Health Assessment (4QH)

NDNP 752 Advanced Physiology and Pathophysiology I (5QH)

NDNP 753 Advanced Pharmacology I (3QH)

NDNP 754 Advanced Physiology and Pathophysiology II (5QH)

NDNP 755 Advanced Pharmacology II (3QH)

NDNP 901 Translational Research I (3QH)

NDNP 902 Translational Research II (3QH)

NDNP 910 Health Policy, Economics and Finance (2QH)

NDNP 911 Professional Dissemination Skills (1QH)

NDNX 529 Foundations of Interprofessional Practice (2QH)

NPMH 775 Neuro Anatomy and Physiology (4QH)

NPMH 914 Ethics and Legal Realities of Practice (2QH)

Year 2 (48QH)

NDNP 904 Entry-Level Doctoral Project Planning I (2QH)

NDNP 905 Entry-Level Doctoral Project Planning II (2QH)

NDNP 912 Leadership, Quality/Safety and Outcomes Management (2QH)
NDNP 921 Entry-Level Doctoral Immersion Residency I (3QH)
NPMH 711 Clinical Correlations I (1QH)
NPMH 712 Clinical Correlations II (1QH)
NPMH 776 Foundations in Assessment of Psychiatric Mental Health (4QH)
NPMH 777 Psychopharmacology I for the PMHNP (2QH)
NPMH 778 Psychotherapy I: A Review of Psychotherapies (3QH)
NPMH 779 Foundations in the Diagnosis of Neuropsychiatric Disorders (5QH)
NPMH 780 Psychopharmacology II for the PMHNP (2QH)
NPMH 781 Psychotherapy II: Use of Psychotherapies for Treatment of Disorders (2QH)
NPMH 782 Assessment, Diagnosis, Management of Child and Adolescent Mental Health (4QH)
NPMH 783 Assessment, Diagnosis, Management of Addictive Disorders (3QH)
NPMH 784 Delivering Community Mental Health Services to the Vulnerable and Underserved (3QH)
NPMH 810 Clinical Residency I (9QH)

Year 3 (52QH)

NDNP 922 Entry-Level Doctoral Immersion Residency II (3QH)
NDNP 923 Entry-Level Doctoral Immersion Residency III (4QH)
NDNP 931 Entry-Level Doctoral Project I (3QH)
NDNP 932 Entry-Level Doctoral Project II (3QH)
NPMH 820 Clinical Residency II (9QH)
NPMH 830 Clinical Residency III (10QH)
NPMH 840 Clinical Residency IV (10QH)
NPMH 850 Clinical Residency V (10QH)

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Master of Science in Nursing: Entry to Nursing Practice (MSN)

Program Accreditation

The RFUMS College of Nursing (CON) is pursuing accreditation for its MSN-ENP program by the Commission on Collegiate Nursing Education, 655 K Street NW, Suite 750, Washington DC 20001, 202-887-6791. Applying for accreditation does not guarantee that accreditation will be granted.

The CCNE accreditation process and timeline are shown below:

1. August 24, 2022: The CON received *New Applicant Status* approval by the CCNE.
2. February 27, 2023: The MSN-ENP Program matriculates its first cohort of students.
3. January 31, 2024: The CON submits a *CCNE Self-Study* for its MSN degree.

4. March 13-15, 2024: The CON hosts a *CCNE Site Visit* with CCNE Accreditors.
5. December 2024: The accreditation decision is rendered by the CCNE and is made retroactive to March 2024 (time of site-visit).

Admission Requirements

Applications for admission into the program are accepted beginning with the published start date for each admission cycle. During each cycle, applicants will be interviewed, and offers of acceptance made, until all available seats in the cohort have been filled. The admission cycle will close on the published date, or sooner, if all seats have been filled—therefore, early application is recommended. Students will be admitted two times per year, Summer and Fall. For Academic Year 2022-2023 only, a Spring cohort will also be admitted.

The requirements for admission to RFU and the proposed MSN-ENP program are listed below:

- **Prior Degree:** A non-nursing baccalaureate degree from an accredited college or university is required prior to matriculation with the exception of Lake Forest College Pathway applicants.
- **A TOEFL report of English language proficiency:** (reading, writing, listening, speaking) for applicants with baccalaureate degrees from outside the U.S. and/or who do not hold U.S. citizenship or permanent residency.
 - The TOEFL requirement may be waived if the applicant has been a full-time student at an accredited U.S. college or university for at least two consecutive years, or is from a country in which English is a primary language.
 - A TOEFL iBT (Internet-based test) of 100 or the equivalent is recommended and with no category score being lower than 22.
- **Prior Foreign Nursing Degree:** Applicants who hold a nursing degree from another country may apply after their degree has been evaluated for U.S. institution equivalence. These applications will be reviewed by the admissions committee to determine if any prior work credit may be applied.
 - The applicant is required to send official, first source transcripts from the previous institution(s) attended to RFU.
- **Prerequisite Courses:** Required prerequisite courses must be completed at a college or university with regional accreditation (except as noted by the advanced placement policy). Course must be completed within the last seven years and include:
 - Human anatomy with lab (preferably human)
 - Physiology with lab
 - Microbiology with lab
 - Chemistry with lab (organic, biochemistry, or general)
- **Advanced Placement (AP) Credit:** The MSN-ENP program will accept advanced placement (AP) credit for prerequisite courses as long as such credit appears on the undergraduate transcript and indicates either specific subject credit (e.g. Organic General Chemistry - 4 units) or specific course credit (e.g. Chemistry 101 - 4 units). General AP

credit without such specifications is not accepted. The AP courses must have been taken in the last seven years.

- **Lake Forest College Pathway:** Recommended prerequisite courses are shown below with the exception that these courses are required for Lake Forest College Pathway applicants:
 - Organismal Biology with lab
 - One course in statistics
- **Grade Point Average (GPA):** Recommended minimum cumulative undergraduate GPA of 3.0 on a 4.0 scale with the exception of a minimum GPA of 2.8 for Lake Forest College Pathway applicants.
 - If an applicant's cumulative GPA for the last 60 college course credits (quarter credit system or equivalent) is less than 3.0 on a 4.0 scale, a Graduate Record Exam (GRE) scores may be requested. There is no minimum GRE score for admission; however, scores will be considered as part of the overall application process. GRE scores are valid for 5 years from the test date.
- Minimum grade of 'C' in all prerequisite courses.
- Applicants must submit the name and contact information for one professional or academic reference, who can attest to the applicant's professional or academic qualifications.
- Applicants considered for admission will complete an interview with the admissions committee.
- Applicants considered for admission must meet the technical standards to practice as a registered nurse.
- All offers of admission are conditional and may be rescinded. This conditional admission decision is based on a review of a subset of information made available to RFU. This conditional admission decision may be rescinded upon the failure to receive certain additional documentation relating to minimum requirements for enrollment (e.g. final transcripts, evidence of completion of any pending coursework, and immunization status); or upon review of information about character and/or behavior matters obtained from background checks, publicly available sources, and self-disclosures; or upon a determination that information provided by the applicant relating to the admissions decision was materially false or deceptive or that the applicant omitted material information.

Terminal Masters Learning Outcomes

The objectives of this entry level masters degree program are consistent with the AACN Essential Core Competencies for entry into nursing practice at the masters level.

- Domain 1: Knowledge for Nursing Practice
Entry-Level Domain 1 Competencies
 - 1.1 Demonstrate an understanding of the discipline of nursing's distinct perspective and where shared perspectives exist with other disciplines.

- 1.2 Apply theory and research-based knowledge from nursing, the arts, humanities, and other sciences.
- 1.3 Demonstrate clinical judgment founded on a broad knowledge base.
- Domain 2: Person-Centered Care
Entry Level Domain 2 Competencies
 - 2.1 Engage with the individual in establishing a caring relationship.
 - 2.2 Communicate effectively with individuals.
 - 2.3 Integrate assessment skills in practice.
 - 2.4 Diagnose actual or potential health problems and needs.
 - 2.5 Develop a plan of care.
 - 2.6 Demonstrate accountability for care delivery.
 - 2.7 Evaluate outcomes of care.
 - 2.8 Promote self-care management.
 - 2.9 Provide care coordination.
- Domain 3: Population Health
Entry Level Domain 3 Competencies
 - 3.1 Manage population health.
 - 3.2 Engage in effective partnerships.
 - 3.3 Consider the socioeconomic impact of the delivery of health care.
 - 3.4 Advance equitable population health policy.
 - 3.5 Demonstrate advocacy strategies.
 - 3.6 Advance preparedness to protect population health during disasters and public health emergencies.
- Domain 4: Scholarship for the Nursing Discipline
Entry-Level Domain 4 Competencies
 - 4.1 Advance the scholarship of nursing.
 - 4.2 Integrate the best evidence into nursing practice.
 - 4.3 Promote the ethical conduct of scholarly activities.
- Domain 5: Quality and Safety
Entry-Level Domain 5 Competencies
 - 5.1 Apply quality improvement principles in care delivery.
 - 5.2 Contribute to a culture of patient safety.
 - 5.3 Contribute to a culture of provider and work environment safety.
- Domain 6: Interprofessional Partnerships
Entry-Level Domain 6 Competencies
 - 6.1 Communicate in a manner that facilitates a partnership approach to quality care delivery.
 - 6.2 Perform effectively in different team roles, using principles and values of team dynamics.
 - 6.3 Use knowledge of nursing and other professions to address healthcare needs.

- 6.4 Work with other professions to maintain a climate of mutual learning, respect, and shared values.
- Domain 7: Systems-Based Practice
 - Entry-Level Domain 7 Competencies
 - 7.1 Apply knowledge of systems to work effectively across the continuum of care.
 - 7.2 Incorporate consideration of cost-effectiveness of care.
 - 7.3 Optimize system effectiveness through application of innovation and evidence-based practice.
- Domain 8: Informatics and Healthcare Technologies
 - Entry-Level Domain 8 Competencies
 - 8.1 Describe the various information and communication technology tools used in the care of patients, communities, and populations.
 - 8.2 Use information and communication technology to gather data, create information, and generate knowledge.
 - 8.3 Use information and communication technologies and informatics processes to delivery safe nursing care to diverse populations in a variety of settings.
 - 8.4 Use information and communication technology to support documentation of care and communication among providers, patients, and all system levels.
 - 8.5 Use information and communication technologies in accordance with ethical, legal, professional and regulatory standards, and workplace policies in the delivery of care.
- Domain 9: Professionalism
 - Entry-Level Domain 9 Competencies
 - 9.1 Demonstrate an ethical comportment in one's practice reflective of nursing's mission to society.
 - 9.2 Employ participatory approach to nursing care.
 - 9.3 Demonstrate accountability to the individual, society, and the profession.
 - 9.4 Comply with relevant laws, policies, and regulations.
 - 9.5 Demonstrate the professional identity of nursing.
 - 9.6 Integrate diversity, equity, and inclusion as core to one's professional identity.
- Domain 10: Personal, Professional, and Leadership Development
 - Entry-Level Domain 10 Competencies
 - 10.1 Demonstrate a commitment to personal health and well-being.
 - 10.2 Demonstrate a spirit of inquiry that fosters flexibility, professional maturity.
 - 10.3 Develop a capacity for leadership.

Reference: <https://www.aacnnursing.org/Essentials/Domains>

Program Outcomes

The program will demonstrate the following outcomes in accordance with the American Association of Colleges of Nursing Essentials: Core Competencies for Professional Nursing Education (Level 1):

- **Knowledge for Nursing Practice:** Integrates knowledge from nursing and other disciplines by utilizing evidence-based practice, clinical reasoning, critical thinking to form the foundation for safe nursing practice.
- **Person-Centered Care:** Provides developmentally appropriate evidence-based care to the whole person, that is respectful, compassionate and integrates the person's preferences, values, diverse needs, and resources. The nurse assesses and coordinates team-based care that is informed by an empathic viewpoint recognizing the patient is a full partner in team-based care.
- **Population Health:** Provide individual and population-focused care incorporating concepts of health promotion, disease and injury prevention.
- **Scholarship for the Nursing Discipline:** Demonstrate critical thinking by applying research evidence to make decisions that will provide and improve safe quality care.
- **Quality and Safety:** Integrate clinical reasoning, substantiated with health care quality principles and evidence, to provide and promote safe quality care for providers, patients and families and communities.
- **Interprofessional Partnerships:** Communicates respectfully and effectively with the interprofessional healthcare team to make collaborative decisions that result in optimal patient outcomes based on best practice standards and current evidence.
- **Systems-Based Practice:** Demonstrates the ability to work in teams within complex systems considering social determinants of health, resources across the continuum of care.
- **Informatics:** Uses current technology and informatics processes to inform, make decisions, and implement the delivery of health care services in accordance with best practices.
- **Professionalism:** Practices with accountability and integrity reflecting professional nursing characteristics and values, professional and regulatory standards.
- **Personal, Professional, and Leadership Development:** Demonstrates responsibility for continued competence and integrity in nursing practice and develops insight and resilience through lifelong learning, self-reflection, analysis, and care.

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Doctor of Pharmacy (PharmD)

Program Degree Plan

Year 1 (51QH)

YPHP 500 Introduction to Pharmacy Practice (1QH)
YPHP 502 Introduction to Drug Information Resources (1QH)
YPHP 505 Research and Statistics (2QH)
YPHP 506 Pharmacy Skills Lab I (3QH)
YPHP 507 Pharmacy Skills Lab II (3QH)
YPHP 508 Pharmacy Skills Lab III (2QH)
YPHP 510 Self-Care and Non-Prescription Medications (3QH)
YPHP 511 Pharmacy-Based Immunization Delivery (1QH)
YPHP 515 Introductory Pharmacy Practice Experience (6QH)
YPHP 519 Pathophysiology I (2QH)
YPHP 520 Pathophysiology II (2QH)
YPHS 501 Pharmaceutics I: Introduction to Pharmaceutical Sciences (3QH)
YPHS 502 Pharmaceutics II: Dosage Forms (2QH)
YPHS 503 Pharmaceutical Calculations (3QH)
YPHS 504 Biochemical Principles for Pharmacy I (2QH)
YPHS 506 Medicinal Chemistry (2QH)
YPHS 510 Fundamentals in Physiology I (4QH)
YPHS 511 Fundamentals in Physiology II (3QH)
YPHS 512 Biochemical Principles for Pharmacy II (2QH)
YPHS 514 Fundamentals of Pharmacology (2QH)
YPHX 529 Foundations for Interprofessional Practice (2QH)

Year 2 (52QH)

YPHP 504 Health Care Systems (2QH)
YPHP 606 Pharmacy Skills Lab IV (3QH)
YPHP 607 Pharmacy Skills Lab V (3QH)
YPHP 608 Pharmacy Skills Lab VI (3QH)
YPHP 609 Pharmacokinetics and Pharmacodynamics II (2QH)
YPHP 615 Introductory Pharmacy Practice Experience (5QH)
YPHP 620 Pharmacotherapy I (4QH)
YPHP 621 Pharmacotherapy II (4QH)
YPHP 622 Pharmacotherapy III (4QH)
YPHP 630 Gateway to Patient-Centered Care (1QH)
YPHP 631 Literature Evaluation and Advanced Drug Information (3QH)
YPHP 632 Pharmacoepidemiology (1QH)

YPHS 509 Pharmaceutical Non-Sterile Compounding (1QH)
YPHS 601 Pharmacokinetics and Pharmacodynamics I (2QH)
YPHS 610 Advanced Medicinal Chemistry I (1.5QH)
YPHS 611 Advanced Medicinal Chemistry II (1.5QH)
YPHS 612 Advanced Medicinal Chemistry III (1QH)
YPHS 620 Life-Long Learning Seminar (1QH)
YPHS 625 Pharmacology I (2.5QH)
YPHS 626 Pharmacology II (2QH)
YPHS 627 Pharmacology III (2.5QH)
YPHX 566 Bioethics (2QH)

Year 3 (39.5QH)

YPHP 703 Pharmacy Management and Leadership (2QH)
YPHP 706 Pharmacy Skills Lab VII (2QH)
YPHP 707 Pharmacy Skills Lab VIII (2QH)
YPHP 708 Pharmacy Skills Lab IX (1QH)
YPHP 709 Health Care and Pharmacy Law (3QH)
YPHP 710 Pharmacotherapy IV (3QH)
YPHP 711 Pharmacotherapy V (4QH)
YPHP 712 Pharmacotherapy VI (3QH)
YPHP 713 Pharmacogenomics (2QH)
YPHP 714 Pharmacoeconomics (2QH)
YPHP 715 Introductory Pharmacy Practice Experience (3.5QH)
YPHP 716 Interprofessional Case Collaborations (3QH)
YPHP 719 Gateway to Clinical Practice (2QH)
YPHS 720 Life-Long Learning Seminar (1QH)
Electives (6QH)

Year 4 (58QH)

YPHP 800 Practical Approaches to Professional Development (4QH)
YPHP 801 Advanced Pharmacy Practice Experience – Acute Care (9QH)
YPHP 802 Advanced Pharmacy Practice Experience – Ambulatory Care (9QH)
YPHP 803 Advanced Pharmacy Practice Experience – Community Pharmacy (9QH)
YPHP 804 Advanced Pharmacy Practice Experience – Health-Systems (9QH)
and two electives (18QH total) from one or both of the following:
YPHP 805 Advanced Pharmacy Practice Experience – Patient Care Elective (9QH)
YPHP 806 Advanced Pharmacy Practice Experience – Non-Patient Care Elective (9QH)

Course Descriptions

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All HNAS and HNAX courses removed.

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NDNP 910 Health Policy, Economics and Finance (2 QH)

The content in this course will equip the student with the knowledge and skills needed to evaluate how public policy-making strategies impact the financing and delivery of healthcare services. The student will learn to apply methods of policy analysis to policies of relevance to their practice setting, and to use the results to advocate for policy change. Content includes the knowledge and skills needed for students to analyze business practices encountered in the healthcare delivery setting. Theory and application are integrated throughout the course, particularly related to development of cost/benefit analysis and the long-term financial impact of practice changes.

NDNP 911 Professional Dissemination Skills (1 QH)

This course is designed to provide content necessary for professional presentation and scholarly dissemination of knowledge. Students will demonstrate the ability to inform the public of the role and practice of the doctoral-prepared nurses and represent themselves in accordance with the relevant code of ethics for their profession.

NDNP 912 Leadership, Quality/Safety and Outcomes Management (2 QH)

Leadership theories and principles are analyzed and applied to the management of complex leadership situations in healthcare. This course explores the theoretical basis of human error, patient safety and quality improvement activities in patient care. It introduces a systems approach to error investigation and analysis, and integrates concepts of teamwork, interprofessional practice, and evidence-based quality improvement management models. An emphasis is placed on acquiring and demonstrating the skills needed to utilize data for ethical healthcare decision-making through the process of outcomes management. Course content will also include integration of informatics to support culturally responsive, evidence-based practice at a leadership level.

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NNAS 701 Principles of Anesthesia I (6 QH)

Basic principles of nurse anesthesia will be discussed, including: preoperative assessment (Interprofessional activities related to preoperative assessment of patients and patient optimization prior to surgery will be conducted with Podiatry students); the anesthesia machine and breathing circuits; airway management; monitoring; positioning; introduction to monitored

anesthesia care, general anesthesia, and regional anesthesia (central neuraxial anesthesia techniques); quality and safety in anesthesia practice; and legal and historical aspects of nurse anesthesia practice. An overview of basic anesthesia pharmacology is presented through the integrated course content of HNAS 720. A hybrid approach of web-supported didactics augmented with weekly live review and case discussion sessions will be utilized.

NNAS 702 Principles of Anesthesia II (6 QH)

This course is for the student who has a foundation in the basic principles and practice of nurse anesthesia. During this quarter, students learn anesthetic management principles for surgical specialty areas. Important concepts include anatomic, physiologic, pathophysiologic, and pharmacologic principles associated with each covered disease state/specialty area of practice. The following surgical specialties are discussed in this course: neurosurgery, orthopedics, thoracic, endocrine, gynecologic, laparoscopic, renal/genitourinary, gastrointestinal, general, bariatric, organ transplant, trauma/burns, and eye/ear/nose/throat. In addition, content is provided regarding care of specific patient populations including geriatric patients, patients with cardiac disease, patients with hepatobiliary disease, and patients with endocrine disease and immune system compromise. Students will be provided with the knowledge, skill and understanding to practice regional anesthesia safely and effectively. The principles and techniques involved in the administration and management of regional anesthesia and an introduction to pain pathways will be presented. Concepts of acute pain management will be presented in the context of the clinical application of these principles in nurse anesthesia practice.

NNAS 703 Principles of Anesthesia III (5 QH)

This course is for the student who has successfully completed HNAS 701-Principles of Anesthesia I, and HNAS 702-Principles of Anesthesia II. Content includes: 1) advanced anesthesia concepts including the care of patients undergoing cardiac and major vascular surgery; 2) anesthesia care for the pediatric patient--the neonate, infant and child; and 3) anesthesia care of the parturient patient. The principles and techniques involved in the administration and management of regional anesthesia in these patient populations will be discussed.

NNAS 710 Chemistry and Physics in Anesthesia (2 QH)

In this course, nurse anesthesia students receive foundational requisites in chemistry and physics that enable them to apply concepts, laws and theory to anesthesia practice. Each topic is brought to life through examples of how it is applied in anesthesia practice. Content includes the physics of radiology and ultrasound, and principles of radiation safety.

NNAS 711 Clinical Correlations I (2 QH)

The content of this course is integrated with the topics being presented in the concurrent HNAS 701 Principles of Anesthesia I, and HNAS 720 Advanced Nurse Anesthesia Pharmacology I courses. This course provides initial clinical correlation with didactic content, along with an introduction to clinical scenarios utilizing the human patient simulator. Students will be expected to incorporate a comprehensive, holistic approach, with culture and gender specific considerations. Students will demonstrate preoperative assessment, anesthesia care planning, and implementation and evaluation of the plan. Checkout and troubleshooting of the anesthesia machine will also be reviewed. Preparation and set up of the anesthesia workstation will be performed.

NNAS 712 Clinical Correlations II (2 QH)

The content of this course is integrated with the topics being presented in the concurrent HNAS 702 Principles of Anesthesia II, and HNAS 721 Advanced Nurse Anesthesia Pharmacology II courses. During this experience, students will continue to build upon the clinical application of didactic knowledge introduced in HNAS 711. Students will continue to incorporate a comprehensive, holistic approach, with culture and gender specific considerations. A large group setting will be utilized in low- and high-fidelity simulation scenarios, with focus on managing various portions of anesthetic care.

NNAS 713 Clinical Correlations III (2 QH)

The content of this course is integrated with the topics being presented in the concurrent HNAS 703 Principles of Anesthesia III, and HNAS 722 Advanced Nurse Anesthesia Pharmacology III courses. This experience will continue to involve students in high-fidelity simulation exercises; however, participation will be in both small group settings and individually. Students will continue to incorporate a comprehensive, holistic approach, with culture and gender specific considerations. The emphasis of the experiences will focus on managing the entire anesthetic continuum, from preoperative planning to postoperative care, in preparation for transition to clinical training.

NNAS 714 Clinical Seminar and Leadership/Professional Role I (1 QH)

During the clinical practicum, students will return to campus one day per month for case discussions, professional presentations (provided by students and anesthesia experts), morbidity and mortality conferences, and board review activities. Presentation topics and learning activities will include content directly related to the achievement of COA graduate standards for leadership and professional role. Students will participate in assessing and improving the effectiveness of their leadership style and emotional intelligence.

NNAS 715 Clinical Seminar and Leadership/Professional Role II (2 QH)

During the clinical practicum, students will return to campus one day per month for case discussions, professional presentations (provided by students and anesthesia experts), morbidity and mortality conferences, and board review activities. Presentation topics and learning activities will include content directly related to the achievement of COA graduate standards for leadership and professional role. Students will participate in assessing and improving the effectiveness of their leadership style and emotional intelligence.

NNAS 716 Clinical Seminar and Leadership/Professional Role III (2 QH)

During the clinical practicum, students will return to campus one day per month for case discussions, professional presentations (provided by students and anesthesia experts), morbidity and mortality conferences, and board review activities. Presentation topics and learning activities will include content directly related to the achievement of COA graduate standards for leadership and professional role. Students will participate in assessing and improving the effectiveness of their leadership style and emotional intelligence.

NNAS 717 Clinical Seminar and Leadership/Professional Role IV (2 QH)

During the clinical practicum, students will return to campus one day per month for case discussions, professional presentations (provided by students and anesthesia experts), morbidity and mortality conferences, and board review activities. Presentation topics and learning activities will include content directly related to the achievement of COA graduate standards for leadership

and professional role. Students will participate in assessing and improving the effectiveness of their leadership style and emotional intelligence.

NNAS 718 Clinical Seminar and Leadership/Professional Role V (2 QH)

During the clinical practicum, students will return to campus one day per month for case discussions, professional presentations (provided by students and anesthesia experts), morbidity and mortality conferences, and board review activities. Presentation topics and learning activities will include content directly related to the achievement of COA graduate standards for leadership and professional role. Students will participate in assessing and improving the effectiveness of their leadership style and emotional intelligence.

NNAS 719 Clinical Seminar and Leadership/Professional Role VI (2 QH)

During the clinical practicum, students will return to campus one day per month for case discussions, professional presentations (provided by students and anesthesia experts), morbidity and mortality conferences, and board review activities. Presentation topics and learning activities will include content directly related to the achievement of COA graduate standards for leadership and professional role. Students will participate in assessing and improving the effectiveness of their leadership style and emotional intelligence.

NNAS 720 Advanced Nurse Anesthesia Pharmacology I (3 QH)

The first part of a course taken over three quarters, covers the pharmacokinetic and pharmacodynamic principles of drugs, which are most commonly utilized in an anesthetic practice. Content of this course is integrated with the topics being covered in the Principles of Anesthesia course series. Drug categories that are covered include intravenous induction agents, benzodiazepines, inhalational anesthetics, opioids and neuromuscular blockers. Also covered are other commonly prescribed drug categories that have significant implications to anesthesia practice, as well as alternative medications, and illegal drugs, with a focus on their anesthetic implications.

NNAS 721 Advanced Nurse Anesthesia Pharmacology II (2 QH)

The second part of a course taken over three quarters, covers the pharmacokinetic and pharmacodynamic principles of drugs, which are most commonly utilized in an anesthetic practice. Content of this course is integrated with the topics being covered in the Principles of Anesthesia course series. Drug categories that are covered include intravenous induction agents, benzodiazepines, inhalational anesthetics, opioids and neuromuscular blockers. Also covered are other commonly prescribed drug categories that have significant implications to anesthesia practice, as well as alternative medications, and illegal drugs, with a focus on their anesthetic implications.

NNAS 722 Advanced Nurse Anesthesia Pharmacology III (2 QH)

The third part of a course taken over three quarters, covers the pharmacokinetic and pharmacodynamic principles of drugs, which are most commonly utilized in an anesthetic practice. Content of this course is integrated with the topics being covered in the Principles of Anesthesia course series. Drug categories that are covered include intravenous induction agents, benzodiazepines, inhalational anesthetics, opioids and neuromuscular blockers. Also covered are other commonly prescribed drug categories that have significant implications to anesthesia practice, as well as alternative medications, and illegal drugs, with a focus on their anesthetic implications.

NNAS 810 Clinical Residency I (12 QH)

Students are supervised by CRNAs and anesthesiologists at a variety of clinical sites and have opportunities to synthesize and apply previous learning. Students must maintain professionalism and be open to various teaching styles and learning experiences. It is expected that the student will remain with cases in progress through their conclusion. There will be a monthly clinical correlation conference (HNAS 714) to review clinical experiences and conduct case discussions.

NNAS 820 Clinical Residency II (12 QH)

During this quarter, students continue rotations contingent on documented progress in daily clinical evaluations. Students are supervised by CRNAs and anesthesiologists and have opportunities to synthesize and apply previous learning. Students must maintain professionalism and be open to various teaching styles and learning experiences. It is expected that the student will remain with cases in progress through their conclusion. There is a monthly clinical correlation conference (HNAS 715) to review clinical experiences and conduct case discussions.

NNAS 830 Clinical Residency III (10 QH)

Students continue rotations at clinical sites contingent on documented progress in daily clinical evaluations. Students will be supervised by CRNAs and anesthesiologists and have opportunities to synthesize and apply previous learning. Students must maintain professionalism and be open to various teaching styles and learning experiences. It is expected that the student will remain with cases in progress through their conclusion. There will be a monthly clinical correlation conference (HNAS 716) to review clinical experiences and conduct case discussions.

NNAS 840 Clinical Residency IV (12 QH)

Students continue rotations at clinical sites contingent on documented progress in daily clinical evaluations. Students will be supervised by CRNAs and anesthesiologists and have opportunities to synthesize and apply previous learning. Students must maintain professionalism and be open to various teaching styles and learning experiences. It is expected that the student will remain with cases in progress through their conclusion. There will be a monthly clinical correlation conference (HNAS 717) to review clinical experiences and conduct case discussions.

NNAS 850 Clinical Residency V (12 QH)

Students continue rotations at clinical sites contingent on documented progress in daily clinical evaluations. Students are supervised by CRNAs and anesthesiologists and will have opportunities to synthesize and apply previous learning. Students must maintain professionalism and be open to various teaching styles and learning experiences. It is expected that the student will remain with cases in progress through their conclusion. There will be a monthly clinical correlation conference (HNAS 718) to review clinical experiences and conduct case discussions.

NNAS 860 Clinical Residency VI (11 QH)

Students continue rotations at clinical sites contingent on documented progress in daily clinical evaluations. Students are supervised by CRNAs and anesthesiologists and will have opportunities to synthesize and apply previous learning. Students must maintain professionalism and be open to various teaching styles and learning experiences. It is expected that the student will remain with cases in progress through their conclusion. There will be a monthly clinical correlation conference (HNAS 719) to review clinical experiences and conduct case discussions.

NNAX 563 *same as MCBA 501*

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NPMH 830 Clinical Residency III (10 QH)

This clinical residency is the third of five applied professional experiences in the advanced-practice of psychiatric mental health nursing across the life span. In this course, the student will engage in activities to develop competency in the development and implementation of patient-centered treatment goals and plans, at approved clinical sites. Cognitive behavioral therapies, therapeutic relationships and counseling, and evidence based therapy techniques receive particular emphasis. Management of common psychiatric disorders via clinical practice guidelines is a third treatment thread. In addition, students will continue to advance and demonstrate assessment and diagnostic reasoning knowledge and skills, and appropriate use and management of psychopharmacology treatment. This course also includes a seminar component (20 classroom hours) during which time the student presents case material from their clinical experiences using a clinical case presentation model, and participates in board prep activities.

NPMH 840 Clinical Residency IV (10 QH)

This clinical residency is the fourth of five applied professional experiences in the advanced-practice of psychiatric mental health nursing across the life span. In this course, the student will engage in activities that further develop competencies in all aspects of the standards of practice of the psychiatric mental health nurse practitioner, at approved clinical sites. Additional emphasis will be placed on activities related to care coordination and collaboration, health teaching and group therapies, consultation, leadership, resource utilization, and evaluation of professional practice. This course also includes a simulation component (20 classroom hours) during which time students undergo evaluation of their progress toward demonstration of entry-level competency in assessment, diagnosis, outcome identification, and the therapeutic planning and implementation of psychiatric mental health nursing practice.

NPMH 850 Clinical Residency V (10 QH)

This clinical residency is the fifth of five applied professional experiences in the advanced-practice of psychiatric mental health nursing across the life span. In this course, the student will engage in activities that demonstrate achievement of the full-spectrum of entry-level clinical practice outcomes, at approved clinical sites. This course also includes a seminar component (20 classroom hours) during which time the student presents case material from their clinical experiences using a clinical case presentation model, and demonstrates readiness to sit for the board exam.

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Remove YPHP 604.

YPHP 609 Pharmacokinetics and Pharmacodynamics II (2 QH)

This course expands upon the theoretical concepts explored in Pharmacokinetics and Pharmacodynamics I. This course will focus on common clinical pharmacokinetics/pharmacodynamic principles and their application to specific drug therapy regimen design, monitoring, and management.

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Remove YPHS 600.

YPHS 601 Pharmacokinetics and Pharmacodynamics I (2 QH)

This course presents the basic fundamental principles underlying drug action in the body driven by physiological and physiochemical processes that influence the pharmacokinetics/pharmacodynamics of drugs. Fundamentals of calculations necessary to determine drug loading dose, maintenance dose, and dosing interval and appropriate clinical correlation will also be emphasized.