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Subseries:

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Folder Title:
[Seattle University School of Nursing] [loose]

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DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
001. form	re: Standard Agreement with Independent Contractor; [Personally Identifiable Information] [Partial] (1 page)	04/25/1993	b(6)

COLLECTION:

Clinton Presidential Records
National AIDS Policy Office
Kristine Gebbie
OA/Box Number: 8300

FOLDER TITLE:

[Seattle University School of Nursing] [loose]

Jimmie Purvis
2018-0756-F
jp4869

RESTRICTION CODES

Presidential Records Act - [44 U.S.C. 2204(a)]

- P1 National Security Classified Information [(a)(1) of the PRA]
- P2 Relating to the appointment to Federal office [(a)(2) of the PRA]
- P3 Release would violate a Federal statute [(a)(3) of the PRA]
- P4 Release would disclose trade secrets or confidential commercial or financial information [(a)(4) of the PRA]
- P5 Release would disclose confidential advice between the President and his advisors, or between such advisors [(a)(5) of the PRA]
- P6 Release would constitute a clearly unwarranted invasion of personal privacy [(a)(6) of the PRA]

C. Closed in accordance with restrictions contained in donor's deed of gift.

PRM. Personal record misfile defined in accordance with 44 U.S.C. 2201(3).

RR. Document will be reviewed upon request.

Freedom of Information Act - [5 U.S.C. 552(b)]

- b(1) National security classified information [(b)(1) of the FOIA]
- b(2) Release would disclose internal personnel rules and practices of an agency [(b)(2) of the FOIA]
- b(3) Release would violate a Federal statute [(b)(3) of the FOIA]
- b(4) Release would disclose trade secrets or confidential or financial information [(b)(4) of the FOIA]
- b(6) Release would constitute a clearly unwarranted invasion of personal privacy [(b)(6) of the FOIA]
- b(7) Release would disclose information compiled for law enforcement purposes [(b)(7) of the FOIA]
- b(8) Release would disclose information concerning the regulation of financial institutions [(b)(8) of the FOIA]
- b(9) Release would disclose geological or geophysical information concerning wells [(b)(9) of the FOIA]

Seattle Unit

NOV - 5 1993

OFFICE OF NATIONAL AIDS POLICY

ROUTING SLIP

DATE:

11/3/93

TO:

STEVE Lee / Retina Helman

FROM:

SANDY BART

FOR YOUR INFORMATION

REVIEW AND COMMENT BY (DATE)

PREPARE REPLY FOR COORDINATOR'S SIGNATURE

FORWARD TO:

FILE

ASSIGN TO LIBRARY

OTHER ACTION

Please review the attached document to determine if it should be filed @ 750 with Kristine's personal files. Yhrs.

HADM 510 Public Health Policy

August 9 - 11, 1992

SUNDAY August 9

- 8-12 Introduction to the class and to public health
Development of an ethical framework for considering
public health policy issues (Dr. David Larson)
- 12-1 Lunch
- 1-5 Organization of the health and medical care systems
Licensing of health care workers
- 5-6 Dinner
- 6-8 End of Life Issues

MONDAY August 10

- 8-12 Access to medical care
Assuring quality of care
- 12-1 Lunch
- 1-5 Controlling costs
Confidentiality and its limits
- 5-6 Dinner
- 6-8 Reproductive and Women's Health Issues

TUESDAY August 11

- 8-12 Choice and personal responsibility
Technology
- 12-1 Lunch
- 1-5 Means of encouraging wellness
Priority Setting
- 5-6 Dinner
- 6-8 Summary Discussion

7 August 1992 LNW

401-726

Health Policy in Urban Setting
 legal, political, socio-economic
 & ethical consid -
 changes need to meet H2000 +
 role of US in resource mgmt/strat. plan

Define major HP issues

Describe process of making policy rec.

Describe process of implementing
 evaluating HC policy

Analyze current HP issues incl. role of US

Evaluate proposed changes for potential effectiveness

Plume - grant award
 Dimas - City Council mtg
 Kaufman - funds grant
 Cash - IBM delus(?)
 Degnon -
 Reschedule July 7 mtg -

WAP

Definition of Policy

Policy structure US

Policy structure Wash State

Policy structure - use fit in

Major current issues

finance

access

technology

H2000

Wash H Rpt

classes
H.P. course outline
forum

S.U.

Beginning Students -

health reform 8-9⁵⁰ May 24
from consumer to prof. role \$200

For students - synthesis course -

includes paper - incorporate other discipline
management - overview

u

May 21 - forum - health reform
\$500 \$1000

✓ Master's clinical focus / urban environment /
advanced assessment / multiple roles of ^{vulnerable pops.} H.S.

2 yr / part time -

health policy course - 3 credits ~ 1 wk of work

~ 30 class hours -

projects / papers

need syllabus - course outline / bibliography

Degree Offered

Master of Science in Nursing (M.S.N.)

General Description

Focus: The Advanced Nurse Clinician in an Urban Setting

The master's program prepares nurses for advanced clinical roles including case manager, clinical nurse specialist, clinical nurse manager, and nurse educator. The program also has been designed to allow the direct care provider to deepen his/her understanding of clinical phenomena, vulnerable populations, and the health care system, as well as personal and professional values.

The metropolitan Seattle area provides nurses from rural and urban communities alike an opportunity to: investigate diverse health care resources; experience the spectrum from primary prevention to tertiary, specialized care; increase exposure to clients from a wide variety of backgrounds; and exchange ideas with other clinicians.

The foundation of the program emphasizes the following elements:

- * clinical skills to manage acute and chronic illness and to promote high level wellness
- * utilization of critical thinking skills in advanced nursing practice
- * the development of an inquiring attitude that nurtures the growth of the person and the ability to promote changes necessary to improve health care delivery
- * values and commitment to quality nursing and health care for all people
- * an understanding of the health care delivery system and urban community resources to identify factors that influence access and utilization of health care
- * principles of case management to ensure continuity of quality health and nursing care
- * an understanding of the health care needs of urban community with an emphasis on vulnerable populations
- * student-centered education that blends the requirements of the program with the adult learner's professional and personal goals
- * application of clinical skills and knowledge to the student's work setting or another clinical setting of the student's choice
- * flexibility in class times and days to meet the needs of the working, adult learner

Program Objectives

1. Synthesize knowledge from nursing and related disciplines for advanced nursing practice.
2. Use problem solving strategies to provide care, and to enable groups of clients to manage and cope with alterations in health or attain higher levels of wellness.
3. Embody values essential to the practice of advanced nursing.
4. Evaluate one's beliefs, values and ways of knowing to foster personal growth and professional practice.
5. Analyze health care systems and policies that influence health care for groups of urban clients.
6. Practice advanced nursing roles in collaboration with clients, community organizations and health professionals to ensure quality care.
7. Advance the health of vulnerable urban populations through scholarship, leadership and delivery of quality nursing care.

Admission Requirements

1. Statement describing professional and personal goals and reason for choosing this M.S.N. program
2. GRE examination results within the past 5 years
3. Minimum undergraduate GPA of 3.0 from an NLN accredited baccalaureate program
4. Washington RN licensure (upon entry into program)
5. At least 2 years clinical nursing experience
6. Three recommendations (at least 1 reference from someone who can comment on the applicant's clinical abilities)
7. Professional liability insurance
8. Current immunizations required in clinical sites (e.g., hepatitis B, MMR) - before beginning the clinical component of the program

Prerequisites

1. Physical/health assessment course (prior to enrolling in N 501).
2. Basic statistics course that includes descriptive and inferential statistics (prior to enrolling in N 514)
3. Undergraduate research course (prior to enrolling in N 514).

Program Degree Requirements

The M.S.N. requires successful completion of a minimum of 48-49 credits of course work. Total credits include 2-3 credits of electives. Generally, this program is a two year, part-time program.

MASTERS OF SCIENCE IN NURSING (MSN)

LIST OF COURSE DESCRIPTIONS

REQUIRED GRADUATE COURSES

N 501 - Advanced Health Assessment

Comprehensive theory and laboratory experience that enables the advanced practitioner to collect relevant data, and to analyze and document the findings of a complete physical, psychosocial and spiritual assessment. Emphasis on refining psychomotor, communication and critical thinking skills necessary to perform client assessments. Includes practice in clinical settings. Prerequisites: Undergraduate physical assessment course. (Offered Fall Quarter beginning 1994) (Required Course)

N 502 - Nursing Care of Vulnerable Urban Populations

Identification of vulnerable urban populations and analysis of the multiple factors contributing to their health deficits. Examination of nursing strategies to promote wellness of these individuals within family and community contexts. (Offered Fall Quarter) (Required Course)

N 503 - Human Responses to Health Alterations

Examination of physical, behavioral, emotional and spiritual responses to pathophysiological and psychosocial events that promote or hinder wellness. Emphasis on proposed inter-relationships between mind and body in determining human responses. Application of concepts and models to clients in a clinical setting. (Offered Winter Quarter) (Required Course)

N 504 - Concepts and Theories in Nursing

Seminar examining the purpose, evolution and history of concepts and theories that are central to nursing. Analysis of the role of relevant theories and concepts in guiding current and future nursing practice. (Offered Winter Quarter) (Required Course)

N 505 - Nursing Therapeutics

Analysis of theoretical and empirical rationale for physiological, cognitive-behavioral, sociocultural and environmental nursing interventions. Emphasis on interventions for high-risk individuals, families and communities. Analysis of appropriateness of selected interventions, as applied in a clinical situation. Prerequisite: N 503. (Offered Spring Quarter) (Required Course)

N 507 - The Roles of the Advanced Clinician I

Examination of legal, ethical, and educational aspects of advanced nursing practice roles. Discussion of the similarities and differences among various advanced practice roles. Analysis of the responsibilities of at least two advanced clinicians functioning in different roles. Application of nursing process in advanced clinical role. Prerequisites: N 501, N 503. Prerequisite or Corequisite: N 505. (Offered Spring Quarter) (Required Course)

N 509 - The Roles of the Advanced Clinician II

Analysis of advanced practice roles within changing health care delivery systems with emphasis on case manager, consultant, educator/teacher, and clinician. Application of principles pertaining to role function in a clinical setting of the student's choice. Prerequisites: N 507. (Offered Summer Quarter) (Required Course)

N 510 - Ethical Considerations in Nursing Practice

Examination of ethical issues that influence advanced nursing practice. Focus topics include: the concept of caring as a framework for nursing; gender issues that influence nursing practice; ethical decision-making in clinical practice. (Offered Fall Quarter, beginning in 1995) (Required Course)

N 512 - Health Policy and Nursing in an Urban Context

Examination of the legal, political, socio-economic and ethical considerations in urban health policy development. Evaluation of health policy changes needed to meet health objectives for the 21st century. Investigation of the nursing role in resource management and strategic planning related to health care delivery. Prerequisite: N 502. (Offered Winter Quarter) (Required Course)

N 514 - Seminar on Research in Nursing

Analysis of the evolution of nursing research, its current status and future directions. Focus topics include: nursing as a human science, philosophy of science, qualitative and quantitative methodologies, and outcomes research. Prerequisites: Undergraduate research course, basic statistics course, N 504. (Offered Fall Quarter) (Required Course)

N 515 - Methods of Inquiry

Exploration of the types and processes of critical inquiry; includes but is not limited to traditional research methods. Critique and synthesis of products of scholarly inquiry. Development of questions that will be pursued in students' scholarly projects. Prerequisite: N 514. (Offered Winter Quarter) (Required Course)

N 516 - Principles of Nursing Leadership and Management

Examination of selected organizational and leadership theories applicable to advanced nursing practice. Analysis of trends in nursing leadership and management. Examination of specific topics including power, communication, group dynamics, intra and interdisciplinary relationships, change theory, conflict, information management, and quality improvement. (Offered Spring Quarter) (Required Course)

N 519 - Advanced Practicum in an Urban Health Care Setting

Integration of skills, knowledge and values within an advanced clinical role in an urban health care setting of the student's choice. Application of selected roles in advanced nursing practice: direct care provider, manager, change agent, evaluator, researcher. Prerequisites: all required graduate nursing courses except N 599. (Offered in Spring and Summer Quarters, beginning in 1996) (Required Course)

N 599 - Scholarly Project

Refinement and execution of a scholarly project that makes a significant contribution to nursing practice or science. Project culminates in a scholarly presentation or paper that meets predetermined standards established in collaboration with at least two graduate faculty members. Prerequisites: N 502, N 504, N 514, N 515. (Offered every quarter, beginning in Spring 1996). Course may be repeated until project is finished. (Required Course)

PUB 530 Management Analysis and Control I

Management control in public and non-profit organizations, including: Terminology and principles of financial accounting, analysis of financial statements; responsibility and program structure; audit responsibility; cost accounting and pricing. Emphasis upon student analysis of management systems within contemporary organizations. (Offered Fall and Spring) (Required Course)

NURSING ELECTIVES

N480 - The Changing Family

Kinship is used as the primary model for studying families and as a symbolic model for analyzing social relationships. Family responses to change and conflict are explored. The health and well being of contemporary families will be examined from a multicultural perspective. (Elective Course)

N480 - Stress, Survival, and Adaptation

Assess stress responses from multifactor systems-oriented models through current research and literature. Examine complex cognitive, behavioral, affective, sociocultural and environmental variables. Practice self-management interventions. (Elective Course)

N 532 - Nursing Care of Culturally Diverse Communities

Examination of concepts critical to the experience of minority ethnic groups. Indepth study of the health attitudes and beliefs of selected minority groups in Washington state. Analysis of the micro and macro issues influencing the implementation of sensitive, skillful nursing care for clients from minority ethnic backgrounds. (Offered Summer Quarter, beginning in 1995) (Elective Course)

N 596 Independent Study (1-3) (Elective Course)

N 597 Independent Study (1-3) (Elective Course)

N 598 Independent Study (1-3) (Elective Course)

Revised
1/25/93

SEATTLE UNIVERSITY SCHOOL OF NURSING

MASTERS OF SCIENCE IN NURSING (M.S.N.)

TYPICAL PROGRAM OF STUDY

FIRST YEAR

FALL QUARTER 1994		WINTER QUARTER 1995		SPRING QUARTER 1995		SUMMER QUARTER 1995	
N 501	Advanced Health Assessment 4 CR	N 503	Human Responses 3 CR	N 505	Nsg. Therapeutics 3 CR	N 509	Roles of Advanced Clinician II 4 CR
N 502	Vulnerable Urban Populations 2 CR	N 504	Concepts and Theories 3 CR	N 507	Roles of Advanced Clinician I 3 CR	N 514	Seminar on Nsg. Research 2 CR
Total Credits: 6 CR		Total Credits: 6 CR		Total Credits: 6 CR		Total Credits: 6 CR	

SECOND YEAR

FALL QUARTER 1995		WINTER QUARTER 1996		SPRING QUARTER 1996		SUMMER QUARTER 1996	
N 515	Methods of Inquiry 3 CR	N 510	Ethical Considerations 3 CR		Leadership and Management 3 CR	N 519	Advanced Practicum in Urban Setting 4 CR
PUB 530	Management Analysis & Control I 3 CR	N 512	Health Policy 3 CR	N 599	Scholarly Project 3 CR	-----	*Elective 2-3 CR
Total Credits: 6 CR		Total Credits: 6 CR		Total Credits: 6 CR		Total Credits: 6-7 CR	

TWO YEAR PART-TIME PROGRAM OF STUDY

*Elective may be taken any quarter

TOTAL 48-49 CREDITS

JAN 07 1992

MEMORANDUM

Office of the President
Broadway and Madison
Seattle, Washington 98122-4460
Phone: (206) 296-1891
Fax: (206) 296-2163

TO: UNIVERSITY COMMUNITY

FROM: WILLIAM J. SULLIVAN, S.J.
PRESIDENT

DATE: JANUARY 6, 1993



A new year is upon us and a new academic quarter. I want to welcome all staff, administrators and faculty back from the holiday break. I hope it was a happy and renewing time for you. I also want to take this occasion to wish each of you a very blessed, fruitful and happy 1993. This past year brought many blessing to the SU community and we hope and trust that the new year will bring its special blessings.

As we look at the calendar year before us, what do we see? What can we expect? What are the challenges and opportunities as we perceive them now? Let me share a few of my thoughts on the state of the university.

Student enrollment will be steady to strong. I truly believe that there will be an increasing demand in the years ahead for the kind of humanistic, personalistic, professionally competent education that SU is known for. Our enrollment will probably grow at a modest rate; it would probably grow more rapidly if it were not for the fact that a number of the most popular programs are now at capacity, at least with their present staffing.

Our concern will be less for maintaining our enrollment level [and that is a new experience for me in my 26th year in a Jesuit university!] but for maintaining and enhancing our mix and balance of students. To put this in other words, our focus will be less on raw recruitment than on enrollment management. SU has always been an "access" school. Hundreds if not thousands of our alums testify to this mission. How do we maintain that dimension in the future when the demand for SU-style education will escalate? How do we determine what balance of graduate and undergraduate, of commuter and resident, of traditional and non-traditional, of various ethnic groups, of U.S. and international students, etc. we can best serve?

The goal of remaining an "access" school is not enhanced by the cloudy picture now facing us with regard to federal and state financial aid. In the 1990's and beyond, financial aid will be an absolutely key ingredient in working successfully to keep the balance in the student body that has marked SU in the past. The university will continue to do everything that it can to make funds available for student financial aid. This is an important goal of the 21st Century Campaign. But in view of the demand there are very real limits to what the university can do from its own funds. State and federal student aid programs remain very, very important. At the state level, we have a Governor-elect who certainly is supportive of the notion of providing

opportunity for lower income students, including those in the independent colleges. But the state's budget situation is anything but favorable, and there will be pressing demands from many other quarters, e.g. social services. On the federal level, it would appear that the emphasis for education may well turn out to be on-the-job training and apprenticeship programs rather than on higher education. And again the budget constraints cannot be ignored.

Speaking of the Capital Campaign, 1993 will be the second full year of the public fund-raising effort; and it will be a critical year for us. Up to this point we have raised in gifts and pledges about \$48 million toward an initial goal of \$55 million. We can certainly rejoice at this success and thank John Ellis, the chairman of the drive, the many volunteers, and the University Relations staff. But we still have a long way to go to fulfill all the goals of the Campaign in its different categories. It is proving to be more difficult to raise money for bricks and mortar than for endowment and special projects. This is a national phenomenon being experienced by most universities in their campaigns. Also, 1993 is the year in which all of us on campus will be invited to participate in the 21st Century Campaign. A committee of colleagues has been formed; these volunteers have already made their pledges and will be approaching the rest of us in the year ahead.

An important step in the development of the academic facilities of the university will take place during this winter quarter. Seattle University will go to market with an offering of approximately \$14.5 million in tax-exempt bonds. The proceeds will furnish a significant part of the funds needed for the Pigott, Garrand and Loyola Hall renovations projects. This is a very favorable time for us to be in the bond market in terms of interest rates. Under the direction of Denis Ransmeier, the university went through a bond rating process with Standard & Poor's in November. We were very gratified that these bonds received an "A" rating. This will mean significant savings in issuing the bonds and a more favorable rate. We all need to thank Denis for his yeoman's work in preparing for and overseeing the very important and complicated process of issuing these bonds.

One thing that is clear is that we at SU are in for a year or two of "construction mess" on the campus. Many of you remember the 1985-87 and the 1989-90 periods when that was true. But we have to say that although these periods are difficult, they lead to blessings in the form of new offices and classrooms and labs. You will have noticed one piece of "deconstruction" which took place during the Christmas break: the removal of Buhr Hall, which has been "temporarily" in use since 1947! This spring work will begin on the new Jesuit residence; a year from now it should be nearly completed. Once the Jesuits have moved, work will begin on modifying Loyola Hall for the School of Education. In late summer of this year, work should begin on the Pigott classroom addition and on the renovation of the Garrand building. When that work is finished in the summer of 1994, the complete renovation of the present Pigott building will start. When that is completed in the summer of 1995, all the major academic units of the University will be in new or renovated quarters. Beyond this point is the goal of a new university center and that of a chapel. And beyond that . . . ?

Something that one cannot exactly foresee but can hope to see in the coming year is continuing and intensified efforts at program development. There are, and there will continue to be, educational needs in society which create program opportunities for us. Some may call for new programs such as was done with the computer software program in our recent past. Some needs may call for restructuring programs which we are already offering as was done to some degree with the communications major or the environmental engineering program. There is also the need to look seriously at significantly expanding some present offerings where the demand is very high. In addition, there is the issue of new delivery systems for our programs; that is, new sites, new time frames and new delivery units within the academic structure. Why should we be concerned about such program development if our overall enrollment is satisfactory? In a rapidly changing environment, the needs of the society we serve are changing at an amazing pace. No university which is independent (i.e., responsible for its own financial resources) can afford to "sit on the ball." That is a proven formula for falling behind whether in service to society or in enrollment. True, educational institutions are very conservative and slow to change, but we should not try to make a virtue out of this somewhat embarrassing fact.

There are several concerns as we face this new year and the time beyond. You have heard me say before that my greatest personal concern for Seattle University in the 90's is the preservation and strengthening of our ethos, our educational spirit. I do believe that this personalistic, humanistic orientation, dedication to the students and shared sense of the importance of the religious and the ethical is our most valuable endowment. How do we work together to make that ethos stronger, more vital, more widely shared? And how do we continue our efforts to preserve and enhance the people who make SU the remarkable place that it is? The most precious asset of this university is our corps of educators. We do our excellent work, we impact the lives of many students, we have the reputation that we do because of the remarkable men and women who teach here, who guide student life, who manage and administer and support our activities. How do we help all of these SU educators to grow and be happier in their work, to realize the critical role they have in achieving our mission? In this year and in the 90's, there must be a continuing effort to renew and develop our human assets, that is the talents, gifts and skills of all of our colleagues, in a manner that does not simply match but surpasses the more visible effort to develop our facilities and our campus. Finally there is the ever challenging concern about communication within the campus. What are the best means to seek input on issues facing us, to get the best information and judgment to those who must make decisions, to aid each of the members of the educating community to know that he or she is part of the decisions which affect our mission and each of us? This quarter I am starting a series of conversations about the structure of administrative and advisory bodies on the campus which, I hope, will address this last concern.

In conclusion, it is my judgment that we have very much to be grateful for in looking back on 1992. The new year promises change and challenge and brings concern, but carries with it a sense of opportunity and of solid momentum. Through a time of such change, it is our Mission Statement and the shared living understanding of it that is our guiding principle. For many of

us that statement itself is captured more and more in the rich idea of the "growth of persons." Much is required to support such a mission focus; great dedication on the part of all of us is needed to make the idea live. Creativity and courage are called for as our ideal for the growth of each one of our students meets change and challenge in the future.

Again I wish each of you a very happy new year. I hope and pray that you will be happy in your work here at Seattle University and in your larger personal and family life, that you will experience a sense of satisfaction and achievement in your work, that you will profoundly sense how important is the work we do and how very important you are to our work.

WJS:cq
C:\WJS\SEATTLEUJAN93.MEM

SEATTLE UNIVERSITY SCHOOL OF NURSING

NURSE FACULTY POSITIONS
for

ACADEMIC YEAR 1993-94

Seattle University, a Jesuit institution located in the Pacific Northwest, invites applications and nominations for tenure-track faculty positions. Candidates should have expertise in at least one of the following clinical areas: Care of Adults; Care of Children; Community Health Nursing. See advertisement in The Chronicle of Higher Education, December 16, 1992 and January 6, 1993.

Qualifications include a clinically appropriate master's degree in nursing and an earned doctorate in nursing or related field. Evidence of BSN teaching experience, recent clinical practice, and scholarship are required. Clinical specialization and academic leadership in curriculum/program development are preferred.

Seattle University is situated in the center of a metropolitan area near major health-care facilities. The School of Nursing is one of seven schools that integrates professional education with liberal learning in the Jesuit tradition. There are 250 students enrolled in the Nursing Program. The Program was recently reaccredited by the NLN for eight years. A master's program and an off-campus RNB-completion program are currently being developed.

Applications will be reviewed beginning February 1, 1993. Seattle University is committed to diversity and invites persons of underrepresented groups to apply. Candidates should send a letter of application and curriculum vitae to Janet M. Claypool, MN, RNC, Professor and Interim Dean, Seattle University School of Nursing, Broadway and Madison, Seattle, WA 98122. Telephone queries are welcome at (206) 296-5676.

Seattle University is the largest independent university in the Northwest. More than 4,800 students are enrolled in 49 undergraduate degree programs, 17 graduate degree programs, and one doctoral program in educational leadership.

U.S. News & World Report recently rated Seattle University as one of the ten best comprehensive universities in the West.

Seattle University is an Equal Opportunity,
Affirmative Action Employer

SEATTLE UNIVERSITY
SCHOOL OF NURSING
SELECTIONS FROM NLN REACCREDITATION REPORT
NOVEMBER 1990

SEATTLE UNIVERSITY
SCHOOL OF NURSING PHILOSOPHY

As nursing faculty who are members of the Seattle University community we believe:

Human beings have a unique nature that gives them an inherent dignity and worth. They are biological, emotional, social, intellectual and spiritual beings who are capable of learning and loving. The uniqueness of individuals makes their wholeness greater than the sum of their parts. Humans are influenced by their heredity, cultural heritage, environment, and possess the freedom to make choices and decisions regarding their actions.

The world environment is valued for its goodness and beauty, as well as a gift from God. This environment is composed of both the physical world and the human society of individuals, family groups, social and community systems. The environment is in a constant state of change as a result of the interaction between the physical world and society.

Health is a dynamic process that varies from optimal wellness to disabling illness. Health status is influenced by a person's perceptions, internal resources, external demands and the resources of the environment. Wellness is effective functioning of mind, body, spirit that contributes to the integration of the person as a whole. Illness is a diminished sense of well-being or dysfunction in one or more of the dimensions (mind, body, spirit) of the person as a whole. A person can be dysfunctional in one dimension, yet may function effectively. The recipients of nursing care may be well or ill and at any phase of the life span.

Professional nurses assist people to reach their highest potential in order to attain, maintain or regain optimum health, cope with illness and die with dignity. Nurses help people to reach their potential through the application of the nursing process, therapeutic use of self, clinical judgment, and technical skills. They care for individuals, families and groups in multicultural community systems in a variety of structured and unstructured settings.

Professional nursing practice is based on theoretical and empirical knowledge from the liberal arts, sciences and nursing. Nursing practice increasingly relies upon findings from nursing research and is influenced by legal, ethical and social guidelines.

The practice of nursing is complex and highly interactive, requiring a well-developed sense of self-awareness and the ability to accept differences in others. Professional nursing emphasizes independent decision making and collaboration with other members of the health care team, necessitating leadership skills and the ability to effect change.

Caring is an essential dimension in professional nursing practice that reflects genuine concern and respect for the individual. Care of the human spirit is as important in professional nursing as satisfying physiological and emotional needs, and technological demands. Congruent with the Jesuit tradition, professional nursing is committed to excellence in care, serving others with knowledge, skill, moral integrity, and sensitivity. Professional nursing is dedicated to promotion of social justice for all people through the resolution of contemporary problems in the health care delivery.

Learning is an enduring change in behavior resulting from interactions between persons and resources within their environment. The learning process involves discovery and growth of self as a person as well as the integration and application of knowledge, values and skills essential for professional development.

As educators in the Jesuit tradition we are committed to creating a learning environment that fosters intellectual curiosity and freedom to examine values. The teacher facilitates learning by being sensitive to the unique qualities of the learner, by serving as a guide and role model, and by providing resources. The goal for students is to become self-directed in a life-long process of intellectual and personal development as a means of enhancing physical, emotional and spiritual health for themselves and others in the world community.

V. CURRICULUM

CRITERION 21. 'THE CURRICULUM IS LOGICALLY ORGANIZED AND INTERNALLY CONSISTENT' AND REFLECTS 'THE MISSION AND/OR BELIEFS OF THE NURSING UNIT'.

The Seattle University School of Nursing curriculum is logically organized, internally consistent and reflects the mission and beliefs of the University and the School of Nursing. The University Mission Statement (Appendix A) is based on the vision and values for the 1990's and into the twenty-first century. This statement expresses the University's commitment to Growth of Persons through Teaching and Learning, Education for Values, and Preparation for Service. The mission statement further affirms the Catholic and Jesuit tradition of excellence in education. (SU Mission Statement, Appendix A).

The Seattle University Mission Statement provides the foundation for articulation of the School of Nursing Philosophy, which addresses personal and professional growth, essential human values and professional practice. Evidence for consistency between the philosophy of the School of Nursing and the Mission of the University is found in Chapter I (Criterion 1).

Purposes

The Purposes of the School of Nursing reflect both the Mission Statement of the University and the Philosophy of the School of Nursing. The purposes are to:

- 1) Provide educational experiences to develop knowledge, skills, and values essential to the profession of nursing;
- 2) Provide opportunities for students to realize their potential as persons and professionals;
- 3) Prepare students in the Jesuit tradition of service to others for meeting health needs in society;

- 4) Provide the foundation for graduate study in nursing.

The first purpose relates directly to the Teaching and Learning and Education for Values in the Mission statement of the University. This is central to faculty beliefs about the process of learning which "involves discovery and growth of self as a person as well as the integration and application of knowledge, values and skills essential for professional development" (S of N Philosophy, Appendix B).

The second purpose of the School of Nursing links directly with the ultimate goal of the University, Growth of Persons. Faculty recognize this growth as a life-long process and therefore foster understanding of the interrelationships between growth of self and growth for others in the service of nursing (S of N Philosophy, Appendix B).

The third purpose of the School of Nursing incorporates the Jesuit tradition of service and relates directly to the Mission of Preparation for Service. The School's Philosophy states:

Congruent with the Jesuit tradition, professional nursing is committed to excellence in care, serving others with knowledge, skill, moral integrity and sensitivity. Professional nursing is dedicated to promotion of social justice for all people through the resolution of contemporary problems in the health care delivery (S of N Philosophy, Appendix B).

This purpose of the School of Nursing reflects the outcome of leadership in service, for the ultimate goal of "a vision of and a desire for a society which is just and peaceful" (SU Mission Statement, Appendix A).

Faculty of the School of Nursing are committed to the professional development of each learner for "intellectual and personal development" and encouragement of qualified students to pursue graduate study as one avenue of life-long learning. This purpose relates to the "growth model of educational excellence" established through Jesuit tradition of critical thinking and

learning as a life-long practice. Thus, the fourth purpose of the School of Nursing addresses preparation for graduate study in nursing.

Program Objectives

The seven Program Objectives are designed to reflect the Mission of the University as more specifically articulated for Nursing Majors in the School of Nursing Philosophy and Program Purposes. In Table 21-A, each Program Objective is associated with specific themes from the University Mission and the School of Nursing Philosophy, Purposes and Curriculum Organizers. In addition, the domains of learning (cognitive, psychomotor, and affective) are identified for each objective. This assists faculty in developing course objectives based on a common interpretation of focus and consistency in addressing learning across all domains. Combining the aforementioned information with the central organizing concept in the curriculum facilitates consistency between the foundational elements of the curriculum and the development of course objectives.

Table 21-A
RELATIONSHIP OF PROGRAM OBJECTIVES TO THEMES FROM
UNIVERSITY MISSION, AND SCHOOL OF NURSING PHILOSOPHY, PURPOSES AND CURRICULUM ORGANIZERS

PROGRAM OBJECTIVE 1: Synthesize theoretical and empirical knowledge from the humanities, sciences and nursing for the practice of professional nursing. *(Cognitive)

<u>Mission</u>	<u>Philosophy</u>	<u>Purposes</u>	<u>Curriculum Organizer</u>
Teaching-Learning	Humans beings, health, nursing practice, teaching-learning	Knowledge: theory, skills, values as preparation for practice and graduate study	Nursing process, values, health state, professional roles

PROGRAM OBJECTIVE 2: Use the nursing process from a holistic perspective, demonstrating astute clinical judgment, effective interpersonal abilities and competent technical skills. *(Affective, Cognitive, Psychomotor)

<u>Mission</u>	<u>Philosophy</u>	<u>Purposes</u>	<u>Curriculum Organizer</u>
Teaching-Learning	Caring, decision making, intellectual curiosity, therapeutic use of self	Knowledge: theory, skills, values as preparation for practice and graduate study	Nursing process, values, provider role

PROGRAM OBJECTIVE 3: Provide individualized nursing care for clients from diverse populations in a variety of health states and settings. *(Affective, Cognitive, Psychomotor)

<u>Mission</u>	<u>Philosophy</u>	<u>Purposes</u>	<u>Curriculum Organizer</u>
Values Service to others	Uniqueness and worth of person, individualized care in relation to environment	Service for health needs in society; develop knowledge, skills, values	Nursing process, values, client/environment, health states, professional roles

PROGRAM OBJECTIVE 4: Display values essential to the practice of professional nursing. *(Affective, Cognitive)

<u>Mission</u>	<u>Philosophy</u>	<u>Purposes</u>	<u>Curriculum Organizer</u>
Values	Human beings, caring, freedom to examine values	Values in preparation for practice and graduate study	Essential values

PROGRAM OBJECTIVE 5: Support activities that improve the quality of health care delivery and the advancement of the nursing profession. *(Affective, Cognitive)

<u>Mission</u>	<u>Philosophy</u>	<u>Purposes</u>	<u>Curriculum Organizer</u>
Service to others	Caring, service as professional	Preparation for service, practice, graduate study	Professional roles

PROGRAM OBJECTIVE 6: Demonstrate leadership and management skills in the coordination of health care. *(Affective, Cognitive)

<u>Mission</u>	<u>Philosophy</u>	<u>Purposes</u>	<u>Curriculum Organizer</u>
Leadership in service	Professional nurse, health care delivery for society	Service for health needs in society	Nursing process, values, professional roles

PROGRAM OBJECTIVE 7: Evaluate and plan for own personal and professional development. *(Affective, Cognitive)

<u>Mission</u>	<u>Philosophy</u>	<u>Purposes</u>	<u>Curriculum Organizer</u>
Growth of persons	Growth as person and professional	Potential as person and professional	Role development as prof. nurse

*Note: Learning Domains in parenthesis after each Program Objective.

Organizing Framework

The Organizing Framework provides the "supra-structure" for integrating concepts central to accomplishing the Mission of the University, the Philosophy and Purposes of the School, and the Nursing Program Objectives. The conceptual plan has two types of organizing concepts: pervasive and progressive.

Pervasive concepts guide the selection of content that is taught thoroughly in the beginning courses and then applied in various contexts throughout the curriculum. The two pervasive concepts are nursing process and values.

Progressive concepts represent content that is best taught in sequential steps in which the context of the application might also be changed. The three progressive concepts of health state, client/environment, and professional roles provide the means for sequencing educational experiences in the curriculum. These interconnecting concepts are organized into three levels of study, as depicted in Table 21-B below and in Appendix S. The Curriculum Grid in Table 21-B shows the progression in content and experiences: (a) from wellness to disabling illness to all states of health; (b) numbers of clients in a variety of environments; and (c) roles from observer to direct provider and advocate, from group member to leader and manager, and from a process of role identification to role integration. Thus, as students progress from Level 1 to Level 3, the skills previously acquired are continued with the practice of advanced skills.

Table 21-B
SEATTLE UNIVERSITY SCHOOL OF NURSING
CURRICULUM GRID

LEVEL	HEALTH STATE	CLIENT/ENVIRONMENT		PROFESSIONAL ROLES		
LEVEL	Dimensions of Wellness-Illness	Numbers	Setting	Provider	Coordinator	Contributor
1. Soph Sp. Qtr.	Wellness Optimal Wellness At Risk for V Altered Function	1	Laboratory Community	Observer Communicator	Group Member	Role- Identification
2. Jr./Sr. F,W,S,F	Illness: Acute & Chronic Altered Function Dysfunction V Disabling Illness	2	Acute Ambulatory Long-term	Direct Care Provider Teacher	Team Member Collaborator	Role- Taking
3. Sr: N-S	All States of Health Multiple and Complex	3 or more Individuals Family Group Community	Ambulatory Acute Long Term Home Community	Advocate	Leader Manager	Role- Integration
<-----NURSING PROCESS----->						
<-----VALUES----->						

NOTE:

- Pervasive Concepts: Nursing Process; Values
- Progressive Concepts: Health State; Client; Roles

Pervasive Concepts

Nursing Process

The first pervasive concept, nursing process, is germane to the discipline of nursing and provides the structure for critical inquiry related to nursing practice. The nursing process is a problem-solving and interactive process. The nurse-client relationship and critical thinking are central to effective implementation of the nursing process. This process consists of five interacting components: assessment, diagnosis, planning, implementation, and evaluation. The process involves deliberate, systematic, thoughtful actions and purposeful communication.

1. Assessment includes collecting, verifying and organizing data. The data are categorized within the 11 Functional Health Patterns identified by Gordon (1987). These data are used as the basis for determining functional patterns (strengths) and dysfunctional patterns (limitations requiring nursing interventions - nursing diagnoses).

2. Diagnosis is identification of the client's strengths and problems amenable to nursing intervention. The diagnoses or clinical judgments are derived from theoretical knowledge, pattern recognition and analysis of the data. The nursing diagnoses are identified according to North American Nursing Diagnosis Association (NANDA) labels and are related to the contributing factors. The nursing diagnoses are organized according to the same Functional Health patterns used during assessment. The identified strengths and nursing diagnoses are used during the planning component of the nursing process.

3. Planning is accomplished in collaboration with the client and other members of the health care team. This part of the nursing process includes incorporating the client's values, goal-setting, identifying expected outcomes, and establishing priorities. Planning further involves writing directives or

nursing orders for diagnostic or monitoring activities, treatment modalities and educational activities, as well as consultation and referral. Planning for holistic care focuses on health promotion for regaining or maintaining wellness, helping the client cope with illness, and maintaining dignity while ill or dying.

4. Therapeutic intervention and implementation of nursing and medical orders require that the nurse has the necessary knowledge and critical thinking, caring attitude, interpersonal competencies, technical skills, and other resources appropriate to the situation.

5. Evaluation involves documented comparison of expected client outcomes against actual outcomes, and comparison of outcomes with standards of practice and standards of nursing care.

Values

The second pervasive concept, Values essential for Professional Nursing Practice, provides the means for implementing "Education for Values" in a nursing context. Including values throughout the curriculum facilitates the development of personal and professional values germane to nursing practice. Values clarification occurs through examination of essential values in relation to the many and varied clinical problems confronting the providers of health care. The use of values as a pervasive organizer also flows from the University's emphasis on values and "value-added" education. Using this approach to education, values are developed through a holistic education that addresses ethical, moral, religious and spiritual development.

Inherent in Jesuit Philosophy is the freedom to examine one's values and to develop in the learner the ability and flexibility to make choices and move with changes. This freedom, in the context of baccalaureate education, leads to responsibility and service, Phase Three of the University Core Curriculum.

The School of Nursing faculty are committed to shape, support and contribute to the development of values especially in the domain of professional nursing practice. Thus, emphasis is placed on personal and professional behaviors that reflect a commitment to the Essential Values as identified by the American Association of Colleges of Nursing (AACN, 1986). The AACN seven essential values are: esthetics; altruism; equality; freedom; human dignity; justice, and truth.

Students clarify their own personal values and begin to explore the values essential to the professional practice of nursing during the first quarter of nursing courses. During subsequent quarters, students apply the AACN Essential Values in theory and clinical courses. Throughout the curriculum students are presented with moral dilemmas in relation to the essential values.

Progressive Concepts

The three progressive organizers used to level content and clinical experience are: 1) health state, 2) client/environment, and 3) roles of the professional nurse. Throughout the curriculum the categories of health state and client/environment direct the sequencing of course content and clinical experiences. The development of the various roles focuses on growth in skills and attitudes for problem solving and decision making in the care of clients, interactions with others in health care delivery, and service to the profession and society.

Health State

Health state is sequenced from wellness to illness, and then to a comprehensive focus on both wellness and illness. The complexity of health-related problems amenable to nursing interventions increases as the student progresses. Complexity is viewed in terms of types of problems, the number and types of nursing skills or the required urgency of interventions. Variables

reflecting problem complexity include the predictability or unpredictability of the problem and the relevant value-laden decisions that are faced by both the client-family and the nurse.

The focus for each level is as follows. Level 1: Wellness and "at-risk"; Level 2: illness (multiple, urgent, acute and chronic problems); and Level 3: Wellness and illness (multiple, well/at-risk/acute and chronic, predictable and unpredictable problems).

Client/Environment

The second progressive organizer is the client and the environment or setting. The number of clients receiving nursing care influences the complexities of learning and serves as a major organizer. The amount of data the learner has to manage at any one point in time varies as the learner progresses from providing care for an individual, for several individuals, a family, groups and communities of clients.

Within the different settings the client populations present variables such as age, stage of development, and environmental parameters. The environmental parameters include a variety of social, cultural, spiritual, and economic elements in both the client's system and the health care delivery system. The setting in which health care is delivered provides context variables that require the student to transfer knowledge, to continue building skills in nursing and decision making, as well as to further understand the structure, function and organizational complexity in health care delivery environments.

The focus for each level is as follows. Level 1: one client, self or peer; laboratory and group settings; community resources; Level 2: two clients, primarily in acute care settings; some ambulatory and long term care;

and Level 3: three or more clients or families, groups, communities with diverse backgrounds, in acute or ambulatory care, home, and community settings.

Professional Roles

The third progressive organizer focuses on the roles of a professional nurse. Development as a person and professional requires careful sequencing of learning experiences to bring about desired change. Central to this progressive organizer is growth of the learner as a person who manifests attitudes and behaviors congruent with the Jesuit orientation and that of a professional nurse. The professional nurse role is conceptualized developmentally with three components: provider, coordinator, and member of the profession (AACN, 1986). Professionalism is examined in the Provider role with emphasis on the knowledge, interpersonal competencies and technical skills necessary for implementing the nursing process and caring attitude; in the Coordinator role with requisite collaborative and management skills; and as the emerging Contributor moving from role-identification to role-integration as a professional nurse. Within the latter role, emphasis is placed on responsibilities as a consumer of research and as a change agent. Learning experiences are sequentially designed to prepare the learner to incorporate personal attributes and values required of the professional nurse in all three roles.

In Level 1 the focus of the Provider role is on the development of interpersonal and assessment skills essential to direct care. Assertive individual transactions and group membership skills with peers form a basis for development of the Coordinator role. Identification of the professional nurse role begins the socialization of the learner.

The focus shifts in Level 2 to emphasis on role-taking. Direct care includes application of all components of the nursing process with attention to

priority setting and implementation of therapeutic communication, technological and teaching skills for nursing care of 1-2 clients. Students are expected to collaborate with a variety of health team members.

In Level 3, the provider role continues to focus on direct care and increases emphasis on advocating for clients. The coordinator role focuses on organizing, facilitating, and managing nursing care for individual clients, families and groups of clients from diverse backgrounds in a variety of settings. Role integration is considered from several reference points, such as synthesis of theory with practice, viewing self as a professional, and active participation as a member of the professional community.

The curriculum design provides a framework to build a cohesive yet flexible curriculum that considers both process and content. By examining the defining characteristics of nursing practice and the relationship to values, caring, and application of the nursing process, the learner can actively develop the necessary clinical judgment, interpersonal abilities and technical skills to assist the client. The client, whether individual, family, groups or community is assisted to reach or maintain an optimal health state, cope with acute or chronic illness, or die a dignified death.

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- American Association of Colleges of Nursing (AACN). (1986). Essentials of college and university education for professional nursing. Washington, DC: Author.
- Gordon, M. (1987). Nursing diagnosis: Process and application (2nd ed.). New York: McGraw-Hill

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SEATTLE UNIVERSITY
Broadway and Madison
Seattle, Washington 98122-4460

STANDARD AGREEMENT WITH INDEPENDENT CONTRACTOR

This is an Agreement between Seattle University and Kristine M. Gebbie, RN, MN, FAAN dba independently
of (address in full) 600 Willy Road NE, #723, Olympia, WA 98506
Phone 206 459-4956 SS or Tax ID# (b)(6)
Wa State UBI# N/A, hereinafter referred to as _____

In consideration of the payment by Seattle University of the amount stipulated below, Kristine M. Gebbie agrees to perform the following services: to consult with Masters Committee and assist in course development for the Masters Program, which will be on-line Fall 1994.

These services are to commence on April 14, 1993 and to be completed by June 15, 1993. Payment is to be the sum of \$ \$2,000.00, payable as follows: in full on June 15, 1993.

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AUTHORIZED BY:

Name: David M. Claypool
Dean or Area Vice President David Claypool, MN, RNC

Date: _____

ACCEPTED BY:

Name: Kristine M. Gebbie

Date: 4-25-93

Firm Name: Independent

Title: _____

ACCEPTED BY:

Name: James Adolphson
Title: Asst. VP Finance/Budget
Seattle University Director
Office of Finance and Administration

Date: 5/4/93

IMPORTANT NOTE: Please allow five working days for processing of check request.

JAN 06 1992

MEMORANDUM

Office of the President
Broadway and Madison
Seattle, Washington 98122-4460
Phone: (206) 296-1891
Fax: (206) 296-2163

TO: UNIVERSITY COMMUNITY

**FROM: WILLIAM J. SULLIVAN, S.J.
PRESIDENT**

DATE: JANUARY 6, 1993



A new year is upon us and a new academic quarter. I want to welcome all staff, administrators and faculty back from the holiday break. I hope it was a happy and renewing time for you. I also want to take this occasion to wish each of you a very blessed, fruitful and happy 1993. This past year brought many blessing to the SU community and we hope and trust that the new year will bring its special blessings.

As we look at the calendar year before us, what do we see? What can we expect? What are the challenges and opportunities as we perceive them now? Let me share a few of my thoughts on the state of the university.

Student enrollment will be steady to strong. I truly believe that there will be an increasing demand in the years ahead for the kind of humanistic, personalistic, professionally competent education that SU is known for. Our enrollment will probably grow at a modest rate; it would probably grow more rapidly if it were not for the fact that a number of the most popular programs are now at capacity, at least with their present staffing.

Our concern will be less for maintaining our enrollment level [and that is a new experience for me in my 26th year in a Jesuit university!] but for maintaining and enhancing our mix and balance of students. To put this in other words, our focus will be less on raw recruitment than on enrollment management. SU has always been an "access" school. Hundreds if not thousands of our alums testify to this mission. How do we maintain that dimension in the future when the demand for SU-style education will escalate? How do we determine what balance of graduate and undergraduate, of commuter and resident, of traditional and non-traditional, of various ethnic groups, of U.S. and international students, etc. we can best serve?

The goal of remaining an "access" school is not enhanced by the cloudy picture now facing us with regard to federal and state financial aid. In the 1990's and beyond, financial aid will be an absolutely key ingredient in working successfully to keep the balance in the student body that has marked SU in the past. The university will continue to do everything that it can to make funds available for student financial aid. This is an important goal of the 21st Century Campaign. But in view of the demand there are very real limits to what the university can do from its own funds. State and federal student aid programs remain very, very important. At the state level, we have a Governor-elect who certainly is supportive of the notion of providing

opportunity for lower income students, including those in the independent colleges. But the state's budget situation is anything but favorable, and there will be pressing demands from many other quarters, e.g. social services. On the federal level, it would appear that the emphasis for education may well turn out to be on-the-job training and apprenticeship programs rather than on higher education. And again the budget constraints cannot be ignored.

Speaking of the Capital Campaign, 1993 will be the second full year of the public fund-raising effort; and it will be a critical year for us. Up to this point we have raised in gifts and pledges about \$48 million toward an initial goal of \$55 million. We can certainly rejoice at this success and thank John Ellis, the chairman of the drive, the many volunteers, and the University Relations staff. But we still have a long way to go to fulfill all the goals of the Campaign in its different categories. It is proving to be more difficult to raise money for bricks and mortar than for endowment and special projects. This is a national phenomenon being experienced by most universities in their campaigns. Also, 1993 is the year in which all of us on campus will be invited to participate in the 21st Century Campaign. A committee of colleagues has been formed; these volunteers have already made their pledges and will be approaching the rest of us in the year ahead.

An important step in the development of the academic facilities of the university will take place during this winter quarter. Seattle University will go to market with an offering of approximately \$14.5 million in tax-exempt bonds. The proceeds will furnish a significant part of the funds needed for the Pigott, Garrand and Loyola Hall renovations projects. This is a very favorable time for us to be in the bond market in terms of interest rates. Under the direction of Denis Ransmeier, the university went through a bond rating process with Standard & Poor's in November. We were very gratified that these bonds received an "A" rating. This will mean significant savings in issuing the bonds and a more favorable rate. We all need to thank Denis for his yeoman's work in preparing for and overseeing the very important and complicated process of issuing these bonds.

One thing that is clear is that we at SU are in for a year or two of "construction mess" on the campus. Many of you remember the 1985-87 and the 1989-90 periods when that was true. But we have to say that although these periods are difficult, they lead to blessings in the form of new offices and classrooms and labs. You will have noticed one piece of "deconstruction" which took place during the Christmas break: the removal of Buhr Hall, which has been "temporarily" in use since 1947! This spring work will begin on the new Jesuit residence; a year from now it should be nearly completed. Once the Jesuits have moved, work will begin on modifying Loyola Hall for the School of Education. In late summer of this year, work should begin on the Pigott classroom addition and on the renovation of the Garrand building. When that work is finished in the summer of 1994, the complete renovation of the present Pigott building will start. When that is completed in the summer of 1995, all the major academic units of the University will be in new or renovated quarters. Beyond this point is the goal of a new university center and that of a chapel. And beyond that . . . ?

Something that one cannot exactly foresee but can hope to see in the coming year is continuing and intensified efforts at program development. There are, and there will continue to be, educational needs in society which create program opportunities for us. Some may call for new programs such as was done with the computer software program in our recent past. Some needs may call for restructuring programs which we are already offering as was done to some degree with the communications major or the environmental engineering program. There is also the need to look seriously at significantly expanding some present offerings where the demand is very high. In addition, there is the issue of new delivery systems for our programs; that is, new sites, new time frames and new delivery units within the academic structure. Why should we be concerned about such program development if our overall enrollment is satisfactory? In a rapidly changing environment, the needs of the society we serve are changing at an amazing pace. No university which is independent (i.e., responsible for its own financial resources) can afford to "sit on the ball." That is a proven formula for falling behind whether in service to society or in enrollment. True, educational institutions are very conservative and slow to change, but we should not try to make a virtue out of this somewhat embarrassing fact.

There are several concerns as we face this new year and the time beyond. You have heard me say before that my greatest personal concern for Seattle University in the 90's is the preservation and strengthening of our ethos, our educational spirit. I do believe that this personalistic, humanistic orientation, dedication to the students and shared sense of the importance of the religious and the ethical is our most valuable endowment. How do we work together to make that ethos stronger, more vital, more widely shared? And how do we continue our efforts to preserve and enhance the people who make SU the remarkable place that it is? The most precious asset of this university is our corps of educators. We do our excellent work, we impact the lives of many students, we have the reputation that we do because of the remarkable men and women who teach here, who guide student life, who manage and administer and support our activities. How do we help all of these SU educators to grow and be happier in their work, to realize the critical role they have in achieving our mission? In this year and in the 90's, there must be a continuing effort to renew and develop our human assets, that is the talents, gifts and skills of all of our colleagues, in a manner that does not simply match but surpasses the more visible effort to develop our facilities and our campus. Finally there is the ever challenging concern about communication within the campus. What are the best means to seek input on issues facing us, to get the best information and judgment to those who must make decisions, to aid each of the members of the educating community to know that he or she is part of the decisions which affect our mission and each of us? This quarter I am starting a series of conversations about the structure of administrative and advisory bodies on the campus which, I hope, will address this last concern.

In conclusion, it is my judgment that we have very much to be grateful for in looking back on 1992. The new year promises change and challenge and brings concern, but carries with it a sense of opportunity and of solid momentum. Through a time of such change, it is our Mission Statement and the shared living understanding of it that is our guiding principle. For many of

us that statement itself is captured more and more in the rich idea of the "growth of persons." Much is required to support such a mission focus; great dedication on the part of all of us is needed to make the idea live. Creativity and courage are called for as our ideal for the growth of each one of our students meets change and challenge in the future.

Again I wish each of you a very happy new year. I hope and pray that you will be happy in your work here at Seattle University and in your larger personal and family life, that you will experience a sense of satisfaction and achievement in your work, that you will profoundly sense how important is the work we do and how very important you are to our work.

WJS:cq

C:\WJS\SEATTLE\JAN93.MEM

MASTER OF SCIENCE IN NURSING

Seattle University School of Nursing proposes to introduce a Master of Science in Nursing (MSN) starting fall, 1994. This two year part-time MSN will focus on preparation of the advanced nurse clinician to serve vulnerable populations in an urban setting. This program is closely aligned with the trends and purposes of health care reform.

The program is consistent with the mission of Seattle University and its commitment to the disadvantaged. The program serves society by advancing the scientific and technological base of nursing.

Based on input from our community advisory board, there will be an increased community need for nurses with Master's degree preparation to lead in the delivery of health care services especially for underserved populations. Nationally, the projected need for new master's and doctorally prepared nurses is 200,000 by the year 2005 (AACN). In a 1990 Washington State survey, over 7000 of the practicing nurses were interested in a master's education in nursing. A survey of the local nurse population indicated a strong interest in alternatives to existing programs. Based on all of the aforementioned data we are predicting the sustained enrollment, after initial start-up, of 18-20 new students per year.

Our program is distinctive from other master's programs in the area because of its focus on direct nursing care to underserved populations. Also, the program encourages currently practicing nurses to augment their knowledge that will be needed for job enlargement with changes in the health care system. In addition, graduates will attain expert skills either applicable to advancement within or realignment of career goals.

While we have not specifically emphasized gerontological nursing practice, our plans include solid collaboration with Bessie Burton Sullivan Skilled Nursing Residence for advanced assessment and interpersonal skills. Hopefully, we will recruit students into service for the growing elderly population.

Because of Seattle University's metropolitan location and the School of Nursing's established networks with the surrounding community, we have a solid foundation on which to implement the goals of the Master's program. We envision that graduates of this program will be highly qualified for employment in a variety of settings as they will be academically eligible to sit for certification as a clinical specialist in either adult health or community health nursing.

Finally, we believe that we will continue and advance the legacy of our baccalaureate nursing graduates who reflect the qualities of a values-based Jesuit education especially in service to others.

**MASTER OF SCIENCE
IN
NURSING**

FALL, 1992

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SEATTLE UNIVERSITY
NEW PROGRAM AND CHANGES IN EXISTING PROGRAM PROPOSAL

MASTER OF SCIENCE IN NURSING

Name of Program

Approved by:

Signature and Date

Department Chair

Maureen Deland 10/9/92

Chairs of Other Involved Departments

N/A

School Curriculum Committee

Kristen & John 10/9/92

Director of the Core

N/A

Dean

James M. Claypool 10/10/92

For Graduate Courses/Programs

Graduate Council

Dean of Graduate School

Revised 04/91

New Program and Changes in Existing Program Proposal

Academic unit making this proposal: School of Nursing

Contact person within that unit:	<u>Maureen Niland</u>	<u>x 5672</u>
	<u>Name</u>	<u>Phone</u>

1. Title of new degree, major, or track:

Master of Science in Nursing (M.S.N.)

2. **Effective date:** Fall 1994 (date of first offering)

3. List below the numbers and titles of all new courses that must be added and attach "New Course Proposal" forms for all such courses.

REQUIRED COURSES (46 credits)

Offerings Starting 1994-95

N 501	Advanced Health Assessment (4)
N 502	Nursing Care of Vulnerable Urban Populations (2)
N 503	Human Responses to Health Alterations (3)
N 504	Concepts and Theories in Nursing (3)
N 505	Nursing Therapeutics (3)
N 507	The Roles of the Advanced Clinician I (3)
N 509	The Roles of the Advanced Clinician II (4)

Offerings Starting 1995-96

N 510	Ethical Considerations in Nursing Practice (3)
N 512	Health Policy and Nursing in an Urban Context (3)
N 514	Seminar on Research in Nursing (2)
N 515	Methods of Inquiry (3)
N 516	Principles of Nursing Leadership and Management (3)
N 519	Advanced Practicum in an Urban Health Care Setting (4)
N 599	Scholarly Project (3)
PUB 530	Management Analysis and Control I (3) [existing course]

ELECTIVE COURSES (2-3 credits)

Nursing Courses

N 480	Stress, Survival and Adaptation (3) [existing course]
N 480	The Changing Family (3) [existing course]
N 532	Nursing Care of Culturally Diverse Communities (3)
N 596	Independent Study (1-3)
N 597	Independent Study (1-3)
N 598	Independent Study (1-3)

Elective courses in other schools/departments (See Appendix A)

List of course descriptions (See Appendix A)

"New Course Proposal" Forms (See Appendix G)

Total credits in MSN Program = 48-49 credits (See Typical Program of Study in Appendix A)

4. List below the numbers and titles of all new courses that must be amended and attach "Proposal for Revision of an Existing Course" forms for all such courses.

N/A

5. List below the numbers and titles of all courses that will be deleted if this program is introduced:

none

6. Is the approval of any licensing or accrediting agency required, or will such approval be sought?

The National League for Nursing (NLN), the major accreditation body for schools of nursing, has been notified of our intent to begin this master's program and, according to their standard procedure, we are tentatively scheduled for an initial review visit in Academic Year 1996-97.

7. Are additional resources other than those listed on new and revised course proposal forms required in any of the following areas?

Faculty	yes <u> x </u>	no <u> </u>
Library/Media	yes <u> x </u>	no <u> </u>
Computer Facilities	yes <u> </u>	no <u> x </u>
Capital Equip/Space modification	yes <u> x </u>	no <u> </u>

Faculty: All graduate faculty will teach in both graduate and undergraduate programs.

The first year of the program we will be teaching eight new courses, which includes the summer quarter '95. Current faculty will be able to teach most of the graduate courses. This will necessitate hiring part-time faculty as replacements for some of the work units of these fulltime faculty who are currently teaching in the undergraduate program. The program director is a member of the current faculty and will be 0.33 FTE plus summer 0.2FTE. It will be necessary to hire a highly skilled Ph.D. prepared clinician for the "Advanced Health Assessment" course. Total .86 FTE for teaching the first year.

The second year of the program we will be teaching seven new courses for a total of 15 courses in the two-year curriculum. By the second year of the program we will generate enough courses and credit hours for hiring a new fulltime faculty member. This newly hired faculty member will teach in both the undergraduate and graduate programs. Any part-time faculty who are hired to teach in the undergraduate or graduate program will have comparable expertise and clinical skills of the fulltime faculty.

The graduate program will strengthen rather than detract from the undergraduate program. By having both a graduate and undergraduate program we will be in a better position for hiring highly qualified faculty.

Part-time secretary positions will be needed for marketing and operation of the program, as well as assisting with advising the students.

Library/Media: New library acquisitions will include expenditures for at least three new journal subscriptions. Kim Lohse has notified us that four new nursing journal subscriptions (see budget under "gifts") have recently been donated to the Library specifically to benefit the Master's program. Also, the School of Nursing has collaborative relationships with other area health science libraries to enable SU graduate nursing students access to resources not available at Lemieux Library. The budget also includes expenditures for advanced health assessment video-tapes and anatomic models to be used in the health assessment course.

Computer Facilities: Initially, students will be given access to the University student computer facilities both in the Engineering building and in School of Nursing computer Lab in the Lynn Building. The Lynn building is scheduled for hardwire hookup to the SU mainframe computer during the next year. The School of Nursing also is purchasing 2-3 486 computers to add to the lab. Thus, students will have access to word-processing, spreadsheets, SPSS and other nursing-related computer programs. Although the School of Nursing computers are also open for use by over 200 undergraduate nursing students, we will first assess the need of graduate students for access to on-campus computers before considering additional computer hardware and software purchases.

Also, see letter from Director, Academic Computing and User Services located in Appendix B

Capital Equipment/Space Modification: Space is already a problem at the present site of the School of Nursing. It is possible that we can set aside one small room in the Lynn building for graduate student use. The long range plan, however, is to have a graduate student conference room and carrel room in the renovated Garrard building. The present plan is to move to those new quarters in approximately four years.

Additional faculty can be accommodated within the existing School of Nursing building and monies have been allocated (see budget) for office/computer equipment for one new faculty member. Graduate faculty and secretary space has been incorporated into the Garrard building plan.

8. Please attach the following to this proposal:

A. Rationale for introduction of the program.

The increasing complexity of the health care delivery system and the expanding roles and responsibilities of professional nurses have resulted in an increased need for master's-prepared nurse clinicians. In addition, rapidly escalating health care costs fuel the need for cost-effective services. Nurses performing in the roles of both advanced clinicians as well as case managers, play a pivotal role in cost containment while delivering high quality health care that ensures continuity of care.

Despite the large allocation of scarce resources for health care, many Americans cannot afford even basic health services. In addition, numerous studies and reports identify the disparities in health and health care among various groups of Americans. For example, the life expectancy for male, African-American babies born in the late 1980s actually shrank. People with low-incomes and of Hispanic origin are less likely to receive preventive health care services such as childhood immunizations and high blood pressure screening. Many of the worst health care problems exist in urban areas where many members of the high risk groups reside. The federal and state governments have outlined many priorities related to improving the health of these urban, high risk groups.

As an urban Jesuit university with a commitment to the disadvantaged, Seattle University is well situated to address these issues. It already does so in several courses on urban issues that are offered by various departments. In addition, the Volunteer Center sponsors many activities to benefit the disadvantaged within the surrounding neighborhood. The School of Nursing itself has long incorporated this focus into its undergraduate program. For example, the Community Health Nursing course requires students to complete a "poverty project" the purpose of which is to increase students' awareness and sensitivity towards the economically deprived. The School will continue this tradition of service to the urban disadvantaged by incorporating this focus into our master's program.

This program will also answer the community need for flexible, part-time graduate nursing programs. This need follows a national trend in nursing education for part-time graduate programs. Thus, the school of nursing program will be patterned after successful programs offered in education and business to provide maximum flexibility in scheduling and clinical placement in order to meet the needs of working, adult learners.

The addition of a graduate program will serve the needs of the school of nursing as well as the community. The school expects a significant increase in the quality and prestige of the nursing school with the addition of a master's program. Since the focus will be on expert, advanced clinical practice, the graduate students can

serve as role models for the undergraduate students. The master's program will also assist in attracting top quality faculty and students to all SU nursing programs.

B. A full description of the program including goals and objectives and its relationship to the mission of the University.

Goals and Objectives: See Program Description below.

Additional information regarding the target population, product of the program, a comparison between the undergraduate and graduate programs, strengths of our program, and a comparison of master's degree programs in schools of nursing at Jesuit and local universities is located in Appendix C.

Relationship to S.U. Mission:

The proposed graduate nursing program complements the Mission of the University in several ways. The teaching and learning process will provide a humanistic curriculum within the context of advanced, professional education. Students will be encouraged to question not only their own beliefs and actions related to nursing practice, but will also analyze the social values that influence the delivery and the quality of health care. Ideas and values shared in the classroom will be applied in the clinical setting which incorporates service to vulnerable people. The education will be student-centered, capitalizing on the talents and interests of practicing nurses who want to further their professional and personal growth within the Jesuit framework of education for values.

C. Description of the program as it would appear in the Bulletin of Information, including:

1. admission criteria
2. program degree requirements
3. research requirements/comprehensive examination
4. sequence of course offerings by quarter
5. typical programs of study
6. courses in which grades of S/NC or CR/NC are mandatory

MASTER OF SCIENCE IN NURSING

Maureen Niland, Ph.D., R.N., Director, Graduate Program

Faculty

Mary Ersek, Ph.D., R.N.
 Sharon Filipcic, M.N., R.N., A.R.N.P.
 Connie Nakao, Ph.D., R.N.
 Maureen Niland, Ph.D., R.N.
 Jane Peterson, Ph.D., R.N.

Degree Offered

Master of Science in Nursing (M.S.N.)

General Description

Focus: The Advanced Nurse Clinician in an Urban Setting

The master's program prepares nurses for advanced clinical roles including case manager, clinical nurse specialist, clinical nurse manager, and nurse educator. The program also has been designed to allow the direct care provider to deepen his/her understanding of clinical phenomena, vulnerable populations, and the health care system, as well as personal and professional values.

The metropolitan Seattle area provides nurses from rural and urban communities alike an opportunity to: investigate diverse health care resources; experience the spectrum from primary prevention to tertiary, specialized care; increase exposure to clients from a wide variety of backgrounds; and exchange ideas with other clinicians.

The foundation of the program emphasizes the following elements:

- * clinical skills to manage acute and chronic illness and to promote high level wellness
- * utilization of critical thinking skills in advanced nursing practice
- * the development of an inquiring attitude that nurtures the growth of the person and the ability to promote changes necessary to improve health care delivery
- * values and commitment to quality nursing and health care for all people
- * an understanding of the health care delivery system and urban community resources to identify factors that influence access and utilization of health care
- * principles of case management to ensure continuity of quality health and nursing care
- * an understanding of the health care needs of urban community with an emphasis on vulnerable populations
- * student-centered education that blends the requirements of the program with the adult learner's professional and personal goals
- * application of clinical skills and knowledge to the student's work setting or another clinical setting of the student's choice
- * flexibility in class times and days to meet the needs of the working, adult learner

Program Objectives

1. Synthesize knowledge from nursing and related disciplines for advanced nursing practice.
2. Use problem solving strategies to provide care, and to enable groups of clients to manage and cope with alterations in health or attain higher levels of wellness.
3. Embody values essential to the practice of advanced nursing.
4. Evaluate one's beliefs, values and ways of knowing to foster personal growth and professional practice.
5. Analyze health care systems and policies that influence health care for groups of urban clients.
6. Practice advanced nursing roles in collaboration with clients, community organizations and health professionals to ensure quality care.
7. Advance the health of vulnerable urban populations through scholarship, leadership and delivery of quality nursing care.

Admission Requirements

1. Statement describing professional and personal goals and reason for choosing this M.S.N. program
2. GRE examination results within the past 5 years
3. Minimum undergraduate GPA of 3.0 from an NLN accredited baccalaureate program
4. Washington RN licensure (upon entry into program)
5. At least 2 years clinical nursing experience
6. Three recommendations (at least 1 reference from someone who can comment on the applicant's clinical abilities)
7. Professional liability insurance
8. Current immunizations required in clinical sites (e.g., hepatitis B, MMR) - before beginning the clinical component of the program

Prerequisites

1. Physical/health assessment course (prior to enrolling in N 501).
2. Basic statistics course that includes descriptive and inferential statistics (prior to enrolling in N 514)
3. Undergraduate research course (prior to enrolling in N 514).

Program Degree Requirements

The M.S.N. requires successful completion of a minimum of 48-49 credits of course work. Total credits include 2-3 credits of electives. Generally, this program is a two year, part-time program.

Research Requirements

We, like most other programs in schools of nursing, have two courses in research with statistics as a prerequisite. Our graduate program has a total of five credits, plus a scholarly project. (See Appendix C for comparison with other programs in schools of nursing)

Students will complete a scholarly project under the guidance of at least two graduate faculty members. The product of such endeavors can include things such as reports of research findings, publishable papers that synthesize knowledge and theory in a given clinical area; formal, professional teaching projects or presentations; formal consultation with health care agencies that produces measurable changes in outcomes.

Sequence of Course Offerings by Quarter

See Appendix A for "Typical Program of Study" and "List of Course Descriptions."

Typical Program of Study

The typical program of study consists of 8 quarters, including summers, in which students take 4-8 credits per quarter. All required courses must be completed prior to taking the Advanced Practicum and the Scholarly Project. Several courses include clinical experience in which the students complete projects utilizing their work setting or another clinical agency. See Appendix C (section on clinical content) for more detail on the clinical component of the program.

Courses in which Grades of S/NC or CR/NC are Mandatory

The 3 credits for the Scholarly project will be graded S/NC.

Graduate Course Bulletin Entries

See "New Course Proposal Forms", Appendix G.

Effects of Program on Other Instructional Units in the University

Although we expect students to take electives in other departments and schools of the University, we do not anticipate formal alliances at this time. The exceptions are: 1) We plan to collaborate with Sr. Rosaleen Trainor in Philosophy, to develop a required ethics course specifically focused on issues important to nursing practice [see N 510 in the list of courses] and (see Appendix B); 2) We will have a required course (PUB 530) from the Institute of Public Service [see materials in Appendix A and B).

In the future, close alliances or joint programs with the business school (possibly a M.S.N./M.B.A. option), addiction studies, education or public administration/public service will be pursued. At present, however, we need to focus on establishing a solid, basic program that commands respect in the professional community. From this position, we can take full advantage of the other highly regarded programs at Seattle University that dovetail well with the needs of our master's students.

Description of Alternatives that were Considered

Various options were considered but abandoned because: 1) there was not enough faculty expertise in a given clinical area or 2) the market is limited in certain areas. For example, we originally began to design a nurse practitioner (NP) program because of its clinical focus and the demand in the community for additional NP programs. However, we have only one NP on faculty at present and the Guidelines for NP programs require NP/PhD faculty. In addition, NP programs typically are more "labor intensive" than other master's programs and thus are more expensive to run. Despite these current drawbacks, an NP program remains a long term goal, and we will hire faculty with this goal in mind.

We also examined the feasibility of having an dedicated gerontology program because: 1) we have available the clinical facilities at Bessie Burton Sullivan Skilled Nursing Residence (BBS) and want to increase the ties between the School of Nursing and this facility; 2) the documented need for geriatric nurse clinicians in a health care system that will need to absorb growing numbers of elderly; and 3) Fr. Sullivan's expressed priority to start a gerontology program. Despite these compelling reasons to focus on gerontology, we did not pursue this option because there is a limited pool of potential students for such a program. A recent national survey reported that only 6 per cent of all master's students selected gerontological nursing as a specialty (NLN, 1990). It should also be noted that the University of Washington already offers both a master's of nursing degree in gerontology and an nurse practitioner program so our competition in the area is substantial.

These problems will not, however, prevent us from emphasizing the availability of gerontological clinical practice facilities and the commitment to gerontological nursing on this campus. We will recruit students interested in gerontology and take advantage of our close ties with BBS and with Sharon Filipcic, a geriatric nurse practitioner who has a joint appointment in the School of Nursing and at BBS. In addition, we will work towards a long term goal of developing a specialty track in gerontological nursing. We believe that once our program is established and it is clear that we can offer a different "product" than the University of Washington School of Nursing, we will be able to capture a significant percentage of students interested in working with the elderly.

Market Research

Overview of Market research done to date:

During Fall quarter 1991, administrators and educators from local hospitals, nursing homes, public health and home health agencies were invited to campus to meet with members of the School of Nursing Graduate Program Task Force. These focus groups were asked to describe specific skills that were desired by the potential employers of our Master's program graduates. This input was used to determine the outcome goals of the program in nursing.

In addition to these groups, a survey was sent to prospective students (Appendix D). The survey was distributed by focus group members between November, 1991, and January, 1992 to nurses who were practicing in hospitals, nursing homes and public/home health agencies in Seattle. Approximately 500 surveys were distributed and 142 were returned. Of those responding, 131 expressed an interest in master's education at Seattle University. Respondents represented a cross section of nursing employees in the agencies surveyed. For example, 35 of the nurses were managers, 81 were staff nurses, 3 were nurse educators and 2 were nurse practitioners.

Additional information on general trends in graduate nursing education and health care was obtained from several sources, including:

1. Nursing DataSource 1990: A Research Report. Volume II - Leaders in the Making: Graduate Education in Nursing, published by the National League for Nursing.
2. 1991-1992 Enrollment and Graduations in Baccalaureate and Graduate Programs in Nursing, published by the American Association of Colleges of Nursing.
3. A Data Base for Graduate Education in Nursing: Summary Report, October 1990, published by the American Association of Colleges of Nursing.
4. Healthy People 2000: National Health Promotion and Disease Prevention Objectives, 1990, U.S. Department of Health and Human Services.
5. Washington State Health Report, 1990, Washington State Board of Health.

All of the above sources were used to assess the need for a Master's program and to assist in the design of the program. Continuing marketing plans appear in Appendix D.

1. Target population and rationale for choice.

The target population is working nurses who want a flexible, part-time program that focuses on clinical skills. The focus and schedule were chosen after reviewing input from the sources described above.

Focus group participants agreed that advanced clinical practice was desirable as a focus for masters education, as opposed to a focus in nursing administration or education. The administrators and educators expected the nurse with a masters degree to negotiate for change and client advocacy within a complex organization, to interpret and utilize research in practice, and to provide nursing care to clients at an advanced level of professional practice. These suggestions were incorporated into the program.

Survey respondents chose case management or advanced clinical practice as their first choice, with education second and administration third. Approximately 92% of these prospective students preferred a part-time program to fulltime. Thus, our market research suggested that the need was greatest for a part-time program that prepared nurses for advanced clinical practice. National trends as well as the University's Mission guided our decision to focus on urban health care and care to the disadvantaged populations. The focus on the adult learner, critical thinking and analysis, ethics and integration of theory and practice comes from the mission of Seattle University Mission.

2. Enrollment view of internal sources, e.g., Director of Admissions, Registrar.

Jim Lyons, Associate Director, Office of Admissions stated that his office has received inquiries regarding a graduate program in nursing; however, they have not tracked the number or specific nature of these inquiries since Seattle University currently does not have a graduate program in the School of Nursing.

Although we have not advertised the MSN program, we continue to have questions from health care agencies asking about the starting date of the program. Also, we continue to receive queries from potential students. Faculty have talked with the prospective students who contacted the school directly.

3. Numbers and sources of prospective students.

In a Washington state survey in 1990, 15% of 47,920 practicing RNs (n=7188) were interested in masters' education in nursing. In 1990-91, there were 5 nursing schools which offered a masters' degree. At that time, there were 196 fulltime and 256 part-time students who were enrolled in programs at the University of Washington, Seattle Pacific University, Pacific Lutheran University, Gonzaga University and the Intercollegiate Center for Nursing Education. Thus, in 1990-91, a total of 452 nurses were enrolled in masters' programs in nursing. This demonstrates that a substantial number of those interested in higher education in nursing were not accommodated in existing programs in the state of Washington last year.

It should be noted that the number of licensed RNs (and thus the potential pool of applicants) is expected to grow over the years. Our own record numbers of applicants to the baccalaureate program in 1991 and 1992 underscore this trend. In addition to increased numbers of RNs, it is also predicted that the jobs for master's-prepared nurses will increase because of: 1) the complexity of health care delivery system; 2) increased client acuity; and 3) the growing need for case managers (most of whom are expected to be nurses). Thus, the percentage of RNs who identify and need or desire for additional education will also increase.

Respondents to the prospective student survey offer evidence of local (i.e., Puget Sound area) interest in the program. Of the 142 prospective students who responded to the survey, 131 indicated an interest in the Masters' degree in nursing at Seattle University and in being on our mailing list. Eighty three nurses, nearly 60% of those responding, expressed a commitment to enroll in a Masters' program in nursing. These prospective students will be a source of contact for marketing purposes for the future.

4. Number of students actually contacted.

As described above, surveys were sent to 500 prospective students, with 142 people returning the surveys and 131 indicating an interest in a Master's program at Seattle University. In the last three months the School of Nursing has received 20 inquiries who were not part of the aforementioned survey.

5. Indications of prospective student commitment to the program.

In addition to the desire of 131 prospective students to be placed on a mailing list, there were approximately 30-40 other prospective students in 1991 who telephoned the chair of the graduate program task force to obtain information about how soon the program would be starting and which courses to take as prerequisites for admission. One of the prospective students was so excited about the program that she would like for us to meet with about 25 of her colleagues in the Bellingham area.

6. Assessment of competition in the market.

There are presently five (5) competing schools of nursing in Washington state that offer a master's degree: University of Washington, Seattle Pacific University, Pacific Lutheran University, Gonzaga University, and the Intercollegiate Center for Nursing Education (ICNE) in Spokane. The graduate program task force has assessed each of these programs, and has designed a program that is different from the competition. The University of Washington emphasizes a theoretical and research focus in its graduate programs, whereas the program at S.U. is focused on advanced clinical practice. Seattle Pacific University espouses a specific religious doctrine, whereas the Jesuit tradition at S.U. cultivates critical thinking,

dialogue and ideological diversity. Pacific Lutheran University (PLU) has three tracks at the master's level: School nursing, administration, and a continuity of care program. The focus of the master of science in nursing at S.U. is to address the health needs of populations in an urban setting. SU's program is broader in scope than PLU's continuity of care program. Gonzaga University serves prospective students from eastern Washington, and has an ability to reach learners at a distance from the campus. However, most of Gonzaga's students are not located in urban settings. ICNE also serves eastern Washington, but is limited in its reach to the larger population centers in the Puget Sound region.

A representative from SU attended a meeting December 7, '92, which was initiated by the Director of the Graduate Program in Nursing at Seattle Pacific University. The meeting included a representative from other private schools of nursing in the Puget Sound area. No representative from the University of Washington attended the meeting. Each of the programs has a different focus from ours. The programs have exceeded their projected enrollments and are continuing to grow each year. A recent (December 20, 1992) publication from the American Association of Colleges of Nursing cites continuing growth in graduate enrollment, with an eight percent increase in enrollment of masters students over two years ago.

7. Evidence of sustainability of enrollment over time.

The prospective student survey indicated that there would be a sustained enrollment over time; respondents were more likely to project their entry into a masters program for 1-3 years into the future than beyond that time, but interest seemed higher in year 2 in our survey (1993). Our survey revealed 60 prospective students were interested in beginning as soon as possible. Fifteen students were ready by 1994. The decreasing numbers of students indicating an interest in beginning the program beyond three years in the future most likely indicates an uncertainty or inability to project career plans farther into the future. However, the local and national trends noted above indicate that the pool of potential graduate students will grow over the next decade. Information from the local, private schools of nursing show their enrollment has continued upward from 10-20 in the first year to 20-30 the second to the third year and onward.

8. Evidence of employability of graduates.

Graduates of the program would have a high likelihood of employment after graduation. We anticipate that most of the students will be employed when they enter the program, since that is what has been indicated in the marketing survey. In addition, the survey of local administrators and educators which was distributed in Fall, 1991, indicates that there are positions now for advanced clinicians, and that more of these positions are projected over the next five years. The administrators anticipate that the graduates who return

to their jobs will be practicing at a different level than they were before they went back to school, and that new roles may evolve even within existing jobs (see Appendix E).

National surveys also indicate that the need for master's prepared nurses will continue to grow. As noted earlier, one source projected that the national demand for nurses prepared at the graduate level will outstrip supply by over 200,000 (Nursing DataSource, 1990).

9. Description of phase-out plan in 3 to 5 years if program not successful.

If a program phase-out becomes necessary, we will keep our commitment to students currently enrolled in the program and facilitate their completion of the program.

First year of phase-out: stop admissions, advise currently-enrolled students of plans to phase-out the program.

Second year of phase-out: Discontinue courses offered during the first of the two years of the typical program of study, keeping any of these courses that may not have been completed by any student(s).

Third year of phase-out: Discontinue courses offered during the second of the two years of the typical program of study, keeping any of these courses that may not have been completed by any student(s).

Fourth year of phase-out: If any student(s) have not completed the practicum or scholarly project, the Graduate Program Director will continue with these students. Students will be required to complete the program by this year. This final year may be necessary because the program is based on part-time enrollment.

It is anticipated that faculty hired for the graduate program will be able to be absorbed fully into the undergraduate program, especially to teach clinical courses, for which we generally have annual openings. This transition will be facilitated by the policy that no faculty in the school will teach exclusively in the graduate program.

Plans for Evaluation of the Program

The program will be evaluated on an ongoing basis by faculty involved in teaching the courses and by students. It is anticipated that graduate faculty will meet once a month to discuss curriculum and student issues. Formal evaluation and reporting of program status to the Academic Council will occur following the initial accreditation visit by the National League for Nursing (NLN) which is scheduled to evaluate the graduate program within one year after the graduation of the first class. We will provide the Council with a report on the status of the program within six months of the NLN visit. Specific evaluation methods are outlined below.

1. Meeting the goals/objectives of the program.

Program Director will hold exit interviews with graduating students to collect information about satisfaction with program; attainment of program goals as well as the goals of individual students.

Program Director will send surveys to employers of master's graduates to assess ability of students to perform professional duties in keeping with program objectives.

Employment data on graduates will be tracked to ensure that graduates have the skills to obtain employment in advanced practice roles.

Graduate Program Advisory Council (see Appendix F) will meet yearly to evaluate the entire program and to assess and suggest possible programmatic changes in order to keep the program current and relevant. The advisory group currently consists of nurses in a variety of positions, including nurse executives who determine positions within patient care services, and a Washington State Senator. The School of Nursing Graduate Program Advisory Council will be expanding, to include non-nurses who are in executive or key positions in health care agencies. This expansion of the advisory group will provide an opportunity to gain perspective from those who direct and control health care.

Program will be evaluated in light of the National League for Nursing's (major accreditation body for schools of nursing) standards in preparation for anticipated 1995-96 League visit. Standards have been received from the NLN and program development will continue in accordance with these guidelines.

Alumnae will be surveyed at 1 year and 5 years regarding adequacy of professional preparation and suggestions for changes. (This evaluation plan also fulfills National League for Nursing accreditation requirements.)

2. Curriculum/courses.

Graduate faculty will monitor compliance of individual courses with program and course objectives as part of regular monthly meetings.

Graduate program Advisory Council will meet 1-2 times per year to evaluate the relevance and usefulness of course content as well as to suggest changes in courses and content to ensure that these components remain current with needs of the community.

With the assistance of graduate faculty, the School of Nursing Curriculum committee will evaluate each course prior to National League for Nursing accreditation visit (1995-6). Data to be assessed include: course syllabi, student evaluations, and feedback from Advisory Council and graduate faculty.

3. Faculty quality.

Graduate faculty will be recruited in accordance with the procedures established for the School of Nursing. Particular attention will be paid to the following qualities: 1) past and current experience in an advanced practice role; 2) history of publishing articles and making presentations on topics relevant to the graduate program; 3) research experience; 4) commitment to undergraduate as well as graduate nursing education (it is anticipated that no faculty member will teach exclusively in the graduate program); and 5) commitment to the principles outlined in the graduate program overview and objectives.

Annual faculty reviews will assess accomplishment in the areas of teaching, scholarship and service.

Program Director and graduate faculty will evaluate annually the performance of clinical preceptors in order to ensure current licensure and adherence to practice standards.

4. Learning resources, facilities, and services.

Graduate faculty members will sit on library and computer committees (or will act as liaisons to members of those committees) in order to keep current about University resources that are relevant to the graduate program.

Monthly graduate faculty meetings will include evaluation of the quality and adequacy of learning resources, facilities and services.

Selected graduate faculty will act as liaisons to community health care agencies who are willing to share their resources. For example, the school of nursing has already negotiated the use of Swedish Hospital's library and computer and learning labs to augment campus learning resources.

The Coordinator of Learning Resources at the School of Nursing will attend selected graduate faculty meetings in order to be apprised of the program's needs and to investigate acquisition of additional resources. S/he will also assist in preparing grants to such funding sources as the Fuld Foundation, which annually awards grants for audiovisual and computer equipment in schools of nursing.

Budget

The budget is conservative with the projected number of 12 students for the first two years. We are projecting 18 students starting the third year. We anticipate that some nurses in the community may be interested in registering for courses in a non-matriculated status. This may increase our enrollments. If we have 18-20 students yearly our TCI will be 2.

For additional budget information, see the section on "Resources" and the budget sheets on the following pages.

BUDGET FY -- 1994-95 (Year One)	ACADEMIC TERM				
	SUMMER	FALL	WINTER	SPRING	TOTAL
STUDENTS:					
New	0	12	0	0	12
Continuing	0	0	12	12	12
Realigned	0	0	0	0	0
TOTAL	0	12	12	12	12
Student Credit Hours	0	72	72	72	216
Tuition Rate	278	278	278	278	278
REVENUE:					
Tuition	0	20,016	20,016	20,016	60,048
Fees	0	0	0	0	0
TOTAL	0	20,016	20,016	20,016	60,048
DIRECT COSTS: SALARIES					
Director	2,400	4,950	4,950	4,950	17,250
Instructional-Full	0	0	0	0	0
Instructional - PT	0	6,000	6,000	6,000	18,000
Lay-Support	2,165	2,165	2,165	2,165	8,660
Subtotal	4,565	13,115	13,115	13,115	43,910
Student Wages	450	450	450	450	1,800
TOTAL SALARIES	5,015	13,565	13,565	13,565	45,710
NON-SALARIES:					
Supplies	200	200	100	100	600
Equipment	600	0	0	0	600
Office Furniture	0	0	0	0	0
Library Acquisitions	600	300	300	200	1,400
Publications (Media)	600	500	0	0	1,100
Travel	0	1,000	1,000	0	2,000
Duplicating	400	1,000	1,000	1,000	3,400
Other: (explain) (Marketing)	1,500	500	500	500	3,000
TOTAL NON-SALARIES	3,900	3,500	2,900	1,800	12,100
Total Direct Costs	8,915	17,065	16,465	15,365	57,810
Work Units-Full					0
Work Units-PT	0	6	6	6	18
TOTAL WORK UNITS	0	6	6	6	18
Program TCI	0.00	1.17	1.22	1.30	1.04
Student Credit Hours in other Programs:					0
Revenue to University From Non-Program					
Student Credit Hours;					
Gifts/Grants:	457				457

TCI = Total Cost Index = ALL Revenue divided by Total Direct Costs

BUDGET FY -- 1995-96 (Year Two)	ACADEMIC TERM				
	SUMMER	FALL	WINTER	SPRING	TOTAL
STUDENTS:					
New	0	12	0	0	12
Continuing	12	12	24	24	24
Realigned	0	0	0	0	0
TOTAL	12	24	24	24	24
Student Credit Hours	84	168	144	144	540
Tuition Rate	278	278	278	278	278
REVENUE:					
Tuition	23,352	46,704	40,032	40,032	150,120
Fees	0	0	0	0	0
TOTAL	23,352	46,704	40,032	40,032	150,120
DIRECT COSTS: SALARIES					
Director	2,400	4,950	4,950	4,950	17,250
Instructional-Full	0	13,050	13,050	13,050	39,150
Instructional - PT	4,200	7,000	3,000	6,000	20,200
Lay-Support	2,165	2,165	2,165	2,165	8,660
Subtotal	8,765	27,165	23,165	26,165	85,260
Student Wages	450	450	450	450	1,800
TOTAL SALARIES	9,215	27,615	23,615	26,615	87,060
NON-SALARIES:					
Supplies	200	200	100	100	600
Equipment	0	3,000	0	0	3,000
Office Furniture	0	0	0	0	0
Library Acquisitions	500	200	200	200	1,100
Publications (Media)	300	300	0	0	600
Travel	0	1,000	1,000	0	2,000
Duplicating	400	1,000	1,000	1,000	3,400
Other: (explain) (Marketing)	1,000	500	500	500	2,500
TOTAL NON-SALARIES	2,400	6,200	2,800	1,800	13,200
Total Direct Costs	11,615	33,815	26,415	28,415	100,260
Work Units-Full	0	7	9	6	22
Work Units-PT	7	4	3	6	20
TOTAL WORK UNITS	7	11	12	12	42
Program TCI	2.01	1.38	1.52	1.41	1.50
Student Credit Hours in other Programs:	0	36	0	0	36
Revenue to University From Non-Program (\$278 X Cr. Hrs)	0	10,008	0	0	10,008
Student Credit Hours:					
Gifts/Grants:	457				457

TCI = Total Cost Index = ALL Revenue divided by Total Direct Costs

BUDGET FY -- 1996-97 (Year Three)	ACADEMIC TERM				
	SUMMER	FALL	WINTER	SPRING	TOTAL
STUDENTS:					
New	0	18	0	0	18
Continuing	24	12	30	30	30
Realigned	0	0	0	0	0
TOTAL	24	30	30	30	30
Student Credit Hours	132	204	180	180	696
Tuition Rate	278	278	278	278	278
REVENUE:					
Tuition	36,696	56,712	50,040	50,040	193,488
Fees	0	0	0	0	0
TOTAL	36,696	56,712	50,040	50,040	193,488
DIRECT COSTS: SALARIES					
Director	2,400	4,950	4,950	4,950	17,250
Instructional-Full	0	13,050	13,050	13,050	39,150
Instructional - PT	6,600	9,000	3,000	6,000	24,600
Lay-Support	2,165	2,165	2,165	2,165	8,660
Subtotal	11,165	29,165	23,165	26,165	89,660
Student Wages	450	450	450	450	1,800
TOTAL SALARIES	11,615	29,615	23,615	26,615	91,460
NON-SALARIES:					
Supplies	200	200	100	100	600
Equipment	0	600	0	0	600
Office Furniture	0	0	0	0	0
Library Acquisitions	200	200	200	200	800
Publications (Media)	300	0	0	0	300
Travel	0	1,000	1,000	0	2,000
Duplicating	400	1,000	1,000	1,000	3,400
Other: (explain) (Marketing)	500	500	500	500	2,000
TOTAL NON-SALARIES	1,600	3,500	2,800	1,800	9,700
Total Direct Costs	13,215	33,115	26,415	28,415	101,160
Work Units-Full	0	7	9	6	22
Work Units-PT	7	4	3	6	20
TOTAL WORK UNITS	7	11	12	12	42
Program TCI	2.78	1.71	1.89	1.76	1.91
Student Credit Hours in other Programs:	0	36	0	0	36
Revenue to University From Non-Program (\$278 x Cr. Hrs.)	0	10,008	0	0	10,008
Student Credit Hours:					
Gifts/Grants:	457				457

TCI = Total Cost Index = ALL Revenue divided by Total Direct Costs

BUDGET FY -- 1997-98 (Year Four)	ACADEMIC TERM				
	SUMMER	FALL	WINTER	SPRING	TOTAL
STUDENTS:					
New	0	18	0	0	18
Continuing	30	18	36	36	36
Realigned	0	0	0	0	0
TOTAL	30	36	36	36	36
Student Credit Hours	174	252	216	216	858
Tuition Rate	278	278	278	278	278
REVENUE:					
Tuition	48,372	70,056	60,048	60,048	238,524
Fees	0	0	0	0	0
TOTAL	48,372	70,056	60,048	60,048	238,524
DIRECT COSTS: SALARIES					
Director	2,400	4,950	4,950	4,950	17,250
Instructional-Full	0	13,050	13,050	13,050	39,150
Instructional - PT	6,600	9,000	3,000	6,000	24,600
Lay-Support	2,165	2,165	2,165	2,165	8,660
Subtotal	11,165	29,165	23,165	26,165	89,660
Student Wages	450	450	450	450	1,800
TOTAL SALARIES	11,615	29,615	23,615	26,615	91,460
NON-SALARIES:					
Supplies	200	200	100	100	600
Equipment	0	600	0	0	600
Office Furniture	0	0	0	0	0
Library Acquisitions	200	200	200	200	800
Publications (Media)	300	0	0	0	300
Travel	0	1,000	1,000	0	2,000
Duplicating	400	1,000	1,000	1,000	3,400
Other: (explain) (Marketing)	500	500	500	500	2,000
TOTAL NON-SALARIES	1,600	3,500	2,800	1,800	9,700
Total Direct Costs	13,215	33,115	26,415	28,415	101,160
Work Units-Full	0	7	9	6	22
Work Units-PT	11	6	3	6	26
TOTAL WORK UNITS	11	13	12	12	48
Program TCI	3.66	2.12	2.27	2.11	2.36
Student Credit Hours in other Programs:	0	54	0	0	54
Revenue to University From Non-Program (\$278 x Cr. Hrs.)	0	15,012	0	0	15,012
Student Credit Hours:					
Gifts/Grants:	457				457

TCI = Total Cost Index = ALL Revenue divided by Total Direct Costs

APPENDICES

APPENDIX A

APPENDIX A

SEATTLE UNIVERSITY SCHOOL OF NURSING

MASTERS OF SCIENCE IN NURSING (M.S.N.)

TYPICAL PROGRAM OF STUDY

FIRST YEAR

FALL QUARTER 1994		WINTER QUARTER 1995		SPRING QUARTER 1995		SUMMER QUARTER 1995	
N 501	Advanced Health Assessment 4 CR	N 503	Human Responses 3 CR	N 505	Nsg. Therapeutics 3 CR	N 509	Roles of Advanced Clinician II 4 CR
N 502	Vulnerable Urban Populations 2 CR	N 504	Concepts and Theories 3 CR	N 507	Roles of Advanced Clinician I 3 CR	-----	Elective 3 CR
Total Credits: 6 CR		Total Credits: 6 CR		Total Credits: 6 CR		Total Credits: 7 CR	

SECOND YEAR

FALL QUARTER 1995		WINTER QUARTER 1996		SPRING QUARTER 1996		SUMMER QUARTER 1996	
N 510	Ethical Considerations 3 CR	N 512	Health Policy 3 CR	N 516	Leadership and Management 3 CR	N 519	Advanced Practicum in Urban Setting 4 CR
N 514	Seminar on Nsg. Research 2 CR	N 515	Methods of Inquiry 3 CR	N 599	Scholarly Project 3 CR		
PUB 530	Management Analysis & Control I* 3 CR						
Total Credits: 8 CR		Total Credits: 6 CR		Total Credits: 6 CR		Total Credits: 4 CR	

TWO YEAR PART-TIME PROGRAM OF STUDY

TOTAL 49 CREDITS

*PUB 530 or similar course

MASTERS OF SCIENCE IN NURSING (MSN)**LIST OF COURSE DESCRIPTIONS****REQUIRED GRADUATE COURSES****N 501 - Advanced Health Assessment**

Comprehensive theory and laboratory experience that enables the advanced practitioner to collect relevant data, and to analyze and document the findings of a complete physical, psychosocial and spiritual assessment. Emphasis on refining psychomotor, communication and critical thinking skills necessary to perform client assessments. Includes practice in clinical settings. Prerequisites: Undergraduate physical assessment course. (Offered Fall Quarter beginning 1994) (Required Course)

N 502 - Nursing Care of Vulnerable Urban Populations

Identification of vulnerable urban populations and analysis of the multiple factors contributing to their health deficits. Examination of nursing strategies to promote wellness of these individuals within family and community contexts. (Offered Fall Quarter) (Required Course)

N 503 - Human Responses to Health Alterations

Examination of physical, behavioral, emotional and spiritual responses to pathophysiological and psychosocial events that promote or hinder wellness. Emphasis on proposed inter-relationships between mind and body in determining human responses. Application of concepts and models to clients in a clinical setting. (Offered Winter Quarter) (Required Course)

N 504 - Concepts and Theories in Nursing

Seminar examining the purpose, evolution and history of concepts and theories that are central to nursing. Analysis of the role of relevant theories and concepts in guiding current and future nursing practice. (Offered Winter Quarter) (Required Course)

N 505 - Nursing Therapeutics

Analysis of theoretical and empirical rationale for physiological, cognitive-behavioral, sociocultural and environmental nursing interventions. Emphasis on interventions for high-risk individuals, families and communities. Analysis of appropriateness of selected interventions, as applied in a clinical situation. Prerequisite: N 503. (Offered Spring Quarter) (Required Course)

N 507 - The Roles of the Advanced Clinician I

Examination of legal, ethical, and educational aspects of advanced nursing practice roles. Discussion of the similarities and differences among various advanced practice roles. Analysis of the responsibilities of at least two advanced clinicians functioning in different roles. Application of nursing process in advanced clinical role. Prerequisites: N 501, N 503. Prerequisite or Corequisite: N 505. (Offered Spring Quarter) (Required Course)

N 509 - The Roles of the Advanced Clinician II

Analysis of advanced practice roles within changing health care delivery systems with emphasis on case manager, consultant, educator/teacher, and clinician. Application of principles pertaining to role function in a clinical setting of the student's choice. Prerequisites: N 507. (Offered Summer Quarter) (Required Course)

N 510 - Ethical Considerations in Nursing Practice

Examination of ethical issues that influence advanced nursing practice. Focus topics include: the concept of caring as a framework for nursing; gender issues that influence nursing practice; ethical decision-making in clinical practice. (Offered Fall Quarter, beginning in 1995) (Required Course)

N 512 - Health Policy and Nursing in an Urban Context

Examination of the legal, political, socio-economic and ethical considerations in urban health policy development. Evaluation of health policy changes needed to meet health objectives for the 21st century. Investigation of the nursing role in resource management and strategic planning related to health care delivery. Prerequisite: N 502. (Offered Winter Quarter) (Required Course)

N 514 - Seminar on Research in Nursing

Analysis of the evolution of nursing research, its current status and future directions. Focus topics include: nursing as a human science, philosophy of science, qualitative and quantitative methodologies, and outcomes research. Prerequisites: Undergraduate research course, basic statistics course, N 504. (Offered Fall Quarter) (Required Course)

N 515 - Methods of Inquiry

Exploration of the types and processes of critical inquiry; includes but is not limited to traditional research methods. Critique and synthesis of products of scholarly inquiry. Development of questions that will be pursued in students' scholarly projects. Prerequisite: N 514. (Offered Winter Quarter) (Required Course)

N 516 - Principles of Nursing Leadership and Management

Examination of selected organizational and leadership theories applicable to advanced nursing practice. Analysis of trends in nursing leadership and management. Examination of specific topics including power, communication, group dynamics, intra and interdisciplinary relationships, change theory, conflict, information management, and quality improvement. (Offered Spring Quarter) (Required Course)

N 519 - Advanced Practicum in an Urban Health Care Setting

Integration of skills, knowledge and values within an advanced clinical role in an urban health care setting of the student's choice. Application of selected roles in advanced nursing practice: direct care provider, manager, change agent, evaluator, researcher. Prerequisites: all required graduate nursing courses except N 599. (Offered in Spring and Summer Quarters, beginning in 1996) (Required Course)

N 599 - Scholarly Project

Refinement and execution of a scholarly project that makes a significant contribution to nursing practice or science. Project culminates in a scholarly presentation or paper that meets predetermined standards established in collaboration with at least two graduate faculty members. Prerequisites: N 502, N 504, N 514, N 515. (Offered every quarter, beginning in Spring 1996). Course may be repeated until project is finished. (Required Course)

PUB 530 Management Analysis and Control I

Management control in public and non-profit organizations, including: Terminology and principles of financial accounting, analysis of financial statements; responsibility and program structure; audit responsibility; cost accounting and pricing. Emphasis upon student analysis of management systems within contemporary organizations. (Offered Fall and Spring) (Required Course)

NURSING ELECTIVES**N480 - The Changing Family**

Kinship is used as the primary model for studying families and as a symbolic model for analyzing social relationships. Family responses to change and conflict are explored. The health and well being of contemporary families will be examined from a multicultural perspective. (Elective Course)

N480 - Stress, Survival, and Adaptation

Assess stress responses from multifactor systems-oriented models through current research and literature. Examine complex cognitive, behavioral, affective, sociocultural and environmental variables. Practice self-management interventions. (Elective Course)

N 532 - Nursing Care of Culturally Diverse Communities

Examination of concepts critical to the experience of minority ethnic groups. Indepth study of the health attitudes and beliefs of selected minority groups in Washington state. Analysis of the micro and macro issues influencing the implementation of sensitive, skillful nursing care for clients from minority ethnic backgrounds. (Offered Summer Quarter, beginning in 1995) (Elective Course)

N 596 Independent Study (1-3) (Elective Course)

N 597 Independent Study (1-3) (Elective Course)

N 598 Independent Study (1-3) (Elective Course)

EXAMPLES OF ELECTIVES IN OTHER UNIVERSITY SCHOOLS/DEPARTMENTS**GRADUATE COURSES****Business**

BUSA 500 Introduction to Information Systems for Managers
MGMT 508 Principles of Management
MGMT 518 Advanced Organizational Behavior
MGMT 580 Organizational Structure and Theory
MGMT 581 Human Resource Management
MGMT 584 Labor Relations and Collective Bargaining
etc.

Education

ED 502 Computers for Educational Leaders
ED 521 Adult Psychology/Learning
EDAE 562 Theory, Development and Management of Adult Education Programs
EDAE 563 Instructional Methods for Adult Learners
etc.

Institute of Public Service

PUB 512 The Implementation Process
PUB 531 Management Analysis and Control II
PUB 540 Policy and Program Research
PUB 541 Decision Analysis
PUB 582 Organization Communication
PUB 585 Management of Change

Psychology

PSY 501 Phenomenology of the Face
PSY 505 Desperate Styles
PSY 551 Hermeneutics: Interpretive Foundations for Non-Behavioral Psychology

EXAMPLES OF ELECTIVES IN OTHER UNIVERSITY SCHOOLS/DEPARTMENTS**UNDERGRADUATE****Addiction Studies**

ADD 400	Survey of Alcoholism
ADD 401	Pharmacology/Physiology of Alcohol Use
ADD 402	Counseling -- Alcohol and Drugs
ADD 411	Advanced Counseling
ADD 412	Group Dynamics in Treatment
ADD 414	Case Management and Assessment

Business

MGMT 383	Organizational Behavior
MGMT 485	Management of Change

Philosophy

PL 312	Social Ethics
PL 345	Ethics
PL 352	Health Care Ethics
PL 358	Professional Ethics

Political Science/Public Administration

PLS 308	The Policy Process
PLS 310	Urban Politics and Public Policy

Psychology

PSY 375	Psychology of Death and Dying
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Sociology

SC 316	Inequality and Stratification
SC 317	Racial and Ethnic Relations
SC 336	Sociology/Anthropology of Health and Medicine
SC 408	The Urban Revolution
SC 424	Sociology of Mental Illness
SC 482	Evaluation Research

Theology and Religious Studies

RS 345	Biomedical Ethics: The Giving and Taking of Life
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APPENDIX B

APPENDIX B

MEMORANDUM

Information Services
Broadway and Madison
Seattle, Washington 98122-4460
Phone: (206) 296-2193
Fax: (206) 296-5561

TO: Academic Planning Committee

FROM: Bill Flowers, 
Director, Academic Computing and User Services,
Seattle University Information Services

SUBJECT: Computing Assessment for Master of Science in Nursing Program

DATE: 1/8/93

After reviewing the proposal and discussing the program with Maureen Niland, I have made the following determinations about the new program's impact on the university's computing resources:

- Item 7 of the program proposal indicates that no other computing facilities will be required. This is based on the assumption that the School of Nursing would not purchase additional computer hardware or software to support this degree. It does not reflect the increased utilization of existing computing facilities or the fact that the school's computer lab is already scheduled to be upgraded.
- A large percentage of the required computing resources will be for word processing. Students in the Master of Science in Nursing (MSN) program are welcome to use the open labs in Engineering 309 and 310. These labs, which were purchased and are maintained by Information Services, are available to all Seattle University students. Since there are only 60 computers to accommodate both graduate and undergraduate students, MSN students may sometimes find it difficult to access a computer during busy times of the quarter. As the program grows, it is suggested that the Nursing school increase the availability of their lab for word processing.
- Some of the students in the program will need to perform basic statistical analysis. SPSS software is available on the central "Unix" computer system. Students can access this software from any public terminal or microcomputer. This system is also shared by the entire university community and response time may be affected by the number of other simultaneous users. Utilization of the SPSS system typically requires a moderate level of technical support from our academic consulting staff.
- Since the majority of these students will be "non-traditional," we anticipate a higher demand for remote computer capabilities, such as dial-in access to the electronic mail, statistical, and library systems. The university has a limited amount of telephone lines and communications equipment to handle the increased use. Evening hours are the busiest time for remote access and the MSN students may encounter busy signals and delayed access unless this facility is upgraded.

At the anticipated levels of enrollment in the new program, Information Services believes that they will have a moderate but manageable impact on the existing computing resources. We expect that the School of Nursing will want to upgrade their departmental computing facilities within the next three years to accommodate the different computing needs of these graduate students.

Department of Philosophy
Broadway and Madison
Seattle, Washington 98122-4460
Phone: (206) 296-5470
Fax: (206) 296-5997

August 10, 1992

Dr. Edward J. Jennerich
Dean, Graduate School
Seattle University

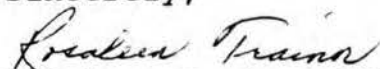
Dear Dr. Jennerich:

I am writing in support of the proposed Graduate Program in Nursing and expressing my willingness to design a course in ethics appropriate to the program. Since this course would be planned for later in the program, I would do the development when I return from my sabbatical, Fall, 1992.

I have briefly discussed the course with Mary Ersek. It would include some ethical foundation material but would not focus on clinical issues as does my present course in Health Care Ethics. I see a graduate course addressing the culture of medicine (a topic I a working on during my sabbatical), administrative and organization ethics, social ethics and issues of gender. Of course, I would develop the course in conjunction with the nursing faculty to meet the goals of the Program.

I do hope the Graduate Program in Nursing becomes a reality. I think there is a need and that we are situated to respond in a unique way.

Sincerely,


Rosaleen Trainor, CSJP
Professor of philosophy



Seattle University

FOUNDED 1891

INTEROFFICE MEMORANDUM

TO: Maureen Niland,
Associate Professor or Nursing

DATE: December 24, 1992

FROM: John Collins, Director *JDC*
Institute of Public Service

WRITER'S CAMPUS
TELEPHONE NUMBER:

SUBJECT: Suitability of PUB 530 for proposed M.S.N curriculum

Summarizing our discussion on December 24th concerning the curriculum in your proposed M.S.N. degree, I feel that the inclusion in the degree curriculum of the IPS course, PUB 530, Management Analysis and Control I, would be a useful addition for your students. As I understand it, the graduates of this degree would serve as highly skilled clinical nurses who will be in a position to have first hand knowledge about the flow and utilization of economic resources, both personnel and non-personnel, in their respective health care settings. They also are in a primary position to have knowledge about health care outputs and outcomes.

While not carrying the primary responsible for allocating and tracking resource use and patient progress, your graduates need to be able to relate the work activities in which they are engaged within the broader management control system of their institution. Our course PUB 530, previously taught by Mary Ziebell in the accounting department, ASB, and currently being offered by me, would provide your students with (1) an understanding of management control systems in non-profit but proprietary organizations; (2) an ability to conceptualize and measure output and outcome measures for their work activities; (3) skills in assessing organizational performance, particularly efficiency and effectiveness; and (4) an understanding of the role of accounting and accounting principles and concepts.

This course is currently offered twice each year, with a total capacity of approximately 50. Our current student enrolment demand is for approximately 35-40 each year, so there would be room for the 12 students you anticipate each year when the degree begins. If our enrolments increase as we are planning to around 50 new students each year, we would probably need to add a third section each year to accommodate 12 or more M.S.N students. I would be pleased to be able to serve your M.S.N. students in this way, and look forward to working further with you in coordinating this course with your students' needs.

APPENDIX C

APPENDIX C

Who is the program for and what is the product?

The program is targeted to nurses who are working full time and desire more depth and breadth of knowledge in nursing and health care. The students will come to the program with a baccalaureate degree (BSN) as a nurse generalist, a minimum of two years experience, and exposure to the health care delivery system, most likely viewed from a staff nurse position.

The graduates of our MSN program will be ready to assume leadership positions in their current work site or a position as an advanced clinician in a different health care setting. Graduates will work in a variety of agencies such as an urban clinic, health center in industry, hospital, home care, care center for people who have AIDS, hospice, and health department. Some of the types of positions for these **advanced nurse clinicians** include: Case manager who coordinates care for a group of clients who have acute and multiple chronic health problems; clinical nurse specialist who provides direct nursing care for high-risk clients and is a consultant to other nurses and interdisciplinary teams; clinical nurse manager who provides nursing care and directs a team of nursing personnel for a group of clients; nurse educator who teaches nursing staff in a clinical agency or teaches students in an associate degree program.

What are the differences between the undergraduate and graduate programs? What is added to the graduate program?

Undergraduate

The undergraduate program (BSN) prepares nurses as generalists who focus on coordination of care for individual clients in a specific environment (e.g. surgical unit in hospital or family in the home). These nurses advocate for individual clients, teach clients, provide direct care for several clients, appreciate the need for clinical research, and participate in interdisciplinary health care teams.

Graduate (List of course descriptions is located in Appendix A)

The graduate program (MSN) prepares nurses as advanced practice clinicians who focus on care of individuals, families, groups and populations, and patterns of health problems in communities. These master prepared nurses coordinate care, in collaboration with other health care providers and members of the community, for continuity of care across health delivery systems.

These advanced practice clinicians, whether clinical nurse specialists or clinical managers of clients, advocate for groups of clients and high risk populations; determine the health risk index for selected populations; and have indepth theory and skills in nursing for providing direct care, developing health education materials and teaching groups of clients and staff. The MSN graduates advance the discipline of nursing through involvement in health policy formation, and use data and research findings as a basis for changing procedures, therapies, policies, and care delivery. These graduates also supervise other nursing staff, and are consultants to other nurses and interdisciplinary teams.

Content areas

Listed below are some examples of content areas and differences in the undergraduate (U) and graduate (G) nursing programs.

Health Assessment (data collection, data analysis):

U- identification of normal and gross abnormal physiological and psychosocial factors; systematic interview, using effective communication techniques; and dexterity in using techniques of auscultation, palpation, and percussion.

G- identification of normal and specific abnormalities with the associated underlying pathophysiology and psychosocial factors; efficient, systematic and thorough interview; proficiency in using techniques of auscultation, inspection, palpation, and percussion; and emphasis on critical thinking for interpretation of diagnostic studies and other findings.

Human responses and nursing therapeutics:

U- understanding of physiology, pathophysiology and psychosocial basis of human responses and applying common therapies.

G- indepth knowledge of physiology, pathophysiology, and psychosocial factors for interpretation of human responses and intervention into complex health situations; understanding a wider range of interpersonal and technological therapies, and analysis of appropriateness of various nursing therapies within the context of the family and community.

Concepts, theories, and models in nursing

U- understanding concepts and components of theories for application in clinical settings.

G- analysis of concept, theories, and models, with application and evaluation of the usefulness in clinical settings.

Organizations, management, management controls, and health policy

U- overview of health care system, management models and styles, and health policy at national and state levels. Recognition of the management model and decision-making process in a clinical environment.

G- compare & contrast selected management models, analysis of a management model and style in a work setting; quality improvement and quality management; resource management; cost-benefit in relation to changes in health care delivery and health policy; and analysis of group dynamics and conflict situations, especially those involving ethical dilemmas in the use of resources, and management control content.

Research and statistics - develop research consumerism

U- understand the research process; components used in critiquing research articles; appreciate need for data-based and research-based nursing practice; and basic course in descriptive and inferential statistics in BSN program or post-baccalaureate.

G- application of the research process in a clinical setting; application of statistics; and appraisal of research studies that use qualitative and quantitative methodologies. Ability to participate in research and utilize research findings appropriately. Complete a research-based scholarly project.

Clinical (with associated theory)

U- course(s) in each of the following areas for acquiring the basic concepts and skills: nursing care of adults, children, parent-child, psychiatric mental health and community health.

G- indepth theory and more refined skills for application with selected populations, especially high-risk groups and underserved populations in an urban environment. Clinical experience is designed to provide students with opportunity for application of theory, skill building, and role development.

Clinical Content

Clinical courses with clinical seminar

N507 The Roles of the Advanced Clinician I (3 credits)

N509 The Roles of the Advanced Clinician II (4 credits)

N519 Advanced Practicum in an Urban Health Care Setting (4 credits)

Theory/Seminar Courses with clinical experiences

N501 Advanced Health Assessment (4 credits): Students practice in a clinical lab and then refine advanced assessment skills in a clinical setting.

N503 Human Responses to Health Alteration (3 credits): Students apply specific pathophysiologic and psychopathologic concepts and theories to populations in a clinical setting to assess the relevancy and accuracy of the model or concept.

N505 Nursing Therapeutics (3 credits): Students apply a specific nursing therapeutic to a population in a clinical setting and assess its efficacy using measurable outcome criteria.

Other courses also require application of theory in the clinical setting. For example, in N514 Seminar on Research in Nursing, students examine the feasibility and appropriateness of incorporating specific research findings into the clinical area. Since the program is designed for part-time, working students, we anticipate that many students will incorporate some clinical assignments into their own work setting.

What are the strengths of this program?

This program focuses on

- health needs of underserved populations in an urban environment
- health promotion and disease prevention of vulnerable or high-risk populations
- strong value-based care and scientific inquiry leading to sound decision making
- work-site linkage, to foster change in behaviors as well as immediate application of content in work setting
- clinical proficiency (skills and judgment)
- core skills such as indepth health assessment, critical thinking, and communication techniques. These core skills and analysis of ethical dilemmas and health policies can be transported into a variety of settings and positions versus traditional narrow specialties
- holistic care that includes biophysiological, psychosocial, cultural, and spiritual needs for interventions

In addition, Seattle University's physical location is a strength. SU is located in proximity to multiple and diverse health care resources and populations in an urban environment.

How does Seattle University's program compare with other masters programs in schools of nursing?

On the next page is a chart that compares master's degree programs in schools of nursing at Jesuit and local universities. Much of the information was used in determining our program design. The chart includes: the degree offered; total credits; core courses, such as management, and research; and clinical.

Degree offered

All but one of the nursing programs offers a master of science or a master of science in nursing. The only program that does not offer a Master of Science or a Master of Science in Nursing is the University of Washington. This is an older program that was started before nursing placed as much emphasis on developing nursing as a science. Although the content of the University of Washington's program has changed over the years, the degree has remained as a Master in Nursing. Seattle University's Master of Science in Nursing Degree is in keeping with the programs from the other Jesuit Universities, consistent with the local, private universities, and consistent with the current focus on nursing as a science. Nursing is an applied science, primarily based on the biological and social sciences. Theory guides practice and theory is developed around clinical questions. Over the last two decades nursing has had much growth in its theoretical focus, as well as growth of nursing research in both the lab and clinical areas. This has resulted in changes in procedures, decreased hospital length of stay, decrease in complications of immobility, improved quality of long term care, etc.

COMPARISON OF MASTER'S DEGREE PROGRAMS IN SCHOOLS OF NURSING AT JESUIT AND LOCAL UNIVERSITIES

SCHOOL	TOTAL CREDITS	SEM or QTR	DEGREE	SPECIALTIES	CRED	CORE COURSES TITLE	CRED	CLINICAL/CLINICAL THEORY TITLE	CRED	FUNCTIONAL TITLE	ELECTIVES	THESIS or PROJECT CR=	PROGRAM PREREQUISITES	COMMENTS
CREIGHTON UNIVERSITY	36-42	SEM	M.S.	CONTENT: Family Adult Health/Illness Gerontological FUNCTIONAL: Administrator Educator CNS	3 3 3 3 3 3 3	CORE: Health Care Issues Health Care Theories RESEARCH: Computer Analysis Nursing Research I Nursing Research II Master's Thesis	3 3 3 3 3 3 3	FAMILY HEALTH: Psychosocial Assessment (CI/Th) Health Promotion (CI/Th) Family Focused Care (CI/Th) Family in the Community (CI/Th) ADULT HEALTH/ILLNESS: Psychosocial Assessment (CI/Th) Chronic Illness I (Th) Adv. Pathophysiology (Th) Nsg Care in Acute/Intensive Care (Th/CI)	3 3 3 3 3 3 3 3 3 3 3	MANAGEMENT: Fundamentals of Management (Th) Principles of Management (Th) Dynamics of Management (Th/CI) EDUCATION: Prin. of Learning & Instruction (Th/CI) Instructional Development (Th/CI) Educational Evaluation (Th/CI) CNS: Fundamental of Case Mgmt. (Th) Practicum of Case Mgmt. (Th/CI) CNS Role Practicum (Th/CI)	7-3 CREDITS (one course) Directed Independent study	Thesis Cr = 3	Physical Assessment Statistics	Interesting diagram of program. Case management Nice recommend. form Professional practice recommended.
GEORGETOWN	36-42 1 year F/T except Primary Family Health = 4 sem	Sem	M.S.	CONTENT: Gerontologic Onco/Immune Deficiency Adult Critical Care Adult Health Primary Family Health Nurse Midwife Parish Health Nursing Administrator	2 3 2 2 2 2 2 2 3 2 2	CORE: Nsg Concepts & Models Organizational Concepts Pharm/Physiology Adv. Pathophys (FNP) RESEARCH: Research I Develop and Research II present project Research III OR: Research for FNP Biostats Research Seminar	3 3 3 3 4 3 3 3 3 3 3 6	ONCOLOGY: Adult Health Nsg I (Th/CI) Adult Health Nsg II (Th/CI) Adult Onco/Immune Nsg I (Th/CI) Adult Onco/Immune Nsg II (Th/CI) Adv. Practicum Onco/Immune Nsg (CI) PRIMARY FAMILY HEALTH: Concepts Adv. Nsg Practice I (Th/CI) Concepts Adv. Nsg Practice II (Th/CI) Family Health I (Th/CI) Family Health II (Th/CI) Adv. Practicum (CI) Integration Practicum (CI)	2	CNS Role Development (FNP:Oncol)	3 credits - elective or independent study	Comprehensive Exam or Thesis	Adult Physical Assessment Intro Stats 1 yr Clinical Practice	Part-time option available Case Management Primary Family Health preps for ANA-FNP exam.
GONZAGA	40	Sem	M.S.W.	Not specified	1 3 3 3 3 2 2-4	LEADERSHIP CORE: Foundations Adv. Practice (Req.) Leadership Clinical Nurse Practice (Req.) Leadership in Nsg Education (Req.) Leadership in Nsg Consult. (Req.) Research Stat in Nsg (Req.) Research Proposal Seminar Thesis Leadership Health Care Ethics	4 4 4 4 4 4 4	Adv. Nsg Pract I (Th/CI) Adv. Nsg Pract II (Th/CI) Adv. Nsg Pract. III (Th/CI) Adv. Nsg Pract. IV (Th/CI)	(Adv. Nsg Pract II - IV includes Role Development)	Pathophys Dying w/Dignity Writing for Public Special Topics Indep. Study Indep. Practicum Only 2-3 cred. required.	Thesis. 2-4 credits	Miller Analogy	Themes: Leadership in Nursing Incorporate Health Care ethics On-campus and distance learning Many progression options. Innovative financing FNP option available.	
LOYOLA-CHICAGO	36	Sem	M.S.W.	CONTENT: Perinatal Nursing of Children Nursing of Adults Oncology Gerontological Nursing Service Admin. Community Health/ Home Health Admin.	3 3 3 3	Concepts & Theories in Nursing Nursing Issues/Trends: Political Process Skills Research I	3 5 3	Adv. Physiol. for Clinical Practice Adv. Practicum Concepts for Adv. Practice Oncology Nsg. I see Oncology Nsg. II electives	3 3 4	Concepts Adv. Practice in Nursing Management/Administration Clinical Specialization in Nursing Practicum in Clinical Specialization	9 credits req'd: Nsg Care Adults: Neuro Defects (3) Nsg Care Adults: Cardio Vasc (3) Stress in Health & Illness (3) Oncology Nsg I CA: Pathophys & RX (3) Oncology Nsg II: Symptom Mgmt (3)	Thesis. 3 cr or written comprehension exam	1. Professional Liability Ins. 2. Assessment Course (or challenge exam) 3. Stats 4. 1 yr experience	

COMPARISON OF MASTER'S DEGREE PROGRAMS IN SCHOOLS OF NURSING AT JESUIT AND LOCAL UNIVERSITIES

SCHOOL	TOTAL CREDITS	SEM or QTR	DEGREE	SPECIALTIES	CRED	CORE COURSES TITLE	CRED	CLINICAL/CLINICAL THEORY TITLE	CRED	FUNCTIONAL TITLE	ELECTIVES	THESIS or PROJECT OR#	PROGRAM PREREQUISITES	COMMENTS
ST. LOUIS	36-42	Sem	M.S.N. M.S.N. (R) research (joint) MSN/MBA	CONTENT: Cardiopulmonary Community Health Gerontologic Med-Surg Nursing of Children Oncology Nursing Psych/Mental Health Nsg Service/Admin. ROLES: CNS Educator Nurse Manager	2+2 2+2 2	Theoretical Bases of Nsg I & II Concepts Psychobiology Adaptation I & II Ethics	2 4	Clinical Studies I Clinical Studies II	2 4	CNS: CNS Role Seminar CNS Role Practicum EDUCATOR: Curriculum in Nursing Seminar in Teaching of Nursing Practicum in Teaching NURSE MANAGER: Nursing Service Administrator II Mgmt Human & Fiscal Resources Practicum in Nursing Management	e.g., Care of Immuno- Compromised Patient	Thesis or electives? Thesis = 6 cr.	1. Course in Inferential Stats 2. 1 yr experience recommended	PT and FT options Minority student statement
REGIS			M.S. in Nursing Administration only.											
U. SAN FRANCISCO			In transition (lacking sufficient info.)											
MARQUETTE	36	Sem	M.S.N.	CONTENT: Parent-Child Adult Nursing Administration ROLES: Teacher Manager	2 2-3	Conceptual Systems in Nursing Health Care Ethics or Seminar in Moral and Legal Implications of Health Care or Advanced Clinical Research Colloquium (req. 2 semesters)	2 3 2 4	Therapeutic Nsg: Chronically Ill Adults (Th/CI) Clinical Investigation: Chronically Ill Adults Therapeutic Nsg: Acutely Ill Adults Clinical Investigation: Acutely Ill Adults	2 3 2 4	TEACHER: Curriculum Development: Nursing Teaching in Practice Discipline Teaching Practicum MANAGER: Theories for Admin. and Mgmt. Seminar in Nsg Care Management Nsg Management Practicum	3-9 credits e.g., 1-4 Special Topics 3 Family Theory 3 Issues in Gerontologic Nursing	Essay or Thesis Cr = 0-6	1. Nsg Research Course 2. Statistics (incl. Inferential) 3. Adult Nsg: Assessment w/ Demonstrated Competency	
PACIFIC LUTHERAN UNIVERSITY	36 (4 semester Full-time)	Sem	M.S.N.	Continuity of Care Nursing Administration	2 2 2 3 3 6	Research I Research II Models & Theories of Nsg Nsg Leadership and Management Advanced Nsg Concepts Thesis	3 3 3 2	Focused Study in Clinical Specialization (Th/CI) Theoretical Foundation for Continuity of Care (Th) Continuity of Care Practicum (CI) Program Development for Continuity of Care (Th)	2	Role of CNS	4 credits, e.g. Epidemiology/Con- tinuity of Care (2) Nsg Care of Cul- turally Diverse Populations (2) Nsg Care of Chemi- cally Dependent Client	Thesis = 6 cr.	1. Statistics: Descriptive and Inferential 2. 1 yr Clinical Practice 3. Refresher, if not practiced in 7 years.	Interesting electives
SEATTLE PACIFIC UNIVERSITY	45	Qtrs	M.S.N.	Not Specified	3 3 3 3 3 3	Leadership in Nsg: Individual and Small Groups Leadership in Nsg: Org. and Health Services Systems Leadership in Nsg: Health Policy and World Community Theoretical Foundations in Nsg Ethics, Faith, and Values Research in Nsg: Methods and Applications	3 3 3 3	Advanced Nsg: Seminar I (Th) Advanced Nsg: Seminar II (Th) Advanced Nsg: Internship I (CI) Advanced Nsg: Internship II (CI)	9	Cognates ("elective courses from Nsg and other disciplines...that provide beginning...advanced role function")	Optional electives, e.g., Issues of Older Adults (3)	Thesis = 6 cr.	Stats course within last 5 yrs.	Slick brochure M.S.N. Advisory Board - local nursing leaders.
UNIVERSITY OF WASHINGTON	45	Qtrs	M.N.	Oncology Neuroscience Cardiovascular Gerontology Critical Care Respiratory	3-4 3 3 3 3 2	CORE: Biology Science Human Responses I Human Responses II RESEARCH: Research I Research II	3 3 3	Specialty Seminars Clinical Seminar I Clinical Seminar II		Management: No req. courses Education: No req. courses CNS Role: (Incorporated into Clinical seminars)	General electives 2-5 cr. Nsg electives 3 cr.	Thesis or Scholarly Project 6-9 cr.	Basic stats inclu. Descriptive and Inferential	

NH:ts: 12/23/92; disk: Nsg Master's Program Data (TS); master.uk1

APPENDIX D

SEATTLE UNIVERSITY SCHOOL OF NURSING
NEEDS ASSESSMENT - MASTERS' IN NURSING

PROSPECTIVE STUDENT SURVEY

NAME: _____

ADDRESS: _____

TELEPHONE: _____
(Home) (Work)

B.S.N. PROGRAM:

(School) (Date of Graduation)

EMPLOYMENT:

(Employer's Name) (Position)

A. INTEREST:

1. Do you have an interest in pursuing a graduate degree in nursing?

___Yes ___No ___Are Currently Enrolled ___Have a Master's Degree

2. If yes, when? ___1992 ___1993 ___1994 ___Other

3. Would you consider attending a graduate program in nursing at Seattle University? Yes ___ No ___

4. If not, why not?

5. Would the availability of traineeship grants or financial assistance influence your choice of a graduate program? ___Yes ___No

6. Would you be interested in attending a graduate program
___Part-time ___Full-time

7. What class days would be most convenient?

___Monday ___Tuesday ___Wednesday ___Thursday ___Friday ___Saturday

8. What class times would be most convenient?

Day (8:00-4:00 p.m.) _____ Evening (4:00-10:00 p.m.) _____

9. Would you prefer that classes be scheduled sequentially on a single day of the week? (e.g. Monday, 9-12, 1-4, 5-8)? _____ Yes _____ No

10. If classes were scheduled for a single day or the week, what day would you prefer?

_____ Monday _____ Tuesday _____ Wednesday _____ Thursday _____ Friday _____ Saturday

B. NURSING MAJOR

1. Clinical Options: Please rank in order from 3 (high) to 1 (low) your interest in a clinical nursing major of choice.

_____ Adult Health and Illness	_____ Family Health
_____ Psych/Mental Health	_____ Community Health
_____ Nursing Informatics	_____ Gerontology
_____ Oncology	_____ Other _____ (Please specify)

2. Functional Options: Please rank order from 3 (high) to 1 (low) your interest in a functional option.

_____ Administration	_____ Education
_____ Direct Patient Care/Case Management	

3. Minor Area of Concentration: Please rank order from 3 (high) to 1 (low) your interest in an area of minor/concentration, if it were made available.

_____ Philosophy/Values/Ethics	_____ Computer Science
_____ Instructional Media Design	_____ Adult Education
_____ Chaplain/Parish Service	_____ Chronic Illness
_____ Health Promotion	_____ Adolescence
_____ Disadvantaged Populations	_____ Critical Care
_____ Substance Abuse	_____ World Health/International Health
_____ Developmental Disabilities/Cognitive Impairment	_____ Other _____ (Please specify)

C. Please make any additional comments in the space below.

D. Would you like to remain on our mailing list? ____Yes ____No

THANK YOU FOR YOUR ASSISTANCE IN HELPING US TO DETERMINE
PREFERENCES OF POTENTIAL STUDENTS
FOR A MASTERS' DEGREE IN NURSING.

needs.4-2

APPENDIX D
FUTURE MARKETING PLANS: 10/92-10/93

<u>Activity</u>	<u>Date(s)</u>
Develop brochure announcing program	Oct-Dec, 1992
Send brochure to SON Graduate Program Advisory Council members for feedback, elicit suggestions, comments	Feb-Mar, 1993
Washington Organization of Nurse Executives Career Fair; distribute flyers announcing program	1993
Attend hospital career fairs	May-Jun, 1993
Place add in WSNA Newsletter announcing program	May, 1993 Oct, 1993
Send brochures announcing program to:	
1. prospective students identified by surveys	
2. all Jesuit Schools of Nursing	
3. all BSN programs within WA state	
4. all California, Alaska, Hawaii, Idaho, Oregon schools of nursing	
5. local hospitals and health care agencies	May, 1993
Follow-up letters to facilities; prospective students	Sep, 1993

APPENDIX E

Children's

Hospital & Medical Center

October 7, 1992

Maureen Niland, RN PHD
Associate Professor
Chair, Academic Affairs
Seattle University School of Nursing
Seattle, Washington 98122-4460

Dear Dr. Niland,

We, at Children's Hospital Medical Center, are pleased about your plans to implement a master's program in Nursing at Seattle University. With the ever increasing complexities of health care and it's delivery system, nurses are constantly challenged to provide competent effective care to their patients and families. Professional education and advanced training is one essential method to address this challenge.

Master's prepared nurses are vital contributors to our division of nursing. The additional knowledge and skills acquired in graduate level courses and experiences enable nurses to advance the nursing practice for children with complex health problems, work with families with difficult problems, and interact with and impact the intricate systems of a large tertiary care pediatric hospital.

Currently, we employ master's prepared nurses in clinical, educational and research roles. In the clinical areas, the number of nurses with master's degrees, involved in ambulatory care and care of the hospitalized child, increases each year. We expect these nurses to not only provide more complex direct care, but to impact nursing practice through education of peers, development of teaching materials for families, and assessing and intervening in systems as a way to improve care.

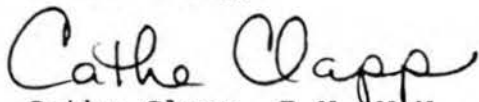
In addition, we hire master's prepared nurses into advanced nursing roles as Clinical Nurse Specialists, Educators and in administrative positions. We believe that at some point, all Nurse Managers at Children's should be master's prepared as this graduate education equips them to work more effectively in complex systems.



Our experience with faculty and students from Seattle University has been a positive one for many years. We have enjoyed the students in their baccalaureate pediatric experience here at Children's and have hired many of your graduates. In the spirit of your tradition, they demonstrate a commitment to service through their nursing practice.

We look forward to the progression of your graduate program. We would be interested in providing clinical experiences and preceptorships when possible for your graduate students. I envision that many of our staff would be interested in a clinically focused degree.

Yours truly,

A handwritten signature in cursive script that reads "Cathe Clapp". The signature is written in dark ink and is positioned above the typed name and title.

Cathe Clapp, R.N. M.N.
Assistant Administrator
Nursing Services

APPENDIX F

APPENDIX F**Seattle University School of Nursing
Graduate Program Advisory Council
Description and Purpose**

The Graduate Program Advisory Council is comprised of nursing leaders from the Seattle-Tacoma area. The group represents diverse educational backgrounds and practice settings and includes three Seattle University alumni as well as a nurse who is a Washington State Senator. In the future, the council will also include non-nurses who are in executive or key positions in health care agencies.

The purpose of the Advisory Council is to assist the School of Nursing faculty to develop the graduate program and to offer continuing consultation in order to ensure that the program remains current and capable of fulfilling the needs of prospective students and employers.

During the academic year, the group will meet twice. The first meeting, was held in September, 1992, and provided a forum for input regarding the focus, program outline and general course content. In early 1993, we will send council members a sample of the proposed brochure announcing the program. They will be asked to respond to the brochure, either in writing or by phone. The spring meeting will focus on updating the council on our progress and to elicit suggestions for funding sources and additional commitments for clinical sites.

APPENDIX F (cont.)

**SEATTLE UNIVERSITY SCHOOL OF NURSING
GRADUATE PROGRAM ADVISORY COUNCIL 9/2/92**

Mary Jo Agabati, B.S.N., R.N.
Nurse Manager
Virginia Mason Hospital

Pat Meechan, R.N., M.S.
Medical Clinical Nurse Specialist
Swedish Hospital Medical Center
(Seattle University Alumna)

Peggy Ryan-Dykes, C.R.N., L.N.H.A.
Director, Quality Assurance
Surgery/Anesthesia Dept.
Seattle V.A. Medical Center

Patricia J. Mulhern, M.N., R.N.
Director, Patient Services
Visiting Nurse Services

Cindy Goodrich, M.N., C.C.R.N.,
Critical Care Clinical
Nurse Specialist
Harborview Medical Center

Margarita Prentice, R.N.
Washington State Senator
11th District

Valerie Ferris, B.S.N., R.N.
Utilization Manager
Pacific Medical Center
(Seattle University Alumna)

Carmen Steiner
Administrator
Bessie Burton Sullivan Skilled Nursing
Residence

Janis Givan, B.S.N., R.N.
Port Gambel S'Klallum
Seattle Indian Health Service
Leschi Center

Mary Seidel, M.S.N., R.N.
Nursing Staff Development Coord.
Children's Hospital Medical Center

Dana Iorio, R.N., M.N., A.R.N.P.
Nurse Practitioner
Pioneer Square Clinic

Nancee Tardif, M.N., C.S., R.N.
Director, Quality Assurance
Washington Health Care Association

Ryan Iwamoto, M.N., R.N., A.R.N.P.
Radiation Oncology Nurse
Specialist
Virginia Mason Clinic

Barbara Trehearne, M.N., R.N.
Director, Nursing Resources
Group Health Cooperative

Barbara Larson, R.N., M.N., C.N.A.A.
Associate Administrator, Nursing
Services
Providence Medical Center

Molly Linden, M.N., R.N.
Preadmission Coordinator
Swedish Hospital Medical Center
(Seattle University alumna)

APPENDIX G

NEW COURSE PROPOSAL FORMS

NEW COURSE PROPOSAL

DEPT Nursing	*COURSE# N 501	TITLE Advanced Health Assessment	CREDITS 4
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Effective Date: Fall 1994
term year

Approved by:

Signature and Date

Department Chair

Maureen Deland 10/9/92

Chairs of Other Involved Departments

N/A

School Curriculum Committee

Ernestine J. Fokso 14/9/92

Director of the Core

 α/μ

Dean

James H. Hays 12/1/92

For Graduate Course/Programs

Graduate Council

Dean of Graduate School

***Note:**

When assigning a new course number, you must consult the Associate Registrar regarding the availability of the number before submitting the proposal to the Academic Planning Committee.

Revised 04/91

New Course Proposal--Page 2

1. Give a Course Description as it will appear in the Bulletin of Information, including prerequisites or corequisites and frequency of course offering:

Comprehensive theory and laboratory experience that enables the advanced practitioner to collect relevant data, and to analyze and document the findings of a complete physical, psychosocial and spiritual assessment. Emphasis on refining psychomotor, communication and critical thinking skills necessary to perform client assessments. Includes practice in clinical settings. Prerequisites: Undergraduate physical assessment course. (offered Fall quarter)

2. What are the objectives of the new course?

Demonstrate refined psychomotor skills involved in a complete physical examination; apply knowledge of data collection, communication skills and analysis in management of clients in the clinical setting; differentiate between normal and specific abnormal physical findings in clients; display an attitude of respect and caring in assessing clients; demonstrate communication skills in collecting and analyzing data from diverse populations clients; Incorporate clients' priorities and values in discerning potential and actual health alterations.

3. What is the rationale for adding the course?

To provide advanced clinical assessment skills for the master's-prepared clinician. Identification of nursing problems and management of those problems is impossible without comprehensive assessment skills.

4. If this course is introduced, what, if any, courses will be deleted?
None.

5. Will this course satisfy a Core requirement? If so, under which area?
No.

6. How does this course relate to departmental requirements?

Is it required in fulfillment of a major?

Is it required in fulfillment of a minor?

The course will be required to graduate from the M.S.N. program.

7. How does this course relate to requirements in other programs?

N 501 builds on the foundation established in the undergraduate nursing assessment course. The undergraduate course is not as detailed and is geared for the baccalaureate-prepared nurse.

8. Is the course similar to a course in another school or department?
No.

9. If the course has been taught under a special topics number, indicate the term taught, the course#, and the enrollment.
N/A.

10. Are additional resources (faculty, library, computer, laboratory and Capital equipment) required as a result of introducing this course? If so, explain.

Additional resources needed to offer this course have been incorporated into the overall program proposal. See program budget.

NEW COURSE PROPOSAL

DEPT Nursing	*COURSE# N 502	TITLE Nursing Care of Vulnerable Urban Populations	CREDITS 2
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Effective Date: Fall 1994
 term year

Approved by:

Signature and Date

Department Chair

Maureen Deland 10/9/92

Chairs of Other Involved Departments

N/A

School Curriculum Committee

Esther J. Jones 10/9/92

Director of the Core

N/A

Dean

James M. Claypool 10/10/92

For Graduate Course/Programs

Graduate Council

Dean of Graduate School

***Note:** When assigning a new course number, you must consult the Associate Registrar regarding the availability of the number before submitting the proposal to the Academic Planning Committee.

Revised 04/91

1. Give a Course Description as it will appear in the Bulletin of Information, including prerequisites or corequisites and frequency of course offering:

Identification of vulnerable urban populations and analysis of the multiple factors contributing to their health deficits. Examination of nursing strategies to promote the wellness of these individuals within family and community contexts. (offered Fall quarter)

2. What are the objectives of the new course?

Analyze characteristics that determine vulnerability with regard to health; examine intrapersonal and external environmental forces that influence the health of vulnerable populations; develop a model to explain the possible causes of vulnerability in urban populations; evaluate the nurse's role in ameliorating conditions leading to poor health and in assisting vulnerable groups to achieve optimal health.

3. What is the rationale for adding the course?

Vulnerable, high risk groups (e.g., elderly, socio-economically deprived) typically experience a disproportionate share of the nation's health problems. Nurses are increasingly called upon to assist these vulnerable individuals in adapting to health problems as well as promoting wellness. Knowledge about vulnerable groups and ways to intervene in a sensitive manner is necessary in providing effective nursing care. Focus is in keeping with core concepts of the program.

4. If this course is introduced, what, if any, courses will be deleted?
None.

5. Will this course satisfy a Core requirement? If so, under which area?
No.

6. How does this course relate to departmental requirements?
Is it required in fulfillment of a major?
Is it required in fulfillment of a minor?

The course will be required for graduation from the M.S.N. program.

7. How does this course relate to requirements in other programs?
No relationship

8. Is the course similar to a course in another school or department?
No.

9. If the course has been taught under a special topics number, indicate the term taught, the course#, and the enrollment.
N/A

10. Are additional resources (faculty, library, computer, laboratory and Capital equipment) required as a result of introducing this course?
If so, explain.

Additional resources needed to offer this course have been incorporated into the overall program proposal. See program budget.

NEW COURSE PROPOSAL

DEPT Nursing	*COURSE# N 503	TITLE Human Responses to Health Alterations	CREDITS 3
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Effective Date: Winter 1995
term year

Approved by:

Signature and Date

Department Chair

Maurice Deland 10/4/92

Chairs of Other Involved Departments

N/A

School Curriculum Committee

Esther J. J. 10/4/92

Director of the Core

N/A

Dean

James M. Claypool 10/6/92

For Graduate Course/Programs

Graduate Council

Dean of Graduate School

***Note:** When assigning a new course number, you must consult the Associate Registrar regarding the availability of the number before submitting the proposal to the Academic Planning Committee.

Revised 04/91

1. Give a Course Description as it will appear in the Bulletin of Information, including prerequisites or corequisites and frequency of course offering:

Examination of physical, behavioral, emotional and spiritual responses to pathophysiological and psychosocial events that promote or hinder wellness. Emphasis on proposed interrelationships between mind and body in determining human responses. Application of concepts and models to client in a clinical setting (offered Winter)

2. What are the objectives of the new course?

Analyze the theoretical and empirical bases that describe and explain physical, behavioral, emotional and spiritual responses that interfere with health and wellness; utilize/refine models to describe and predict complex human responses which incorporate physical and psychosocial dimensions; evaluate applicability and accuracy of a selected model for a client in the clinical setting.

3. What is the rationale for adding the course?

Advanced nurse clinicians must possess indepth knowledge regarding pathophysiology and the interplay between psychosocial factors and health status in order to manage health problems and to promote wellness.

4. If this course is introduced, what, if any, courses will be deleted?
None.

5. Will this course satisfy a Core requirement? If so, under which area?
No.

6. How does this course relate to departmental requirements?
Is it required in fulfillment of a major?
Is it required in fulfillment of a minor?

The course will be required to graduate from the M.S.N. program.

7. How does this course relate to requirements in other programs?
No relationship

8. Is the course similar to a course in another school or department?
No.

9. If the course has been taught under a special topics number, indicate the term taught, the course#, and the enrollment.
N/A

10. Are additional resources (faculty, library, computer, laboratory and Capital equipment) required as a result of introducing this course? If so, explain.

Additional resources needed to offer this course have been incorporated into the overall program proposal. See program budget.

NEW COURSE PROPOSAL

DEPT Nursing	*COURSE# N 504	TITLE Concepts and Theories in Nursing	CREDITS 3
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Effective Date: Winter 1995
term year

Approved by:

Signature and Date

Department Chair

Margaret Ireland 10/9/92

Chairs of Other Involved Departments

N/A

School Curriculum Committee

Barbara R. Jones 10/9/92

Director of the Core

N/A

Dean

James M. Clayson 10/14/92

For Graduate Course/Programs

Graduate Council

Dean of Graduate School

***Note:** When assigning a new course number, you must consult the Associate Registrar regarding the availability of the number before submitting the proposal to the Academic Planning Committee.

Revised 04/91

1. Give a Course Description as it will appear in the Bulletin of Information, including prerequisites or corequisites and frequency of course offering:

Seminar examining the purpose, evolution and history of concepts and theories that are central to nursing. Analysis of the role of relevant theories and concepts in guiding current and future nursing practice. (offered Winter quarter)

2. What are the objectives of the new course?

Summarize the history and evolution of the conceptual foundations of nursing practice; Describe a concept or theory used in nursing; Analyze the theoretical foundations and empirical evidence for the concept or theory; Evaluate the applicability of the concept or theory for clients in the clinical setting.

3. What is the rationale for adding the course?

Conceptual underpinnings of advanced practice are necessary to provide effective nursing care.

4. If this course is introduced, what, if any, courses will be deleted?
None.

5. Will this course satisfy a Core requirement? If so, under which area?
No.

6. How does this course relate to departmental requirements?
Is it required in fulfillment of a major?
Is it required in fulfillment of a minor?
The course will be required to graduate from the M.S.N. program.

7. How does this course relate to requirements in other programs?
No relationship.

8. Is the course similar to a course in another school or department?
No.

9. If the course has been taught under a special topics number, indicate the term taught, the course#, and the enrollment.
N/A

10. Are additional resources (faculty, library, computer, laboratory and Capital equipment) required as a result of introducing this course? If so, explain.

Additional resources needed to offer this course have been incorporated into the overall program proposal. See program budget.

NEW COURSE PROPOSAL

DEPT	*COURSE#	TITLE	CREDITS
Nursing	N 505	Nursing Therapeutics	3

Effective Date: Spring 1995
term year

Approved by:

Signature and Date

Department Chair

Maureen O'Neil 10/9/92

Chairs of Other Involved Departments

N/A

School Curriculum Committee

Ernestine DeLoe 10/9/92

Director of the Core

N/A

Dean

Janet M. Claypool 10/10/92

For Graduate Course/Programs

Graduate Council

Dean of Graduate School

***Note:** When assigning a new course number, you must consult the Associate Registrar regarding the availability of the number before submitting the proposal to the Academic Planning Committee.

Revised 04/91

1. Give a Course Description as it will appear in the Bulletin of Information, including prerequisites or corequisites and frequency of course offering:

Analysis of theoretical and empirical rationale for physiological, cognitive-behavioral, socio-cultural and environmental nursing interventions. Emphasis on interventions for high-risk individuals, families and communities. Analysis of appropriateness of selected interventions, as applied in a clinical situation. **Prerequisite:** N 503. (offered Spring quarter)

2. What are the objectives of the new course?

Describe the theoretical rationale for selected nursing interventions;
Evaluate the empirical evidence to support selected nursing interventions;
Apply appropriate nursing interventions in the clinical setting after adapting interventions to clients' needs. Evaluate the effectiveness of the intervention by demonstrating measurable changes in client health status;
Devise changes in intervention to increase effectiveness.

3. What is the rationale for adding the course?

Nursing interventions are the therapeutic actions nurses take to alleviate health problems. As an essential step in the nursing process, nursing therapeutics must be a cornerstone for the advanced practitioner.

4. If this course is introduced, what, if any, courses will be deleted?
None.

5. Will this course satisfy a Core requirement? If so, under which area?
No.

6. How does this course relate to departmental requirements?
Is it required in fulfillment of a major?
Is it required in fulfillment of a minor?
The course will be required to graduate from the M.S.N. program.

7. How does this course relate to requirements in other programs?
No relationship.

8. Is the course similar to a course in another school or department?
No.

9. If the course has been taught under a special topics number, indicate the term taught, the course#, and the enrollment.
N/A

10. Are additional resources (faculty, library, computer, laboratory and Capital equipment) required as a result of introducing this course? If so, explain.

Additional resources needed to offer this course have been incorporated into the overall program proposal. See program budget.

NEW COURSE PROPOSAL

DEPT Nursing	*COURSE# N 507	TITLE The Roles of the Advanced Clinician I	CREDITS 3
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Effective Date: Spring 1995
term year

Approved by:

Signature and Date

Department Chair

Maureen Deland 10/9/92

Chairs of Other Involved Departments

N/A

School Curriculum Committee

Constance P. Jones 10/9/92

Director of the Core

N/A

Dean

Janet M. Claypool 10/16/92

For Graduate Course/Programs

Graduate Council

Dean of Graduate School

***Note:** When assigning a new course number, you must consult the Associate Registrar regarding the availability of the number before submitting the proposal to the Academic Planning Committee.

Revised 04/91

1. Give a Course Description as it will appear in the Bulletin of Information, including prerequisites or corequisites and frequency of course offering:

Examination of legal, ethical, and educational aspects of advanced nursing practice roles. Discussion of the similarities and differences among various advanced practice roles. Analysis of the responsibilities of at least two advanced clinicians functioning in different roles. Application of nursing process in advanced clinical role. Prerequisites: N 501, N 503. Prerequisite or Corequisite: N 505. (offered Spring quarter)

2. What are the objectives of the new course?

Examine past and current roles assumed by advanced nurse clinicians in light of changing health needs and changing complex health care delivery systems; Compare and contrast the responsibilities of two advanced nurse clinicians; Apply nursing process to individual clients with complex health care needs; Analyze values essential for the advanced nurse clinician who provides care to vulnerable populations.

3. What is the rationale for adding the course?

This clinical course allows for concentrated practice of advanced clinical skills acquired in N 501, N 503, and N 505. In addition, concepts basic to assuming the role of advanced clinician are discussed and observed in practice.

4. If this course is introduced, what, if any, courses will be deleted?
None.

5. Will this course satisfy a Core requirement? If so, under which area?
No.

6. How does this course relate to departmental requirements?
Is it required in fulfillment of a major?
Is it required in fulfillment of a minor?
The course will be required to graduate from the M.S.N. program.

7. How does this course relate to requirements in other programs?
No relationship.

8. Is the course similar to a course in another school or department?
No.

9. If the course has been taught under a special topics number, indicate the term taught, the course#, and the enrollment.
N/A.

10. Are additional resources (faculty, library, computer, laboratory and Capital equipment) required as a result of introducing this course?
If so, explain.

Additional resources needed to offer this course have been incorporated in to the overall program proposal. See program budget.

NEW COURSE PROPOSAL

DEPT	*COURSE#	TITLE	CREDITS
Nursing	N 509	The Roles of the Advanced Clinician II	4

Effective Date: Summer 1995
term year

Approved by:

Signature and Date

Department Chair

Maureen O'Neil 10/4/92

Chairs of Other Involved Departments

N/A

School Curriculum Committee

Esther Riker 10/4/92

Director of the Core

N/A

Dean

James M. Claypool 10/10/92

For Graduate Course/Programs

Graduate Council

Dean of Graduate School

***Note:** When assigning a new course number, you must consult the Associate Registrar regarding the availability of the number before submitting the proposal to the Academic Planning Committee.

Revised 04/91

New Course Proposal--Page 2

1. Give a Course Description as it will appear in the Bulletin of Information, including prerequisites or corequisites and frequency of course offering:

Analysis of advanced practice roles within changing health care delivery systems with emphasis on case manager, educator/teacher, consultant, and clinician. Application of principles pertaining to role function in a clinical setting of the student's choice. Prerequisites: N 507. (offered Summer quarter)

2. What are the objectives of the new course?

Analyze knowledge and skills inherent to specific advanced clinical roles; Apply knowledge and skills related to two different roles; Model the values critical to advanced practice.

3. What is the rationale for adding the course?

Course allows analysis and discussion of fundamental roles for advanced clinician. Provides theoretical foundation and practical experience necessary to fulfill these roles.

4. If this course is introduced, what, if any, courses will be deleted?
None.

5. Will this course satisfy a Core requirement? If so, under which area?
No.

6. How does this course relate to departmental requirements?
Is it required in fulfillment of a major?
Is it required in fulfillment of a minor?
The course will be required to graduate from the M.S.N. program.

7. How does this course relate to requirements in other programs?
No relationship.

8. Is the course similar to a course in another school or department?
No.

9. If the course has been taught under a special topics number, indicate the term taught, the course#, and the enrollment.
N/A.

10. Are additional resources (faculty, library, computer, laboratory and Capital equipment) required as a result of introducing this course? If so, explain.

Additional resources needed to offer this course have been incorporated into the overall program proposal. See program budget.

NEW COURSE PROPOSAL

DEPT	*COURSE#	TITLE	CREDITS
Nursing	N 510	Ethical Considerations in Nursing Practice	3

Effective Date: Fall 1995
term year

Approved by:

Signature and Date

Department Chair

Maurice Deland 10/9/92

Chairs of Other Involved Departments

K W Stiller 10/8/92

School Curriculum Committee

Constance Fisher 10/9/92

Director of the Core

N/A

Dean

James M. Clayson 10/16/92

For Graduate Course/Programs

Graduate Council

Dean of Graduate School

***Note:** When assigning a new course number, you must consult the Associate Registrar regarding the availability of the number before submitting the proposal to the Academic Planning Committee.

Revised 04/91

1. Give a Course Description as it will appear in the Bulletin of Information, including prerequisites or corequisites and frequency of course offering:

Examination of ethical issues that influence advanced nursing practice. Focus topics include: the concept of caring as a framework for nursing; gender issues that influence nursing practice; ethical decision-making in clinical practice. (offered Fall quarter, beginning in 1995)

2. What are the objectives of the new course?

Describe the ethical issues influencing advanced nursing practice; Analyze an ethical issue important to advanced nursing practice; Identify the gender issues that influence the ethical dilemmas that arise in nursing practice.

3. What is the rationale for adding the course?

An understanding of ethical issues is essential for all nurses and for all students educated in the Jesuit tradition. This course will focus on issues of particular importance in nursing and thus will add to the course already available in ethics.

4. If this course is introduced, what, if any, courses will be deleted?
None.

5. Will this course satisfy a Core requirement? If so, under which area?
No.

6. How does this course relate to departmental requirements?
Is it required in fulfillment of a major?
Is it required in fulfillment of a minor?
The course will be required to graduate from the M.S.N. program.

7. How does this course relate to requirements in other programs?
No relation.

8. Is the course similar to a course in another school or department?
The course will probably touch on some of the same issues as PL 352 (Healthcare Ethics). However, the focus of N 510 will be issues that are particularly important to nursing (as opposed to medicine). Thus, concepts such as caring, and gender issues related to ethics will be emphasized in N 510. We will be collaborating with Sr. Rosaleen Trainor to ensure the uniqueness of each course.

9. If the course has been taught under a special topics number, indicate the term taught, the course#, and the enrollment.
N/A

10. Are additional resources (faculty, library, computer, laboratory and Capital equipment) required as a result of introducing this course? If so, explain.

Additional resources needed to offer this course have been incorporated into the overall program proposal. See program budget.

NEW COURSE PROPOSAL

DEPT Nursing	*COURSE# N 512	TITLE Health Policy and Nursing in an Urban Context	CREDITS 3
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Effective Date: Winter 1996
 term year

Approved by:

Signature and Date

Department Chair

Maurice Deland 10/9/92

Chairs of Other Involved Departments

N/A

School Curriculum Committee

Ernestine Dyer 10/4/92

Director of the Core

N/A

Dean

Sam M. Claypool 10/4/92

For Graduate Course/Programs

Graduate Council

Dean of Graduate School

***Note:** When assigning a new course number, you must consult the Associate Registrar regarding the availability of the number before submitting the proposal to the Academic Planning Committee.

Revised 04/91

1. Give a Course Description as it will appear in the Bulletin of Information, including prerequisites or corequisites and frequency of course offering:

Examination of the legal, political, socio-economic and ethical considerations in urban health policy development. Evaluation of health policy changes needed to meet health objectives for the 21st century. Investigation of the nursing role in resource management and strategic planning related to health care delivery. Prerequisite: N 502. (offered Winter quarter, beginning in 1995)

2. What are the objectives of the new course?

Define major health care policy issues; Describe the process of making policy recommendations; Describe the process of implementing and of evaluating health care policy changes; Analyze a current health policy issue, including the role of nursing to effect change; Evaluate proposed changes for potential effectiveness in providing access to health care.

3. What is the rationale for adding the course?

Knowledge regarding health policy is essential for advanced clinicians in order to ensure health care access for all Americans and third-party reimbursement for nursing services. Also, the program focus on the role of the nurse as change agent requires insight into the political process.

4. If this course is introduced, what, if any, courses will be deleted?
None.

5. Will this course satisfy a Core requirement? If so, under which area?
No.

6. How does this course relate to departmental requirements?
Is it required in fulfillment of a major?
Is it required in fulfillment of a minor?
The course will be required to graduate from the M.S.N. program.

7. How does this course relate to requirements in other programs?
No relationship.

8. Is the course similar to a course in another school or department?
No.

9. If the course has been taught under a special topics number, indicate the term taught, the course#, and the enrollment.
N/A.

10. Are additional resources (faculty, library, computer, laboratory and Capital equipment) required as a result of introducing this course?
If so, explain.

Additional resources needed to offer this course have been incorporated into the overall program proposal. See program budget.

NEW COURSE PROPOSAL

DEPT	*COURSE#	TITLE	CREDITS
Nursing	N 514	Seminar on Research in Nursing	2

Effective Date: Fall 1995
term year

Approved by:

Signature and Date

Department Chair

Maureen Deland 10/9/92

Chairs of Other Involved Departments

N/A

School Curriculum Committee

Esther T. J. 10/9/92

Director of the Core

N/A

Dean

James M. Clayton 10/10/92

For Graduate Course/Programs

Graduate Council

Dean of Graduate School

***Note:** When assigning a new course number, you must consult the Associate Registrar regarding the availability of the number before submitting the proposal to the Academic Planning Committee.

Revised 04/91

1. Give a Course Description as it will appear in the Bulletin of Information, including prerequisites or corequisites and frequency of course offering:

Analysis of the evolution of nursing research, its current status and future directions. Focus topics include: nursing as a human science, philosophy of science, qualitative and quantitative methodologies, outcomes research.

Prerequisites: Undergraduate research course, basic statistics course, N 504. (offered Fall quarter, beginning in 1995)

2. What are the objectives of the new course?

Outline the history, current issues and future trends of nursing research; Analyze the philosophic and methodological foundations of nursing research; Compare and contrast various research approaches used in nursing.

3. What is the rationale for adding the course?

Master's prepared clinicians are expected to be consumers as well as participants in research. This course provides an overview to understanding the research process and critical inquiry and provides a foundation for N 515 and the Scholarly Project.

4. If this course is introduced, what, if any, courses will be deleted?
None.

5. Will this course satisfy a Core requirement? If so, under which area?
No.

6. How does this course relate to departmental requirements?
Is it required in fulfillment of a major?
Is it required in fulfillment of a minor?
The course will be required to graduate from the M.S.N. program.

7. How does this course relate to requirements in other programs?
A research course is required in the baccalaureate nursing curriculum. This course (N 514) will build on the foundation set in the prerequisite undergraduate research course.

8. Is the course similar to a course in another school or department?
No.

9. If the course has been taught under a special topics number, indicate the term taught, the course#, and the enrollment.
N/A.

10. Are additional resources (faculty, library, computer, laboratory and Capital equipment) required as a result of introducing this course?
If so, explain.

Additional resources needed to offer this course have been incorporated into the overall program proposal. See program budget.

NEW COURSE PROPOSAL

DEPT Nursing	*COURSE# N 515	TITLE Methods of Inquiry	CREDITS 3
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Effective Date: Winter 1996
term year

Approved by:

Signature and Date

Department Chair

Maureen Deland 10/9/92

Chairs of Other Involved Departments

N/A

School Curriculum Committee

Constance Fisher 6/9/92

Director of the Core

N/A

Dean

James M. Claypool 10/10/92

For Graduate Course/Programs

Graduate Council

Dean of Graduate School

***Note:** When assigning a new course number, you must consult the Associate Registrar regarding the availability of the number before submitting the proposal to the Academic Planning Committee.

Revised 04/91

1. Give a Course Description as it will appear in the Bulletin of Information, including prerequisites or corequisites and frequency of course offering:

Exploration of the types and processes of critical inquiry; includes but is not limited to traditional research methods. Critique and synthesis of products of scholarly inquiry. Development of questions that will be pursued in students' scholarly projects. Prerequisite: N 514. (offered Winter quarter, beginning in 1996)

2. What are the objectives of the new course?

Compare and contrast different approaches to critical inquiry; Develop a set of criteria to evaluate the products of scholarly inquiry; Critique the products of scholarly inquiry using acceptable criteria; Define a relevant nursing issue, question or problem; Develop a plan to address the issue using critical inquiry methods.

3. What is the rationale for adding the course?

Critical thinking and inquiry have been identified in the literature and by nursing leaders as necessary skills for professional nurses to possess. This course will set a foundation in both these areas. Course also provides structured opportunity to begin development of the scholarly project (see N 599).

4. If this course is introduced, what, if any, courses will be deleted?
None.

5. Will this course satisfy a Core requirement? If so, under which area?
No.

6. How does this course relate to departmental requirements?
Is it required in fulfillment of a major?
Is it required in fulfillment of a minor?
The course will be required to graduate from the M.S.N. program.

7. How does this course relate to requirements in other programs?
No relation.

8. Is the course similar to a course in another school or department?
No.

9. If the course has been taught under a special topics number, indicate the term taught, the course#, and the enrollment.
N/A

10. Are additional resources (faculty, library, computer, laboratory and Capital equipment) required as a result of introducing this course? If so, explain.

Additional resources needed to offer this course have been incorporated into the overall program proposal. See program budget.

NEW COURSE PROPOSAL

DEPT Nursing	*COURSE# N 516	TITLE Principles of Nursing Leadership and Management	CREDITS 3
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Effective Date: Spring 1996
term year

Approved by:

Signature and Date

Department Chair

Maureen O'Neil 10/9/92

Chairs of Other Involved Departments

N/A

School Curriculum Committee

Constance Jones 10/9/92

Director of the Core

N/A

Dean

James M. Claypool 10/9/92

For Graduate Course/Programs

Graduate Council

Dean of Graduate School

***Note:** When assigning a new course number, you must consult the Associate Registrar regarding the availability of the number before submitting the proposal to the Academic Planning Committee.

Revised 04/91

- 1. Give a Course Description as it will appear in the Bulletin of Information, including prerequisites or corequisites and frequency of course offering:**

Examination of selected organizational and leadership theories applicable to advanced nursing practice. Analysis of trends in nursing leadership and management. Examination of specific topics including power, communication, group dynamics, intra and interdisciplinary relationships, change theory, conflict, information management, and quality improvement. (offered Springer, beginning in 1996)

- 2. What are the objectives of the new course?**

Describe organizational and leadership theories; Analyze the relevance of these theories to nursing practice; Analyze trends in nursing leadership and management; Relate leadership and organizational theory to a clinical setting; Illustrate the concepts of change or conflict using examples from a clinical practice setting; Explain the role of quality improvement in health care delivery systems.

- 3. What is the rationale for adding the course?**

Leadership and management skills were identified by Graduate Program Focus Groups and Advisory Council members as essential content for the master's prepared clinician. These skills also will increase the marketability of the program's graduates.

- 4. If this course is introduced, what, if any, courses will be deleted?**
None.

- 5. Will this course satisfy a Core requirement? If so, under which area?**
No.

- 6. How does this course relate to departmental requirements?**
Is it required in fulfillment of a major?
Is it required in fulfillment of a minor?
The course will be required to graduate from the M.S.N. program.

- 7. How does this course relate to requirements in other programs?**
The baccalaureate nursing program has a similar class which is entitled Senior Synthesis in Nursing (N 422). Although N 516 will cover some of the same concepts as N 422, the focus will be application of those concepts and theories to advanced nursing roles.

- 8. Is the course similar to a course in another school or department?**
No.

- 9. If the course has been taught under a special topics number, indicate the term taught, the course#, and the enrollment.**
N/A.

- 10. Are additional resources (faculty, library, computer, laboratory and Capital equipment) required as a result of introducing this course? If so, explain.**

Additional resources needed to offer this course have been incorporated into the overall program proposal. See program budget.

NEW COURSE PROPOSAL

DEPT Nursing	*COURSE# N 519	TITLE Advanced Practicum in an Urban Health Care Setting	CREDITS 4
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Effective Date: Spring 1996
term year

Approved by:

Signature and Date

Department Chair

Maurice Deland 10/9/92

Chairs of Other Involved Departments

N/A

School Curriculum Committee

Carlene Dyer 10/9/92

Director of the Core

N/A

Dean

Janet McClay 10/9/92

For Graduate Course/Programs

Graduate Council

Dean of Graduate School

***Note:** When assigning a new course number, you must consult the Associate Registrar regarding the availability of the number before submitting the proposal to the Academic Planning Committee.

Revised 04/91

1. **Give a Course Description as it will appear in the Bulletin of Information, including prerequisites or corequisites and frequency of course offering:**

Integration of skills, knowledge and values within an advanced clinical role in an urban health care setting of the student's choice. Application of selected roles in advanced nursing practice: direct care provider, manager, change agent, evaluator, researcher. Prerequisites: all required graduate nursing courses except N 599. (offered in Spring and Summer quarters, beginning in 1996)

2. **What are the objectives of the new course?**

Examine knowledge, skills, and attitudes essential to the advanced practice roles of researcher, change agent, manager and evaluator; Integrate skills, knowledge and values of the advanced clinician for the nursing care of groups of clients with complex health needs; Assume leadership roles within an interdisciplinary team of professionals responsible for the health care of clients in an urban setting; evaluate own values, beliefs, knowledge and skills to enhance professional and personal growth.

3. **What is the rationale for adding the course?**

The course provides opportunities to practice skills and knowledge acquired in didactic courses, especially related to the roles of nurse researcher, change agent, manager, evaluator, and key contributor to a multidisciplinary health care team. Provides opportunity to reflect on and evaluate one's beliefs related to personal and professional issues.

4. **If this course is introduced, what, if any, courses will be deleted?**
None.

5. **Will this course satisfy a Core requirement? If so, under which area?**
No.

6. **How does this course relate to departmental requirements?**
Is it required in fulfillment of a major?
Is it required in fulfillment of a minor?
The course will be required to graduate from the M.S.N. program.

7. **How does this course relate to requirements in other programs?**
No relation.

8. **Is the course similar to a course in another school or department?**
No.

9. **If the course has been taught under a special topics number, indicate the term taught, the course#, and the enrollment.**
N/A

10. **Are additional resources (faculty, library, computer, laboratory and Capital equipment) required as a result of introducing this course? If so, explain.**

Additional resources needed to offer this course have been incorporated into the overall program proposal. See program budget.

NEW COURSE PROPOSAL

DEPT Nursing	*COURSE# N 532	TITLE Nursing Care of Culturally Diverse Communities	CREDITS 3
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Effective Date: Summer 1995
term year

Approved by:

Signature and Date

Department Chair

Maureen Deland 10/9/92

Chairs of Other Involved Departments

N/A.

School Curriculum Committee

Constance Dyer 10/9/92

Director of the Core

N/A

Dean

Janet M. Claypool 10/14/92

For Graduate Course/Programs

Graduate Council

Dean of Graduate School

***Note:** When assigning a new course number, you must consult the Associate Registrar regarding the availability of the number before submitting the proposal to the Academic Planning Committee.

Revised 04/91

1. Give a Course Description as it will appear in the Bulletin of Information, including prerequisites or corequisites and frequency of course offering:

Examination of concepts critical to the experience of minority ethnic groups. Indepth study of the health attitudes and beliefs of selected minority groups in Washington state. Analysis of the micro and macro issues influencing the implementation of sensitive, skillful nursing care for clients from minority ethnic backgrounds. (offered Spring quarter, beginning in 1995)

2. What are the objectives of the new course?

Ascertain the health care experience of a minority group member in Washington state; Compare and contrast white, middle class and selected ethnic minority health beliefs; Examine similarities and differences in health care management and utilization; Demonstrate culturally sensitive nursing care to clients belonging to ethnic minorities.

3. What is the rationale for adding the course?

The nursing literature is replete with calls to increase nurses' sensitivity, skills and knowledge in caring for people of ethnic minorities. The S.U. School of Nursing Graduate Advisory Council also has identified the need for the M.S.N. Program to improve nurses' abilities to work with culturally diverse groups. This course was designed to address these concerns.

4. If this course is introduced, what, if any, courses will be deleted?
None.

5. Will this course satisfy a Core requirement? If so, under which area?
No.

6. How does this course relate to departmental requirements?
Is it required in fulfillment of a major?
Is it required in fulfillment of a minor?

The course will be an elective for M.S.N. and upper division baccalaureate nursing students.

7. How does this course relate to requirements in other programs?
No relation.

8. Is the course similar to a course in another school or department?
No, although The Changing Family course (N480) does contain content related to the African-American family. N 532 will have a broader scope both in terms of target group (i.e., family) and ethnicity (i.e., African-American).

9. If the course has been taught under a special topics number, indicate the term taught, the course#, and the enrollment.
N/A

10. Are additional resources (faculty, library, computer, laboratory and Capital equipment) required as a result of introducing this course?
If so, explain.

Additional resources needed to teach this course have been incorporated into the overall M.S.N. proposal. See program budget.

NEW COURSE PROPOSAL

DEPT	*COURSE#	TITLE	CREDITS
Nursing	N 599	Scholarly Project	3

Effective Date: Spring 1996
term year

Approved by:

Signature and Date

Department Chair

Maureen O'Neil 10/9/92

Chairs of Other Involved Departments

N/A

School Curriculum Committee

Esther R. Jones 10/9/92

Director of the Core

N/A

Dean

James M. Mayo 10/9/92

For Graduate Course/Programs

Graduate Council

Dean of Graduate School

***Note:** When assigning a new course number, you must consult the Associate Registrar regarding the availability of the number before submitting the proposal to the Academic Planning Committee.

Revised 04/91

1. Give a Course Description as it will appear in the Bulletin of Information, including prerequisites or corequisites and frequency of course offering:

Refinement and execution of a scholarly project that makes a significant contribution to nursing practice or science. Project culminates in a scholarly presentation or paper that meets predetermined standards established in collaboration with at least two graduate faculty members. Prerequisites: N 502, N 504, N 514, N 515. (offered every quarter, beginning in Spring 1996). Course may be repeated until project is finished.

2. What are the objectives of the new course?

Refine (if necessary) the method of addressing a problem, issue or question that is important to nursing; Implement plan to address or study the issue, problem, or question; Evaluate findings of the inquiry; Demonstrate competence in communicating results or summary of one's scholarly inquiry.

3. What is the rationale for adding the course?

The course fulfills the research/scholarship component of the M.S.N. program. Although theses are no longer required in many Master's programs, demonstration of scholarly activity is expected.

4. If this course is introduced, what, if any, courses will be deleted?
None.

5. Will this course satisfy a Core requirement? If so, under which area?
No.

6. How does this course relate to departmental requirements?
Is it required in fulfillment of a major?
Is it required in fulfillment of a minor?
The course will be required to graduate from the M.S.N. program.

7. How does this course relate to requirements in other programs?
No relation.

8. Is the course similar to a course in another school or department?
No.

9. If the course has been taught under a special topics number, indicate the term taught, the course#, and the enrollment.
N/A.

10. Are additional resources (faculty, library, computer, laboratory and Capital equipment) required as a result of introducing this course?
If so, explain.

Additional resources needed to offer this course have been incorporated into the overall program proposal. See program budget.