

From: [Smith, Randy](#)
To: [Browning, Kristine](#)
Cc: [Williams, Valarie](#); [Smith, Randy](#); [Griffiths, Rob](#); [Reed, Katie](#); [Hunt, Ryan](#); [Duffy, Lisa](#); [Miriti, Maria](#); [Lorenz, Becky](#); [Rose, Karen](#)
Subject: Proposal to revise the Master of Science in Nursing's graduate entry program
Date: Friday, September 4, 2026 7:45:41 AM
Attachments: [image001.png](#)

Kristy:

The proposal from the College of Nursing to revise the Master of Science in Nursing's graduate entry program was approved by the Council on Academic Affairs at its meeting on September 2, 2026. Thank you for attending the meeting to respond to questions/comments.

No additional level of internal review/approval is necessary. This action will be included in the Council's next Annual Activities Report to the University Senate (July 2027).

The Office of the University Registrar will work with you on any implementation issues.

Please keep a copy of this message for your file on the proposal and I will do the same for the file in the Office of Academic Affairs.

If you have any questions please contact the Chair of the Council, Professor Val Williams (.1415), or me.

I wish you success with this important program development.

Randy



W. Randy Smith, Ph.D.

Vice Provost for Academic Programs

Office of Academic Affairs

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TO: Randy Smith, Vice Provost for Academic Programs

FROM: Graduate School Curriculum Services

DATE: May 8, 2026

RE: Proposal to revise the Master of Science in Nursing's graduate entry program in the College of Nursing

The College of Nursing is proposing to revise the Master of Science in Nursing's graduate entry program.

The Master of Science (MS) in Nursing prepares students for advanced nursing practice (APRN) roles as nurse practitioners and nurse midwives. The Graduate Entry (GE) option in the MS in Nursing program is an alternate track for those with a Baccalaureate degree in another area. This curriculum revision is focused only on the prelicensure portion of the curriculum and aims to 1) meet AACN entry level essentials, 2) address curricular drift and 3) align curriculum with AACN Entry Level Essentials that match current curricula (Traditional BSN, Accelerated BSN (aBSN)).

The proposal was received by the Graduate School on April 20, 2026. The combined GS/CAA subcommittee first reviewed the proposal on April 29, 2026, and supported its review by the Council on Academic Affairs.



**THE OHIO STATE
UNIVERSITY**

Curriculum Proposal Checklist

Title of Program:

Effective term:

College:

New/Establish:

Secondary Major Eligible:

Academic Unit:

Revise:

50% Revision:

Mark Up:

Program Contact:

Terminate:

Suspend:

Certificate Category*:

Degree/Credential:

Program of Study :

Title:

Code:

Program Focus*:

Credit hours to degree/credential:

Is this a change to the current total?

Yes No

Program offered only online?

Yes No

If yes, is there a signed MOU with ODEE?

Yes No

Campus(es) where offered:

Columbus

ATI

Lima

Mansfield

Marion

Newark

Rationale:

Student Curriculum Sheet Required:

Four Year (or appropriate) Plan:

Academic Unit Curriculum Committee approval date:

College Curriculum Committee approval date:

Graduate School Council approval date*:

Regional Campus approval date*:

Council on Academic Affairs approval date:

University Senate approval date*:

Board of Trustees approval date*:

ODHE approval date*:

*** If applicable**



THE OHIO STATE UNIVERSITY
COLLEGE OF NURSING

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April 17, 2026

Dr. Marie Miriti
Associate Dean of Academic Excellence Graduate School
250 University Hall
230 North Oval Mall

Dear Dr. Miriti,

The College of Nursing administrative leadership team is fully supportive of the attached request for a revision of the MS in Nursing, Graduate Entry Option, prelicensure curriculum. The College of Nursing graduate studies committee approved this proposal with a unanimous vote (3 yes, 0 no, 2 absent/excused, 100% affirmative) on 3/19/2026 and the College faculty had a majority vote (93 yes, 4 no, 96% affirmative) of the eligible voting faculty on 4/8/2026.

Sincerely,

Kristine Browning

Kristine Browning, PhD, APRN-CNP, FAANP
Clinical Professor
Associate Dean for Graduate Programs

Copy:

- Dr. Karen Rose, Dean
- Dr. Becky Lorenz, Senior Associate Dean for Academic Affairs and Educational Innovation
- Dr. Wendy Bowels, Associate Dean for Baccalaureate Programs



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April 17, 2026

Dr. Maria Miriti

Associate Dean of Academic Excellence Graduate School

250 University Hall

230 North Oval Mall

Dear Dr. Miriti,

The College of Nursing administrative leadership team is fully supportive of the attached request for a revision to the MS in Nursing, Graduate Entry Option, prelicensure curriculum.

Sincerely,

Rebecca Lorenz, PhD, RN

Associate Professor

Senior Associate Dean for Academic Affairs and Educational Innovation

The Ohio State University College of Nursing
Masters of Science (MS) in Nursing
Graduate Entry Option Curriculum Revision

1. Introduction

The Master of Science (MS) in Nursing prepares students for advanced nursing practice (APRN) roles as nurse practitioners and nurse midwives. The Graduate Entry (GE) option in the MS in Nursing program is an alternate track for those with a Baccalaureate degree in another area. The curriculum includes pre-licensure courses that prepare students for RN licensure and entry into nursing practice prior to transition into post-licensure courses and advanced practice education in one of the 7 specialties including Adult-Gerontology Primary Care Nurse Practitioner (AGPCNP), Family Nurse Practitioner (FNP), Neonatal Nurse Practitioner (NNP), Nurse Midwifery (NM), Pediatric Nurse Practitioner – Primary Care (PNP), Psychiatric Mental Health Nurse Practitioner (PMHNP), and Women’s Health Nurse Practitioner (WHNP). Upon completion of the MS in Nursing, students are eligible to sit for national certification exams for the specific specialty. **This curriculum revision is focused only on the prelicensure portion of the curriculum.**

The American Association of Colleges of Nursing (AACN) quality standard guidelines for nursing education (referred to as “Essentials”) which outline the necessary curriculum content and expected competencies and sub-competencies of graduates of nursing programs and were revised, AACN *The Essentials: Core Competencies for Professional Nursing Education* (2021). The AACN outlines core competencies for professional nursing education, which are not aligned with a particular degree (e.g., BSN, MS, or DNP) but rather with entry level (e.g., BSN) and advanced (e.g., MS or DNP) practice. **The proposed revision to the GE prelicensure curriculum is aligned with the American Association of Colleges of Nursing (AACN) updated Entry Level Essentials.** The post-licensure part of the curriculum already aligns with the Advanced Level Essentials (AACN Essentials), with an approved Masters in Nursing curriculum revision approved by CAA on March 20, 2024 and implemented in autumn 2024.

The goal of this curriculum revision is to:

- Meet AACN Entry Level Essentials
- Address curricular drift
- Align curriculum with AACN Entry Level Essentials that match current curricula (Traditional BSN, Accelerated BSN (aBSN))

2. Background

In the past, the traditional BSN program and the prelicensure portion of the graduate entry option were established under the same program code for the Ohio Board of Nursing (OBN). As part of the OBN law and rule, the traditional BSN curriculum revision was approved July 13, 2022 for implementation in autumn 2023 as the first cohort of students. The prelicensure Graduate Entry option of the MS in Nursing program was under the previous traditional BSN curriculum OBN program code because it was aligned with the previous curriculum. The BSN curriculum revision was approved by CAA (2022) and the OBN (2022) and implemented in August 2023. With the curricular change in the traditional BSN program, there was no longer alignment, and the two prelicensure tracks became substantially different. This resulted in a request to the OBN for a new program code for the graduate entry option and was approved as its own program in November 2023. The MS in Nursing Program, including the GE option, was recently awarded a 10-year renewal (through November 2035).

The GE curriculum task force was created in 2025 in order to create a curriculum that would meet the AACN Entry Level Essentials, prepare students for the dynamic nature of healthcare and recent national movements in nursing education to competency-based education, and align with other Entry Level programs (i.e., BSN, aBSN) in the CON. The task force completed a comprehensive curriculum review, including mapping to the AACN Essentials and program learning outcomes. The analysis examined

course sequencing, curriculum integration, redundancy and gaps, and clinical hour distribution. The findings included gaps in the following AACN domains, sub-competencies: Scholarship for Nursing Discipline and Personal, Professional, and Leadership Development. Furthermore, the gap analysis demonstrated the following domains for strengthening: Systems-Based Practice and Population Health. These findings informed targeted revisions to strengthen content integration, enhance clinical continuity, and improve transition to practice preparation.

3. Comparative data

The comparative data was obtained from the direct-entry MSN program offered within the Big10 and peer institutions. The programs reviewed were UCLA, Vanderbilt, John Hopkins, University of Cincinnati, Xavier, and Rush University. Two of the programs were the same length as Ohio State with the offering of courses over 5 semesters. Two programs were shorter in length by offering courses over 4 semesters, and the other two programs were 6 terms and 7 quarters respectively. All had similar prerequisite course requirements with UCLA requiring the most (11) and Xavier the lowest at 4 course requirements. The most common prerequisites required were anatomy and physiology, microbiology, nutrition, and statistics. The curriculums across all the comparative institutions were similar in concepts. Available in appendix A.

4. Stakeholder feedback

The CON collected feedback from key stakeholders, including students, faculty, and community partners, to inform revisions to the prelicensure portion of the Graduate Entry option. Student and faculty feedback identified the need for stronger integration of pharmacology and pathophysiology, as well as concerns regarding the one-year gap between medical-surgical clinical courses and uneven distribution of medical-surgical clinical hours. In response, the revised curriculum now includes dedicated pathophysiology and pharmacology courses, with key concepts intentionally threaded throughout the curriculum. The medical-surgical sequence has been restructured to reduce gaps between courses and distribute clinical hours more evenly to support progressive competency development. Additional revisions strengthen medical-surgical content, population health, evidence-based practice and inquiry, quality improvement, leadership development, and other core areas essential to contemporary nursing practice. Community partner feedback underscored opportunities to further support graduates' transition to practice. In response, targeted revisions were integrated into the proposed curricular revisions to strengthen clinical preparedness, which includes medical surgical concepts incorporated more frequently throughout the curriculum, for effective transition into professional practice. The curricular framework of the BSN and aBSN programs, LIVE WELL (Lead, Innovate, Vision, Execute, Wellness focused, Evidenced-based, Lifelong learners and Light for the world), informed this curricular revision and will serve as the framework and learning outcomes for the prelicensure portion of the program.

5. Proposed Changes and Rationale

The proposed changes to the curriculum include:

1. Update, redistribute curriculum into sequential 2 credit hour professional nursing courses from courses that were previously 1-3 credit hours.
2. Redistribute the medical surgical curriculum in three courses versus the current two courses. This allows the students to have medical surgical experiences every other semester instead of once a year.
3. Proposed courses changed from 6000 to 5000 in order to align courses taught within the accelerated BSN program for strategic resource allocation where there is overlapping curriculum
4. Revise prerequisite admission standards

Table 1 details a summary of the revised MS in Nursing, GE option prelicensure curriculum. The change included the creation of 9 new courses and a revision of 3 existing courses. FNP is utilized as the exemplar; other specialty track curriculum totals are detailed at the bottom of the table. There are no changes to the post-licensure curriculum in this proposal, and this results in less than a 50% change to the curriculum. The curriculum mapped to the AACN Essentials is located in Appendix B.

Table 1: Description of Revised MS in Nursing, GE Option* Curriculum with Rationale for Change, Implementation Timeline and Net Credit Changes

Proposed Core Curriculum	Course Modification	Current Credits	Rationale for Change	Implementation	Proposed Credits
New Courses					
N6xxx Nursing Care of Adults I	New courses, replacing existing courses: N6410, N6270 and N6271 (18 credits total)	5	Pathophysiology and pharmacology content removed. Medical surgical content aligned with 2021 AACN Essentials. The current curriculum has medical-surgical content only in the autumn semesters, meaning students do not engage with the content for a year. Students and faculty have expressed concerns over this gap as medical-surgical concepts and content are needed to understand complex care needs. The proposed curriculum would eliminate this year gap of time in learning this material.	Summer 2028	5
N6xxx Nursing Care of Adults II		5		Spring 2029	5
N6xxx Complex Care of Adults		5		Autumn 2029	5
N5xxx Nursing Pathophysiology and Pharmacology I	New courses, including content previously delivered in N6410, N6270, and N6271	3	Student and faculty feedback identified the need for stronger integration of consistent pharmacology concepts. Also, identified having an entry level pathophysiology course at the beginning of the curriculum will help prepare the student for advanced pathophysiology taken during post-licensure coursework and provide foundational information for all current and future clinical courses.	Summer 2028	3
N5xxx Nursing Pathophysiology and Pharmacology II		3		Autumn 2028	3
N5xxx Professional Nursing I	New course, includes updated and redistributed content from N6100, N6420, and N6430	2	Curriculum updated to align with AACN Essentials, and it provides the opportunity to enhance competency-based education. Ability to integrate concepts across multiple content areas.	Summer 2028	2
N5xxx Professional Nursing II	New course, new content and updated and redistributed content from N6430 and N6480	2		Autumn 2028	2
N5xxx Professional Nursing III	New course, new content and updated and redistributed content from N6430 and N6480	2		Spring 2029	2
N6xxx Population Health Nursing	Updated content from 6240s	4	Moving from community-based nursing to a broader population health approach that examines how systems-level factors affect healthcare outcomes. Also improved alignment with the AACN Essentials.	Summer 2029	4
Existing Courses with Revised Objectives					
N6260 Nursing Care of Children & Their Families	Revised course objectives and topic list	4	Need to update with current language and address changes within the healthcare environment. Also, improved alignment with AACN Essentials.	N/A	N/A
N6340 Psychiatric and Mental Health Nursing	Revised course objectives and topic list	4	Need to update with current language and address changes within the healthcare environment. Also, improved alignment with AACN Essentials.	N/A	N/A

N6280 Nursing Care of Women & Their Families During Reproductive Transitions	Revised course objectives and topic list	4	Need to update with current language and address changes within the healthcare environment. Also, improved alignment with AACN Essentials.	N/A	N/A
Courses Removed					
N6410 Introduction to Health Assessment	Removed		Content updated and moved to N5xxx Nursing Care of Adults I, II, complex care series		-3
N6240(S) Concepts in Community Health Nursing	Removed		Content updated and moved to N6xxx Population Health Nursing		-4
N6270 Nursing Care of Adults and Older Adults I	Removed		Content updated and moved to N5xxx Nursing Care of Adults I, II, complex care series		-7
N6271 Nursing Care of Adults and Older Adults II	Removed		Content updated and moved to N5xxx Nursing Care of Adults I, II, complex care series		-8
N6100 Introduction to Professional Nursing Practice	Removed		Content updated and moved to N5xxx Professional Nursing I-III		-2
N6420 A Nursing Perspective: Lifespan Development of Individuals Within a Family Context	Removed		Content updated and moved to N5xxx Professional Nursing I-III		-3
N6430 Cultural Competence in Healthcare: US and Global Contexts	Removed		Content updated and moved to N5xxx Professional Nursing I-III		-3
N6480 Quality and Safety Initiatives in Clinical Practice	Removed		Content updated and moved to N5xxx Professional Nursing I-III		-1
Post-Licensure Courses - No Changes					
N7450 Pathophysiology of Altered Health States	No change	5		N/A	N/A
N7410 Advanced Health Assessment	No change	4		N/A	N/A
N7470 Advanced Pharmacology in Nursing	No change	4		N/A	N/A
NURS 7415 Clinical Reasoning with Diagnostic	No change	2		N/A	N/A

Methods for Advanced Nursing Practice					
NRSRPT 8895 Advanced Practice Nursing: Final Professional Seminar	No change	1		N/A	N/A
NRSRPT 8406 Leadership, Role and Collaboration for the DNP	No change	3		N/A	N/A
NRSRPT 8500 Nursing Policy for Doctoral Nursing Practice	No change	2		N/A	N/A
N7780 Evidence Based Nursing Scholarship	No change	3		N/A	N/A
N7483 Quality Improvement and Informatics	No change	3		N/A	N/A
NRSRPT 8490 Health Promotion, Theory, and Population Health	No change	2		N/A	N/A
N7268.01* Advanced Nursing Practice FNP Clinical Practicum I	No change	9		N/A	N/A
N7268.02* Advanced Nursing Practice FNP Clinical Practicum II	No change	10.5		N/A	N/A
N7268.03* Advanced Nursing Practice FNP Clinical Practicum III	No change	10.5		N/A	N/A
Net credit change summary			+9 new courses -8 course removals		+31 -31
			Total prelicensure curriculum credits		43
			Post-licensure total credits (per specialty track)	AGPCNP FNP MW NNP PNP PMHNP WHNP	53 59 73 61 57 62 58
			Total Credit range (43 + post-licensure credits)		96-116

*FNP specialty track is used as the exemplar

The overall requirements for admission will have minor changes to the prerequisites. The requirement of a previous bachelor's degree, 3.0 GPA, and completion of the prerequisites with a B- or better will remain the same. Current program admission prerequisites requirements include: human anatomy, human physiology, human nutrition, microbiology, and pharmacology. Pharmacology will be removed as it will be included in the curriculum with N5xxx Nursing Pathophysiology and Pharmacology I-II, 6 credit hours. The current human nutrition requirement is for 3 credits. This will be revised to 2 credits to align with the BSN traditional program. The prerequisite change is summarized in Table 2:

Table 2: Prerequisite change summary

Current	Proposed	Change
Human Anatomy - Must include a lab, all body systems, three (3) semester credits	Human Anatomy - Must include a lab, all body systems, three (3) semester credits	No change
Human Physiology - All body systems, three (3) semester credits	Human Physiology - All body systems, three (3) semester credits	No change
Human Nutrition - Throughout the lifecycle, including sociophysiological factors, three (3) semester credits	Human Nutrition - Throughout the lifecycle, including sociophysiological factors, two (2) semester credits	Change to decrease to 2 credits instead of 3 credits
Microbiology - Must include a lab, microorganisms and their interaction with the human experience, three (3) semester credits	Microbiology - Must include a lab, microorganisms and their interaction with the human experience, three (3) semester credits	No change
Pharmacology - All body systems, drug classifications and their therapeutic uses, drug action, two (2) semester credits	None	Remove and integrate into curriculum

The total credit change is neutral with the changes to the graduate entry option curriculum is only to the prelicensure portion of the program remaining at 43 credits of the overall total required credits for the GE. The post-licensure portion of the curriculum is 59 credits for FNP students (53-73 for the other specialty tracks). This equates to a 42% change (43 credits prelicensure/102 total credits) graduate entry option with the FNP curriculum track as an exemplar. Other specialty track changes equate to a 37-45% curricular change.

The Ohio Board of Nursing (OBN) regulatory component for prelicensure programs requires changes to curriculum to be reported and documented under the Ohio Administrative Code, Rule 4723-5. The program continues to meet these reporting requirements as evidenced by the Location of Curriculum (LOC) in appendix C, the OBN curriculum plan in appendix D, the Clinical and Lab Evaluation Tool (CET / LET) in appendix E and meets the documentation of the definition of the accelerated program where the OBN requires only 52 weeks for an accelerated program and the graduate entry option prelicensure program is 69 weeks of clinical courses.

6. Assessment

Program and student learning outcome assessments will remain the same in this revised curriculum. The College of Nursing currently has a Systematic Plan of Evaluation (SPE) which guides all assessment and evaluation at the college level consistent with accreditation requirements. The prelicensure curriculum use of clinical and lab evaluations in addition to National Council Licensure Examination (NCLEX) preparation packages allow for monitoring of students throughout the program. Direct assessment measures include: annual program assessment utilizing Nuventive Improve, direct evaluation of learning objectives in courses with assignments, simulation-based competency development, and clinical and lab objectives within each clinical course. Indirect measures include: number of applications to the program, quality of the applicant pool (cumulative GPA), admissions to the program (% admitted, % matriculated), student surveys (program satisfaction during enrollment and post-graduation), Survey of Student Learning Experience (SSLE) and course evaluations (course satisfaction), student retention and completion rates, enrolled student cumulative GPAs, time-to-degree, exit surveys at pre-licensure completion, alumni surveys (applicable employment, use of degree) and employer surveys.

7. Transition Plan

All current students will continue in the plan in which they have been admitted; current courses will be taught until cohorts have graduated. The new curriculum will be implemented in Summer 2028, beginning with a newly matriculated GE cohort. If students are out of sequence, they will be given the option to have a transition plan created with the new program. We anticipate that retired courses will be offered through Autumn 2028.

Transition Timeline

Date	Label
4/1/27	Recruitment & advising update
8/1/27	Admissions cycle opens
3/1/28	First cohort admitted
5/9/28	New curriculum start
12/31/28	Phase out legacy curriculum

Appendices:

- A: Comparative Data
- B: AACN Curriculum mapping
- C: OBN LOC
- D: OBN GE Curriculum Plan
- E: OBN CET and LET
- F: Sample Plans
- G: GE Changes by Course
- H: Syllabi

Appendix A

Comparative Data: Direct Entry MSN Programs-no advance practice specialization.

School	Pre-reqs	Curriculum notes	Degree
Xavier	A&P 1&2, Microbiology, Statistics	5 semesters-Nursing perspectives 1-4 each 3 credit hours. 15-18 CH per semester all other required course work similar except research and theory.	MSN
UC	A&P 1&2, Microbiology, Pathophysiology, Pharmacology (nursing), Nutrition	5 semesters-12-14 CH per semester, Similar content throughout just packaged differently	MSN
John Hopkins	A&P 1&2, Microbiology, Nutrition, Lifespan, Statistics	4 semesters12-13 CH Similar content in 1-3 CH courses.	MSN
Vanderbilt	Statistics, human anatomy, human physiology, microbiology, lifespan development, nutrition	4 semesters-17-18 CH (one with 11), 1-3 credit hour courses, similar topics throughout curriculum.	MN
Rush University	Chemistry, human anatomy, human physiology, microbiology	6 terms-11-14 CH per term. Extra courses for designation as clinical nurse leader required.	MSN
UCLA	Chemistry (combined inorganic, organic and biochemistry), Epidemiology, Human Anatomy, Human Physiology, Microbiology, General Psychology, Growth & Development Lifespan Psychology, Nutrition, Statistics, and Written and Oral Communication/ Interpersonal or Group Communication	7 Quarters-13-16 CH per quarter. Similar topics with courses being 2-5 CH.	MSN

Appendix C: Location of Curriculum

Rule 4723-5-13 (F) specifies the curriculum for a registered nursing education program shall consist of course content in nursing art and science, the physical biological and technological sciences, and social and behavioral sciences. This content may be integrated, combined, or presented as separate courses as follows:	Identify the course(s) in your curriculum where this content is clearly and explicitly demonstrated
1. Nursing art and science applied in a variety of settings to individuals or groups across the life span, that include but are not limited to:	
The nursing process;	6100, 6410, 6240, 6260, 6270, 6340, 6271
The application of nursing care concepts in addressing the physiological, psychological, cultural and spiritual needs of patients;	6410, 6270, 6240, 6260, 6340, 6430, 6271
Communication with patients, families and significant individuals;	6410, 6270, 6240, 6340, 6271
Documentation of nursing care within various health information systems;	6410, 6270, 6280, 6240, 6260, 6340, 6271
Information management as it pertains to health records, nursing science and evidence-based practice;	6410, 6270, 6260, 6280, 6240, 6340, 6271
Concepts of teaching and learning;	6100, 6240, 6410, 6260, 6270, 6280, 6430, 6271
The exercise of clinical judgment, using evidence-based practice, to integrate increasingly complex knowledge, skills, and technologies as they relate to the patient;	6270, 6260, 6280, 6340, 6271

2. Safe and effective care environment:	
(a) Manager of care role that includes:	
Delegation of nursing tasks in accordance with Chapter 4723-13 of the Administrative Code	6100, 6270, 6271
Legal, ethical, historical, and emerging issues in nursing that include but are not limited to the laws and rules regulating nursing practice in Ohio;	6100, 6270, 6480, 6271
Collaboration with patients, families, other members of the health care team, and other individuals significant to the patient;	6270, 6240, 6260, 6340, 6280, 6271
Professionalism and acting as a mentor for other nurses;	6270, 6240, 6260, 6340, 6280, 6271
Prioritization and resource allocation	6100, 6270, 6271
(b) Safety and infection control;	6410, 6270, 6271, 6480
3. Health counseling and health teaching;	6270, 6240, 6260, 6340, 6280, 6271
4. Psychological integrity;	6270, 6240, 6260, 6340, 6280, 6271
5. Physiological integrity, including:	
Care and comfort;	6270, 6240, 6260, 6340, 6280, 6271

Pharmacological and parenteral therapies, including but not limited to safe medication administration that incorporated application of pharmacotherapeutics;	6270, 6260, 6340, 6280, 6271
Reduction of risk potential including but not limited to patient safety strategies;	6270,6240, 6260, 6340, 6280, 6271
Physiological adaptation;	6270,6240, 6260, 6340, 6280, 6271
6. Physical, biological, and technological sciences, including:	
Pharmacology;	Pre - requisite requirement, 6280, 6260, 6340, 6270, 6271
Human anatomy and physiology;	Pre-requisite requirement
Chemistry;	6270, 6271
Biology;	6270, 6271, 6280, 6260
Microbiology;	Pre-requisite requirement
Physics;	6270, 6271, 6280, 6260
Nutrition;	Pre-requisite requirement
Mathematics;	previous bachelor degree general education, 6270, 6271, 6280, 6260

• Computer Operations	6410, 6270, 6340, 6260, 6280, 6271
• Nursing informatics	6270, 6340, 6260, 6280, 6271
7. Humanities and social and behavioral sciences that are necessary to understand the effect of a patient's religious, spiritual, cultural, gender identity, sexuality, and growth and developmental experiences on the client's health, the patient's attitude toward health maintenance, and to effectively communicate with the patient;	6420, 6100, 6280, 6480, 6430, 6410, 6340, 6270
8. The program will provide a combination of clinical and laboratory experiences concurrently with the related theory instructions that:	
• Are directly relevant to the applied theoretical and behavioral objectives of each clinical course, are sufficient for students to practice their cognitive, psychomotor and affective skills, and are sufficient for students to effectively demonstrate their ability to meet the course's nursing behavioral outcomes;	6270, 6271, 6340, 6240, 6260, 6280, 6410
• Provide a nursing student with the opportunity to practice cognitive, psychomotor, and affective skills in the performance of a variety of nursing functions with individuals or groups across the life span;	6270, 6271, 6340, 6240, 6260, 6280, 6410
• Provide the student with the opportunity to achieve technical skills including skills related to intravenous therapy;	6271

APPENDIX D

Ohio Board of Nursing (OBN) Graduate Entry Pre-licensure Curriculum

CURRENT

Nursing Course Name	Theory Clock Hours	Lab Clock Hours	Clinical Clock Hours	TOTAL Clock Hours
N6100 Professional Nursing: Concepts & Practice	25	0	0	25
N6240S Concepts of Community Health Nursing	25	14	61	100
N6260 Nursing Care of Children & Their Families	25	15	60	100
N6270 Nursing Care of Adults & Older Adults I	37.5	24	126	187.5
N6271 Nursing Care of Adults & Older Adults II	37.5	19.5	168	225
N6280 Nursing Care of Women & Their Families During Reproductive Transitions	25	15	60	100
N6340 Psychiatric Mental Health Nursing	25	15	60	100
N6410 Introduction to Health Assessment	27.5	30	0	57.5
N6420 Life Span Development	37.5	0	0	37.5
N6430 Cultural Competence in Healthcare: US and Global Contexts	37.5	0	0	37.5
N6480 Quality and Safety Initiatives in Clinical Practice	12.5	0	0	12.5
<i>Total Clock Hours</i>	315	132.5	535	
<i>Total Program Clock Hours</i>				982.5

PROPOSED

Nursing Course Name	Theory Clock Hours	Lab Clock Hours	Clinical Clock Hours	TOTAL Clock Hours
N6xxx Nursing Care of Adults I	25	28.5	84	137.5
N6xxx Nursing Care of Adults II	25	16.5	96	137.5
N6xxx Complex Care of Adults	20	7.5	120	147.5
N5xxx Nursing Pathophysiology and Pharmacology I	37.5	0	0	37.5
N5xxx Nursing Pathophysiology and Pharmacology II	37.5	0	0	37.5
N5xxx Professional Nursing I	25	0	0	25
N5xxx Professional Nursing II	25	0	0	25
N5xxx Professional Nursing III	25	0	0	25
N6260 Nursing Care of Children & Their Families	25	15	60	100
N6340 Psychiatric and Mental Health Nursing	25	15	60	100
N6280 Nursing Care of Women & Their Families During Reproductive Transitions	25	15	60	100
N6xxx Population Health Nursing	25	15	60	100
<i>Total Clock Hours</i>	320	112.5	540	
<i>Total Program Clock Hours</i>				972.5

APPENDIX E

THE OHIO STATE UNIVERSITY COLLEGE OF NURSING Clinical Evaluation Tool Template

Course Student Learning Outcomes:

1. Add course learning outcomes here

Clinical Evaluation Rating Scale

Rating	Independent Professional Practice in the Student Role	Knowledge, Skills & Attitudes	Overall Score Computation: Each of the specific competencies listed is of equal value when computing overall score. Items with a N/O rating will not affect the overall score. An average of the scored items will determine the overall score. It is expected for students to earn an overall score of 3 or higher on the CET by the end of the program. Students earning a "1" in any competency on the course final CET, will be evaluated for satisfactory/unsatisfactory clinical/lab performance. Unsatisfactory clinical performance will result in an E for the course grade. Safety: Criteria marked with ** indicate critical knowledge, skills, and attitudes that directly relate to safe care. A minimum skill level of 2 is required at all times; ratings less than 2 could result in immediate clinical failure, in which the student may not continue with any clinical experiences for the remainder of the course.
4 Exceeds Expectations	Rarely requires - Direction - Guidance - Monitoring - Instructor assistance	Consistently Exhibits - A patient and family centered focus - Accuracy, safety, & skillfulness - Assertiveness and initiative - Efficiency and organization - An eagerness to learn	
3 Meets Expectations	Intermittently requires - Direction - Guidance - Monitoring - Instructor assistance	Often Exhibits - A patient and family centered focus - Accuracy, safety, & skillfulness - Assertiveness and initiative - Efficiency and organization - An eagerness to learn	
2 Progressing towards expectations	Regularly requires - Direction - Guidance - Monitoring - Instructor assistance	Commonly Exhibits - A patient and family centered focus - Accuracy, safety, & skillfulness - Assertiveness and initiative - Efficiency and organization - An eagerness to learn	
1 Area below expectations	Consistently requires - Direction - Guidance - Monitoring - Instructor assistance	Rarely Exhibits - A patient and family centered focus - Accuracy, safety, & skillfulness - Assertiveness and initiative - Efficiency and organization - An eagerness to learn	
N/O	No opportunity to demonstrate	No opportunity to demonstrate	

The Essentials: Core Competencies for Professional Nursing Education (AACN, 2021) were used to develop the clinical evaluation tool.

Core Competencies	Course Objective	AACN Essential	Midterm 1 to 4 or N/O Student Faculty		Final 1 to 4 or N/O Student Faculty	
Person-Centered Care						
1. Perform a clinically relevant, holistic health assessment (physical, spiritual, health literacy, etc.) in a timely and organized manner obtaining complete and accurate data**		1.1b, 1.2a, 2.1, 2.2, 2.3b, 2.3c, 8.2c, 8.2d,				
2. Analyze assessment data in the context of the individual's preferences and situation		1.1b, 1.2a, 2.4a, 1.3, 2.3e,				
3. Synthesize assessment data, pathophysiology, pharmacological interventions, knowledge and best practices from nursing and other disciplines to develop a comprehensive plan of care		1.1b, 1.2a, 1.3, 2.3f, 2.4a-d, 2.5, 2.8, 7.2b				
4. Accurately prioritize care		1.1b, 1.2a, 1.3, 2.4b, 2.4 b-d, 2.5				
5. Provide evidence-based nursing care appropriate to level of knowledge and in accordance with organizational policy and procedure**		1.1b, 1.2a, 1.3, 2.5d, 2.5f, 2.6, 4.2c, 5.1c, 8.2c, 9.4b-c				
6. Anticipate and evaluate effectiveness of care provided		1.1b, 1.2a, 1.3, 2.5e, 2.7, 4.2e				
7. Modify plan of care as indicated using assessment and evaluation data		1.1b, 1.2a, 1.3, 2.6d, 2.7,				
8. Demonstrate empathy, compassion, cultural sensitivity, respect for diversity and individual beliefs/values during the provision of care and communications		2.1, 2.5b, 2.5g, 7.2, 9.1, 9.2, 9.5, 9.6, 10.3g				
9. Engage patient and family in a collaborative relationship by asking for and respecting patient input, promoting self-care, and providing relevant information, resources, access, advocacy, and support		2.1, 2.2, 2.7a, 2.8, 7.2b,				
<i>Add any relevant competency needed as part of the individual course. The competency(ies) must be aligned with the AACN Essentials and course objectives</i>						
Quality & Safety						
10. Assess the health care environment to determine patient safety needs**		1.1b, 1.2a, 1.3, 5.2c,				
11. Perform safe and timely medication administration**		1.1b, 1.2a, 1.3, 5.2				

Core Competencies	Course Objective	AACN Essential	Midterm 1 to 4 or N/O Student Faculty		Final 1 to 4 or N/O Student Faculty	
12. Perform clinical procedures with the expected level of knowledge and skill, in a safe manner**		1.1b, 1.2a, 2.3d, 5.2				
13. Demonstrate effective strategies to reduce risk of harm to self or others through both system effectiveness and individual performance (i.e., 2 patient identifiers, independent double checks, handwashing) **		1.1b, 1.2a, 1.3, 5.1c, 5.2, 5.3a-b, 5.3d, 7.3d,				
14. Communicate concerns related to unsafe conditions, near-misses, or errors in a timely and supportive manner, contributing to a Just Culture environment**		2.2f, 5.2d, 9.3b				
15. Employ effective strategies to improve organization/time management and reduce reliance on memory (i.e., use of resources, checklists, etc.)		1.1b, 1.2a, 1.3, 5.2c, 5.2f, 10.3d-e				
16. Recognize and employ evidence-based intervention (change action based on level of student; i.e. communicate variance reports, develop action plan, etc.) on nurse sensitive indicators: pressure injury prevention; CAUTI, CLABSI; etc. (change to match course content and unit data available)		1.1b, 1.2a, 1.3, 2.4c, 5.1c-h, 5.2f, 7.3				
17. Identify areas for quality improvement (add any action appropriate to your course level; discuss strategies for change, complete non-exhaustive literature search, develop plan for change using evidence-based techniques [PDA, etc.], etc.)		1.2b, 4.2a, 5.1c-h, 7.3				
<i>Add any relevant competency needed as part of the individual course. The competency(ies) must be aligned with the AACN Essentials and course objectives</i>						
Teamwork & Collaboration						
18. Receive and deliver relevant patient care reports (hand-off communication) in a timely and effective manner		1.1b, 1.2a, 1.3, 2.3g, 2.4e, 2.9a, 6.1a-b, 6.1e-f,				
19. Communicate changes in patient status to the intra/interprofessional team in a timely and organized manner**		2.3g, 2.4e, 2.9b, 6.1b, 6.1e, 8.1c,				
20. Integrate orders and perspectives of the intra/interprofessional team when developing and implementing care. Seek clarification of orders/perspectives as needed		1.3, 2.5a, 6.1c, 6.3, 6.4				
21. Perform effectively as a team member to include clear and professional communication.		2.9c, 6.1, 6.2, 6.4, 8.1c,				
22. Recognize and request help when additional expertise, knowledge, or assistance is needed**		2.9d, 6.3b, 9.3c				
23. Provide assistance to peers, nurses, and other members of the healthcare team within scope of practice, when needed		9.1a, 9.1c, 6.2c				

Core Competencies	Course Objective	AACN Essential	Midterm 1 to 4 or N/O Student Faculty		Final 1 to 4 or N/O Student Faculty	
<i>Add any relevant competency needed as part of the individual course. The competency(ies) must be aligned with the AACN Essentials and course objectives</i>						
Informatics						
24. Use information and communication technology in a manner that supports critical thinking, clinical judgement, and the nurse-patient relationship.		1.3, 8.2c, 8.3a-c				
25. Document electronically, data collected and care provided in a timely and accurate manner		8.2a				
26. Use information and communication technologies in accordance with ethical, legal, professional, and organizational policies		8.5a-c, 8.5e, 9.4 b-c,				
<i>Add any relevant competency needed as part of the individual course. The competency(ies) must be aligned with the AACN Essentials and course objectives</i>						
Professional Role Development						
27. Demonstrate core professional values (caring, altruism, autonomy, integrity, human dignity, and social justice) and a positive attitude.		2.1, 9.2, 9.3 a-d, 9.3 f-g, 9.5b, 9.6				
28. Accept constructive feedback and co-develop a plan of action for improvement with clinical and/or course instructor		1.2b, 10.2b, 10.3d				
29. Demonstrate professional and ethical behaviors by complying with the ANA Code of Ethics, standards of practice, and policies of Ohio State University, the College of Nursing, and healthcare organizations		1.2b, 1.2e, 2.1, 2.2, 2.9d, 4.2c, 5.1b, 5.1c, 6.4, 9.1, 9.2, 9.3, 9.4, 9.5 b-d				
30. Conduct ongoing self-evaluations of own ability to provide nursing care that is in accordance with professional standards		1.2b, 10.2a, 10.3d				
31. Demonstrate a commitment to learning and professional development (intellectual curiosity, engaging in all experiences, seeking out learning opportunities, etc.)		1.2b, 10.2, 10.3d				
32. Demonstrate a commitment to personal health and well-being		10.1				
33. Arrive to clinical experiences at assigned times maintaining appropriate professional appearance per the (add program here) handbook		10.1b, 10.2c				
34. Accurately complete required clinical assignments applying concepts of pathophysiology, pharmacological implications, nursing and other disciplines knowledge and submit by due date (modify due date if completing no outside clinical paperwork required; i.e. submit during clinical to instructor by 2pm)		1.1b, 1.2a, 1.3, Varied depending on assignment requirements				

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THE OHIO STATE UNIVERSITY COLLEGE OF NURSING
Lab/Simulation Evaluation Tool
Template
Nursing XXXX

Course Student Learning Outcomes:

1. Add lab and simulation objectives here (include Course objective they align with, CO1, CO2, etc.)

Lab/Simulation Evaluation Rating Scale

Rating	Independent Professional Practice in the Student Role	Knowledge, Skills & Attitudes	Overall Score Computation: Each of the specific competencies listed is of equal value when computing overall score. Items with a N/O rating will not affect the overall score. An average of the scored items will determine the overall score. Students must achieve an overall score of 3 on the final lab evaluation to pass lab. Failure to earn a 3 on the final clinical evaluation will result in a course grade of E. Furthermore, any area with a marking of 1 on the final evaluation may result in required remediation, probationary SSP, or course grade of E.
4 Exceeds Expectations	Rarely requires • Direction • Guidance • Monitoring • Instructor assistance	Consistently Exhibits • A patient and family centered focus • Accuracy, safety, & skillfulness • Assertiveness and initiative • Efficiency and organization • An eagerness to learn	
3 Meets Expectations	Intermittently requires • Direction • Guidance • Monitoring • Instructor assistance	Often Exhibits • A patient and family centered focus • Accuracy, safety, & skillfulness • Assertiveness and initiative • Efficiency and organization • An eagerness to learn	
2 Progressing towards expectations	Regularly requires • Direction • Guidance • Monitoring • Instructor assistance	Commonly Exhibits • A patient and family centered focus • Accuracy, safety, & skillfulness • Assertiveness and initiative • Efficiency and organization • An eagerness to learn	
1	Consistently requires • Direction	Rarely Exhibits • A patient and family centered focus	

Area below expectations	- Guidance - Monitoring - Instructor assistance	- Accuracy, safety, & skillfulness - Assertiveness and initiative - Efficiency and organization - An eagerness to learn	
N/O	No opportunity to demonstrate	No opportunity to demonstrate	

The Essentials: Core Competencies for Professional Nursing Education (AACN, 2021) were used to develop the clinical evaluation tool.

Core Competencies	Lab/Simulation Objective	AACN Essential	Midterm 1 to 4 or N/O Student Faculty		Final 1 to 4 or N/O Student Faculty	
General Lab/Simulation Competencies						
1. Arrive to lab/simulation experiences at assigned times maintaining appropriate professional appearance per the (add program here) handbook		10.1b, 10.2c				
2. Accurately complete required lab/simulation assignments and submit by due date (modify due date if completing no outside lab/simulation paperwork required; i.e. submit during lab/simulation to instructor by 2pm)		1.1b, 1.2a, 1.3, Varied depending on assignment requirements				
3. Demonstrate a commitment to learning and professional development (intellectual curiosity, engaging in all experiences, seeking out learning opportunities, etc.)		1.2b, 10.2, 10.3d				
4. Accept constructive feedback and co-develop a plan of action for improvement with clinical and/or course instructor		1.2b, 10.2b, 10.3d				
5. Conduct ongoing self-evaluations of own ability to provide nursing care that is in accordance with professional standards		1.2b, 10.2a, 10.3d				
General Skills Competencies						
6. Synthesize assessment data, pathophysiology, pharmacological interventions, knowledge and best practices from nursing and other disciplines to preform clinical procedures with the expected level of knowledge and skill, in a safe and timely manner		1.1b, 1.2a, 1.3, 2.3d, 2.3f, 2.4a-d, 2.5, 2.8, 5.2, 7.2b				
7. Accurately prioritize care		1.1b, 1.2a, 1.3, 2.4b, 2.4 b-d, 2.5				
8. Perform safe and timely medication administration		1.1b, 1.2a, 2.3d, 5.2				
9. Demonstrate effective strategies to reduce risk of harm to self or others through both system effectiveness and individual performance (i.e., 2 patient identifiers, independent double checks, handwashing)		1.1b, 1.2a, 1.3, 5.1c, 5.2, 5.3a-b, 5.3d, 7.3d				

Core Competencies	Lab/Simulation Objective	AACN Essential	Midterm 1 to 4 or N/O Student Faculty		Final 1 to 4 or N/O Student Faculty	
General Simulation Competencies						
10. Perform a clinically relevant, holistic health assessment (physical, spiritual, health literacy, etc.) in a timely and organized manner obtaining complete and accurate data.		1.1b, 1.2a, 2.1, 2.2, 2.3b, 2.3c, 8.2c, 8.2d,				
11. Analyze assessment data in the context of the individual's preferences and situation.		1.1b, 1.2a, 2.4a, 1.3, 2.3e,				
12. Synthesize assessment data, pathophysiology, pharmacological interventions, knowledge and best practices from nursing and other disciplines to develop a comprehensive plan of care		1.1b, 1.2a, 1.3, 2.3f, 2.4a-d, 2.5, 2.8, 7.2b				
13. Provide evidence-based nursing care appropriate to level of knowledge and in accordance with organizational policy and procedure		1.1b, 1.2a, 1.3, 2.5d, 2.5f, 2.6, 4.2c, 5.1c, 8.2c, 9.4b-c				
14. Perform skills necessary to provide nursing care for simulation patient in an accurate and efficient manner						
15. Anticipate and evaluate effectiveness of care provided		1.1b, 1.2a, 1.3, 2.5e, 2.7, 4.2e				
16. Modify plan of care as indicated using assessment and evaluation data		1.1b, 1.2a, 1.3, 2.6d, 2.7,				
17. Demonstrate empathy, compassion, cultural sensitivity, respect for diversity and individual beliefs/values during the provision of care and communications		2.1, 2.5b, 2.5g, 7.2, 9.1, 9.2, 9.5, 9.6, 10.3g				
18. Engage patient and family in a collaborative relationship by asking for and respecting patient input, promoting self-care, and providing relevant information, resources, access, advocacy, and support		2.1, 2.2, 2.7a, 2.8, 7.2b,				
19. Provide a safe environment of care		1.1b, 1.2a, 1.3, 2.2f, 5.1c, 5.2, 5.3a-b, 5.3d, 7.3d, 9.3b				
20. Accurately and efficiently document care		8.2a				
21. Conduct and receive relevant patient care reports (hand-off communication) in a timely and effective manner.		1.1b, 1.2a, 1.3, 2.3g, 2.4e, 2.9a, 6.1a-b, 6.1e-f,				

Core Competencies	Lab/Simulation Objective	AACN Essential	Midterm 1 to 4 or N/O Student Faculty		Final 1 to 4 or N/O Student Faculty	
22. Communicate changes in patient status to the intra/interprofessional team in a timely and organized manner.		2.3g, 2.4e, 2.9b, 6.1b, 6.1e, 8.1c,				
23. Integrate orders and perspectives of the intra/interprofessional team when developing and implementing care. Seek clarification of orders/perspectives as needed		1.3, 2.5a, 6.1c, 6.3, 6.4				
24. Perform effectively as a team member to include clear and professional communication		2.9c, 6.1, 6.2, 6.4, 8.1c,				
25. Recognize and request help when additional expertise, knowledge, or assistance is needed.		2.9d, 6.3b, 9.3c				
26. Provide assistance to peers, nurses, and other members of the healthcare team within scope or practice, when needed.		9.1a, 9.1c, 6.2c				
27. Demonstrate core professional values (caring, altruism, autonomy, integrity, human dignity, and social justice) and a positive attitude		2.1, 9.2, 9.3 a-d, 9.3 f-g, 9.5b, 9.6				
Simulation Specific Competencies						
<i>Add any relevant competency (AACN, IPEC, etc.) that aligns with the VR or in-person simulation beyond what is listed above. See example below.</i>						
Hypertension Medication Advocacy Simulation Competencies						
Advocate for the individual's right to self-determination and autonomy		9.1f, 9.1g,				
Integrate diversity, equity, and inclusion as core to one's professional identity		9.6 a-c				

<u>Midterm Comments</u> (Address Strengths and weaknesses; Attach plan for any area of deficiency) Student:	<u>Final Comments</u> (Address Strengths and weaknesses) Student:
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Faculty:	Faculty:
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SAMPLE FULL-TIME GRADUATE ENTRY

Primary Care – Adult-Gero Nurse Practitioner

YEAR 1					
SUMMER		AUTUMN		SPRING	
N5XXX Pathophysiology and Pharmacology I	3	N5XXX Pathophysiology and Pharmacology II	3	N6XXX Nursing Care of Adults II	5
N5XXX Professional Nursing I	2	N5XXX Professional Nursing II	2	N5XXX Professional Nursing III	2
N6XXX Nursing Care of Adults I	5	N6260 Nursing Care of Children and Their Families (4)	4	NRSPRCT 8406 Leadership, Role and Collaboration for the DNP (3)	3
		N6340 Psychiatric and Mental Health Nursing (4)	4	N7780 Evidence Based Nursing Scholarship (3)	3
		NRSPRCT 8490 Health Promotion, Theory, and Population Health (2)	2		
Total Semester Hours	10	Total Semester Hours	15	Total Semester Hours	13
YEAR 2					
N6XXX Population Health Nursing	4	N6XXX Complex Care of Adults	5	N7410 Advanced Health Assessment (3)	3
N6280 Nursing Care of Women and Their Families During Reproductive Transitions (4)	4	N7450 Pathophysiology of Altered Health States (5)	5	N7470 Advanced Pharmacology in Nursing (4)	4
NRSPRCT 8500 - Nursing Policy for Doctoral Nursing Practice (2)	2			N7483 Quality Improvement and Informatics (3)	3
Total Semester Hours	10	Total Semester Hours	10	Total Semester Hours	10
YEAR 3					
N7228.01 Advanced Practice Adult Nursing Clinical Practicum I (7)	3 4	N7228.02 Advanced Practice Adult Nursing Clinical Practicum II (9)	3 6	N7228.03 Advanced Practice Adult Nursing Clinical Practicum III (9)	3 6
NURS 7415 Clinical Reasoning with Diagnostic Methods for Advanced Nursing Practice (2)	2			NRSPRCT 8895 Advanced Practice Nursing: Final Professional Seminar (1)	1
Total Semester Hours	9	Total Semester Hours	9	Total Semester Hours	10
				Total Program Hours	96

SAMPLE FULL-TIME GRADUATE ENTRY

Family Nurse Practitioner

YEAR 1					
SUMMER		AUTUMN		SPRING	
N5XXX Pathophysiology and Pharmacology I	3	N5XXX Pathophysiology and Pharmacology II	3	N6XXX Nursing Care of Adults II	5
N5XXX Professional Nursing I	2	N5XXX Professional Nursing II	2	N5XXX Professional Nursing III	2
N6XXX Nursing Care of Adults I	5	N6260 Nursing Care of Children and their Families	4	NRSPRCT 8406 Leadership, Role and Collaboration for the DNP (3)	3
		N6340 Psychiatric and Mental Health Nursing	4	N7780 Evidence Based Nursing Scholarship (3)	3
		NRSPRCT 8490 Health Promotion, Theory, and Population Health (2)	2		
Total Semester Hours	10	Total Semester Hours	15	Total Semester Hours	13
YEAR 2					
N6XXX Population Health Nursing	4	N6XXX Complex Care of Adults	5	N7410 Advanced Health Assessment (4)	4
N6280 Nursing Care of Women and their Families during Reproductive Transition	4	N7450 Pathophysiology of Altered Health States	5	N7470 Advanced Pharmacology in Nursing (4)	4
NRSPRCT 8500 - Nursing Policy for Doctoral Nursing Practice (2)	2			N7483 Quality Improvement and Informatics (3)	3
Total Semester Hours	10	Total Semester Hours	10	Total Semester Hours	11
YEAR 3					
N7268.01 Advanced Nursing Practice FNP Clinical Practicum I (9)	4	N7268.02 Advanced Nursing Practice FNP Clinical Practicum II (10.5)	4	N7268.03 Advanced Nursing Practice FNP Clinical Practicum III (10.5)	4
	5		6.5		6.5
NURS 7415 Clinical Reasoning with Diagnostic Methods for Advanced Nursing Practice (2)	2			NRSPRCT 8895 Advanced Practice Nursing: Final Professional Seminar (1)	1
Total Semester Hours	11	Total Semester Hours	10.5	Total Semester Hours	11.5
				Total Program Hours	102

SAMPLE FULL-TIME GRADUATE ENTRY

Nurse-Midwifery

YEAR 1					
SUMMER		AUTUMN		SPRING	
N5XXX Pathophysiology and Pharmacology I	3	N5XXX Pathophysiology and Pharmacology II	3	N6XXX Nursing Care of Adults II	5
N5XXX Professional Nursing I	2	N5XXX Professional Nursing II	2	N5XXX Professional Nursing III	2
N6XXX Nursing Care of Adults I	5	N6260 Nursing Care of Children and Their Families (4)	4	NRSRPT 8406 Leadership, Role and Collaboration for the DNP (3)	3
		N6340 Psychiatric and Mental Health Nursing	4	N7780 Evidence Based Nursing Scholarship (3)	3
		NRSRPT 8490 Health Promotion, Theory, and Population Health (2)	2		
Total Semester Hours	10	Total Semester Hours	15	Total Semester Hours	13
YEAR 2					
N6XXX Population Health Nursing	4	N6XXX Complex Care of Adults	5	N7410 Advanced Health Assessment (3)	3
N6280 Nursing Care of Women and their Families during Reproductive Transition	4	N7280 Conceptual Frameworks for Nurse-Midwifery (2)	2	N7470 Advanced Pharmacology in Nursing (4)	4
NRSRPT 8500 - Nursing Policy for Doctoral Nursing Practice (2)	2	N7450 Pathophysiology of Altered Health States (5)	5	N7281 Advanced Reproductive Dynamics (3)	3
		N7483 Quality Improvement and Informatics (3)	3		
Total Semester Hours	10	Total Semester Hours	15	Total Semester Hours	10
YEAR 3					
N7288.01 Advanced Practice Nursing: Nurse-Midwifery Clinical Practicum I (8)	3	N7288.02 Advanced Practice Nursing: Nurse-Midwifery Clinical Practicum II (10)	4	N7288.03 Advanced Practice Nursing: Nurse-Midwifery Clinical Practicum III (10)	4
	5		6		6
NURS 7415 Clinical Reasoning with Diagnostic Methods for Advanced Nursing Practice (2)	2			NRSRPT 8895 Advanced Practice Nursing: Final Professional Seminar (1)	1
N7282 Labor & Birth Clinical Immersion (2)	2				
Total Semester Hours	12	Total Semester Hours	10	Total Semester Hours	11
YEAR 3					
N7288.04 Advanced Practice Nursing: Nurse-Midwifery Clinical Practicum IV (10)	1				
	9				
Total Semester Hours	10				
				Total Program Hours	116

Neonatal Nurse Practitioner

SAMPLE FULL-TIME GRADUATE ENTRY

Neonatal Nurse Practitioner

YEAR 1					
SUMMER		AUTUMN		SPRING	
N5XXX Pathophysiology and Pharmacology I	3	N5XXX Pathophysiology and Pharmacology II	3	N6XXX Nursing Care of Adults II	5
N5XXX Professional Nursing I	2	N5XXX Professional Nursing II	2	N5XXX Professional Nursing III	2
N6XXX Nursing Care of Adults I	5	N6260 Nursing Care of Children and Their Families (4)	4	NRSRPT 8406 Leadership, Role and Collaboration for the DNP (3)	3
		N6340 Psychiatric and Mental Health Nursing (4)	4	N7780 Evidence Based Nursing Scholarship (3)	3
		NRSRPT 8490 Health Promotion, Theory, and Population Health (2)	2		
Total Semester Hours	10	Total Semester Hours	15	Total Semester Hours	13
YEAR 2					
N6XXX Population Health Nursing	4	N6XXX Complex Care of Adults	5		
N6280 Nursing Care of Women and Their Families During Reproductive Transitions (4)	4	N7450 Pathophysiology of Altered Health States	5		
NRSRPT 8500 Nursing Policy for Doctoral Nursing Practice (2)	2				
Total Semester Hours	10	Total Semester Hours	10	Total Semester Hours	
YEAR 3					
Step Out for Clinical Experience					
YEAR 4					
		N7305 Developmental Physiology and Pathophysiology of the High-Risk Neonate (6)	6	N7302 Advanced Health Assessment of the Neonate (3)	3
		N7483 Quality Improvement and Informatics (3)	3	N7303 Advanced Newborn/Infant Pharmacology (4)	4
Total Semester Hours		Total Semester Hours	9	Total Semester Hours	7
YEAR 5					
N7308.01 Care of the High-Risk Neonate I (7)	2	N7308.02 Care of the High-Risk Neonate II (9)	2	N7308.03 Care of the High-Risk Neonate III (9)	2
	5		7		7

NURS 7415 Clinical Reasoning with Diagnostic Methods for Advanced Nursing Practice (2)	2	N7304 Developmental Care of the High-Risk Neonate and Family (2)	2	NRSPRCT 8895 Advanced Practice Nursing: Final Professional Seminar (1)	1
Total Semester Hours	9	Total Semester Hours	11	Total Semester Hours	10
				Total Program Hours	104

SAMPLE FULL-TIME GRADUATE ENTRY

Psychiatric-Mental Health Nurse Practitioner

YEAR 1					
SUMMER		AUTUMN		SPRING	
N5XXX Pathophysiology and Pharmacology I	3	N5XXX Pathophysiology and Pharmacology II	3	N6XXX Nursing Care of Adults II	5
N5XXX Professional Nursing I	2	N5XXX Professional Nursing II	2	N5XXX Professional Nursing III	2
N6XXX Nursing Care of Adults I	5	N6260 Nursing Care of Children and their Families	4	N7780 Evidence Based Nursing Scholarship (3)	3
		N6340 Psychiatric and Mental Health Nursing	4	NRSRPT 8406 Leadership, Role and Collaboration for the DNP (3)	3
		NRSRPT 8490 Health Promotion, Theory, and Population Health (2)	2		
Total Semester Hours	10	Total Semester Hours	15	Total Semester Hours	13
YEAR 2					
N6XXX Population Health Nursing	4	N6XXX Complex Care of Adults	5	N7410 Advanced Health Assessment (3)	3
N6280 Nursing Care of Women and their Families during Reproductive Transition	4	N7340 Neuroscience Principles and Concepts Relevant to Psychiatric Mental Health Nursing (3)	3	N7470 Advanced Pharmacology in Nursing (4)	4
NRSRPT 8500 - Nursing Policy for Doctoral Nursing Practice (2)	2	N7450 Pathophysiology of Altered Health States (5)	5	N7341 Advanced Psychiatric Mental Health Therapies Across the Lifespan (4)	4
				N7483 Quality Improvement and Informatics (3)	3
Total Semester Hours	10	Total Semester Hours	13	Total Semester Hours	14
YEAR 3					
N7348.01 Advanced Practice Psychiatric and Mental Health Nursing I (5)	2 3	N7348.02 Advanced Practice Psychiatric and Mental Health Nursing II (10)	3 7	N7348.03 Advanced Practice Psychiatric and Mental Health Nursing III (9)	3 6
NURS 7415 Clinical Reasoning with Diagnostic Methods for Advanced Nursing Practice (2)	2			NRSRPT 8895 Advanced Practice Nursing: Final Professional Seminar (1)	1
N7350 Psychopharmacology Across the Lifespan (3)	3				
Total Semester Hours	10	Total Semester Hours	10	Total Semester Hours	10
				Total Program Hours	105

SAMPLE FULL-TIME GRADUATE ENTRY

Pediatric Nurse Practitioner – Primary Care

YEAR 1					
SUMMER		AUTUMN		SPRING	
N5XXX Pathophysiology and Pharmacology I	3	N5XXX Pathophysiology and Pharmacology II	3	N6XXX Nursing Care of Adults II	5
N5XXX Professional Nursing I	2	N5XXX Professional Nursing II	2	N5XXX Professional Nursing III	2
N6XXX Nursing Care of Adults I	5	N6260 Nursing Care of Children and their Families	4	NRSPRCT 8406 Leadership, Role and Collaboration for the DNP (3)	3
		N6340 Psychiatric and Mental Health Nursing	4	N7780 Evidence Based Nursing Scholarship (3)	3
		NRSPRCT 8490 Health Promotion, Theory, and Population Health (2)	2		
Total Semester Hours	10	Total Semester Hours	15	Total Semester Hours	13
YEAR 2					
N6XXX Population Health Nursing	4	N6XXX Complex Care of Adults	5	N7330 Advanced Pediatric Health Assessment (4)	4
N6280 Nursing Care of Women and Their Families During Reproductive Transitions (4)	4	N7450 Pathophysiology of Altered Health States (5)	5	N7333 Advanced Pediatric Pharmacology (4)	4
NRSPRCT 8500 - Nursing Policy for Doctoral Nursing Practice (2)	2			N7483 Quality Improvement and Informatics (3)	3
Total Semester Hours	10	Total Semester Hours	10	Total Semester Hours	11
YEAR 3					
N7338.01 Advanced Nursing Practice Pediatric Primary Care Practicum I (7)	3	N7338.02 Advanced Nursing Practice Pediatric Primary Care Practicum II (9)	3	N7338.03 Advanced Nursing Practice Pediatric Primary Care Practicum III (9)	3
	4		6		6
NURS 7415 Clinical Reasoning with Diagnostic Methods for Advanced Nursing Practice (2)	2			N7331 Assessment & Management of Child & Adolescent Mental Health Issues (3)	3
				NRSPRCT 8895 Advanced Practice Nursing: Final Professional Seminar (1)	1
Total Semester Hours	9	Total Semester Hours	9	Total Semester Hours	13
				Total Program Hours	100

SAMPLE FULL-TIME GRADUATE ENTRY

Women's Health

YEAR 1					
SUMMER		AUTUMN		SPRING	
N5XXX Pathophysiology and Pharmacology I	3	N5XXX Pathophysiology and Pharmacology II	3	N6XXX Nursing Care of Adults II	5
N5XXX Professional Nursing I	2	N5XXX Professional Nursing II	2	N5XXX Professional Nursing III	2
N6XXX Nursing Care of Adults I	5	N6260 Nursing Care of Children and their Families	4	NRSPRCT 8406 Leadership, Role and Collaboration for the DNP (3)	3
		N6340 Psychiatric and Mental Health Nursing	4	N7780 Evidence Based Nursing Scholarship (3)	3
		NRSPRCT 8490 Health Promotion, Theory, and Population Health (2)	2		
Total Semester Hours	10	Total Semester Hours	15	Total Semester Hours	13
YEAR 2					
N6XXX Population Health Nursing	4	N6XXX Complex Care of Adults	5	N7281 Advanced Reproductive Dynamics (3)	3
N6280 Nursing Care of Women and Their Families During Reproductive Transitions (4)	4	N7450 Pathophysiology of Altered Health States (5)	5	N7410 Advanced Health Assessment (3)	3
NRSPRCT 8500 - Nursing Policy for Doctoral Nursing Practice (2)	2	N7483 Quality Improvement and Informatics (3)	3	N7470 Advanced Pharmacology in Nursing (4)	4
Total Semester Hours	10	Total Semester Hours	13	Total Semester Hours	10
YEAR 3					
N7298.01 Advanced Practice Nursing: Women's Health Clinical Practicum I (8)	5	N7298.02 Advanced Practice Nursing: Women's Health Clinical Practicum II (9)	2	N7298.03 Advanced Practice Nursing: Women's Health Clinical Practicum III (10)	3
	3		7		7
NURS 7415 Clinical Reasoning with Diagnostic Methods for Advanced Nursing Practice (2)	2			NRSPRCT 8895 Advanced Practice Nursing: Final Professional Seminar (1)	1
Total Semester Hours	10	Total Semester Hours	9	Total Semester Hours	11
				Total Program Hours	101

App G: Graduate Entry Changes by Course

Proposed Curriculum	Current Curriculum	Proposed changes to course	Credit Difference for courses that are revised	Credits for new courses
N6xxx Nursing Care of Adults I (5)	Includes updated and redistributed content from N6410 (3) N6270 (7) and N6271 (8)	Revised	3 credit hours less, however, pathophysiology and pharmacology content will need to be less in these courses due to stand alone course.	
N6xxx Nursing Care of Adults II (5)		Revised		
N6xxx Complex Care of Adults (5)		Revised		
N5xxx Nursing Pathophysiology and Pharmacology I (3)	Includes some content from N6410 (3) N6270 (7) and N6271 (8)	New		3
N5xxx Nursing Pathophysiology and Pharmacology II (3)		New		3
N5xxx Professional Nursing I (2)	Includes updated and redistributed content from N6100 (2) N6420 (3) and N6430 (3)	Revised	3 credit hours less than previous stand-alone courses. With content being aligned with AACN 2021 Essentials, topics address the requisite professional nurse level.	
N5xxx Professional Nursing II (2)	Includes new content along with updated and redistributed content from N6430 (3) and N6480 (1)	Revised		
N5xxx Professional Nursing III (2)	Includes new content along with updated and redistributed content from N6430 (3) and N6480 (1)	Revised		
N6260 Nursing Care of Children & Their Families		Revised		
N6340 Psychiatric and Mental Health Nursing		Revised		
N6280 Nursing Care of Women & Their Families During Reproductive Transitions		Revised		
N6xxx Population Health Nursing	Updated content from 6240s	Revised		

**GRADUATE SCHOOL
COLLEGE OF NURSING
Nursing 6260
Nursing Care of Children and Their Families
Credit hours 4
Clock Hours:
*Theory clock hours = 25
Clinical clock hours = 60
Lab (includes simulation) clock hours = 15
Total clinical and lab clock hours = 75***

Prerequisite:

Completion of Professional Nursing I, Nursing Care of Adults I, and Nursing Pathophysiology and Pharmacology I

Course Description:

Nursing knowledge and clinical practice essential to caring for children and their families.

The AACN Essentials for Entry-Level Professional Nursing Education (2021) were used to guide course development.

Course Objectives:

Upon completion of the course, the student will be able to:

1. Assess health risks, including genomic risks, in children and their families and provide anticipatory guidance and education.
2. Apply clinical judgement to implement evidence-based interventions for children and their families in all settings, including health promotion and disease and injury prevention.
3. Analyze legal and professional issues related to children and their families.
4. Apply concepts of ethics, cultural competence, compassion, collaboration, and respect in the provision of safe, high-quality care.
5. Identify economic, societal, and political influences on the health of children and their families.
6. Demonstrate competency in the assessment of growth and development in children.

Content Topics:

- Growth and development

- Overview of nursing care of the sick child
- Health promotion of the child and family
- Nursing care of the child with alterations in the gastrointestinal system
- Nursing care of the child with alterations in the genitourinary system
- Nursing care of the child with alterations in the respiratory system
- Nursing care of the child with alterations in the endocrine system
- Nursing care of the child with alterations in the cardiovascular system
- Nursing care of the child with cancer
- Nursing care of the child with alterations in the hematologic system
- Nursing care of the child with alterations in the neurological and musculoskeletal systems
- Pediatric psychiatric and sensory disorders
- End of life concerns in the pediatric population
- Roles of the nurse in pediatric settings

**GRADUATE SCHOOL
COLLEGE OF NURSING**

Nursing 6280

Nursing Care of Women and Their Families During Reproductive Transitions

Credit hours: 4

Clock Hours:

Theory clock hours = 25

Clinical clock hours = 60

Lab (includes simulation) clock hours = 15

Total clinical and lab clock hours = 75

Prerequisite:

Nursing Care of Adults II

Course Description:

Nursing knowledge and clinical practice essential to caring for women and their families during reproductive transitions.

The AACN Essentials for Entry-Level Professional Nursing Education (2021) were used to guide course development.

Course Objectives:

Upon completion of the course, the student will be able to:

1. Assess the health risks in women and their families during reproductive transitions and provide anticipatory guidance and education.
2. Apply clinical judgment to implement evidence-based interventions for women and their families during reproductive transitions, including health promotion and disease prevention.
3. Analyze legal and professional issues related to women and their families during reproductive transitions.
4. Apply concepts of ethics, cultural competence, compassion, collaboration, and respect to provide safe, high-quality care.
5. Identify economic, societal, and political influences on the health of women and their families in reproductive transitions.
6. Explore the roles of nurses involved in providing care to women and their families during reproductive transitions according to the nurse's scope of practice.

Content Topics:

- The Newborn
- Labor & Birth Processes
- Female Reproductive System
- Overview of Genetics and Genetic Disease / Screening
- Conception, Embryonic and Fetal Development
- Anatomy & Physiology of Pregnancy
- Physiologic and psychological changes in pregnancy
- Prenatal Testing, Antepartum Assessments & Care
- Maternal & Fetal Nutrition
- High-Risk Conditions of Pregnancy
- Intrapartum Complications
- Cesarean Delivery
- Postpartum Physiologic Changes
- Postpartum Mood Disorders
- Postpartum Complications
- Assessment & Health Promotion
- Reproductive System Concerns
- Infertility, Contraception, & Abortion
- STIs
- Menstruation and Menopause

**GRADUATE SCHOOL
COLLEGE OF NURSING**

Nursing 6xxx

Complex Care of Adults

Credit hours: 5

(1.6 theory, 3.2 clinical, 0.2 lab)

Clock Hours:

Class clock hours = 20

Clinical clock hours = 120

Lab (includes simulation) clock hours = 7.5

Total clinical and lab clock hours = 127.5

Prerequisite:

Nursing Care of Adults II

Course Description:

This course emphasizes the nursing knowledge, clinical judgement, and advanced clinical skills required to provide safe, evidence-based care for adults experiencing acute and complex health alterations across multiple body systems.

The AACN Essentials for Entry-Level Professional Nursing Education (2021) were used to guide course development.

Course Objectives:

Upon completion of the course, the student will be able to:

1. Integrate nursing clinical judgment, genomics, and knowledge from other disciplines in the provision of care to adults with acute, complex health alterations.
2. Analyze assessment findings and diagnostic data to identify actual and potential complications in adults with acute, complex health alterations.
3. Evaluate outcomes of evidence-based interventions that manage and support the needs of adults with acute, complex health alterations.
4. Apply concepts of ethics, cultural competence, compassion, collaboration, and respect in the management of adults with acute, complex health alterations.
5. Demonstrate safe and competent performance of complex nursing skills and evidence-based interventions.
6. Synthesize economic, societal, political, legal, and professional factors that influence the care of adults with acute, complex health alterations

7. Demonstrate effective communication and use of information technologies to support clinical decision-making, care coordination, and patient safety.

Content Topics:

- Critical care topics: chest tubes, arterial lines, LVAD, CRRT, mechanical ventilation
- High-Acuity conditions: Gas exchange (E.g.: advanced acid/base, acute respiratory failure, ARDS)
- High-Acuity conditions: Perfusion (E.g.: aneurysms, shock, PE)
- High-Acuity conditions: Intracranial regulation (E.g.: intracranial pressure, brain injury)
- High-Acuity conditions: Hormonal & Glucose imbalance (E.g.: HHNS, DKA, thyroid storm, cholinergic crisis, SIADH)
- Acute Multisystem Considerations (e.g. burn, DIC)
- High-Acuity Conditions: Nutrition& Elimination (e.g.: Esophageal varices, hepatic failure)
- High-Acuity Conditions: Mobility (E.g.: SCI, Guillain-Barre, ortho trauma, rhabdomyolysis)
- High-Acuity Conditions: Infection & Inflammation (E.g.: endocarditis, pericarditis)
- Safety and Risk assessments

**GRADUATE SCHOOL
COLLEGE OF NURSING**

Nursing 6xxx

Nursing Care of Adults I

Credit hours: 5

(2 theory, 2.25 clinical, 0.75 lab)

Clock Hours:

Theory clock hours = 25

Clinical clock hours = 84

Lab (includes simulation) clock hours = 28.5

Total clinical and lab clock hours = 112.5

Prerequisite:

Admission to the graduate entry nursing program.

Course Description:

Introduction to the foundational concepts and skills essential for providing safe, effective, and patient-centered care for adult patients experiencing common health alterations.

The AACN Essentials for Entry-Level Professional Nursing Education (2021) were used to guide course development.

Course Objectives:

Upon completion of the course, the student will be able to:

1. Demonstrate foundational assessment and clinical skills to support safe, effective, and patient-centered care for adults with common health alterations.
2. Differentiate normal assessment findings from abnormal findings in adults with common health alterations.
3. Utilize effective communication strategies to include technology to support safe, collaborative care of adults with common health alterations.
4. Incorporate concepts of ethics, cultural competence, compassion, collaboration, and respect in the provision of safe, high-quality care of adults with common health alterations.
5. Implement evidence-based interventions that positively influence health status in adults with common health alterations.
6. Identify economic, societal, political, legal and professional influences on the health and health care of adults with common health alterations.

7. Apply knowledge from nursing, genomics, and other disciplines and beginning clinical judgement in the provision of care of adults with common health alterations.

Content Topics:

- Health Assessment
- Pain management
- Tissue integrity fundamentals (e.g. wound, common lesions, pressure injuries)
- Infection & inflammation fundamentals (e.g. c.diff, MRSA, phlebitis)
- Perfusion Fundamentals (e.g. HTN, DVT, Valve issues)
- Gas exchange fundamentals and basic oxygen delivery (e.g. COPD, PNA, OSA)
- Cognition fundamentals (e.g. delirium, dementia)
- Elimination fundamentals (e.g. incontinence, UTI, vomiting & diarrhea)
- Nutrition fundamentals (e.g. obesity and malnutrition, hyperlipidemia)
- Mobility fundamentals (e.g. injuries, chronic back pain, patient mobility)
- Reproduction fundamentals (e.g. BPH, ED, non-STI infections)
- Safety and risk assessment fundamentals (e.g. Falls, aspiration, Braden scale)
- Infection control
- Medication administration

**GRADUATE SCHOOL
COLLEGE OF NURSING**

Nursing 6xxx

Nursing Care of Adults II

Credit hours: 5

(2 theory, 2.56 clinical, 0.44 lab)

Clock Hours:

Theory clock hours = 25

Clinical clock hours = 96

Lab (includes simulation) clock hours = 16.5

Total clinical and lab clock hours = 112.5

Prerequisite:

Nursing Care of Adults I, Nursing Pathophysiology and Pharmacology II, Professional nursing II

Course Description:

Nursing knowledge and clinical skills essential for the care of adults with chronic and comorbid health conditions.

The AACN Essentials for Entry-Level Professional Nursing Education (2021) were used to guide course development.

Course Objectives:

Upon completion of the course, the student will be able to:

1. Analyze patient findings to identify actual or potential complications in adults with chronic and comorbid health conditions
2. Prioritize nursing care and interventions for adults with chronic and comorbid health conditions
3. Demonstrate effective communication to include use of technology to support safe, collaborative care of adults with chronic and comorbid health conditions.
4. Analyze concepts of ethics, cultural competence, compassion, collaboration, and respect in the provision of safe, high-quality care of adults with chronic and comorbid health conditions
5. Demonstrate clinical proficiency in performing complex nursing skills
6. Incorporate economic, societal, political, legal, and professional nursing considerations in the provision of care of adults with chronic and comorbid health conditions.
7. Apply knowledge from nursing, genomics, and other disciplines and clinical judgement in the provision of care of adults with chronic and comorbid health conditions.

Content Topics:

- Nursing care and management of chronic and comorbid adult conditions
- Fluid & Electrolytes (e.g. CKD, HF, dehydration)
- Cellular regulation (e.g. cancer, anemia)
- Tissue integrity (E.g. gangrene, PVD vs PAD)
- Infection, inflammation & immunity (E.g. autoimmune/immunocompromised)
- Perfusion (e.g. arrhythmias, MI, CAD)
- Gas exchange (e.g. HF, tracheostomy, effusions, acid/base imbalance basics)
- Neuroregulation (e.g. seizure, stroke, neuro muscular)
- Elimination (e.g. CKD exacerbation, stones, obstructions)
- Hormonal & Glucose regulation (e.g. DM, DI, Thyroid, adrenal)
- Mobility (e.g. degenerative joint diseases, osteoporosis, osteomyelitis)
- Safety and risk assessment
- Polypharmacy
- Care coordination

**GRADUATE SCHOOL
COLLEGE OF NURSING
Nursing 5xxx
Nursing Pathophysiology and Pharmacology I
Credit hours: 3
Clock Hours:
*Theory clock hours = 37.5***

Prerequisite:

Admission to the graduate entry program

Course Description:

Study of introductory concepts in pathophysiology and pharmacology as a scientific foundation for nursing practice.

The AACN Essentials for Entry-Level Professional Nursing Education (2021) were used to guide course development.

Course Objectives:

Upon completion of the course, the student will be able to:

1. Define introductory pathophysiological and pharmacological principles from cellular to systems levels across the lifespan.
2. Describe the pathogenesis of states of altered cellular regulation, tissue integrity, inflammation, immunity, infection, genetics/genomics, fluids and electrolytes, endocrine, metabolism, and nutrition.
3. Identify the clinical manifestations, genomic profile, and diagnostic studies as the basis for pharmacologic treatment.
4. Relate pathophysiological and pharmacological principles pertinent to client care management.

Content Topics:

- Pathophysiology of Cells and Tissues
- Pharmacokinetics, Pharmacodynamics, and Dosage Calculations
- Pathophysiology of Inflammation and Tissue Repair
- Drugs affecting Inflammation and Tissue Repair
- Pathophysiology of the Immune System
- Drugs affecting the Immune System
- Pathophysiology of Infection

- Drugs used in the Management of Infection
- Pathophysiology of Genetics and Epigenetics
- Pathophysiology of Cellular Proliferation and Differentiation
- Pathophysiology of Fluids and Electrolytes
- Pathophysiology of Acids and Bases
- Drugs used in the Management of Fluid Replacement
- Pathophysiology of Hormonal and Metabolic Regulation
- Drugs used in the Management of Hormonal and Metabolic Regulation
- Pathophysiology of Nutrition
- Drugs used in the Management of Nutrition

**GRADUATE SCHOOL
COLLEGE OF NURSING
Nursing 5xxx
Nursing Pathophysiology and Pharmacology II
Credit hours: 3
Clock Hours:
*Theory clock hours = 37.5***

Prerequisite:

Nursing Pathophysiology and Pharmacology I

Course Description:

Study of introductory concepts in pathophysiology and pharmacology as a scientific foundation for nursing practice.

The AACN Essentials for Entry-Level Professional Nursing Education (2021) were used to guide course development.

Course Objectives:

Upon completion of the course, the student will be able to:

1. Define introductory pathophysiological and pharmacological principles from cellular to systems levels across the lifespan.
2. Describe the pathogenesis of states of altered cognition, oxygenation/gas exchange, perfusion, sensory perception, elimination, mood and affect, acid-base balance, and reproduction
3. Identify the clinical manifestations, genomic profile, and diagnostic studies as the basis for pharmacologic treatment.
4. Relate pathophysiological and pharmacological principles pertinent to client care management.

Content Topics:

- Labs, dosages, and preparations
- Pathophysiology of the reproductive system
- Drugs affecting the reproductive system
- Pathophysiology of the cardiovascular system
- Drugs affecting the cardiovascular system
- Pathophysiology of mental health disorders
- Drugs used in the management of mental health disorders

- Pathophysiology of the nervous system
- Drugs affecting the nervous system
- Pathophysiology of the somatosensory system
- Drugs affecting the somatosensory system
- Pathophysiology of the respiratory system
- Drugs affecting the respiratory system
- Pathophysiology of the genitourinary and gastrointestinal system
- Drugs affecting the genitourinary and gastrointestinal system
- Pathophysiology of diabetes
- Drugs used in the management of diabetes
- Life course considerations in pathophysiology and pharmacology

**GRADUATE SCHOOL
COLLEGE OF NURSING**

Nursing 6xxx

Population Health for Nursing Practice

Credit hours: 4

Clock Hours:

Theory clock hours = 25

Clinical clock hours = 60

Lab (includes simulation) clock hours = 15

Total clinical and lab clock hours = 75

Prerequisite:

Nursing Care of Adults II

Course Description:

The study of population health nursing, health issues, policies, and data informed strategies that influence health outcomes across populations.

The AACN Essentials for Entry-Level Professional Nursing Education (2021) were used to guide course development.

Course Objectives:

Upon completion of the course, the student will be able to:

1. Critically evaluate local, national, and global health systems through a nursing lens, identifying opportunities for nurses to lead and collaborate in advancing health equity and improving population outcomes.
2. Apply principles of social justice, cultural humility, and ethical reasoning to assess health disparities and implement evidence informed nursing interventions across populations.
3. Advocate for policies and programs that promote population health.
4. Integrate community-based nursing practice to deliver holistic, culturally responsive care that meets complex health needs across populations.
5. Utilize data analytics, and technology to monitor population health trends, support clinical decision-making, and guide resource allocation for improved outcomes.
6. Participate in the development and implementation of disaster preparedness and response plans.

Content Topics:

- Structure and function of public health systems (local, national, global)
- Basic Epidemiology
- Ethics and Cultural Humility applied to population health
- Evidence informed population health interventions
- Policy and Advocacy for population health
- Social determinants of health (housing, education, income) Community health needs assessments
- Program planning and evaluation
- Health promotion and prevention strategies
- Community Based Nursing Practice
- Vulnerable Populations
- Population health informatics and data
- Disaster preparedness, and response

**THE OHIO STATE UNIVERSITY
GRADUATE SCHOOL
COLLEGE OF NURSING
Nursing 5xxx
Professional Nursing I
Credit hours: 2 (25 clock hours)**

Prerequisite:

Admission to graduate entry program

Course Description:

Introduction to foundational concepts of professional nursing practice.

The AACN Essentials for Entry-Level Professional Nursing Education (2021) were used to guide course development.

Course Objectives:

Upon completion of the course, the student will be able to:

1. Explore the evolution of nursing as a profession, including nursing theories
2. Compare the roles and responsibilities of RNs within healthcare to include advocacy
3. Analyze the impact of accreditation and regulation on professional nursing practice and healthcare
4. Apply basic principles of lifespan development, cultural humility, ethics, communication, and clinical judgment to support safe and collaborative care
5. Explain the foundational concepts of evidence-based practice and research
6. Employ self-care strategies to enhance nursing practice

Content Topics:

- Nursing theory
- Settings in care delivery
- Accreditation and regulation
- Lifespan development
- Communication and clinical judgment
- Evidence-based practice and research
- Ethics
- Cultural humility
- Advocacy
- LIVE WELL

**THE OHIO STATE UNIVERSITY
GRADUATE SCHOOL
COLLEGE OF NURSING
Nursing 5xxx
Professional Nursing II
Credit hours: 2 (25 clock hours)**

Prerequisite:

Professional Nursing I.

Course Description:

Expansion of foundational nursing concepts as applied to systems that inform, influence, and impact nursing practice.

The AACN Essentials for Entry-Level Professional Nursing Education (2021) were used to guide course development.

Course Objectives:

Upon completion of the course, the student will be able to:

1. Apply principles of evidence-based practice and research to support quality and safety in nursing care
2. Explore the concepts of leadership and management in healthcare
3. Explain how organizational structure, oversight and accountability influence healthcare delivery
4. Apply professional standards of practice in clinical decision-making, including delegation
5. Analyze the influence of informatics and healthcare technologies on documentation, communication, and quality improvement initiatives.
6. Discuss the impact of policies and regulations on health outcomes

Content Topics:

- Evidence-based practice and research related to quality and safety

- Quality and safety
- Leadership and management
- Organizational structure
- Oversight and accountability
- Standards of practice and delegation
- Policy
- Healthcare Informatics
- Clinical Judgement

**THE OHIO STATE UNIVERSITY
GRADUATE SCHOOL
COLLEGE OF NURSING
Nursing 5xxx
Professional Nursing III
Credit hours: 2 (25 clock hours)**

Prerequisite:

Professional Nursing II

Course Description:

Synthesis and evaluation of nursing practice within the healthcare system, with emphasis on the nurse as a change agent.

The AACN Essentials for Entry-Level Professional Nursing Education (2021) were used to guide course development.

Course Objectives:

Upon completion of the course, the student will be able to:

1. Evaluate the impact of nursing clinical judgment and evidence-based approaches in the practice setting.
2. Critique systems-based policies and procedures and their impact on patient outcomes, including care transitions
3. Analyze public and private healthcare payment models and their influence on healthcare delivery.
4. Explore the relationship between healthcare systems and health outcomes.
5. Apply top-of-license concepts to complex patient care and systems-based operations.
6. Reflect on key characteristics, norms, and values of the nursing profession to support the development of professional identity.

Content Topics:

- Health disparities in healthcare
- Evidence-based practice related to systems
- Public and private healthcare payment models
- Systems and systems-based thinking
- Transitions in care
- Top-of-license practice
- Professional identity in nursing

GRADUATE SCHOOL
COLLEGE OF NURSING
Nursing 6340
Psychiatric and Mental Health Nursing
Credit hours: 4
Clock Hours:
Theory clock hours = 25
Clinical clock hours = 60
Lab (includes simulation) clock hours = 15
Total clinical and lab clock hours = 75

Prerequisite:

Professional Nursing I, Nursing Care of Adults I, and Nursing Pathophysiology and Pharmacology I

Course Description:

This course will apply nursing knowledge in the promotion of mental health and care of individuals with psychiatric diagnoses.

The AACN Essentials for Entry-Level Professional Nursing Education (2021) were used to guide course development.

Course Objectives:

Upon completion of the course, the student will be able to:

1. Apply nursing clinical reasoning using evidence-based approaches to the care of clients with mental health and substance use disorders
2. Analyze the mental health needs of individual clients, families and groups
3. Discuss the relationship between genetics with mental health care
4. Apply the concepts of mental health promotion, relapse prevention, recovery, and resilience in the nursing care of clients and populations
5. Apply advanced therapeutic communication skills when providing care and education with clients, families, groups and within interprofessional teams
6. Incorporate concepts of ethics, cultural humility, compassion, collaboration, and respect in the provision of holistic and integrative care

7. Apply principles of information and communication technologies in the provision, documentation, and evaluation of biopsychosocial nursing care for clients
8. Engage in strategies that address client and population health inequities using a social determinants of health approach

Content Topics:

- Taxonomy systems used in psychiatric diagnosis (Omaha, DSM, ICD)
- Technology use in nursing care (apps, telehealth)
- Site-specific care needs (primary care, home care, rural, in-patient and out-patient mental health services, and underserved areas)
- Screening tools used for psychiatric and mental health assessment
- Nursing and other discipline theories related to mental health
- Nurse-patient relationship to include self-awareness, boundaries and therapeutic use of self
- Anxiety, stress management, sleep, and coping
- Nursing management of psychotic disorders and crisis interventions
- Nursing management of substance use disorder
- Nursing management of personality, anxiety, mood, and eating disorders
- Mental health issues across the lifespan
- Co-morbidities in relation to mental health concerns

**GRADUATE SCHOOL
DEPARTMENT OF NURSING
Nursing 6260
Nursing Care of Children and Their Families
Credit hours 4
Clock Hours:
*Theory clock hours = 25
Clinical clock hours = 60
Lab (includes simulation) clock hours = 15
Total clinical and lab clock hours = 75***

Prerequisite: 6270, 6420, 7450.

Course Description: Nursing knowledge essential to caring for children and families with emphasis on health promotion, risk assessment, disease prevention, and common acute and chronic health problems.

The AACN Essentials for Entry-Level Professional Nursing Education were used to guide course development. The AACN Essentials for Advanced-level Nursing Education (2021), the NONPF Nurse Practitioner Core Competencies Content (2017) and the NONPF Common Advanced Practice Registered Nurse Doctoral-Level Competencies (2017) were used to guide course development.

Course Objectives:

Upon completion of the course, the student will be able to:

- ~~1.—Apply nursing clinical reasoning and evidence-based approaches in the provision of family-centered care to children and their families in a variety of practice settings.—~~
- ~~2. Assess health risks, including genomic risks, in children and their families in order to provide appropriate and provide anticipatory guidance and education.~~
- ~~2-3. Apply clinical judgement to implement evidence-based interventions for children and their families in all settings, including health promotion and disease and injury prevention.~~
- ~~3.—Implement evidence-based interventions that positively influence health status and prevent disease and injury in children and their families.—~~
4. Analyze legal and professional issues that arise in the care of related to children and their families.
5. Identify economic, societal, and political influences on the health and health care of children and their families.
- ~~6.—Provide education to children and families utilizing appropriate resources.—~~
7. Incorporate Apply concepts of ethics, cultural competence, compassion, collaboration, and respect in the provision of safe high-quality care. with children and families.—
- ~~8.—Demonstrate competency in the assessment of growth and development in children. Apply principles of information and communication technologies in the provision, documentation, and evaluation of nursing care with children and families.—~~
- ~~9.—Analyze the experience of the health care of children and their families in relationship to the student's advanced practice specialty.~~

Content Topics

- Response to illness and hospitalization
- Incorporation of developmental principles into nursing care
- Issues related to growth
- Exemplars of common pediatric illnesses

- Respiratory
- Cardiac
- Gastrointestinal
- Neurologic
- Genitourinary
- Hematologic
- Understanding the impact of common pediatric illnesses on the family
- Family-centered approach to chronic illness—including transition to adulthood
- Overview of prematurity and long-term outcomes
- Growth and development
- Overview of nursing care of the sick child
- Health promotion of the child and family
- Nursing care of the child with alterations in the gastrointestinal system
- Nursing care of the child with alterations in the genitourinary system
- Nursing care of the child with alterations in the respiratory system
- Nursing care of the child with alterations in the endocrine system
- Nursing care of the child with alterations in the cardiovascular system
- Nursing care of the child with cancer
- Nursing care of the child with alterations in the hematologic system
- Nursing care of the child with alterations in the neurological and musculoskeletal systems
- Pediatric psychiatric and sensory disorders
- End of life concerns in the pediatric population
- Roles of the nurse in pediatric settings
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THE OHIO STATE UNIVERSITY
GRADUATE SCHOOL
DEPARTMENT OF NURSING
Nursing 6280

Nursing Care of Women and Their Families during Reproductive Transitions

XX Semester XX term

Credit hours 4 Credit hours (2 didactic/1.6 clinical/0.4 lab)

Class clock hours = 25

Clinical clock hours = 60

Lab (includes simulation) clock hours = 15

Total clinical and lab clock hours = 75

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Prerequisite: Nursing 6270, Nursing 6420, and Nursing 7450

Course Description: Nursing knowledge and clinical practice essential to caring for women and their families during reproductive transitions.

The AACN Essentials for Entry-Level Professional Nursing Education were used to guide course development.

Course Objectives:

Upon completion of the course, the student will be able to:

1. Assess health risks in women and their families during reproductive transitions and provide anticipatory guidance and education.
- 1.2. Apply nursing clinical reasoning clinical judgment to implement evidence-based intervention when providing care to for women and their families during reproductive transitions, including health promotion and disease prevention.
2. Assess health risks in women and their families during reproductive transitions and provide appropriate anticipatory guidance and education.
3. Implement evidence-based interventions that positively influence health status and prevent disease in women and their families during reproductive transitions.
- 4.3. Analyze legal and professional issues that arise in the care of related to women and their families during in reproductive transitions.
4. Apply concepts of ethics, cultural competence, compassion, collaboration, and respect in the provision of safe, high-quality care.
5. Identify economic, societal, and political influences on the health and health care of women and their families during reproductive transitions.
6. Incorporate concepts of ethics, cultural competence, compassion, collaboration, and respect in the provision of safe, high-quality care to women and their families during reproductive transitions.
7. Provide education to women and their families during reproductive transitions utilizing appropriate resources.
8. Apply principles of information and communication technologies in the provision; implementation, and evaluation of nursing care with women and their families during reproductive transitions.

9-6. Analyze the experience of nursing care with women and their families during reproductive transitions in relation to the student's nursing practice specialty. Explore the roles of nurses involved in providing care to women and their families during reproductive transitions according to the nurse's scope of practice.

Content Topic List

- Menarche and the menstrual cycle
- Health and health risk for women of reproductive age
- Contraception and family planning
- Anatomy & Physiology of Pregnancy
- Physiologic and psychological changes in pregnancy
- Adaptation to pregnancy
- Maternal & fetal and newborn nutrition
- Lactation
- Process of labor and birth Labor and Birth Process
- Prenatal Testing, Antepartum Assessments & Care
- Complications of pregnancy, delivery, and postpartum High-Risk Conditions of Pregnancy
- Conception, Embryonic and Fetal Development
- Intrapartum Complications
- Fetal growth, development and assessment
- The Newborn assessment and care
- Menstruation and Menopause
- Female Reproductive Systems
- Overview of Genetics and genetic Disease/Screening
- Cesarean Delivery
- Postpartum Physiologic Changes
- Postpartum Mood Disorders
- Postpartum Complications
- Assessment & Health Promotion
- Reproductive System Concerns
- Infertility, Contraception, & Abortion
- STIs
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THE OHIO STATE UNIVERSITY
GRADUATE SCHOOL
DEPARTMENT OF NURSING
Nursing 6340
Psychiatric and Mental Health Nursing
Summer Semester 2025
4 Total Credit hours
Planned clock hours:
Class clock hours = 25
Clinical clock hours = 60
Lab (includes simulation) clock hours = 15
Total clinical and lab clock hours = 75

Prerequisite: N6270 and N7450.

Course Description:

Nursing knowledge applied to the promotion of mental health and to the recovery of individuals with psychiatric diagnoses.

The AACN Essentials for Entry-Level Professional Nursing Education were used to guide course development.

Course Objectives:

Upon completion of the course, the student will be able to:

1. Apply nursing clinical reasoning using evidence-based approaches to the care of individuals, families, and groups with emphasis on recovery and resilience for those with psychiatric diagnoses and substance abuse problems.
2. Analyze the mental health needs of individual clients, families and groups.
3. Discuss the relationship of genetics with mental health care
4. Apply the concepts of mental health promotion, relapse prevention, recovery, and resilience in the nursing care of clients and populations, risk reduction, and disease prevention in the nursing care of designated populations.
5. Apply advanced therapeutic communication skills in the care of patients, families and groups when providing care and education with clients, families, groups and within interprofessional teams.
6. Incorporate concepts of ethics, cultural humility, competence, compassion, collaboration, and respect in the provision of safe, high quality biopsychosocial holistic and integrative care.
7. Identify the socio-political structures of mental health care systems.
8. Apply principles of information and communication technologies in the provision, documentation, and evaluation of nursing care for those with psychiatric diagnosis and substance abuse problems.
9. Provide education to individuals, families, groups and communities about mental health promotion and recovery from psychiatric illnesses.
10. Analyze the experience of nursing care for those with psychiatric diagnosis and substance abuse problems in relation to the student's nursing practice specialty. Engage in strategies that address patient and population health inequities using a social determinants approach

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Content Topics

- DSM-IV-TR: standards of care; interpersonal theory; advanced therapeutic communication
- Self awareness, boundaries and therapeutic use of self

- Anxiety stress management and coping mechanisms
- Sleep and sleep hygiene Foundations and standards of psychiatric/mental health nursing
- Nurse-patient relationship
- Review of brain anatomy and physiology
- Nursing management of psychotic disorders
- Nursing management of mood disorders
- Substance-related disorders/withdrawal
- Nursing management of personality disorders and crisis intervention
- Nursing management of anxiety and eating disorders
- Mental health issue and mental illness in children, adolescents and older adults
- Psychosocial needs of the medically ill/end of life issues
- Taxonomy systems used in psychiatric diagnosis (Omaha, DSM, ICD)
- Technology use in nursing care (apps, telehealth)
- Site-specific care needs (primary care, home care, rural, in-patient and out-patient mental health services, and underserved areas)
- Screening tools used for psychiatric and mental health assessment
- Nursing and other discipline theories related to mental health
- Nurse-patient relationship to include self-awareness, boundaries and therapeutic use of self
- Anxiety, stress management, sleep, and coping
- Nursing management of psychotic disorders and crisis interventions
- Nursing management of substance use disorder
- Nursing management of personality, anxiety, mood, and eating disorders
- Mental health issues across the lifespan
- Co-morbidities in relation to mental health concerns
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Knowledge for Nursing Practice

National Core Competency Framework															
Comp #	Competency Name	Subcomp #	Subcompetency Name	PN 1	PN 2	PN 3	Care of Adult 1	Care of Adult 2	Complex Care	6260	6280	Pop Health	6340	Patho Pharm 1	Patho Pharm 2
1.1	Demonstrate an understanding of the discipline of nursing's distinctive perspective and where shared perspectives exist with other disciplines	1.1a	Identify concepts, derived from theories from nursing and other disciplines, which distinguish the practice of nursing.	x	x	x	x	x	x	x	x	x	x	x	x
		1.1b	Apply knowledge of nursing science that develops foundation for nursing practice.												
		1.1c	Understand the historical foundation of nursing as the relationship developed between the individual and nurse.												
		1.1d	Articulate nursing's distinct perspective to practice.												
1.2	Apply theory and research-based knowledge from nursing, the arts, humanities, and other sciences.	1.2a	Apply or employ knowledge from nursing science as well as the natural, physical, and social sciences to build an understanding of the human experience and nursing practice	x		x	x	x	x	x	x	x	x	x	x
		1.2b	Demonstrate intellectual curiosity.												
		1.2c	Demonstrate social responsibility as a global citizen who fosters the attainment of health equity for all.												
		1.2d	Examine influence of personal values in decision making for nursing practice.												
		1.2e	Demonstrate ethical decision making.												
1.3	Demonstrate clinical judgement founded on a broad knowledge base.	1.3a	Demonstrate clinical reasoning.		x	x	x	x	x	x	x	x	x	x	x
		1.3b	Integrate nursing knowledge (theories, multiple ways of knowing, evidence) and knowledge from other disciplines and inquiry to inform clinical judgment.												
		1.3c	Incorporate knowledge from nursing and other disciplines to support clinical judgment.												

Population Health

Comp #	Competency Name	Subcomp #	Subcompetency Name	PN 1	PN 2	PN 3	Care of Adult 1	Care of Adult 2	Complex Care	6260	6280	Pop Health	6340	Patho Pharm 1	Patho Pharm 2
3.1	Manage population health.	3.1a	Define a target population including its functional and problem-solving capabilities (anywhere in the continuum of care).									x	x		
		3.1b	Assess population health data.												
		3.1c	Assess the priorities of the community and/or the affected clinical population.												
		3.1d	Compare and contrast local, regional, national, and global benchmarks to identify health patterns across populations.												
		3.1e	Apply an understanding of the public health system and its interfaces with clinical health care in addressing population health needs.												
		3.1f	Develop an action plan to meet an identified need(s), including evaluation methods.												
		3.1g	Participate in the implementation of sociocultural and linguistically responsive interventions.												
		3.1h	Describe general principles and practices for the clinical management of populations across the age continuum.												
		3.1i	Identify ethical principles to protect the health and safety of diverse populations.												
3.2	Engage in effective partnerships.	3.2a	Engage with other health professionals to address population health issues.				x	x	x	x	x	x	x		
		3.2b	Demonstrate effective collaboration and mutual accountability with relevant stakeholders.												
		3.2c	Use culturally and linguistically responsive communication strategies.												
3.3	Consider the socioeconomic impact of the delivery of health care.	3.3a	Describe access and equity implications of proposed intervention(s).									x			
		3.3b	Prioritize patient-focused and/or community action plans that are safe, effective, and efficient in the context of available resources.												
3.4	Advance equitable population health policy.	3.4a	Describe policy development processes.		x							x			
		3.4b	Describe the impact of policies on population outcomes, including social justice and health equity.												
		3.4c	Identify best evidence to support policy development.												
		3.4d	Propose modifications to or development of policy based on population findings.												
		3.4e	Develop an awareness of the interconnectedness of population health across borders.												
3.5	Demonstrate advocacy strategies.	3.5a	Articulate a need for change.	x			x	x	x	x	x	x	x		
		3.5b	Describe the intent of the proposed change.												
		3.5c	Define stakeholders, including members of the community and/or clinical populations, and their level of influence.												
		3.5d	Implement messaging strategies appropriate to audience and stakeholders.												
		3.5e	Evaluate the effectiveness of advocacy actions.												
3.6	Advance preparedness to protect population health during disasters and public health emergencies.	3.6a	Identify changes in conditions that might indicate a disaster or public health emergency.									x			

Scholarship for Nursing Discipline

Scholarship for Nursing Discipline															
Comp #	Competency Name	Subcomp #	Subcompetency Name	PN 1	PN 2	PN 3	Care of Adult 1	Care of Adult 2	Complex Care	6260	6280	Pop Health	6340	Patho Pharm 1	Patho Pharm 2
4.1	Advance the scholarship of nursing.	4.1a	Demonstrate an understanding of different approaches to scholarly practice.	x	x	x									
		4.1b	Demonstrate application of different levels of evidence.												
		4.1c	Apply theoretical framework(s)/models in practice.												
		4.1d	Demonstrate an understanding of basic elements of the research process.												
		4.1e	Participate in scholarly inquiry as a team member.												
		4.1f	Evaluate research.												
		4.1g	Communicate scholarly findings.												
4.2	Integrate best evidence into nursing practice.	4.2a	Evaluate clinical practice to generate questions to improve nursing care.	x	x	x									
		4.2b	Evaluate appropriateness and strength of the evidence.												
		4.2c	Use best evidence in practice.												
		4.2d	Participate in the implementation of a practice change to improve nursing care.												
		4.2e	Participate in the evaluation of outcomes and their implications for practice.												
4.3	Promote the ethical conduct of scholarly activities.	4.3a	Explain the rationale for ethical research guidelines, including Institutional Review Board (IRB) guidelines.	x	x	x									
		4.3b	Demonstrate ethical behaviors in scholarly projects including quality improvement and EBP initiatives.												
		4.3c	Advocate for the protection of participants in the conduct of scholarly initiatives.												
		4.3d	Recognize the impact of equity issues in research.												

Systems-Based Practice

Comp #	Competency Name	Subcomp #	Subcompetency Name	PN 1	PN 2	PN 3	Care of Adult 1	Care of Adult 2	Complex Care	6260	6280	Pop Health	6340	Patho Pharm 1	Patho Pharm 2
7.1	Apply knowledge of systems to work effectively across the continuum of care.	7.1a	Describe organizational structure, mission, vision, philosophy, and values.		x	x									
		7.1b	Explain the relationships of macrosystems, mesosystems, and microsystems.												
		7.1c	Differentiate between various healthcare delivery environments across the continuum of care.												
		7.1d	Recognize internal and external system processes that impact care coordination and transition of care.												
7.2	Incorporate consideration of cost-effectiveness of care.	7.2a	Describe the financial and payment models of health care.		x	x									
		7.2b	Recognize the impact of health disparities and social determinants of health on care outcomes.												
		7.2c	Describe the impact of healthcare cost and payment models on the delivery, access, and quality of care.												
		7.2d	Explain the relationship of policy, regulatory requirements, and economics on care outcomes.												
		7.2e	Incorporate considerations of efficiency, value, and cost in providing care.												
		7.2f	Identify the impact of differing system structures, leadership, and workforce needs on care outcomes.												
7.3	Optimize system effectiveness through application of innovation and evidence-based practice.	7.3a	Demonstrate a systematic approach for decision-making.		x	x	x	x	x	x	x	x			
		7.3b	Use reported performance metrics to compare/monitor outcomes.												
		7.3c	Participate in evaluating system effectiveness.												
		7.3d	Recognize internal and external system processes and structures that perpetuate racism and other forms of discrimination within health care.												

Informatics and Healthcare Technologies

Comp #	Competency Name	Subcomp #	Subcompetency Name	PN 1	PN 2	PN 3	Care of Adult 1	Care of Adult 2	Complex Care	6260	6280	Pop Health	6340	Patho Pharm 1	Patho Pharm 2
8.1	Describe the various information and communication technology tools used in the care of patients, communities, and populations.	8.1a	Identify the variety of information and communication technologies used in care settings.		x	x									
		8.1b	Identify the basic concepts of electronic health, mobile health, and telehealth systems for enabling patient care.												
		8.1c	Effectively use electronic communication tools.												
		8.1d	Describe the appropriate use of multimedia applications in health care.												
		8.1e	Demonstrate best practice use of social networking applications.												
		8.1f	Explain the importance of nursing engagement in the planning and selection of healthcare technologies.												
8.2	Use information and communication technology to gather data, create information, and generate knowledge.	8.2a	Enter accurate data when chronicling care.		x	x	x	x	x	x	x	x	x		
		8.2b	Explain how data entered on one patient impacts public and population health data.												
		8.2c	Use appropriate data when planning care.												
		8.2d	Demonstrate the appropriate use of health information literacy assessments and improvement strategies.												
		8.2e	Describe the importance of standardized nursing data to reflect the unique contribution of nursing practice.												
8.3	Use information and communication technologies and informatics processes to deliver safe nursing care to diverse populations in a variety of settings.	8.3a	Demonstrate appropriate use of information and communication technologies.		x	x	x	x	x	x	x	x	x		
		8.3b	Evaluate how decision support tools impact clinical judgment and safe patient care.												
		8.3c	Use information and communication technology in a manner that supports the nurse-patient relationship.												
		8.3d	Examine how emerging technologies influence healthcare delivery and clinical decision making.												
		8.3e	Identify impact of information and communication technology on quality and safety of care.												
		8.3f	Identify the importance of reporting system processes and functional issues (error messages, mis-directions, device malfunctions, etc.) according to organizational policies and procedures.												
8.4	Use information and communication technology to support documentation of care and communication among providers, patients, and all system levels.	8.4a	Explain the role of communication technology in enhancing clinical information flows.				x	x	x	x	x	x	x		
		8.4b	Describe how information and communication technology tools support patient and team communications.												
		8.4c	Identify the basic concepts of electronic health, mobile health, and telehealth systems in enabling patient care.												
		8.4d	Explain the impact of health information exchange, interoperability, and integration on health care.												
8.5	Use information and communication technologies in accordance with ethical, legal, professional, and regulatory standards, and workplace policies in the delivery of care.	8.5a	Identify common risks associated with using information and communication technology.	x	x	x	x	x	x	x	x				
		8.5b	Demonstrate ethical use of social networking applications.												

AACN Essentials Concepts

Concept	Concept Definition	PN 1	PN 2	PN 3	Care of Adult 1	Care of Adult 2	Complex Care	6260	6280	Pop Health	6340	Patho Pharm 1	Patho Pharm 2
Clinical Judgement	clinical judgment refers to the process by which nurses make decisions based on nursing knowledge (evidence, theories, ways/patterns of knowing), other disciplinary knowledge, critical thinking, and clinical reasoning	x	x	x	x	x	x	x	x	x	x	x	x
Communication	Communication is defined as an exchange of information, thoughts, and feelings through a variety of mechanisms. The definition encompasses the various ways people interact with each other, including verbal, written, behavioral, body language, touch, and emotion. Communication also includes intentionality, mutuality, partnerships, trust, and presence.	x	x	x	x	x	x	x	x	x	x		
Compassionate Care	compassionate care refers to the way nurses relate to others as human beings and involves "noticing another person's vulnerability, experiencing an emotional reaction to this, and acting in some way with them in a way that is meaningful for people."	x	x	x	x	x	x	x	x	x	x		
Diversity, Equity, & Inclusion	Diversity references a broad range of individual, population, and social characteristics, including but not limited to age; sex; race; ethnicity; sexual orientation; gender identity; family structures; geographic locations; national origin; immigrants and refugees; language; any impairment that substantially limits a major life activity; religious beliefs; and socioeconomic status. Inclusion represents environmental and organizational cultures in which faculty, students, staff, and administrators with diverse characteristics thrive. Inclusive environments require intentionality and embrace differences, not merely tolerate them. Equity is the ability to recognize the differences in the resources or knowledge needed to allow individuals to fully participate in society, including access to higher education, with the goal of overcoming obstacles to ensure fairness.	x	x	x	x	x	x	x	x	x	x		
Ethics	ethics refers to principles that guide a person's behavior. Ethics is closely tied to moral philosophy involving the study of or examination of morality through a variety of different approaches. There are commonly accepted principles in bioethics that include autonomy, beneficence, non-maleficence, and justice. The study of ethics as it relates to nursing practice has led to the exploration of other relevant concepts, including moral distress, moral hazard, moral community, and moral or critical resilience.	x	x	x	x	x	x	x	x	x	x		
Evidence-based Practice	Evidence-based practice is a problem-solving approach to the delivery of health care that integrates best evidence from studies and patient care data with clinician expertise and patient preferences and values.	x	x	x	x	x	x	x	x	x	x	x	x
Health Policy	Health policy involves goal directed decision-making about health that is the result of an authorized public decision-making process.	x	x	x				x	x	x			
Social Determinants of Health	Social determinants or health is a broader term, inclusive personal, social, economic, and environmental factors that impact health. Social determinants of health, a primary component of determinants of health "are the conditions in the environment where people are born, live, learn, work, play, worship, and age that affect a wide range of health, functioning, and quality of life outcomes and risks."	x		x	x	x		x	x	x	x		