



Proposal for New Nursing Programs

Marsha Fuerst School of Nursing

at



North-West College

Submitted by

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to

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Overview of Program

Program History

North-West College (NWC) was originally established in 1946 by Marsha Fuerst to empower students through career-training programs. Initial programs focused on vocational nursing, surgical technology, medical assistant, medical billing, pharmacy assistant, dental assistant, and central service supply technicians. In 2016, the organization implemented an Associate of Arts in Nursing (ADN) program at the Glendale campus in southern California and an RN-BSN track was added in 2020. The RN-BSN track is accredited by CCNE. The ADN program is now offered at six locations, five in California and one in Las Vegas, Nevada known as the Marsha Fuerst School of Nursing (MFSON) in honor of our founder. Marsha Fuerst School of Nursing is a highly successful program with outstanding student and graduate outcomes.

The Marsha Fuerst School of nursing is ready to expand on their record of helping students becoming safe, effective and caring nurses by offering a Bachelor of Science in Nursing (BSN) and Master of Science in Nursing- Family Nurse Practitioner (MSN-FNP) track at North-West College (NWC) in Utah. These programs complement the already established and successful ADN and CCNE accredited RN-BSN tracks.

Programs Strengths

Both programs benefit from human resources and support services at NWC including administrative assistance personnel and admission, registrar, financial aid, and career service representatives. The college also provides dedicated staff to promote student success and assist with the implementation of its new nursing program at NWC. The following staff members are a strength of the program.

Nursing Education Resource Specialist (NERS) – The NERS assists students and faculty with academic technologies and resources including Moodle, Pearson, Connect, FA Davis, and Kaplan. The NERS engages students during general education courses, orients students each semester to course-specific technologies, and facilitates student success activities focuses on learning styles, time and stress management, reading for comprehension, note taking, and exam preparation. The NERS also orients new instructors to our academic resources and assists with technology issues.

Simulation Systems Supervisor – The Sim Supervisor manages simulation technology and implements new simulation initiatives. The Sim Supervisor provides orientation and ongoing training for faculty and collaborates with course instructors and the Nursing

Skills Laboratory and Simulation Coordinator to ensure high-fidelity and virtual reality simulated experiences are facilitated based on best practices.

Nursing Skills Laboratory and Simulation Coordinator – The Lab Coordinator manages the skills laboratory and simulation center. The coordinator organizes laboratory experiences, ensures resources and supplies are available, and collaborates with course instructors and simulation to safety and effectively utilize simulation equipment.

Library Resources- NWC's library resources are provided virtually through a subscription with EBSCO, BioMed Central, PubMed, Medline Plus, and several open access journals. The library also provides resources that focus on database search tips, how to evaluate websites, APA formatting and guidelines, steps to avoiding plagiarism, and guides for writing a research paper. Virtual library resources can be accessed 24 hours a day from any location. The college employs a credentialed librarian and the library staff are available to meet with students. For both programs emphasis is placed on evaluation and use of evidence-based practice.

BSN Program Curriculum Description

The Marsha Fuerst School of Nursing at North-West College plans to offer a Baccalaureate Degree of Science in Nursing (BSN) consisting of 122 credit hours. The program includes a comprehensive curriculum designed to prepare graduates for a successful nursing career. A total of 70 credit hours focuses on nursing-specific coursework, with 28 credit hours dedicated to upper-level courses.

In addition to nursing coursework, students are required to complete 52 credit hours in general education. These academic general education courses emphasize critical skills in written communication, oral communication, and quantitative reasoning. The remaining general education courses offer a balanced integration of natural and physical sciences, social and behavioral sciences, humanities, and fine arts, ensuring students acquire well-rounded academic and professional competencies.

The program's lower-level courses, numbered in the 100-200 range, build foundational knowledge in subjects like biology, medical terminology, and psychology. Meanwhile, upper-level courses, numbered 300-400, delve deeper into specialized areas such as clinical practice and leadership in nursing.

The theoretical underpinnings of the curriculum are based on AACN's The Essentials: Core Competencies for Professional Nursing Education (2021), Dr. Jean Watson's Science of Human Caring (Sitzman & Watson 2014), and Quality and Safety Education for Nurses (QSEN, Kelly Vottero & Christie-McAuliffe 2014)

Beginning Nursing Care Level: As students begin their nursing education at Marsha Fuerst School of Nursing, they are introduced to Watson's Theory of Caring and the 10 Caritive factors, Quality and Safety Education for Nurses (QSEN) and the Nursing Process. This will ensure that students proceed through the ADN program with a theoretical framework of human caring, an understanding of evidence-based, patient-centered care, and the thought process required of professional nurses so that they can begin to develop the tools to provide the best and safest patient care. The following elements are present in the curriculum and coursework for the beginning nursing care level student:

- The Nursing Process, critical thinking, and the evolution of nursing including the NCLEX Clinical Judgement Measurement Model.
- Theory-guided nursing practice; Watson's Caring Theory; 10 Caritive Factors.
- Quality and Safety Education for Nurses and the Core Competencies (QSEN), which includes aspects such as patient-centered care, evidence-based practice, safety, and informatics.
- Elements of teaching and learning, including teamwork, communication and collaboration.
- Topics such as individual and family homeostasis; stress and adaptation; genetics; chronic illness and disability; principles and practice of rehabilitation; patient safety; pain management; electrolytes; and cancer care.
- An introduction to pharmacological nursing care (drug classes, drug administration, pharmacokinetics, pharmacokinetics, herbals, and supplements) and basic nutrition.

On-campus nursing and simulation lab; inpatient clinical experiences include applying the theoretical concepts; procedural practice and skill development; practice providing safe and competent basic bedside care; discussion regarding justification for medical interventions (diagnostic studies, medications, and treatments) with associated patient issues using the Nursing Process. Specific patient-identified experiences will be addressed through the Nursing Process using evidence-based practice. Individual patient teaching is integrated

Intermediate Nursing Care Level: Students in the intermediate nursing care level apply the Nursing Process, Watson's Theory of Caring and QSEN as they begin to learn about nursing care associated with specialty areas (older adults, mental health, obstetrics and pediatrics). The following concepts and ideas are integrated throughout the intermediate nursing care level:

- Interdisciplinary nursing approaches throughout the life span; use of informatics; therapeutic communication; holism; care planning with an emphasis on nursing problems associated individuals and family units (biological and selected); principles of pharmacological and nutritional care; spirituality and culture; ethical and legal aspects; health promotion; healthy aging and development, including positive sexual identity, expression, and dysfunction; pain management; death and dying; and self-care of the nurse.
- Healthcare facilities, types of reimbursement, and specialty nursing care.
- Inpatient and simulation experiences apply theoretical concepts in a clinical setting.
- Designating priorities using the Nursing Process, such as the ability to provide care for more than one patient and patients with multiple diagnoses and issues
- Patient and family teaching.

Advanced Nursing Care Level: Students in the advanced nursing care level continue to apply the Nursing Process, Watson's Theory of Caring and QSEN as they focus on the complexity of care for critically ill patients; management across healthcare settings; and building a nursing career. Nursing concepts are integrated and applied at a more comprehensive and advanced level. Pharmacological nursing care now includes critical monitoring and reactions for patient safety; on-going nutritional support for patients and management; ethical and legal decision making in complex situations; utilization of quality improvement and management strategies of patient care and healthcare delivery; psychosocial experience of complex and critical health needs of the patient, family, healthcare system, and nursing self-care using altruism and phenomenological forces in the context of an aesthetic healing space. The following are additional features of the advanced nursing care level:

- A comprehensive overall review is provided to prepare students for the NCLEX-RN®. Clarification of knowledge and content has the potential to inform critically ill patients in a more holistic way.
- The inpatient and simulation experiences apply theoretical nursing concepts, such as how to provide advanced care for critically ill patients and their families.
- Management of a nursing team to deliver safe competent care with other nursing personnel (APRNs, ADNs, VNs, and unlicensed caregivers) using delegation and priorities for nursing care is taught.

- Principles of Leadership and Ethics are integrated throughout the program and are leveled to help the student transition into to role of delegation, trust, and responsibility.
- Introduction to Population Based nursing and understandings of the need to transition from a tertiary based healthcare system to a focus of prevention, healthy lifestyles, self-care and positive environmental impact.
- The Nursing Process is emphasized as nursing students practice evidence-based nursing care and employ informatics to manage multiple critical care needs.
- Collaboration with medical interdisciplinary team is also experienced in both theory and practical settings.

Leveling and Progression

Below is the Plan of Study

BSN Curricular Track		
CRN	Course Title	
General Education		Credit Hours
Semester 1		
HCR 101	Medical Terminology	3
BIO 101	Human Biology	3
ENG 101	English/ Reading Comp	3
MATH 105	Math for Health Sciences	3
		12
Semester 2		
MATH 141	Statistics for Health Sci	3
BIO 201	Anatomy and Physiology I	4
BIO 202	Anatomy and Physiology II	4
PSYC 101	General Principles of Psychology	3
		14
Semester 3		
ENG 201	Technical Writing	3
CHEM 101	Intro to Chemistry	4

BIO 201	Microbiology	3			
HIST 101	History and Politics of Health Care	4			
		14			
Semester 4					
PSY201	Human Development and Psychopathology	3			
HCS 201	Government and Policy in Healthcare	3			
HCS 202	Pathophysiology	4			
HCS 102	Critical Thinking	2			
		12			
Gen Ed Total		52			
Core Nursing Courses					
		Credit Hours			
		Didactic	Lab	Clinical	
Semester 5					
NUR101	Intro to Patient Centered Nursing Practice	1	1	1	
NUR102	Fundamentals of Nursing	3		1	
NUR103	Pharmacotherapeutics I	2			
NUR104	Health Assessment	2	1		
NUR105	Leadership, Collaboration and Quality I	2			
					14
Semester 6					
NUR106	Pharmacotherapeutics II	2			
NUR107	Nursing Acute Medical Surgical Practice I	3	1	2	
NUR108	Nursing in Global and Public Health	2	1	1	
NUR109	Evidence Based Nursing Practice	2			
					14
Semester 7					
NUR201	Nursing Mental and Behavioral Health	2		1	
NUR202	Nursing Maternal/ Baby	3	1	1	
NUR203	Policy and Legal Issues in Healthcare	2			
NUR204	Nursing Care for Pediatrics	2	1	1	
					14

Semester 8				
NUR 301	Nursing Acute Medical Surgical Practice II	3	2	3
NUR302	Nursing Informatics	2		
NUR208	Conceptual Based Nursing	2		
NUR210	Nursing Across the Lifespan	2		
				14
Semester 9				
NUR 401	Nursing Leadership for Acute Care Nursing	2	1	
NUR 402	Research Process and EBP	3		
NUR 403	Transition to Professional Nursing	2		
NUR 404	Nursing Acute Medical Surgical Practice III	2	1	3
				14
Clock Hours		46	300	505
Core Total Credit Hours				
				70
Program Total Credit Hours				122

*Note: This plan of study is only a sample and contingent on approval by regulatory agencies.

MSN Program Curriculum Description

The theoretical framework for NWC's Family Nurse Practitioner (FNP) program is grounded in competency-based education (CBE), supported by essential resources such as AACN's Core Competencies for Professional Nursing Education (AACN, 2022), QSEN competencies (AACN QSEN Education Consortium, 2012), and the ANA's leadership and informatics standards (ANA, 2013; 2014). This framework will integrate holistic and person-centered care principles (American Holistic Nurses Credentialing Corporation, 2017), ensuring comprehensive training for FNP's that prepares them for the complexities of modern healthcare.

The central element of the FNP program's framework is competency-based education, a model that focuses on the achievement of observable and measurable outcomes rather than traditional time-based learning. NONPF (2024) outlines the critical importance of shifting from a knowledge-based assessment to a competency-based assessment, where students are evaluated based on their ability to apply knowledge in practical scenarios. This approach is built on the AACN Essentials (2022) and expands into the

direct assessment of clinical competencies, ensuring that students can demonstrate clinical judgment and patient care skills through real-world scenarios, simulations, and clinical practice.

To implement this, the program will use the Miller's Pyramid of Clinical Competence as a guiding educational theory. Miller's model stresses that clinical competence progresses from knowledge to performance and is best evaluated through direct observation of skills in action (NONPF, 2024). The FNP curriculum will be structured to ensure that students not only acquire theoretical knowledge but can also translate this knowledge into effective, patient-centered care. Students will be continuously assessed on their ability to apply scientific evidence, communicate effectively with patients and healthcare teams, and make ethical decisions in complex clinical environments (AACN, 2022; NONPF, 2024).

Holistic and Person-Centered Care

Holistic care is a cornerstone of modern nursing education, emphasized across multiple resources including the *Foundations, Competencies, Curricular Guidelines for Holistic Nursing Education* (American Holistic Nurses Credentialing Corporation, 2017). For the FNP program, this means integrating holistic nursing theories into clinical practice, with a focus on person-centered care that respects the physical, emotional, and spiritual dimensions of the patient's experience. Students will be trained to consider social determinants of health (SDOH), cultural competency, and the integration of holistic practices such as emotional support, privacy, and respect for patients' autonomy and spiritual needs (NONPF, 2024).

This holistic approach is further supported by NONPF's Core Competency Framework, which includes specific guidance on fostering caring relationships, engaging in shared decision-making with patients, and ensuring culturally competent care (NONPF, 2024). By blending holistic nursing principles with the rigor of clinical competency, the FNP program will prepare students to manage complex patient care scenarios that require both technical proficiency and emotional intelligence.

Leadership and Interprofessional Collaboration

Leadership is an essential aspect of the FNP role, as highlighted in the ANA Leadership Competency Model (2013). The FNP program will include specific training in leadership, focusing on the development of skills to lead healthcare teams, advocate for patient safety, and implement evidence-based practices at various levels of healthcare delivery. This aligns with the NONPF's (2024) emphasis on the importance of leadership within

the interprofessional team, where FNPs must demonstrate the ability to collaborate effectively with other healthcare providers to improve patient outcomes.

To achieve these competencies, students will participate in leadership simulations, interprofessional education (IPE) sessions, and real-world clinical settings where they will practice decision-making, problem-solving, and communication within a team-based care model. The integration of leadership competencies will ensure that FNP graduates are not only skilled clinicians but also capable leaders who can drive improvements in healthcare quality and patient safety (ANA, 2013; NONPF, 2024).

Informatics and Evidence-Based Practice

Incorporating informatics and technology into the FNP curriculum is essential, given the increasing reliance on health informatics in modern clinical practice. The program will integrate competencies outlined in the ANA's *Nursing Informatics: Scope and Standards of Practice* (2014), ensuring that students are proficient in using electronic health records (EHRs), analyzing clinical data, and utilizing decision-support systems to enhance patient care.

Moreover, evidence-based practice (EBP) will be a fundamental component of the FNP program, as the curriculum will focus on training students to critically appraise and apply scientific evidence in clinical settings (NONPF, 2024). This approach will not only ensure that FNPs are up to date with the latest medical research but also that they can incorporate this knowledge into patient care plans, improving outcomes and promoting continuous quality improvement in healthcare delivery.

This theoretical framework integrates core competencies from multiple authoritative sources to ensure that FNPs are well-prepared to meet the challenges of contemporary healthcare. The emphasis on competency-based education, holistic care, leadership, interprofessional collaboration, and informatics reflects a comprehensive approach to FNP training, grounded in evidence and designed to prepare nurse practitioners for complex clinical roles. This framework ensures that FNP graduates will be capable, compassionate, and competent leaders in the field of family healthcare.

Behavioral Assessment

Following the Consensus Model for APRN Regulation (APRN Consensus Work Group & NCSBN, 2008), the program will include behavioral assessments to evaluate students' application of knowledge in clinical scenarios. This aligns with the NONPF's backward design approach to curriculum development, which emphasizes the integration of

evidence-based practices and direct observation of student competencies (National Organization of Nurse Practitioner Faculties [NONPF], 2024).

Leadership and Informatics

ANA's leadership model (2013) and informatics standards (2014) will guide the development of leadership and technology skills, ensuring FNP's are prepared to manage healthcare teams and leverage technology to enhance patient care. This will include training in healthcare data management, patient privacy, and ethical decision-making in clinical settings (ANA, 2014).

Holistic and Interprofessional Care

The holistic approach to nursing education, outlined by the American Holistic Nurses Credentialing Corporation (2017), will serve as a foundation for training FNP's in delivering person-centered care that respects the physical, emotional, and spiritual needs of patients. This includes fostering interprofessional collaboration to provide coordinated, comprehensive care across the healthcare continuum (American Organization of Nurse Executives [AONE], 2015).

In conclusion, this theoretical framework incorporates competencies across nursing domains, ensuring FNP's are equipped to meet the demands of modern healthcare through evidence-based, holistic, and patient-centered practices.

MSN-FNP Plan of Study

Core Nursing Courses		Credit Hours	
		Didactic	Clinical
MSN Core			
NUR501	Nurse as Scholar I – Foundations in Scientific Inquiry, Study Design, and Statistics	3	
NUR502	Nurse as Scholar II – Evidence-Based Practice	3	
NUR503	Global Population Health	3	
NUR504	Professional Transitions in Advanced Nursing Practice	2	
			11
Three P Courses			
NUR506	Advanced Physiology/Pathophysiology Across the Lifespan	4	
NUR507	Advanced Physical Assessment and Diagnostic Reasoning	4	
NUR508	Clinical Pharmacology for Advanced Practice Nurses	3	
			11

Family Nurse Practitioner Clinical Courses			
Adult Primary Care			
NUR601	Advanced Practice in Primary Care for Adolescent and Adult Patients	4	
NUR602	Advanced Primary Care for Adolescents, Adults, and Older Adults I		2
NUR603	Care for Older Adult Patients in Advanced Primary Care	2	
NUR604	Advanced Primary Care for Adolescents, Adults, and Older Adults II		4
			12
Pediatrics and Perinatal Care			
NUR605	Pediatric Primary Care Essentials	3	
NUR606	Pediatric Primary Care Essentials		2
NUR607	Advanced Perinatal Care for Patients	1	
NUR608	Perinatal Care Clinical		1
			6
Synthesis and Capstone			
NUR609	Nursing Leadership for Acute Care Nursing		5
			5
Practicum Hours			630
Program Total Credit Hours			46

BSN Faculty Qualifications/Credentials

The BSN Program's organization and structure is comparable to other academic units at NWC. The Dean of Nursing reports directly to the Director of Operations and indirectly to the Campus Director. The Campus Director, who reports directly to the Corporate Director of Academic Operations, supervises campus-wide support staff as well as faculty for non-nursing programs.

At Marsha Fuerst School of Nursing, our faculty creates a supportive environment that facilitates learning as students' progress through the nursing programs. This includes using a variety of teaching strategies and individualized educational plans to meet the diverse needs of the adult population. As caring, clinically competent, and professionally active nurses, our nursing faculty acts as role models for our students. As mentors, our faculty assumes responsibility for individual advisement of nursing majors and aids in

the event of academic issues. All BSN faculty and staff report directly to the Dean of Nursing.

- NWC ensures nursing faculty meet required academic and experiential qualifications of the governing organizations, ACCSC, and ACEN. BSN faculty qualifications outlined in the Nursing Instructor job description are:
 - Current, unencumbered license to practice as a registered nurse in the state of Utah.
 - Master's degree with a major in nursing from an accredited school
 - Three years of experience as a registered nurse.

Anticipated Enrollments

Based on market trends and analysis of interest in the program, NWC has projected the following growth for the campus. NWC intends on maintaining quality instruction and excellent outcomes through small class sizes.

Program Name	Projected Enrollments		
	First 12-month period	Second 12-month period	Third 12- month period
Bachelor of Science in Nursing	135	135	135
Master of Science in Nursing- FNP	10	20	20

Clinical Agreement Plans (brief, not too detailed)

The college has established eleven clinical site agreements to support the objectives of the programs. Given that the campus has built several relationships with local hospitals, healthcare facilities, and medical offices with the other programs offered at the Institute, the addition of the BSN program will support the needs of the community. As the program secures clinical facilities, the Institute will ensure each site meets and enhances the programmatic, course and student learning outcomes. The MSN program will support each student in securing an appropriate preceptor. Students will not be required to find their own preceptor, however if a student identifies a qualified, willing preceptor, the college will facilitate the needed credentialing process for the student to precept under the identified mentor.

Additionally, NWC commits to being a responsible community member by ensuring clinical site availability and fair competition. The college is sympathetic to the fact that student placements can cause a strain on the current workforce and competition for

placements is at a premium. NWC is prepared to maximize the use of simulation throughout the curriculum and will work closely with our clinical partners to ensure we are only requesting needed clinical placements. The college has provided up-to-date technology and resources to facilitate student learning and enhance simulation experiences, and opportunities for faculty training to ensure instructors are prepared to implement best practices in classroom, laboratory, and clinical settings

The Clinical Coordinator serves as a liaison with clinical agencies and faculty regarding clinical student learning experiences. The coordinator maintains information regarding orientation and facility requirements, reviews student records to verify compliance with health requirements, and engages clinical agencies to secure student placements, increase the number of clinical placements, and track agency issues, requirements, and learning opportunities. Most importantly, this role is responsible for maintaining relationships with clinical partners and the community by organizing career fairs, collaborating with hospitals and understanding the unique needs of the community. NWC is investing in the community and wants to create strong, mutually beneficial partnerships.

MSN- FNP Faculty Qualifications

In compliance with ACEN and ACCSC, the Director of Education and program Administrator will hold a Doctorate degree in Nursing with experience and training requisite to administer the educational programs on campus.

- The NWC MSN-FNP nursing faculty will meet the required academic and experiential qualifications of the governing organizations, ACCSC, and ACEN. Faculty qualifications outlined in the Nursing Instructor job description are:
 - Didactic non-clinical based instructors
 - Current, unencumbered license to practice as a registered nurse in the state of Utah.
 - Doctorate degree in Nursing
 - Three years' experience in field
 - Clinical Based Courses
 - Three years of clinical experience as certified advanced practice registered nurse
 - Current, unencumbered license to practice as an advanced practice registered nurse in the state of Utah.
 - Doctorate degree in Nursing

Accreditation Status and Plans

One of the core values of the colleges is, “We will always remain totally compliant with our regulators.” The North-West College West Covina, Pomona, Van Nuys, Glendale, Riverside, Anaheim and Long Beach campuses are accredited by the Accrediting Commission of Career Schools and Colleges (ACCSC). The proposed Utah Campus will be a satellite campus of the above. We are currently in the process of seeking programmatic accreditation through Accreditation Commission for Education in Nursing (ACEN). Part of these application processes require proof of compliance with state and federal agencies (including the state Board of Nursing). Thus, we are seeking conditional, temporary approval from this committee contingent on meeting the accreditation standards outlined in Utah Code 58-31b-5. The college will comply with maintaining close communication with the committee and report regular updates as the status progresses.

Building location (if known)

NWC is currently in negotiations on a site.

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