Wilkes University Curriculum Committee

PROPOSAL SUBMITTAL FORM

Directions:

- Use this set of forms for all proposals sent to the Curriculum Committee.
- Pages 1-3 of this document are required. Any unnecessary forms should be deleted from the packet before submissions. If multiple forms are needed (course addition, course deletion, etc), simply copy and paste additional forms into this packet.
- Note that all new programs (majors and minors), program eliminations, significant program revisions and all general education core revisions must be reviewed and approved by the Provost and Academic Planning Committee (APC) prior to submission to the Curriculum Committee. The Provost will make the decision if a program revision requires APC review.
- Completed and signed forms are due no later than the first Tuesday of every month. Submit one signed original hard copy and a scanned electronic copy with all signatures to the Chair of the Curriculum Committee.

1. Originator: Patricia Sweeney PhD, CRNP, FNP-BC  
   Department: School of Nursing  
   Phone and email: 570-408-4087; patricia.sweeney2@wilkes.edu

2. Proposal Title: Family/Individual Across the Lifespan Nurse Practitioner

3. Check only one type of proposal: (double click on the appropriate check box and change default value to “checked”).

☐ X New Program. (Major or Minor Degree Programs). This requires prior review and approval by the Provost and APC.

☐ Elimination of Program. (Major or Minor Degree Programs). This requires prior review and approval by the Provost and APC.

☐ Program Revision. Significant revisions to a program require review and approval by the Provost. The Provost determines if review and approval by APC is necessary.

☐ General Education Revision. Submissions only accepted from the General Education Committee (GEC). Must be reviewed and approved by the Provost.

☐ Creation of new departments, elimination of existing department. This requires prior review and approval by the Provost and APC.

☐ Course additions or deletions not affecting programs (such as elective courses, transition of “topics” courses to permanent courses).

☐ Change in course credit or classroom hours.

☐ Incidental Changes. Includes changes in course/program title, course descriptions, and course prerequisites. (Although these changes do require approval by the Curriculum Committee, they do not go before the full faculty for approval).

☐ Other (Specify)
4. Indicate the number of course modification forms that apply to this proposal:

- 5 Course Addition Form (plus syllabi)
- 0 Course Deletion Form
- 2 Course Change Form

5. Executive Summary of Proposal.

Briefly summarize this proposal. The breadth and depth of this executive summary should reflect the complexity and significance of the proposal. Include an overview of the proposal, background and reasoning behind the proposal and a description of how the proposal relates to the mission and strategic long-range plan of the unit and/or university. For incidental changes a one or two sentence explanation is adequate.

The Family/Individual Across the Lifespan Nurse Practitioner program will prepare nursing professionals as primary care, advanced practice nurses in the role of the nurse practitioner (NP) with a population focus on individuals and families across the lifespan; providing wellness and illness care for newborns through the older adult population. This concentration will be referred to as Family Nurse Practitioner (FNP) for the remainder of this document. The curriculum will include national standards for all graduate nurses in preparation for the role of advanced nursing practice and for doctoral education. This curriculum is built upon the foundation of nursing theory from the baccalaureate in nursing degree.

Development of this program in the newly formed School of Nursing (SON) enhances the progression of comprehensive programming from the undergraduate to graduate level. This program aligns with the University mission because it is a timely program which reflects constant evolution of academic solution to the national shortage of primary healthcare providers. The demand for NPs continues to increase. The U.S. Department of Health and Human Services notes that NPs are one profession that will help to alleviate the primary care shortage. The University will contribute to the preparation of primary care health providers who can help to alleviate the primary care healthcare shortage; contribute to cost-effective, quality health outcomes; and promote wellness for building healthy communities.

The School of Nursing currently offers two NP concentrations; Adult Gerontology Primary Care NP (AGPCNP) and Psychiatric/Mental Health NP (PMHNP). The proposed FNP program will utilize existing resources of the SON to support the development and implementation of the FNP concentration. The FNP concentration will utilize the current graduate (MS) nursing core courses (24 credits) and primary care nurse practitioner courses (8 credits). Five new courses will be developed for the FNP concentration; one pediatric theory course (NSG 548, 2 credits), one pediatric clinical practice course (NSG 549, 1 credit), two FNP clinical practice courses (NSG 546, 3 cr.;NSG 547; 3 cr.), and a culture course (NSG 556; 2 cr.) . The total number of clinical hours for program completion are 588. A minimum of 500 hours are required for national certification and State Board of Nursing licensing.

Two courses that currently exist within the AGPCNP concentration will have incidental changes. NSG 554 and NSG 555 are the current didactic courses for the AGPCNP students. All primary care
NP (FNP and AGPCNPs) concentrations share content. The FNP students and AGPCNP students will take NSG 554 and NSG 555. These courses will have title changes to reflect that the content is for NPs in the primary care role.

6. Other specific information. (Not applicable for incidental changes.)

What other programs, if any, will be affected by this proposal? Describe what resources are available for this proposal. Are they adequate? What would be the effect on the curriculum of all potentially affected programs if this proposal were adopted? Include any potential effects to the curriculum of current programs, departments and courses.

The proposed FNP program will utilize the existing resources of the SON to support the development and implementation of the FNP concentration. The SON currently offers 2 NP concentrations: AGPCNP and PMHNP. The FNP concentration will utilize current resources within the SON for the FNP concentration. The resources for this proposal are adequate. Dr. Patricia Sweeney will oversee the development of the program, along with Dr. Kathleen Hirthler, who is currently the Interim Director of Graduate Nursing Program and Assistant Professor in the DNP program. Dr. Sweeney currently teaches in the AGPCNP and DNP graduate programs. She is a nationally certified FNP with more than 25 years of NP and academic teaching experience. The SON offers comprehensive programming through the leadership of the newly appointed Dean, Dr. Deborah Zbegner. No other programs will be negatively affected by this proposal. This proposal will expand the existing graduate nursing program offerings and the potential outcome is positive for expansion of comprehensive programming in the SON.

The SON offers comprehensive programming through the leadership of the new appointed Dean, Dr. Deborah Zbegner. The SON has successfully developed and implemented the Adult Gerontology Primary Care and Psychiatric/Mental Health NP concentrations, which are nationally recognized and accredited by the Commission on Collegiate Nursing Education (CCNE). All current Wilkes faculty teaching within the NP program, Drs. Deborah Zbegner, Eugene, Lucas, Kathleen Hirthler, Mary Jane Miskovsky, and Patricia Sweeney) are nationally certified within their specialty, and engaged in active clinical practice.

7. Program Outline. (Not applicable for incidental changes).

A semester-by-semester program outline as it would appear in the bulletin for a new program or any modified program with all changes clearly indicated.

The course sequence for the MS degree follows. Courses are offered in a 12 week format. Admissions will occur twice annually; spring and fall.

**FNP Course Sequence: Fall Admission**

<table>
<thead>
<tr>
<th>Year</th>
<th>Spring</th>
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<td>NSG 556</td>
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<td></td>
<td>NSG 530</td>
<td>NSG 505 (or SU YR 3)</td>
<td>NSG 533</td>
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<td>2</td>
<td>NSG 502</td>
<td>NSG 505 (or SU YR 2)</td>
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<td>NSG 590</td>
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**Courses:**

- **NSG 500** 3 cr. Advanced Health Assessment
- **NSG 530** 3 cr. Advanced Pathophysiology
- **NSG 504** 3 cr. Advanced Role Development in Nursing
- **NSG 533** 3 cr. Advanced Pharmacology
- **NSG 501** 3 cr. Theoretical Foundations of Nursing Science
- **NSG 505** 3 cr. Health Policy and Politics for Advancing Nursing Practice
- **NSG 502** 3 cr. Advanced Nursing Research
- **NSG 550** 2 cr. Diagnostic Reasoning for Nurse Practitioners
- **NSG 556** 2 cr. Health Perspectives of Culturally Diverse, Rural, and Underserved Populations
- **NSG 554** 3 cr. Nurse Practitioners in Primary Care I
- **NSG 546** 3 cr. Family Nurse Practitioner Clinical I
- **NSG 548** 2 cr. Family Nurse Practitioner Role with Children and Families
- **NSG 549** 1 cr. Family Nurse Practitioner Clinical with Children and Families
- **NSG 547** 3 cr. Family Nurse Practitioner Clinical II
- **NSG 555** 3 cr. Nurse Practitioners in Primary Care II
- **NSG 590** 3 cr. Scholarly Review

*Students in the Post Graduate Certificate Programs have an option to complete (1) credit of national certification preparation.

**Total Credits: 43**

The curriculum for the post graduate certificate FNP will be individualized and based on a gap analysis. All NP students are required to have Advanced Pathophysiology, Advanced Pharmacology, and Advanced Health Assessment. The typical post graduate FNP curriculum will include the FNP concentration courses to include:

- **NSG 550** 2 cr. Diagnostic Reasoning for Nurse Practitioners
- **NSG 556** 2 cr. Health Perspectives of Culturally Diverse, Rural, and Underserved Populations
NSG 554 3 cr. Nurse Practitioners in Primary Care I
NSG 546 3 cr. Family Nurse Practitioner Clinical I
NSG 548 2 cr. Family Nurse Practitioner Role with Children and Families
NSG 549 1 cr. Family Nurse Practitioner Clinical with Children and Families
NSG 555 3 cr. Nurse Practitioners in Primary Care II
NSG 547 3 cr. Family Nurse Practitioner Clinical II

Total Credits: 19

8. Signatures and Recommendations. (please date)
   • Signatures of involved Department chair(s) and Dean(s) indicate agreement with the proposal
     and that adequate resources (library, faculty, technology) are available to support proposal.
   • If a potential signatory disagrees with a proposal he/she should write "I disagree with this
     proposal" and a signed statement should be attached to this submission.

   [Signatures and dates]

Print Name/Title  Signature  Date
Department chair(s) of all potentially affected programs

[Signatures and dates]

Print Name/Title  Signature  Date
Dean(s) of any potentially affected College/School.

[Signatures and dates]

Print Name  Signature  Date
Registrar

[Signatures and dates]

Print Name  Signature  Date
Provost (For new programs, significant revisions and revisions to the General Education Program
revisions only).
  Provost should check here ___ if this proposal is a program revision AND the significance of
  the revision requires review and approval by APC prior to Curriculum Committee.

[Signatures and dates]

Print Name  Signature  Date
Chair, Academic Planning Committee. For new programs, program revisions sent via the provost.
Signature indicates that the proposal has been reviewed and approved by APC.

[Signatures and dates]

Print Name  Signature  Date
Chair, General Education Committee. For revisions to General Education program only.
(Signature indicates that the proposal has been approved by GEC).

5
1. Course Title: Family Nurse Practitioner Clinical I

2. Course Number: NSG 546

3. Course Credit Hours: 3
   Classroom Hours 0 Lab Hours 250 Other_____

4. Course Prerequisites: NSG 500, NSG 530, NSG 533, NSG 550

5. Course Description: Family Nurse Practitioner students integrate theories from nursing and other sciences that are evidence-based and sensitive to cultural and ethical issues. Promoting quality outcomes in the family population across the lifespan is the focus of this clinical experience in primary care settings. Advanced health assessment, diagnostic reasoning, and development of therapeutic interventions for self-limiting conditions occurs. Opportunities for interdisciplinary experience and collaborative practice are provided. The seminar component of the course is designed to develop critical-thinking and clinical decision-making skills through case presentations. (Seminar, Residency and 250 clinical practice hours)

6. Required Documentation:
   Proposed Syllabus

**NSG 546: Family Nurse Practitioner Clinical I**

**Course:** Family Nurse Practitioner Clinical I

**Credits:** 3 credits

**Prerequisites:** NSG 500, NSG, 530, NSG 533, NSG 550

**Description:** Family/Across the Lifespan Nurse Practitioner students integrate theories from nursing and other sciences that are evidence-based and sensitive to cultural and ethical issues. Promoting quality outcomes in the family population across the lifespan is the focus of this clinical experience in primary care settings. Advanced health assessment, diagnostic reasoning, and development of therapeutic interventions for self-limiting conditions occurs. Opportunities for interdisciplinary experience and collaborative practice are provided. The seminar component of the course is designed
to develop critical-thinking and clinical decision-making skills through case presentations. (Seminar, Residency and 250 clinical practice hours)

**College or School**

School of Nursing

**College Mission**

To continue the Wilkes tradition of liberally educating our students for lifelong learning and success in a constantly evolving and multicultural world through a commitment to individualized attention, exceptional teaching, scholarship and academic excellence, while continuing the university’s commitment to community engagement.

**School of Nursing Mission**

The mission of the School of Nursing is to develop professional practitioners of nursing that provide quality health care in multicultural environments, promote interprofessional collaboration, engage in lifelong learning, expand nursing science, and serve the community with intelligence, compassion, respect, and integrity.

**Course Instructor**

**Name:** Patricia Sweeney PhD, CRNP, FNP-BC  
**Title:** Assistant Professor of Nursing  
**Office:** SLC-N240  
**Office Hours:**  
**Email:** patricia.sweeney2@wilkes.edu  
**Contact:** Office 570-408-4087

**Course Outcomes:** At the completion of this course the nurse practitioner student will demonstrate competence in:

1. Developing a comprehensive health history with differential diagnosis that support examination findings and therapeutic interventions for managing complex health conditions in the family/across the lifespan population.
2. Analyzing evidence-based practice to facilitate direct care for health promotion, protection, and disease prevention in the family/across the lifespan population.
3. Determining specific professional resources that guide regulations for clinical practice.
4. Applying critical-thinking skills for clinical-decision making and diagnostic reasoning for prioritizing care in the family/across the lifespan population.
5. Developing the advanced practice nurse-patient relationship by utilizing therapeutic communication skills to impact patient outcomes physically, psychosocially, spiritually, cognitively and developmentally.
6. Promoting access to care for populations served by advocating through leadership roles in health care delivery systems.
7. Collaborating with health care providers on interprofessional teams to develop plans of care that are responsive to the health care needs of the individual and family across the lifespan.
8. Maintaining standards of professional behavior and accountability in the implementation of the Nurse Practitioner role.

SYLLABUS CHANGES
The course instructor reserves the right to make changes as necessary to this syllabus. If changes are necessitated during the term of the course, the course instructor will immediately notify students of such changes both by individual email communication and posting both notification and nature of change(s) in the course.

Required Textbook(s)

Required Mobile Applications and Downloads
*Epocrates* (free edition is appropriate for use and application is of student choice; recommend availability on mobile device)

Additional Readings
As assigned for each unit in D2L and the synchronized webinars.

Assignment Descriptions
1. Clinical Log: 250 hours of supervised, direct clinical practice 30% Pass/Fail
2. Attendance at Synchronized Webinars (6) 10% Pass/Fail
3. Clinical Evaluation-Self (mid-semester and final) 5% Pass/Fail
4. Clinical Evaluation-Preceptor (mid-semester and final) 10% Pass/Fail
5. Clinical Evaluation Instructor 30% Pass/Fail
6. Case Study Written Paper and Presentation via Webinar 15% Pass/Fail

GRADES
All assignments in clinical courses are Pass/Fail.
Clinical Policy: CLINICAL ATTENDANCE
Students are expected to participate in online classes from the first day of each course, which includes students in clinical courses starting clinical hours at approved clinical sites. A student unable to meet course requirements for a distance education course is expected to notify the instructor as soon as the student is aware of the potential conflict. The student’s grade will reflect incomplete work for the week. Students may ultimately be disenrolled in a didactic or theory course for non-participation as per the terms of the course.

Students in clinical/practicum courses are required to complete clinical practice hours and assignments as per the syllabus. **Clinical hours should be completed weekly and at a minimum of 50% by the mid semester point.** Application of classroom didactic theory in the clinical setting is the expectation with learning. Failure to meet the time frames of the course will result in failing grades for the appropriate assignments. For example, mid semester assignments/evaluations for clinical courses are to be completed at the mid semester point which is between 6-8 weeks of the 12 week semester; incomplete clinical hours by week 12 will lead to students receiving a failing grade on the clinical log. Failure of these assignments/evaluations and/or clinical log will result in a course failure. The completion terms for these clinical hours are as outlined.

All students are required to complete a Preceptor Evaluation at the end of each clinical rotation. This form is located in the first section of the course on D2L and on the university web site [http://www.wilkes.edu/pages/4973.asp](http://www.wilkes.edu/pages/4973.asp)

All students not within driving distance to Wilkes University are required to attend a 2-day residency. These dates are scheduled for. Further details will be coming in the first webinar
<table>
<thead>
<tr>
<th>Units</th>
<th>Webinar Topics and Readings</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>1 and 2</td>
<td>Course Introduction and the Role of the Nurse Practitioner</td>
<td>Buppert: Ch. 1, 2</td>
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<td></td>
<td>Family Theory</td>
<td>On-line readings in D2L</td>
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<td>3 and 4</td>
<td>Family Theory</td>
<td>On-line readings in D2L</td>
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<td>Health Promotion of the Family</td>
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<td>5 and 6</td>
<td>Nurse Practitioners State by State Prescribing Practices</td>
<td>Buppert: Ch. 3, 5</td>
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<td>On-line readings in D2L</td>
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<tr>
<td>7 and 8</td>
<td>Documentation and Reimbursement of Nurse Practitioner Healthcare Delivery</td>
<td>Buppert: Ch. 4, 9</td>
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<td>On-line readings in D2L</td>
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<tr>
<td>9 and 10</td>
<td>Issues of Malpractice and Negligence</td>
<td>Buppert, Ch. 7</td>
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<td>On-line readings in D2L</td>
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<tr>
<td>11 and 12</td>
<td>Case Study Presentations</td>
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</tbody>
</table>
1. Course Title: Family Nurse Practitioner Clinical II

2. Course Number: NSG 547

3. Course Credit Hours: 3
   Classroom Hours 0   Lab Hours 250   Other

Course Prerequisites: NSG 500, NSG 530, NSG 533, NSG 550, NSG 548, NSG 549

4. Course Description (as proposed for the Bulletin):

   Family Nurse Practitioner students integrate theories from nursing and other sciences that are evidence-based and sensitive to cultural and ethical issues. Promoting quality outcomes in the family population across the lifespan is the focus of this clinical experience in primary care settings. Advanced health assessment, diagnostic reasoning and development of therapeutic interventions for complex health conditions occurs. Opportunities for interdisciplinary experience and collaborative practice are provided. The seminar component of the course is designed to develop critical-thinking and clinical decision-making skills through case presentations. (Seminar, Residency and 250 clinical practice hours)

5. Required Documentation:
   Proposed Syllabus

**NSG 547: Family Nurse Practitioner Clinical II**

Credits: 3 credits

Prerequisites: NSG 500, NSG 530, NSG 533, NSG 550, NSG 548, NSG 549

Description: Family/Across the Lifespan Nurse Practitioner students integrate theories from nursing and other sciences that are evidence-based and sensitive to cultural and ethical issues. Promoting quality outcomes in the family population across the lifespan is the focus of this clinical experience in primary care settings. Advanced health assessment, diagnostic reasoning and development of therapeutic interventions for complex health conditions occurs. Opportunities for interdisciplinary experience and collaborative practice are provided. The seminar component of the course is designed to develop critical-thinking and clinical decision-making skills through case presentations. (Seminar, Residency and 250 clinical practice hours)
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Course Instructor
Name: Patricia Sweeney PhD, CRNP, FNP-BC
Title: Assistant Professor of Nursing
Office: SLC-N240
Office Hours:
Email: patricia.sweeney2@wilkes.edu
Contact: Office 570-408-4087

Course Outcomes:
At the completion of this course the nurse practitioner student will demonstrate competence in:

1. Developing a comprehensive health history with differential diagnoses that support examination findings and therapeutic interventions for managing episodic and complex health conditions in the family/ across the lifespan population.
2. Analyzing evidence-based practice to facilitate direct care for health promotion, protection, and disease prevention in the family/ across the lifespan population.
3. Determining specific professional resources that guide regulations for clinical practice.
4. Applying critical-thinking skills for clinical-decision making and diagnostic reasoning for prioritizing care in the family/ across the lifespan population.
5. Developing the advanced practice nurse-patient relationship by utilizing therapeutic communication skills to impact patient outcomes physically, psychosocially, spiritually, cognitively and developmentally.
6. Promoting access to care for populations served by advocating through leadership roles in health care delivery systems.
7. Collaborating with health care providers on interprofessional teams to develop plans of care that are responsive to the health care needs of the individual and family.
8. Maintaining standards of professional behavior and accountability in the implementation of the Nurse Practitioner role.