

# FRONTIER NURSING UNIVERSITY

[www.frontier.edu](http://www.frontier.edu)

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# CATALOG

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Students are expected to abide by all of the policies stated in the Frontier Nursing University (FNU) Catalog. These policies are subject to change at any time and, unless otherwise noted, the revised or additional policies will apply to all students. Students will be notified of changes to the FNU Catalog via the Banyan Tree web portal (<http://portal.frontier.edu>) and the Announcements Forum. Upon being notified of changes, students are responsible for downloading and reading the most recent version of the FNU Catalog.

## Accreditations

Frontier Nursing University (FNU) is accredited by the **Commission on Colleges of the Southern Association of Colleges and Schools** to award master's degrees and doctoral degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of FNU.

Frontier Nursing University is licensed by the **Kentucky Council of Postsecondary Education** (1024 Capital Center Drive, Suite 320, Frankfort, KY 40601; Tel: 502-573-1555) to offer a Doctor of Nursing Practice degree and both certificates and a Master of Science in Nursing (MSN) for nurse-midwifery, family nurse practitioner, and women's health care nurse practitioner specialties.

The nurse-midwifery post-master's certificate program and master's program and doctor of nursing practice degree are accredited by the **ACNM Accreditation Commission for Midwifery Education (ACME) (formerly ACNM Division of Accreditation)**, 8403 Colesville Road, Suite 1550, Silver Spring, MD 20910-6374; Tel: 240-485-1802, [www.midwife.org/acme](http://www.midwife.org/acme), <http://www.midwife.org/acme>, [acme@ACNM.org](mailto:acme@ACNM.org)

The Doctor of Nursing Practice, the Master of Science in Nursing program and the post-master's certificates, including the nurse-midwifery, family nurse practitioner, and women's health care nurse practitioner tracks, are accredited by the **Accreditation Commission for Education in Nursing (ACEN)**, 3343 Peachtree Road NE, Suite 850, Atlanta, GA 30326; Tel: 404-975-5000.

Frontier Nursing University, Inc. (formerly Frontier School of Midwifery and Family Nursing) is licensed by the Board of Regents of the State of Louisiana. Licenses are renewed by the State Board of Regents every two years. Licensed institutions have met minimal operational standards set forth by the state, but licensure does not constitute accreditation, guarantee the transferability of credit, nor signify that programs are certifiable by any professional agency or organization.

## Guaranty Bond

The Guaranty Bond is maintained on file in the office of the Vice President of Finance of FNU at 170 Prosperous Place Lexington KY, 40509. The Guaranty Bond is available for review upon request during normal business hours by any and all interested parties.

## Civil Rights Notice of Non-Discrimination

Frontier Nursing University (FNU) is in full compliance with section 602 of Title VI of the Civil Rights Act of 1964. The FNU staffing policies, education programs and services rendered are administered uniformly without regard to and does not discriminate on the basis of race, color, religion, national origin, sex, physical or mental disability, sexual orientation, citizen status, pregnancy, genetic information, age, past, present, or future service in the Uniformed Services of the United States whether the individual is a smoker or nonsmoker, or any other basis prohibited by local, state, or federal law. The following person has been designated to handle inquiries regarding the nondiscrimination policies:

FNU Human Resource Manager  
195 School Street  
Hyden, KY 41749  
Phone (606) 672-2312  
Fax (606) 672-3776  
email: [Beulah.Couch@frontier.edu](mailto:Beulah.Couch@frontier.edu)

## **Georgia Disclosure Statement**

Frontier Nursing University is permitted in the state of Georgia as determined by the Nonpublic Postsecondary Education Commission (NPEC). Frontier Nursing University students are permitted to follow the Complaint Process as posted on the NPEC website located at <http://www.gnpec.org>.

## **Minnesota Disclosure Statement**

Frontier Nursing University is registered as a private institution with the Minnesota Office of Higher Education pursuant to sections 136A.61 to 136A.71. Registration is not an endorsement of the institution. Credits earned at the institution may not transfer to all other institutions.

## **Texas Disclosure Statement**

Frontier Nursing University is excluded from regulation by the Texas Workforce Commission under Chapter 132 of the Texas Education Code. Frontier Nursing University is licensed by the Kentucky Council of Postsecondary Education; any interested parties may locate the Complaint Process at: <http://cpe.ky.gov/>.

## **Texas Higher Education Coordinating Board**

Frontier Nursing University holds a Certificate of Authorization from the Texas Higher Education. Frontier Nursing University students are permitted to follow the Complaint Process as posted on the Texas Higher Education Coordinating Board website located at: <http://www.thecb.state.tx.us>

The web address for the rules governing student complaints in compliance with Title 19 of the Texas Administrative Code, Sections 1.110-1.120:

[http://info.sos.state.tx.us/pls/pub/readtac\\$ext.ViewTAC?tac\\_view=5&ti=19&pt=1&ch=1&sch=E&rl=Y](http://info.sos.state.tx.us/pls/pub/readtac$ext.ViewTAC?tac_view=5&ti=19&pt=1&ch=1&sch=E&rl=Y)

## **Washington Disclosure Statement**

Frontier Nursing University is authorized by the Washington Student Achievement Council and meets the requirements and minimum educational standards established for degree granting institutions under the Degree-Granting Institutions Act. This authorization is subject to periodic review and authorizes Frontier Nursing University to offer field placement components for specific degree programs. The Council may be contacted for a list of currently authorized programs. Authorization by the Council does not carry with it an endorsement by the Council of the institution or its programs. Any person desiring information about the requirements of the act or the applicability of those requirements to the institution may contact the Council at P.O. Box 43430, Olympia, WA 98504-3430.

[Accreditations](#)  
[Guaranty Bond](#)  
[Civil Rights Notice of Non-Discrimination](#)  
[Georgia Disclosure Statement](#)  
[Minnesota Disclosure Statement](#)  
[Texas Disclosure Statement](#)  
[Texas Higher Education Coordinating Board](#)  
[Washington Disclosure Statement](#)

[About Frontier Nursing University](#)

[Mission](#)  
[Vision Statement](#)  
[Elaboration of the Vision](#)  
[Philosophy](#)  
[History](#)  
[School Song](#)  
[Board of Directors](#)  
[Frontier Nursing Service](#)

[Department of Midwifery and Women's Health](#)

[Description](#)  
[Purpose](#)  
[Philosophy](#)  
[Objectives](#)

[Department of Family Nursing](#)

[Description](#)  
[Purpose](#)  
[Philosophy](#)  
[Objectives](#)

[Academic Offerings](#)

[Post-Master's Doctor of Nursing Practice \(PM-DNP\)](#)

[Description:](#)  
[Purpose:](#)  
[Philosophy:](#)  
[Objectives:](#)  
[PM-DNP Curriculum Overview](#)

[Master of Science in Nursing and Post Master's Certificates \(for students enrolled prior to January 1, 2014\)](#)

[Description and Purpose](#)  
[Philosophy](#)  
[Master of Science in Nursing Objectives](#)  
[Master of Science in Nursing Core Curriculum Overview](#)  
[Post-Master's Certificate Objectives](#)  
[Post-Master's Core Curriculum Overview](#)  
[Sequencing of the MSN/Post Master's Certificates Program of Study](#)  
[Time Frames](#)  
[Nurse-Midwifery Track](#)  
[MSN CNEP Curriculum Overview](#)  
[Post-Master's CNEP Curriculum Prerequisites](#)  
[Family Nurse Practitioner Track](#)  
[MSN CFNP Curriculum](#)  
[\(16 didactic credits – 0 clinical credits\)](#)  
[Post-Master's CFNP Curriculum](#)  
[Women's Health Care Nurse Practitioner Track](#)  
[MSN CWHCNP Curriculum](#)  
[Post-Master's CWHCNP Curriculum](#)

[Master of Science in Nursing + Companion Doctor of Nursing Practice \(MSN + Companion DNP\)](#)

[Description](#)  
[Master of Science in Nursing](#)

[Companion DNP](#)  
[Purpose](#)  
[Philosophy](#)  
[MSN Program Plan Core Curriculum Overview](#)  
[Post Master's Certificate + Companion Doctor of Nursing Practice \(PMC + Companion DNP\)](#)  
[Description](#)  
[Purpose](#)  
[Philosophy](#)  
[Objectives](#)  
[PMC Program Plan Core Curriculum Overview](#)  
[Timeframes](#)  
[MSN + Companion DNP CNEP Curriculum Overview](#)  
[PMC Program Plan CNEP Curriculum Overview](#)  
[MSN Program Plan CFNP Curriculum Overview](#)  
[PMC Program Plan CFNP Curriculum Overview](#)  
[MSN Program Plan CWHCNP Curriculum Overview](#)  
[PMC Program Plan CWHCNP Curriculum Overview](#)  
[ADN Bridge Entry Option](#)  
[Graduates Returning to Complete a Second Specialty](#)  
[CNEP Graduates without an MSN](#)  
[MSN Completion for CNEP Graduates](#)  
[Women's Health Care Nurse Practitioner Post-Master's Certificate for CNEP Graduates](#)  
[Refresher program for Frontier Nursing University CNEP grads](#)  
[Courses for Non-Matriculating Students](#)  
[Student Support](#)  
[Admissions Policies](#)  
[Prerequisite Health Requirements for all FNU programs](#)  
[Illness and/or Injury](#)  
[Admissions Criteria for the PM-DNP regular admission status](#)  
[Streamlined Admissions Criteria for the PM-DNP for FNU pre-2014 students immediately upon MSN graduation](#)  
[Admission Criteria for the MSN + Companion DNP](#)  
[Admission Criteria for the MSN + Companion DNP via the ADN Bridge Entry Option](#)  
[Admission Criteria for the Post-Master's Certificate \(PMC\) + Companion DNP](#)  
[Admission Criteria for the MSN Completion for CNEP Graduates](#)  
[Enrollment Procedure for the MSN Completion for CNEP Graduates](#)  
[Admission Criteria for the Women's Health Care Nurse Practitioner Post-Master's Certificate for CNEP Graduates](#)  
[Enrollment Procedure for the Women's Health Care Nurse Practitioner Post-Master's Certificate for CNEP Graduates](#)  
[Admission Criteria for Non-Matriculating Students](#)  
[Enrollment Procedure for Non-Matriculating Students](#)  
[Admissions Cycle](#)  
[Transcript Evaluation/Verification Process for all international students\\*](#)  
[Clinical Site Selection](#)  
[Suggestions for finding clinical preceptors include:](#)  
[Course Transfers and Challenges](#)  
[Transferability of Credit](#)  
[Computer Skills Proficiency](#)  
[Technology Requirements](#)  
[Banyan Tree 101 \(BT101\) Requirement Prior to Starting Any Courses](#)  
[Statistics Course Prerequisite](#)  
[Applicants Who Are Registered Nurses with a Bachelor's Degree in another Field](#)  
[Instructions for Portfolio \(Non-BSN Applicants Only\)](#)  
[Academic and General School Policies](#)  
[Academic Evaluation Methods](#)  
[Academic Freedom Policy](#)

[Academic Hiatus Policy \(Non-Emergency\)](#)  
[Emergency Academic Hiatus \(EAH\) Policy](#)  
[Access to Courses](#)  
[Adding and Dropping Courses](#)  
[Alcohol & Drug Prevention Program & Policy](#)  
[Americans with Disabilities Act \(ADA\) and Section 504 Policy](#)  
[Appeal of Course Grades](#)  
[Appeal of Dismissal](#)  
[Academic Standards Committee](#)  
[Assignment of Credit Hours](#)  
[Breast Pump Availability](#)  
[Breastfeeding Infants on Campus](#)  
[Case Days](#)  
[Challenge Policy for Academic Courses](#)  
[Commencement Ceremony Participation](#)  
[Communications Policy](#)  
[The Comprehensive Examination \(for all students excluding those enrolled in the PM-DNP\)](#)  
[Confidentiality of Records](#)  
[Continuous Registration Policy](#)  
[Copying](#)  
[Course Failure Policy](#)  
[Course Transfer Policy and Procedure](#)  
[Degree Completion Policy](#)  
[Digital Millennium Copyright Act Notice](#)  
[Disclosure of Directory Information](#)  
[Dismissal from FNU](#)  
[Enrollment Following Frontier Bound](#)  
[Estimating the Timeline for Beginning the MSN Clinical Practicum](#)  
[FNU Evaluations](#)  
[Examination Policy for All Exams](#)  
[Examination Policy for Remotely Proctored Exams](#)  
[Rules for Taking an Examination](#)  
[Examination Violations](#)  
[Examination Support](#)  
[Examination Security Policy and Procedure for Paper Based Proctored Exams](#)  
[Programs of Study for Students Enrolled Prior to Winter 2014](#)  
[Programs of Study for Students Enrolled Starting Winter 2014 in the MSN + Companion DNP](#)  
[Graded Assignments](#)  
[Grading and Failure Policy and Procedure](#)  
[Grading System](#)  
[Graduation Requirements](#)  
[Grievance Procedure](#)  
[Harassment Policy](#)  
[Honor Code Policy](#)  
[Violations of the expected standards of conduct include, but are not limited to, the following:](#)  
[Honor Code Council Procedure](#)  
[Incomplete \(I\) Grade Policy](#)  
[In-Progress \(IP\) Grade Policy](#)  
[Individual Academic Work, Study Groups, and Study Buddies](#)  
[Intellectual Property Policy for FNU Students](#)  
[International Health Experience](#)  
[Learning and Performance Plans](#)  
[Licensure](#)  
[Midwifery and Nurse Practitioner Practice by Frontier Students](#)  
[Name Change](#)  
[Notification of Rights under FERPA](#)  
[On-Site Attendance](#)

[Pets on Campus](#)  
[Plagiarism Policy and Procedure](#)  
[Prerequisites and Planning for Clinical Bound](#)  
[Probation \(formerly Suspension\)](#)  
[Professional Conduct](#)  
[Registration Policy and Procedure](#)  
[Procedure for Online Registration:](#)  
[Research](#)  
[Safety and Security While on the Hyden Campus](#)  
[Satisfactory Academic Progress Policy](#)  
[Satisfactory Academic Progress Policy for Students Enrolled for January 2014 Winter Term in the MSN + Companion DNP, including Bridge classes 108 and higher](#)  
[Student Attendance at the Beginning of the Term](#)  
[Student Loan Deferments](#)  
[Transcript Requests](#)  
[Transfer between Full-time and Part-time Options for students enrolled prior to Winter 2014 Procedure](#)  
[Transfer between Plan A and Plan B Program Plan Options For Students Enrolled Starting Winter 2014](#)  
[Transfer from a Specialty Track in one Department to a Specialty Track in another Department](#)  
[Transfer from One Specialty Track to Another within a Department](#)  
[Withdrawal from a Course](#)  
[Withdrawal from FNU](#)  
[Women's Health Care Nurse Practitioner Post-Master's Certificate for CNEP Graduates Policy and Procedure](#)

[Clinical Practicum Policies for MSN and Post Master's Certificate](#)  
[Checklist for Beginning the Clinical Practicum](#)  
[Background Check Policy and Procedure](#)  
[Clinical Challenge](#)  
[Clinical Experience Requirements for MSN and Post Master's Certificates \(PMC\)](#)  
[Clinical Experience Requirements for Post Master's Doctor of Nursing Practice \(PM-DNP\)](#)  
[Clinical Experience Requirements for the Companion Doctor of Nursing Practice](#)  
[Clinical Problem Resolution](#)  
[Clinical Site Changes](#)  
[Clinical Site Requirements Prior to Beginning the Clinical Practicum](#)  
[The Clinical Site Visit](#)  
[Clinical Supervision](#)  
[Completion of Clinical for MSN and PMC Nurse-Midwifery Students](#)  
[Completion of Clinical for MSN and PMC Nurse Practitioner Students](#)  
[Completion of clinical for Post Master's Doctor of Nursing Practice \(PM-DNP\)](#)  
[Completion of clinical for the Doctor of Nursing Practice \(MSN + Companion DNP\) and \(PMC + Companion DNP\)](#)  
[Developmental Assessment Tools](#)  
[Limitations During Clinical](#)  
[FNU Observational Experiences Outside of the Clinical Practicum](#)  
[Malpractice Coverage](#)  
[Clinical Reporting Requirements](#)  
[Pre-clinical Orientation Meeting with Preceptor](#)  
[Professional Attributes and Behaviors Expected of Students during the Clinical Practicum](#)  
[Regular and Timely Communication with the RCF](#)  
[Risk Management and Incident Report Procedure](#)  
[Time Frame for Beginning the Clinical Practicum after Clinical Bound](#)  
[Working During the Clinical Practicum](#)  
[International Clinical Sites](#)

[Banyan Tree Policies](#)  
[Banyan Tree User Agreement](#)  
[Banyan Tree Privacy Policy](#)

[Banyan Tree Access](#)  
[Chain Letters](#)  
[Checking E-mail](#)  
[Computer Access On-Campus](#)  
[File Attachment Standards](#)  
[Liability, Honor Code, and Privacy](#)  
[Office Correspondence](#)  
[Printing from the Computers](#)  
[Technical Support](#)

#### [Tuition and Fees](#)

[Tuition Policy and Plan for Per-Credit Students](#)  
[Total Program Costs under Per-Credit Hour Billing](#)  
[Tuition Policy and Plan for Fixed-Term-Billing Students](#)  
[Fees and Variable Expenses for all students](#)  
[Added Term Fee](#)  
[AABC "How to Start a Birth Center" Workshop](#)  
[Late Payment Fee](#)  
[Probation Due to Non-Payment Policy](#)  
[Tuition Discount for FNU Preceptors](#)  
[Tuition Extensions](#)  
[Tuition Policies Related to Academic Hiatus](#)  
[Tuition and Fee Payments and Return From Academic Hiatus](#)  
[Tuition for Repeating a Course](#)  
[Tuition Rate for Non-Matriculating Students](#)  
[Tuition Refund and Return of Title IV Funds Policy– Withdraw from FNU](#)  
[Tuition Policy Regarding Re-entry after Withdrawal](#)  
[Tuition Statements](#)  
[Requesting Documentation from Student Billing Office](#)

#### [Financial Aid](#)

[Federal Unsubsidized Stafford Loan](#)  
[Federal Graduate PLUS Loan](#)  
[Financial Aid Disbursements](#)  
[Financial Aid during an Academic Hiatus](#)  
[Financial Aid Eligibility Guideline for Post-Master's Certificate Programs](#)  
[Financial Aid Refund Policy](#)  
[Financial Aid Literacy](#)  
[FNU Scholarships](#)  
[External Scholarships and Financial Aid](#)  
[Preferred Lenders List](#)

#### [Faculty and Staff Roles](#)

[Administration](#)  
[Faculty](#)  
[Staff](#)

#### [Course Descriptions](#)

[Active Courses:](#)  
[Retired Courses:](#)



# About Frontier Nursing University

## **Mission**

Frontier Nursing University is a private, non-profit, non-residential graduate school of nursing offering community-based, distance education programs leading to the Doctor of Nursing Practice degree, the Master of Science in Nursing Degree and/or post-master's certificates in advanced practice nursing specialties. Our mission is to educate nurses to become competent, entrepreneurial, ethical and compassionate nurse-midwives and nurse practitioners who are leaders in the primary care of women and families with an emphasis on underserved and rural populations.

*Adopted FNU Board of Directors 1/5/2011*

This mission is accomplished by:

- Offering a structured off-campus program of nurse-midwifery and nurse practitioner graduate and certificate education to nurses who choose to learn in their community and/or learn best through self-directed, independent study.
- Preparing nurse-midwives and nurse practitioners to establish and/or manage a practice including innovative methods of providing primary care services.
- Providing commitment and collaboration between FNU's centralist academic structure and community-based clinical preceptors.
- Contributing to faculty and student development of scholarship in the areas of midwifery and advanced practice nursing education, practice and service.

*Adopted FNU Board of Directors 10/17/2008*

## **Vision Statement**

Continually improve our status as a center of excellence for Midwifery and Nurse Practitioner Education.

## **Values**

<b>C</b>	Compassion
<b>I</b>	Innovation
<b>R</b>	Reflection
<b>C</b>	Community
<b>L</b>	Legacy
<b>E</b>	Excellence
<b>U</b>	Uniqueness
<b>P</b>	Primary Care

## **Elaboration of the Vision**

- Continue leadership in educating nurse-midwives and nurse practitioners to work in rural and other underserved areas.
- Maintain excellence in educating nurse-midwives and nurse practitioners in primary care.
- Demonstrate innovation in community-based distance education through the Community of Inquiry (CoI) model.
- Foster a culture of respect and service throughout the community.
- Plan for responsible and sustainable growth.
- Maintain responsible business and fiscal stewardship.
- Advance the legacy of Mary Breckinridge and the Frontier Nursing Service.

*adopted Board of Directors 1/5/2011*

## **Philosophy**

The faculty of Frontier Nursing University (FNU) ascribe to a philosophy that includes the following beliefs:

## ***Person***

Individuals are unique, holistic beings, complex in nature with innate worth and dignity. As integrated biophysical, psychological, spiritual and socio-cultural beings, they are in constant interaction with an internal/external environment. Individuals have inherent power to be self-directed, to adapt behavior to work towards the highest potential for wellness, and to attain personal meaning for their lives within the context of their families and communities.

## ***Environment***

An individual's environment is comprised of biophysical, psychological, socio-cultural and spiritual dimensions. The way in which an individual responds to the environment affects a person's level of wellness. The environment can be altered to positively affect a person's health.

## ***Health***

Health is a dynamic process reflecting one's biophysical, psychological, socio-cultural and spiritual state. Health is maximized when an individual's optimum level of wellness is promoted, maintained or restored.

FNU fosters a commitment to holistic care and facilitates the development of assessment and management skills necessary for practice in an advanced health care provider role. Comprehensive, safe, and culturally sensitive primary health care, that emphasizes prevention, is a right of all people. It addresses the ongoing and evolving needs of the family and the community. When individuals, families and communities are active in planning and developing health care systems to meet their needs, providers and institutions become more sensitive to their concerns.

## ***Nursing***

Nursing is the diagnosis and treatment of human responses to actual or potential health problems. A primary focus of nursing is health promotion and disease prevention.

Nursing is a relational practice that applies theoretical knowledge that includes the discipline of nursing, the sciences as well as arts and humanities.

Advanced practice nursing focuses on providing specialized care to clients in a variety of settings. The advanced practice nurse uses expanded knowledge and skills that require increased depth of critical thinking to address complex health care challenges. The scope of practice includes independent decision-making and management. Advanced practice nursing requires excellent communication skills needed to develop therapeutic relationships with clients and in order to effectively participate in consultation, collaboration or referral within a system of health care delivery.

## ***Education***

FNU assumes that undergraduate nursing education includes the science of nursing and incorporates knowledge from the humanities, and behavioral, physical, and social sciences.

In a perspective that places family needs in the center, the art and science of nurse-midwifery and nurse practitioner education evolves from a solid base of knowledge and skills acquired through a combination of study, observations and experiences that provide the way for safe and thoughtful health care, wherein choices and control reside within the family.

FNU supports multi-disciplinary collaboration both in education and practice. Inherent in the commitment to service and education is the obligation to participate in research. It is through research that valuable insights are made into clinical practice, teaching-learning methods and primary health care delivery.

Education at FNU is further based on the beliefs that:

- Nurse-midwifery and nurse practitioner education has essential content that is shared across the curriculum. The communication and collaboration of the faculty in the development and operations of the programs of FNU exemplify this belief.

- Learning occurs at a rate which varies with individuals. Learning is effective when self-directed, and with students assuming major responsibility for their own learning practice and evaluation. Learning is enhanced by essential structure that supports progress, motivation, and allows for various effective teaching strategies.
- Learning professional skills and responsibilities is enhanced through a clearly defined program of study implemented by master professional preceptors regardless of geographic location.
- Adult learners are self-motivated. They draw upon multiple experiences, which may not fit traditional learning structures. Faculty members guide a community of learners.
- Community-based education meets the needs of those learners for whom conventional residential education programs are not available or who learn best through directed independent study.
- The goal of the faculty of FNU is to foster autonomous learners who have the skills to think critically. Critical thinking skills are necessary for accurate assessment, diagnosis and management of client problems.
- The faculty/student relationship is characterized by mutual respect, responsibility and growth. Faculty and students share responsibility for creating a climate of mutual trust and open communication. Faculty offer support, facilitate learning and are role models for students.

## History

The Frontier Graduate School of Midwifery was started in 1939 by the Frontier Nursing Service (FNS) as a part of its demonstration project in the care of the mother and child in rural areas of Kentucky. When FNS began using nurse-midwives in the United States in 1925, it was able to secure a qualified staff in only two ways, by sending the American nurses to Great Britain for graduate training or by enlisting British nurses already qualified as midwives. In the early years, the FNS offered scholarships to American nurses to go to Great Britain for training in nurse-midwifery, and recruited British nurse-midwives.

From the beginning, Mary Breckinridge viewed nurse-midwifery as central to health care. When World War II started in 1939, a number of the British members of the FNS staff wished to return to their homes. Under war conditions, it was not possible to continue to send American nurses to Great Britain. The FNS immediately put into operation its plan for a graduate school of nurse-midwifery. The Frontier Graduate School of Midwifery enrolled its first class November 1, 1939. Frontier Nursing University has been in continuous operation since that time.

As the number of births decreased in Leslie County during the 1980s it became difficult to support a traditional midwifery program. In 1989 the nurse-midwifery program was transferred to the University of New Mexico. That class graduated on October 27, 1991 under the flag of Frontier Nursing University (FNU). During this time period, the Community-based Nurse-midwifery Education Program (CNEP) began as a pilot project funded by the PEW Foundation. The development of the CNEP was originally a cooperative effort of the Maternity Center Association (MCA), the National Association of Childbearing Centers (NACC), Frances Payne Bolton School of Nursing, Case Western Reserve University (FPBSON/CWRU) and the Frontier Nursing Service (FNS). The goal was to enable nurses to remain in their communities while obtaining graduate education as nurse-midwives and ultimately increase the number of practicing nurse-midwives working in underserved areas. The pilot project was very successful. In 1990, FNU recognized that the CNEP model of education matched its own goals and mission. The President of the School and the Board of Directors voted to adopt the CNEP as its nurse-midwifery education program in 1991. Since then CNEP has graduated over 1,775 nurse-midwives.

In the late 1960s as birth control options became more available and a wider array of health care treatment options were developed, the Frontier Nursing Service recognized that a different type of provider was needed. This provider would not provide birthing services but would provide a wide array of primary and chronic health care services to the entire family.

At this time FNU developed the first family nurse practitioner (FNP) program in the United States. In 1970, the name of the School was changed to FNU to reflect the addition of the FNP program. The last classes to graduate from the traditional nurse-midwifery and family nurse practitioner programs were in August of 1990. The family nurse practitioner program was discontinued at that time at the school focused on developing the distance learning nurse-midwifery education program.

The Community-Based Nurse-Midwifery Education Program was so successful in providing the opportunity for graduate education to nurses living in their own communities, the school leadership decided to re-establish the family nurse practitioner program using the same community-based model. The Community-based Family Nurse Practitioner (CFNP) education program was established in 1999. With the acceptance of CFNP class 1 in 1999, FNU came full circle in its mission to educate nurses to provide primary care that is comprehensive, safe, and culturally sensitive. In 2003 FNU transitioned the programs from certificate programs to began an Master of Science in Nursing (MSN) program with two tracks ; nurse-midwifery and family nurse practitioner.. In 2005, FNU added the Women's Health Care Nurse Practitioner track to the MSN options and added post-master's certificates for all three tracks.

In October 2004, the members of the American Association of Colleges of Nursing (AACN) endorsed the Position Statement on the Practice Doctorate in Nursing which called for moving the level of preparation necessary for advanced nursing practice roles from the master's degree to the doctorate level by the year 2015. FNU moved forward with plans to include the addition of a Post-Master's Doctor of Nursing Practice (PM-DNP) in the program offerings in 2007. The first class of DNP students enrolled in October 2008. The introduction of the PM-DNP ensures that FNU remains a leading institution in advanced practice nursing education and offers quality programs at all levels to nurse-midwives and nurse practitioners throughout the country.

On July 1, 2011 the Frontier School of Midwifery and Family Nursing officially changed its name to Frontier Nursing University to better reflect its status as a graduate school of nursing.

In 2014, Frontier Nursing University began offering a newly developed curriculum for nurses who wish to become nurse-midwives and nurse practitioners. The new curriculum begins by completing a Master of Science in Nursing degree and then offers a seamless transition to a Companion Doctor of Nursing Practice (DNP) degree. This curriculum is designed to prepare nurse-midwives and nurse practitioners to be excellent clinicians and to have the expertise needed to translate evidence into best practices so that mothers, babies, and families receive the highest quality care. The goals include that the student becomes a leader in the health care system and influences the system to provide high quality patient care.

The new DNP program was designed to confer a Master of Science in Nursing (MSN) degree and offer a seamless transition to the Doctor of Nursing Practice (DNP) degree. The advantage to this program is that students can elect to complete both the MSN and the DNP degree without interrupting their studies. Conferring the MSN allows the students to sit for the national certification exam and begin their work as clinicians in their communities. This meets our mission of providing care in rural and underserved areas. When students complete the requirements for the MSN they may choose to continue in the DNP program or step out with the MSN. This is the ideal curriculum for nurses who want either a MSN degree or an MSN plus Doctor of Nursing Practice degree. This plan furthers the FNU tradition of leadership in the education of nurse-midwives and nurse practitioners.

## **School Song**

### ***Verse 1:***

And therefore we have come, to join hands and hearts together  
To give gentle care to families, united we learn. (Chorus)

### ***Verse 2:***

And when we have completed, this task that we have before us  
Our culture of caring will circle the globe. (Chorus)

### ***Chorus:***

For the babies and for the mothers, the fathers and for the brothers,  
The sisters and all the others, we come here to learn.

## **Board of Directors**

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### **Frontier Nursing Service**

Mary Breckinridge established the Frontier Nursing Service (FNS) in Leslie County, Kentucky in 1925, introducing the first nurse-midwives to the United States. Riding horses up mountains, through fog, flood, or snow the FNS nurses brought modern healthcare to one of the poorest and most inaccessible areas in the U.S. Mary Breckinridge demonstrated that care provided by nurse-midwives acting as both public health nurses and midwives to the total family would drastically cut infant and maternal mortality and also morbidity and mortality for the entire community. A more detailed account of FNS may be found at their website: [Frontier Nursing Service](#)

# *Department of Midwifery and Women's Health*

## **Description**

The Department of Midwifery and Women's Health offers the Community-based Nurse-midwifery Education Program (CNEP) and the Community-based Women's Health Care Nurse Practitioner (CWHCNP) Education Program. The department has clinical sites across the United States with more added regularly. Frontier Nursing University knows that the CNEP and CWHCNP programs of study have led and will continue to lead the effort to improve healthcare for women and babies.

Students in the CNEP receive a MSN with a nurse-midwifery concentration and can choose to seamlessly continue to complete the Companion Doctor of Nursing Practice (DNP) degree. A post-master's certificate option in nurse-midwifery is also available for students who have already completed a MSN. CNEP graduates are eligible to take the national certification examination given by the American Midwifery Certification Board (AMCB) as soon as they complete all requirements for the MSN or post-master's certificate.

Students in the CWHCNP program receive a MSN with a women's health care nurse practitioner concentration and can choose to seamlessly continue to complete the Companion Doctor of Nursing Practice (DNP) degree. A post-master's certificate option as a WHCNP is also available. CWHCNP program graduates are eligible to take the national certification examination for women's health care nurse practitioners given by the National Certification Council (NCC) as soon as they complete all requirements for the MSN or post-master's certificate.

## **Purpose**

The purpose of the Department of Midwifery and Women's Health is to significantly increase the numbers of nurse-midwives and women's health care nurse practitioners to meet the needs of women and families residing in all areas with a particular focus on rural and underserved areas as well as those choosing birth center care by:

- Offering a structured off campus education program for nurse-midwives and women's health care nurse practitioners to nurses who choose to learn in their community and who learn best through self-directed independent study.
- Preparing nurse-midwives and women's health care nurse practitioners to establish and manage a practice, service or free standing birth center.
- Commitment and collaboration between FNU's centralist academic structure and community-based clinical preceptors.
- Demonstrating innovative non-traditional models for completion of graduate education through our community-based distance education program.

## **Philosophy**

Health is a dynamic process reflecting one's physical, mental, and psycho-social state. Together these parameters determine a person's well-being and risk of illness.

Comprehensive, safe and culturally sensitive primary health care that emphasizes prevention is a right of all people. It begins with the individual and addresses the ongoing and evolving needs of the family and the community.

Continuity of care for the childbearing family and for women throughout their childbearing years and beyond with emphasis on education, safety, comfort, and satisfaction, is the right of every woman. It is our firm belief that women have access to safe and sensitive health care where they are active participants in their care.

Education for nurse-midwives and women's health care nurse practitioners that is offered by a qualified faculty with a curriculum comparable or superior to academic standards established by the professions may take place in a variety of settings.

Active clinicians in a variety of settings can be prepared to serve as preceptors.

Learning occurs at a rate which varies with individuals. It is effective when self-directed with students assuming major responsibility for their own learning practice and evaluation.

Adult learners are self-motivated drawing upon multiple experiences which may not fit traditional learning structures.

The community is the classroom for the student. Community-based education meets the needs of those learners for whom conventional residential programs are not available, or who learn best through self-directed study, and provides a rich learning environment for the student.

The faculty-student relationship consists of mutual respect, responsibility, and growth. Faculty and students share responsibility for creating a climate of mutual trust and open communication.

CNEP and CWHCNP are joint ventures between students, their families, and faculty. We are a “community” dedicated to the goal of improving the quality and accessibility of healthcare to women and children by increasing the numbers of nurse-midwives and women’s health care nurse practitioners who can provide safe, sensitive care to women and families.

The Department of Midwifery and Women’s Health Care is committed to the recruitment and retention of faculty and students from cultural ethnic minorities who express their dedication to service within their own communities.

## **Objectives**

The objectives of the Department of Midwifery and Women’s Health is to prepare graduates who will be able to:

- Demonstrate safe, culturally sensitive health care for newborns and women across the lifespan.
- Use critical and reflective thinking skills to provide evidence based care.
- Lead knowledge generation in clinical practice to improve outcomes.
- Emulate the hallmarks of midwifery and women’s health care practice.
- Apply ethical principles to guide and evaluate decisions.
- Demonstrate an understanding of the political and economic environment within which nurse-midwives and women’s health care nurse practitioners provide care.
- Evaluate health care practice through peer review and quality improvement initiatives.
- Advocate for empowerment of women, families and communities.
- Establish and maintain quality services in birth centers or other practice settings in a fiscally sound and financially responsible manner.
- Mentor and teach nurse-midwifery students or women’s health care nurse practitioner students In the clinical setting.
- Demonstrate leadership to initiate and guide change in clinical practice.
- Demonstrate Information literacy skills in complex decision making.
- Demonstrates an understanding of the appropriate use of technology to implement and evaluate health care.

# **Department of Family Nursing**

## **Description**

The purpose of the Department of Family Nursing is to prepare family nurse practitioners to care for families residing in rural or other underserved areas by offering a structured off-campus Community-based Family Nurse Practitioner (CFNP) program with an across the lifespan population focus. This program of study is structured for nurses for whom traditional programs are not accessible or who learn best through self-directed independent study.

Students in the CFNP receive a MSN with a family nurse practitioner (FNP) concentration and can choose to seamlessly continue to complete the Companion Doctor of Nursing Practice (DNP) degree. A post-master's certificate option with a family nurse practitioner concentration is also available. CFNP graduates are eligible to take the national certification examination given by either the American Nurse Credentialing Center (ANCC) or the American Academy of Nurse Practitioners Certification Program (AANPCP) upon completion of all requirements for either the MSN or post master's certificate.

## **Purpose**

The purpose of CFNP specialty track is to educate nurse practitioners to meet the needs of families residing in all areas with a particular focus on rural and underserved areas, by:

- Offering a structured off-campus program of nurse practitioner education to nurses who, choose to learn in their community, learn best through self-directed independent study.
- Preparing nurse practitioners that can apply sound practice management strategies.
- Commitment and collaboration between FNU's centralist academic structure and community-based clinical nurse practitioner preceptors.
- Demonstrating innovative non-traditional models for completion of graduate education.

## **Philosophy**

Health is a dynamic process reflecting one's physical, mental and socio-cultural state. Together these parameters determine a person's well-being and risk for illness.

Comprehensive, safe and culturally sensitive primary health care that emphasizes prevention is a right of all people. It begins with the individual and addresses the ongoing and evolving needs of the family and the community.

Nurse practitioner education, when it is offered by a qualified faculty and with a curriculum comparable or superior to academic standards established by the profession, may take place in a variety of settings.

Nurse practitioners in a variety of settings can be prepared to serve as preceptors.

Learning occurs at a rate which varies with individuals. It is effective when self-directed with students assuming major responsibility for their own learning practice and evaluation.

Adult learners are self-motivated, drawing upon multiple experiences which may not fit traditional learning structures.

The community is the classroom for the NP student. Community-based education meets the needs of those learners for whom conventional nurse practitioner programs are not available, or who learn best through self-directed independent study, and provides a rich learning environment for the student.

The faculty-student relationship is a reflection of the nurse practitioner/client relationship in that it consists of mutual respect, responsibility, and growth. Faculty and students share responsibility for creating a climate of mutual trust and open communication.



CFNP educational processes are a joint venture between students, their families, and faculty. We, too, are a “community,” dedicated to the goal of improving the quality and accessibility of health care by educating nurse practitioners that can provide safe, sensitive care to individuals and families.

The Department of Family Nursing is committed to the recruitment and retention of faculty and students from cultural and ethnic minorities who express their dedication to service within their own communities.

## ***Objectives***

The objectives of the Department of Family Nursing are to prepare graduates who will be able to:

- Deliver safe, culturally sensitive health care to clients across the lifespan.
- Apply critical and reflective thinking skills to provide evidence based care.
- Lead knowledge generation in clinical practice to improve health outcomes.
- Emulate characteristics of a professional.
- Apply ethical principles to guide and evaluate decisions.
- Demonstrate an understanding of the political and economic environment within which primary care is provided.
- Evaluate nurse practitioner practice through peer review and quality improvement initiatives.
- Advocate for empowerment of clients, families and communities.
- Establish and maintain quality primary care services in a fiscally sound and financially responsible manner.
- Mentor and teach family nurse practitioner students in the clinical setting.
- Demonstrate leadership to initiate and guide change in clinical practice.
- Demonstrate information literacy skills in complex decision making.
- Demonstrates an understanding of the appropriate use of technology to implement and evaluate health care.

## Academic Offerings

FNU is in the process of transitioning our programs from a traditional Master of Science in Nursing (MSN) and Post-Master's Certificates (PMC) to a program that allows students enrolled after January 1, 2014 the option to seamlessly continue to complete the Doctor of Nursing Practice (DNP) degree. The new MSN + Companion DNP program plan will be in effect for students enrolled after January 1, 2014. The PM-DNP program that has been offered since January 2008 will not be affected by the transition.

Program offerings include:

- Post-Master's Doctor of Nursing Practice (PM-DNP)
- Master of Science in Nursing (MSN) and Post-Master's Certificates (PMC) (for all students enrolled prior to January 1, 2014.)
- Master of Science in Nursing + Companion Doctor of Nursing Practice Plan (MSN + Companion DNP Plan) (for students enrolled after January 1, 2014.)
- Post-Master's Certificate + Companion Doctor of Nursing Practice Plan (PMC + Companion DNP Plan) (for students enrolled after January 1, 2014.)
- ADN Bridge Entry Option (for all students entering FNU with an Associate Degree in nursing and no Bachelor's degree in any field)

See the descriptions below for details about each program option.

### Post-Master's Doctor of Nursing Practice (PM-DNP)

#### **Description**

The FNU PM-DNP program is designed for family nurse practitioners, women's health care nurse practitioners, certified nurse-midwives, pediatric nurse practitioners, adult nurse practitioners, geriatric nurse practitioners and psychiatric mental health nurse practitioners to improve skills in the areas of leadership, clinical scholarship, evidence-based practice and clinical evaluation. All students entering the PM-DNP program must be registered nurses who have completed a master's degree in nursing or a related field and are nationally certified as a nurse-midwife or nurse practitioner. The PM-DNP program builds upon and expands these nurse-midwife or nurse practitioner competencies.

The PM-DNP curriculum has been carefully constructed to incorporate the eight essential competencies delineated by the American Association of Colleges of Nursing (AACN). The competencies address the following:

- Scientific underpinning for practice.
- Organizational and systems leadership for quality improvement and systems thinking.
- Clinical scholarship and analytical methods for evidence-based practice.
- Information systems/technology and patient care technology for the improvement and transformation of health care.
- Health care policy for advocacy in health care.
- Inter-professional collaboration for improving patient and population health outcomes.
- Clinical prevention and population health for improving the nation's health.
- Advanced nursing practice.

#### **Purpose**

The purpose of the PM-DNP program at FNU is to prepare nurse practitioner and nurse-midwife leaders who will evaluate and improve primary care practice.

The ultimate goal of the program is to improve the health care and the health status of populations with a focus on rural and underserved communities.

## Philosophy

The Doctor of Nursing Practice Program draws on the clinical expertise of the faculty and students to prepare nurses at the highest clinical level to use their knowledge and clinical expertise to impact the health care of not only the individual but also the health care of the community, the region, and the nation. The PM-DNP program produces nursing leaders who focus on improving the health care system, improving access to care for the poor and underserved and promoting the outcomes of NM and NP practice through the use of clinical scholarship and evidence based practice.

## Objectives

Graduates of the program will:

- Develop an advanced level of competence for practice that provides consumers with excellent primary care in an area of specialty.
- Demonstrate advanced levels of clinical scholarship.
- Critically analyze complex clinical situations and health care systems to promote optimal outcomes.
- Evaluate and apply conceptual models, theories, and research in order to improve the health status of diverse individuals and populations, with a focus on rural and underserved communities.
- Design, deliver, direct, evaluate and disseminate evidence-based practices to include research, statistics and epidemiological principles.
- Analyze the social, cultural, political and economic environment within the healthcare system.
- Apply ethical principles to guide and evaluate decisions.
- Demonstrate competence as a clinical educator.
- Demonstrate leadership to initiate and guide change in clinical practice.
- Advocate for empowerment of clients, families and communities. (Health Policy)
- Demonstrate information literacy skills in complex decision making.
- Demonstrate an understanding of the appropriate use of technology to implement and evaluate health care.

## PM-DNP Curriculum Overview

The PM-DNP program is 33 semester credits. These include 8 credits (360 contact hours) of clinical practicum. The curriculum is delivered using distance education strategies over the course of five terms. There are two required on-campus experiences. The first is a three-day orientation to the program called PM-DNP Bound. The second on-campus experience is in the fifth term of the program, when students will attend a three-day residency during which they will present the oral presentation of their capstone projects to their student colleagues and faculty. During terms four and five, students complete 360 contact hours in their practicum.

The PM-DNP curriculum has been carefully constructed to incorporate the eight essential competencies delineated by the American Association of Colleges of Nursing (AACN). The competencies address the following:

- Scientific underpinning for practice.
- Organizational and systems leadership for quality improvement and systems thinking.
- Clinical scholarship and analytical methods for evidence-based practice.
- Information systems/technology and patient care technology for the improvement and transformation of health care.
- Health care policy for advocacy in health care.
- Inter-professional collaboration for improving patient and population health outcomes.
- Clinical prevention and population health for improving the nation's health.
- Advanced nursing practice.

Beginning with DNP 21, the PM-DNP program will have a 5-term and a 6-term option.

### 5-term option:

- First term:
  - PC702 Epidemiology and Biostatistics (3-0)
  - PC718 Evidence Based Practice (3-0)

- Second term:
  - PC713 Principles of Independent Practice (3-0)
  - N704 Leadership and Organizational Theory (3-0)
  - N720A DNP Project (1-0)
- Third term:
  - PC711 Nurse as Educator (3-0)
  - N706 Evidence Based Practice and Information Technology (3-0)
  - N720B DNP Project (1-0)
- Fourth term:
  - N705 Ethics and Health Care Policy (3-0)
  - N711 DNP Practicum I (0-4)
- Fifth term:
  - N712 DNP Practicum II (0-4)
  - N720-C DNP Project (2-0)

**6-term option:**

- First term:
  - PC702 Epidemiology and Biostatistics (3-0)
  - PC718 Evidence Based Practice (3-0)
- Second term:
  - PC713 Principles of Independent Practice (3-0)
  - N704 Leadership and Organizational Theory (3-0)
- Third term:
  - N720A DNP Project (1-0)
  - PC711 Nurse as Educator (3-0)
- Fourth term:
  - N706 Evidence Based Practice and Information Technology (3-0)
  - N720B DNP Project (1-0)
- Fifth term:
  - N705 Ethics and Health Care Policy (3-0)
  - N711 DNP Practicum I (0-4)
- Sixth term:
  - N712 DNP Practicum II (0-4)
  - N720-C DNP Project (2-0)

Total 25 Didactic Credits + 8 Clinical Credits (360 hours) = 33

## Master of Science in Nursing and Post-Master's Certificates (for students enrolled prior to January 1, 2014)

### **Description and Purpose**

Frontier Nursing University (FNU) offers a Master of Science in Nursing (MSN) degree and post-master's certificates leading to education as a certified nurse-midwife (CNM), family nurse practitioner (FNP), and/or a

women's health care nurse practitioner (WHCNP). FNU seeks to meet the needs of prospective nurse-midwives and nurse practitioners who do not want to leave their home communities to obtain the graduate education they desire to fulfill their professional aspirations. Didactic coursework is delivered using web-based, distance education courses allowing students to achieve their higher education goals without leaving home for classes. Using clinics, hospitals, and preceptors in their own community allows students to get the hands-on clinical experience required for these exciting health care professions. Two on-campus sessions are required, including an orientation prior to beginning studies, and intensive skill workshops prior to beginning the clinical practicum.

## **Philosophy**

Health is a dynamic process reflecting one's physical, mental, and psychosocial state. Together these parameters determine a person's well-being and risk of illness.

Comprehensive, safe and culturally sensitive primary health care that emphasizes prevention is a right of all people. It begins with the individual and addresses the ongoing and evolving needs of the family and the community.

Continuity of care for with emphasis on education, safety, comfort, and satisfaction, is the right of every family. It is our firm belief that families should have access to safe and sensitive health care where they are active participants in their care.

Education for nurse-midwives and nurse practitioners that is offered by a qualified faculty with a curriculum comparable or superior to academic standards established by the professions may take place in a variety of settings.

Active clinicians in a variety of settings can be prepared to serve as preceptors.

Adult learners are self-motivated drawing upon multiple experiences which may not fit traditional learning structures.

The community is the classroom for the student. Community-based education meets the needs of those learners for whom conventional residential programs are not available, or who learn best through self-directed study, and provides a rich learning environment for the student.

The faculty-student relationship consists of mutual respect, responsibility, and growth. Faculty and students share responsibility for creating a climate of mutual trust and open communication.

The educational programs are joint ventures between students, their families, and faculty. We are a "community" dedicated to the goal of improving the quality and accessibility of healthcare to women and children by increasing the numbers of nurse-midwives and women's health care nurse practitioners who can provide safe, sensitive care to women and families.

## **Master of Science in Nursing Objectives**

The objectives of the FNU graduate program are to provide the opportunity for students to:

- Develop an advanced level of clinical competence for practice that provides consumers with excellent primary care in an area of specialty.
- Develop a research knowledge base for systematic review, testing, and evaluation of nursing care actions, effects, and outcomes.
- Acquire the research and practice foundation for doctoral study.

## **Master of Science in Nursing Core Curriculum Overview**

### **Level I: Foundations for Practice**

PC600 Health Promotion and Disease Prevention (2-0)

PC604 Pathophysiology for Primary Care (3-0)

PC605 Physical Assessment: Interviewing, Documentation, and Decision Making (2-0)

PC606 Theories and Concepts of Advanced Practice Nursing (3-0)

PC612 Pharmacology for Advanced Practice (3-0)

Specialty Courses ([3-5]-0)

**Level II: Clinical Management for Specialty Care**

**(22 didactic credits – 0 clinical credits)**

PC615 Women's Health Care (3-0)

PC617 Primary Health Care I: Acute and Common Problems (3-0)

PC618 Research (3-0)

Specialty Courses ([3-13]-0)

**Level III: Clinical Bound**

**(2 didactic credits – 0 clinical credits)**

PC628 Skills for Primary Care (1-0)

Specialty Courses (1-0)

**Level IV: Clinical Practicum**

**(1-4 didactic credits – 15 clinical credits)**

Specialty Courses ([1-4]-15)

Didactic credits are 1=1 hour based on a 15 week semester

Clinical credits are 1=3 hours based on a 15 week semester

**Post-Master's Certificate Objectives**

- Develop an advanced level of clinical competence for practice that provides consumers with excellent primary care in an area of specialty.
- Advance the research knowledge base for systematic review, testing, and evaluation of nursing care actions, effects, and outcomes.

**Post-Master's Core Curriculum Overview**

**Prerequisites**

PC600 Health Promotion and Disease Prevention (2-0)

PC604 Pathophysiology for Primary Care (3-0)

PC605 Physical Assessment: Interviewing, Documentation, and Decision Making (2-0)

PC606 Theories and Concepts of Advanced Practice Nursing (3-0)

PC618 Research (3-0)

Specialty Courses ([2-5]-0)

**Level I: Foundations for Practice**

PC612 Pharmacology for Advanced Practice (3-0)

Specialty Courses ([0-2]-0)

**Level II: Clinical Management for Specialty Care**

**(22 didactic credits – 0 clinical credits)**

PC615 Women's Health Care (3-0)

PC617 Primary Health Care I: Acute and Common Problems (3-0)

Specialty Courses ([3-13]-0)

**Level III: Clinical Bound**

**(2 didactic credits – 0 clinical credits)**

PC628 Skills for Primary Care (1-0)

Specialty Courses (1-0)

**Level IV: Clinical Practicum**

**(1-4 didactic credits – 15 clinical credits)**

Specialty Courses ([1-4]-15)

Didactic credits are 1=1 hour based on a 15 week semester

Clinical credits are 1=3 hours based on a 15 week semester

## Sequencing of the MSN/Post Master's Certificates Program of Study

### *Frontier Bound Orientation*

All students are required to come to Hyden, Kentucky for Frontier Bound, an orientation to Frontier Nursing University (FNU). During the four-day session, students meet members of their faculty and staff, their advisor, and their fellow students. Time is spent learning skills needed for distance learning, making lifelong friends, reviewing courses, asking questions, and beginning to plan how to be a Frontier student after returning home. Frontier Bound is an experience in fun, learning, and friendship. During Frontier Bound, students stay on the historic FNU campus and are pampered with delicious home-cooked meals. Students must attend all Frontier Bound sessions in order to be eligible to enroll in their selected program of study.

Students who may be excused from Frontier Bound include: students who are returning FNU alumni who were actively enrolled as a student within the last two years or current students who are transferring from one specialty track to another.

To obtain an excuse from Frontier Bound, the student must make an appointment with the Associate Dean of their specialty track at time of admission. The Associate Dean will evaluate the student's knowledge of current Frontier Bound content and the individual student's needs. Based on the evaluation, the Associate Dean may excuse the student or require attendance at Frontier Bound.

### *Levels I and II: Foundations for Practice and Clinical Management for Specialty Care*

Students complete coursework for Levels I and II in their community. This web-based course of study is completed in 4-8 terms depending on whether the student is full-time or part-time. Students are in frequent contact with their faculty and fellow students through email, forums and phone. They also receive guidance and support from their Student Advisor and Associate Dean.

### *Level III: Clinical Bound*

Clinical Bound is designed to develop and validate beginning clinical skills. To be eligible to attend Clinical Bound, students must have completed all prerequisite courses and submitted at least one clinical site for credentialing. Submission of a minimum of one clinical site must be completed prior to the registration period in which the student is registering for Clinical Bound courses. If no clinical sites are submitted for credentialing, the student will not be allowed to register for or attend Clinical Bound. Students return to Hyden, Kentucky for this five-day skills-intensive experience which includes the completion of two, one-credit courses. During this period the student is validated as having acquired the skills necessary to begin a community-based clinical practicum. There is also time for informal communication between faculty and students. Upon successful completion of the Level III, students are eligible to begin their clinical practicum.

### *Level IV: Clinical Practicum*

After attending Clinical Bound, students begin their clinical practicum. Students provide nurse practitioner or nurse-midwifery services in their community for four to ten months under the guidance of a master clinician preceptor. The FNU Regional Clinical Faculty (RCF) will provide guidance and support during this time to the student and the preceptor. In addition, the RCF evaluates both the clinical site and preceptor to insure excellence before the student begins the clinical experience. There are required clinical experiences that will assist the student in developing necessary clinical skills. Students may choose, or be required, to use more than one clinical site in order to receive a variety of clinical experiences. Where the volume of clients will not make the experience goals possible, the student will be expected to use more than one clinical site.

## Time Frames

Students may choose a full-time or part-time option for their FNU program of study. For planning purposes, the estimated time frames for completing each track are:

Program of Study	Full-time Program Length in Number of Terms*	Part-time Program Length in Number of Terms*
------------------	----------------------------------------------	----------------------------------------------

MSN Nurse-Midwifery Track	8	11
Post-Master's Nurse-Midwifery Track	4	7
MSN Family Nurse Practitioner Track	8	11
Post-Master's Family Nurse Practitioner Track	4	7
MSN Women's Health Care Nurse Practitioner Track	8	11
Post-Master's Women's Health Care Nurse Practitioner Track	4	7

*\*There are four terms per year. The estimated time frames are based on an average of 7-8 credits per term for full-time students and 5-6 credits per term for part-time students.*

## **Nurse-Midwifery Track**

In the Community-based Nurse-Midwifery Education Program (CNEP), students complete a modular course of study over two to three years. The classroom is the community in which the student lives. During the clinical practicum, CNEP students work closely with the certified nurse-midwives (CNMs) in their community. The FNU has preceptor sites across the United States with more added on a regular basis.

The CNEP curriculum has a strong academic and clinical basis. In addition, the CNEP curriculum is unique in that it educates students not only to be nurse-midwives, but also to be entrepreneurs focusing on community assessment, market research, birth center development, and budgeting for a successful practice. The CNEP also has a strong primary care component which prepares students to take care of women across the lifespan. The Master of Science in Nursing (MSN) degree and a post-master's certificate are offered in the nurse-midwifery specialty track.

## **MSN CNEP Curriculum Overview**

### **Level I: Foundations for Practice**

#### **(17 didactic credits – 0 clinical credits)**

PC600 Health Promotion and Disease Prevention (2-0)

PC604 Pathophysiology for Primary Care (3-0)

PC605 Physical Assessment: Interviewing, Documentation, and Decision Making (2-0)

PC606 Theories and Concepts of Advanced Practice Nursing (3-0)

PC612 Pharmacology for Advanced Practice (3-0)

NM601 The Role of Midwifery and Birth Centers in America (2-0)

NM602 Reproductive Anatomy and Physiology (2-0)

### **Level II: Clinical Management for Specialty Care**

#### **(30 didactic credits – 0 clinical credits)**

PC615 Women's Health Care (3-0)

PC617 Primary Health Care I: Acute and Common Problems (3-0)

PC618 Research (3-0)

NM610 Community Assessment (1-0)

NM609 Market Research (1-0)

NM617 Antepartum Care (4-0)

NM618 Intrapartum Care (4-0)

NM619 Postpartum and Newborn Care (3-0)



NM621 Advanced Antepartum Care (3-0)  
NM622 Advanced Intrapartum Care (3-0)  
NM623 Advanced Postpartum and Newborn Care (2-0)

**Level III: Clinical Bound**

**(2 didactic credits – 0 clinical credits)**

PC628 Skills for Primary Care (1-0)  
NM629 Skills for Nurse-Midwifery Care (1-0)

**Level IV: Clinical Practicum**

**(2 didactic credits – 15 clinical credits)**

NM630 Advanced Women's Health Care (1-0)  
NM638 Health Care Policy: Birth Centers as a Case Study (1-0)  
NM641 Nurse-Midwifery Clinical I (0-3)  
NM642 Nurse-Midwifery Clinical II (0-3)  
NM643 Nurse-Midwifery Clinical III (0-3)  
NM644 Nurse-Midwifery Clinical IV (0-6)  
Total: 51 didactic credits + 15 clinical credits = 66

**Post-Master's CNEP Curriculum**

**Prerequisites**

**(15 didactic credits – 0 clinical credits)**

PC600 Health Promotion and Disease Prevention (2-0)  
PC604 Pathophysiology for Primary Care (3-0)  
PC605 Physical Assessment: Interviewing, Documentation, and Decision Making (2-0)  
PC606 Theories and Concepts of Advanced Practice Nursing (3-0)  
PC618 Research (3-0)  
NM602 Reproductive Anatomy and Physiology (2-0)

**Level I: Foundations for Practice**

**(5 didactic credits – 0 clinical credits)**

NM601 The Role of Midwifery and Birth Centers in America (2-0)  
PC612 Pharmacology for Advanced Practice (3-0)

**Level II: Clinical Management for Specialty Care**

**(27 didactic credits – 0 clinical credits)**

PC615 Women's Health Care (3-0)  
PC617 Primary Health Care I: Acute and Common Problems (3-0)  
NM611 Community Assessment and Market Research (2-0)  
NM617 Antepartum Care (4-0)  
NM618 Intrapartum Care (4-0)  
NM619 Postpartum and Newborn Care (3-0)  
NM621 Advanced Antepartum Care (3-0)  
NM622 Advanced Intrapartum Care (3-0)  
NM623 Advanced Postpartum and Newborn Care (2-0)

**Level III: Clinical Bound**

**(2 didactic credits – 0 clinical credits)**

PC628 Skills for Primary Care (1-0)  
NM629 Skills for Nurse-Midwifery Care(1-0)

**Level IV: Clinical Practicum**

**(2 didactic credits – 15 clinical credits)**

NM630 Advanced Women's Health Care (1-0)  
NM638 Health Care Policy: Birth Centers as a Case Study (1-0)

NM641 Nurse-Midwifery Clinical I (0-3)  
NM642 Nurse-Midwifery Clinical II (0-3)  
NM643 Nurse-Midwifery Clinical III (0-3)  
NM644 Nurse-Midwifery Clinical IV (0-6)  
Total: 36 didactic credits + 15 clinical credits = 51

## **Family Nurse Practitioner Track**

In the Community-based Family Nurse Practitioner (CFNP) education program, students complete a modular course of study over two to three years. The classroom is the community in which the student lives. During the clinical practicum, CFNP students work closely with a family nurse practitioner and other primary care providers in their community.

The CFNP curriculum has a strong academic and clinical basis. In addition, the CFNP curriculum is unique in providing a strong foundation in understanding the business of primary care. This includes assessing a community to discover the primary care needs, learning how to develop a plan for having a fiscally viable practice, and working within the license and insurance regulations of the student's state. Women's health, including care of the childbearing woman, is a strong component of the program. The Master of Science in Nursing (MSN) degree and a post-master's certificate are offered in the family nurse practitioner specialty track.

## **MSN CFNP Curriculum**

### **Level I: Foundations for Practice**

**(16 didactic credits – 0 clinical credits)**

PC600 Health Promotion and Disease Prevention (2-0)  
PC604 Pathophysiology for Primary Care (3-0)  
PC605 Physical Assessment: Interviewing, Documentation, and Decision Making (2-0)  
PC606 Theories and Concepts of Advanced Practice Nursing (3-0)  
PC612 Pharmacology for Advanced Practice (3-0)  
NP607 Role of the Nurse Practitioner in the Health Care Delivery System (3-0)

### **Level II: Clinical Management for Specialty Care**

**(21 didactic credits – 0 clinical credits)**

PC615 Women's Health Care (3-0)  
PC617 Primary Health Care I: Acute and Common Problems (3-0)  
PC618 Research (3-0)  
NP611 Care of the Childbearing Woman (3-0)  
NP614 Primary Health Care II: Chronic Problems (3-0)  
NP615 Primary Health Care III: Advanced Diagnostics and Urgent Care (2-0)  
NP619 Primary Care of Children (3-0)  
NP621 Primary Health Care IV: Psychosocial Problems in Primary Care (1-0)

### **Level III: Clinical Bound**

**(2 didactic credits – 0 clinical credits)**

PC628 Skills for Primary Care (1-0)  
NP629 Advanced Skills for Primary Care(1-0)

### **Level IV: Clinical Practicum**

**(3 didactic credits – 15 clinical credits)**

NP635 Primary Health Care V: Complex Health Problems in Primary Care (1-0)  
NP636 Health Care Finance (1-0)  
NP637 Health Care Policy (1-0)  
NP641 Family Nurse Practitioner Clinical I (0-3)  
NP642 Family Nurse Practitioner Clinical II (0-3)  
NP643 Family Nurse Practitioner Clinical III (0-3)  
NP644 Family Nurse Practitioner Clinical IV (0-6)  
Total: 42 didactic credits + 15 clinical credits = 57

## **Post-Master's CFNP Curriculum**

### **Prerequisites**

#### **(16 didactic credits – 0 clinical credits)**

- PC600 Health Promotion and Disease Prevention (2-0)
- PC604 Pathophysiology for Primary Care (3-0)
- PC605 Physical Assessment: Interviewing, Documentation, and Decision Making (2-0)
- PC606 Theories and Concepts of Advanced Practice Nursing (3-0)
- NP607 Role of the Nurse Practitioner in the Health Care Delivery System (3-0)
- PC618 Research (3-0)

### **Level I: Foundations for Practice**

#### **(3 didactic credits – 0 clinical credits)**

- PC612 Pharmacology for Advanced Practice (3-0)

### **Level II: Clinical Management for Specialty Care**

#### **(18 didactic credits – 0 clinical credits)**

- PC615 Women's Health Care (3-0)
- PC617 Primary Health Care I: Acute and Common Problems (3-0)
- NP611 Care of the Childbearing Woman (3-0)
- NP614 Primary Health Care II: Chronic Problems (3-0)
- NP615 Primary Health Care III: Advanced Diagnostics and Urgent Care (2-0)
- NP619 Primary Care of Children (3-0)
- NP621 Primary Health Care IV: Psychosocial Problems in Primary Care (1-0)

### **Level III: Clinical Bound**

#### **(2 didactic credits – 0 clinical credits)**

- PC628 Skills for Primary Care (1-0)
- NP629 Advanced Skills for Primary Care(1-0)

### **Level IV: Clinical Practicum**

#### **(3 didactic credits – 15 clinical credits)**

- NP635 Primary Health Care V: Complex Health Problems in Primary Care (1-0)
  - NP636 Health Care Finance (1-0)
  - NP637 Health Care Policy (1-0)
  - NP641 Family Nurse Practitioner Clinical I (0-3)
  - NP642 Family Nurse Practitioner Clinical II (0-3)
  - NP643 Family Nurse Practitioner Clinical III (0-3)
  - NP644 Family Nurse Practitioner Clinical IV (0-6)
- Total: 26 didactic credits + 15 clinical credits = 41

## **Women's Health Care Nurse Practitioner Track**

In the Community-based Women's Health Care Nurse Practitioner (CWHCNP) Education Program, students complete a modular course of study over two to three years. The classroom is the community in which the student lives. During the clinical practicum, CWHCNP students work closely with women's health care nurse practitioners, nurse-midwives, family nurse practitioners, and other primary care providers in their community.

The CWHCNP curriculum has a strong academic and clinical basis. In addition, the CWHCNP curriculum is unique in providing a strong foundation in understanding the business of women's health care. This includes assessing a community to discover the primary care needs, learning how to develop a plan for having a fiscally viable practice, and working within the license and insurance regulations of the student's state. The Master of Science in Nursing (MSN) degree and a post-master's certificate are offered in the women's health care nurse practitioner specialty track.

## **MSN CWHCNP Curriculum**

### **Level I: Foundations for Practice**

**(18 didactic credits – 0 clinical credits)**

- PC600 Health Promotion and Disease Prevention (2-0)
- PC604 Pathophysiology for Primary Care (3-0)
- PC605 Physical Assessment: Interviewing, Documentation, and Decision Making (2-0)
- PC606 Theories and Concepts of Advanced Practice Nursing (3-0)
- PC612 Pharmacology for Advanced Practice (3-0)
- NM602 Reproductive Anatomy and Physiology (2-0)
- NP607 Role of the Nurse Practitioner in the Health Care Delivery System (3-0)

### **Level II: Clinical Management for Specialty Care**

**(12 didactic credits – 0 clinical credits)**

- PC615 Women's Health Care (3-0)
- PC617 Primary Health Care I: Acute and Common Problems (3-0)
- PC618 Research (3-0)
- NP611 Care of the Childbearing Woman (3-0)

### **Level III: Clinical Bound**

**(2 didactic credits – 0 clinical credits)**

- PC628 Skills for Primary Care (1-0)
- WH629 Skills for Women's Health Care (1-0)

### **Level IV: Clinical Practicum**

**(6 didactic credits – 15 clinical credits)**

- NM630 Advanced Women's Health Care (1-0)
  - NP636 Health Care Finance (1-0)
  - NP637 Health Care Policy (1-0)
  - WH634 Care of the Childbearing Woman II (3-0)
  - WH641 Women's Health Care Clinical I (0-3)
  - WH642 Women's Health Care Clinical II (0-3)
  - WH643 Women's Health Care Clinical III (0-3)
  - WH644 Women's Health Care IV (0-6)
- Total: 38 didactic credits + 15 clinical credits = 53

## **Post-Master's CWHCNP Curriculum**

### **Prerequisites**

**(18 didactic credits – 0 clinical credits)**

- PC600 Health Promotion and Disease Prevention (2-0)
- PC604 Pathophysiology for Primary Care (3-0)
- PC605 Physical Assessment: Interviewing, Documentation, and Decision Making (2-0)
- PC606 Theories and Concepts of Advanced Practice Nursing (3-0)
- PC618 Research (3-0)
- NM602 Reproductive Anatomy and Physiology (2-0)
- NP607 Role of the Nurse Practitioner in the Health Care Delivery System (3-0)

### **Level I: Foundations for Practice**

**(3 didactic credits – 0 clinical credits)**

- PC612 Pharmacology for Advanced Practice (3-0)

### **Level II: Clinical Management for Specialty Care**

**(9 didactic credits – 0 clinical credits)**

PC615 Women's Health Care (3-0)  
PC617 Primary Health Care I: Acute and Common Problems (3-0)  
NP611 Care of the Childbearing Woman (3-0)

**Level III: Clinical Bound**

**(2 didactic credits – 0 clinical credits)**

PC628 Skills for Primary Care (1-0)  
WH629 Skills for Women's Health Care (1-0)

**Level IV: Clinical Practicum**

**(6 didactic credits – 15 clinical credits)**

NM630 Advanced Women's Health Care (1-0)  
NP636 Health Care Finance (1-0)  
NP637 Health Care Policy (1-0)  
WH634 Care of the Childbearing Woman II (3-0)  
WH641 Women's Health Care Clinical I (0-3)  
WH642 Women's Health Care Clinical II (0-3)  
WH643 Women's Health Care Clinical III (0-3)  
WH644 Women's Health Care IV (0-6)  
Total: 20 didactic credits + 15 clinical credits = 35

## **Master of Science in Nursing + Companion Doctor of Nursing Practice (MSN + Companion DNP) (for students enrolled after January 1, 2014)**

### **Description**

Frontier Nursing University (FNU) offers a program plan that includes a Master of Science in Nursing (MSN) degree and the option to seamlessly transition to a Companion Doctor of Nursing Practice (DNP) degree. This program plan is known as the MSN + Companion DNP.

### **Master of Science in Nursing**

The MSN degree is designed for nurses who have either a baccalaureate degree or an associate degree in nursing and are seeking to obtain national certification as a certified nurse-midwife (CNM), family nurse practitioner (FNP), and/or a women's health care nurse practitioner (WHCNP). Students with an associate degree in nursing must enter through the ADN Bridge option. Students completing the MSN are eligible to sit for the appropriate national certification exam.

### **Companion DNP**

Starting January 2014, the MSN curriculum was designed to integrate many of the DNP Essentials allowing students completing the MSN to continue seamlessly in the Companion DNP program, which consists of 17 credits. The Companion DNP is only available to students who began and completed the MSN or PMC program at FNU after January 2014 (Class 108, 111, 114, 117, 119, and above).¶

- ~~1. will begin the Companion DNP no more than 5 years after completing the MSN or PMC program at FNU.~~

All students are encouraged to complete the Companion DNP. Students may begin the Companion DNP coursework ~~in a seamless fashion~~ immediately after completing the MSN degree. Alternately, students may take a stop-out for up to one (1) term after the term in which the MSN is conferred before beginning the Companion DNP coursework. Students who take a stop-out for more than one (1) term after the term in which the MSN is conferred must submit an application for Admission to the Companion DNP program. If the MSN is conferred between two terms, the term immediately following the degree conferral will be considered the first term of the allowed stop-out period. Students who are not eligible to complete the Companion DNP ~~may and would instead~~ apply to the

~~Post-Master's DNP program, which consists of 33 credits. If the MSN is conferred between two terms, the term immediately following the degree conferral will be considered the first term of the allowed stop-out period.~~

~~All students enrolled in the Companion DNP must pass the certification examination for nurse-midwife or nurse-practitioner licensure no later than the end of the first term of the Companion DNP. If the certification examination for nurse-midwife or nurse-practitioner licensure is not obtained by the end of the first term of the Companion DNP, students will be unable to continue in Companion DNP coursework and must take an Academic Hiatus. Students will not be able to resume DNP coursework until certification is obtained.~~

All students enrolled in the Companion DNP must pass the certification examination for nurse-midwife or nurse practitioner licensure no later than the end of the first term of the Companion DNP. If the certification examination for nurse-midwife or nurse practitioner licensure is not obtained by the end of the first term of the Companion DNP, students will be unable to continue in Companion DNP coursework and must take an Academic Hiatus. Students will not be able to resume DNP coursework until certification is obtained

If a CNEP student chooses to do the WHNP Certificate for CNEP Grads program, the student may choose to begin the Companion DNP coursework simultaneously with the WHNP Certificate coursework. CNEP students wishing to do the WHNP Certificate separate from the Companion DNP may complete the WHNP Certificate during the allowable stop-out period between earning the MSN and beginning the Companion DNP or after completing the Companion DNP. Students are not allowed to complete any other FNU academic program simultaneously with the Companion DNP.

Procedures for streamlined entry into the Companion DNP:

- FNU students wishing to streamline entry into the Companion DNP should contact their academic advisor no later than the start of their final term in the MSN or PMC.
- Students will register for the first term of Companion DNP coursework during the registration period of their final MSN or PMC term or during the registration period of their stop out term.
- Students whose MSN or PMC degree is not officially conferred by the last day of add/drop will have their registration for the Companion DNP canceled and will be required to take the allowable one (1) term stop-out.

FNU students who take a stop out for more than one (1) term after the term in which the MSN or PMC is conferred must submit an application for Admission to the Companion DNP program.

## **Purpose**

The purpose of the MSN with the addition of the Companion DNP Plan at FNU is to prepare nurse practitioner and nurse-midwife clinicians and leaders who will practice, evaluate and improve primary health care.

The ultimate goal of the program is to improve the health care and the health status of populations with a focus on rural and underserved communities.

## **Philosophy**

The Companion Doctor of Nursing Practice program draws on the clinical expertise of the faculty and students to prepare nurses at the highest clinical level to use their knowledge and clinical expertise to impact the health care of not only the individual but also the health care of the community, the region, and the nation.

The MSN +Companion DNP Plan produces nursing leaders who focus on improving the health care system, improving access to care for the poor and underserved and promoting the outcomes of certified nurse- midwives (CNMs)and nurse practitioners (NPs)practice through the use of clinical scholarship and evidence based practice.

The objectives of MSN Program with integrated DNP Essentials are to prepare graduates who will be able to:

- Deliver safe, culturally sensitive health care to clients across the lifespan.
- Apply critical and reflective thinking skills to provide evidence based care.
- Emulate characteristics of a professional.
- Apply ethical principles to guide and evaluate decisions.
- Analyze the social, cultural, political and economic environment within the healthcare system.
- Evaluate nurse midwifery/ nurse practitioner practice through peer review and quality improvement.

- Advocate for empowerment of clients, families and communities. (Health Policies)
- Establish and maintain quality health services in a fiscally sound and financially responsible manner.
- Demonstrate information literacy skills in complex decision making.
- Demonstrate an understanding of the appropriate use of technology to implement and evaluate health care.
- Demonstrates leadership to initiate and guide change in clinical practice.

The objectives of the Companion DNP Plan are to provide the opportunity for students to:

- Develop an advanced level of competence for practice that provides consumers with excellent primary care in an area of specialty.
- Demonstrate advanced levels of clinical scholarship.
- Critically analyze complex clinical situations and health care systems to promote optimal outcomes.
- Evaluate and apply conceptual models, theories and level of evidence to improve the health status of diverse individuals and populations with a focus on rural and underserved communities.
- Design, deliver, direct, evaluate and disseminate evidence-based best practices to include research, statistics and epidemiological principles.
- Demonstrate competence as a clinical educator.

## **MSN Program Plan Core Curriculum Overview**

### **Level I: Foundations for Practice**

**(12 didactic credits – 0 clinical credits)**

PC700 Communication and Introduction to Scholarly Writing (3-0)

PC701 Principles of Health Promotion (3-0)

PC705 Advanced Pathophysiology (3-0)

PC706 Advanced Physical Assessment (3-0)

Specialty Courses (0)

### **Level II: Clinical Management for Specialty Care**

**(12 didactic credits – 0 clinical credits)**

PC702 Epidemiology and Biostatistics (3-0)

PC703 or PC718 Evidence Based Practice (3-0)

PC707 Advanced Pharmacology Across the lifespan (3-0)

PC713 Principles of Independent Practice (3-0)

Specialty Courses ([6-7]-0)

### **Level III: Clinical Bound**

**(1 didactic credits – 0 clinical credits)**

PC714 Clinical Bound: Skills for Advanced practice (1-0)

Specialty Courses (1-0)

### **Level IV: Clinical Practicum**

Specialty Courses ([1]-15)

MSN Completed

## **Companion DNP Program Plan: Advancing Leadership and Scholarship**

**(9 didactic credits – 8 clinical credits)**

PC704A Translating the Evidence to Advanced Practice I (1-0)

PC704B Translating the Evidence to Advanced Practice II (1-0)

PC704C Translating the Evidence to Advanced Practice III (1-0)

PC708 Leadership and Health Policy (2-0)

PC709 Health Policy (1-0)

PC711 Nurse as Educator (3-0)

Specialty Courses (0-[8-])

Didactic credits are 1=1 hour based on a 15 week semester

Clinical credits are 1=3 hours based on a 15 week semester

## **Post-Master's Certificate + Companion Doctor of Nursing Practice (PMC + Companion DNP) *(for students enrolled after January 1, 2014)***

### **Description**

This program option is designed for applicants who have an MSN and are nationally certified as an APRN as a nurse practitioner or a nurse-midwife. The plan will include completion of all course work for a post-master's certificate (PMC) that will allow the student to sit for the certification examination as a certified nurse-midwife (CNM), family nurse practitioner (FNP), or a women's health care nurse practitioner (WHCNP). Students have the option to stop with the PMC or continue seamlessly to complete the Companion DNP Plan graduating with both a PMC and a DNP degree.