The Master of Science, Nursing - Family Nurse Practitioner (MSNUFNP) program is a cutting-edge competency-based graduate program for nurses wishing to become advanced practice registered nurses (APRNs) with the Family Nurse Practitioner (FNP) population focus. FNPs deliver cost-effective, holistic, high-quality primary care to individuals, families, and communities across the lifespan. The MSNUFNP program will prepare graduates to excel in the assessment, diagnostic, prescriptive, and treatment processes of advanced practice, as well as in delivering disease prevention and health promotion. In addition to the clinical skills graduates will develop in the MSNUFNP program, graduates will be prepared to lead interprofessional healthcare teams, shape healthcare policy, and make business decisions in order to more efficiently deliver high-quality, cost-effective care to individuals, families, and communities. The MSNUFNP program is a blended program with the majority of the coursework delivered online, plus hands-on clinical practice experiences occurring in the local community. Graduates of the MSNUFNP program are eligible to sit for the FNP national certification examination of their choice. Additionally, the MSNUFNP program will prepare graduates to successfully transition to clinical practice in delivering care to individuals, families, and communities.

as 15–20 hours per week to the program, while others may need to devote more time. For this reason, pre-assessments are there to help your program mentor form a profile of your prior knowledge and create a personalized Degree Plan.

At WGU, faculty serve in specialized roles, and they will work with you individually to provide the guidance, instruction, and support you will need to succeed and graduate. As a student, it is important for

The WGU orientation course focuses on acquainting you with WGU's competency-based model, distance education, technology, and other resources and tools available for students. You will also utilize WGU program and course communities, participate in activities, and get to know other students at WGU. The orientation course must be completed before you can start your first term at WGU.

Because WGU is a competency-based institution, it does not award degrees based on credits but rather on demonstration of competency. However, if you have completed college coursework at another accredited institution, or if you have completed industry certifications, you may have your transcripts and certifications evaluated to determine if you are eligible to receive some transfer credit. The guidelines for determining what credits will be granted varies based on the degree program. Students entering graduate programs must have their undergraduate degree verified before being admitted to WGU. To review more information in regards to transfer guidelines based on the different degree programs, you may visit the Student Handbook found at the link below and search for "Transfer Credit Evaluation."

[Click here for the Student Handbook](#)

WGU does not waive any requirements based on a student's professional experience and does not perform a "résumé review" or "portfolio review" that will automatically waive any degree requirements. Degree requirements and transferability rules are subject to change in order to keep the degree content ¦^|^çæ}cÆæ}åÁ&˘¦¦^}cÈÁ

Remember, WGU's competency-based approach lets you take advantage of your knowledge and skills, regardless of how you obtained them. Even when you do not directly receive credit, the knowledge you]✏•••^••Á{æˆÁ@Á^|]Áˆ[˘Áæ&&^|^¦æc^Ác@^Ácä{^ÁäcÁcæ\^•Ác[Á&[{]|^cˆÁ[˘¦Áå^*¦^^Á]¦[*¦æ{ÈÁ

WGU is a "continuous enrollment" institution, which means you will be automatically enrolled in each of your new terms while you are at WGU. Each term is six months long. Longer terms and continuous enrollment allow you to focus on your studies without the hassle of unnatural breaks between terms that you would experience at a more traditional university. At the end of every six-month term, you and your program mentor will review the progress you have made and revise your Degree Plan for your next six- {[}c@Ác^¦{ÈÁ

WGU requires that students make measurable progress toward the completion of their degree programs every term. We call this "On-Time Progress," denoting that you are on track and making progress toward on-time graduation. As full-time students, graduate students must enroll in at least 8 competency units each term, and undergraduate students must enroll in at least 12 competency units each term. Completing at least these minimum enrollments is essential to On-Time Progress and serves as a baseline from which you may accelerate your program. We measure your progress based on the courses you are able to pass, not on your accumulation of credit hours or course grades. Every time you pass a course, you are demonstrating that you have mastered skills and knowledge in your degree program. For comparison to traditional grading systems, passing a course means you have demonstrated competency ^˘˘âçæ|^}cÁc[ÁæÅ‰Ó+Á*¦æå^Á[¦Áà^cc^¦ÈÁ

WGU assigns competency units to each course in order to track your progress through the program. A competency unit is equivalent to one semester credit of learning. Some courses may be assigned 3 &[{]^c^}&ˆÁ˘}âc•Á¸@â¦^Á[c@^¦•Á{æˆÁà^Áæ•Á|æ¦*^Áæ•ÁFGÁ&[{]^c^}&ˆÁ˘}âc•ÈÁ

Satisfactory Academic Progress (SAP) is particularly important to students on financial aid because you must achieve SAP in order to maintain eligibility for financial aid. We will measure your SAP quantitatively by reviewing the number of competency units you have completed each term. In order to remain in good

academic standing, you must complete at least 66.67% of the units you attempt over the length of your program—including any courses you add to your term to accelerate your progress. Additionally, during your first term at WGU you must pass at least 3 competency units in order to remain eligible for financial aid. We know that SAP is complex, so please contact a financial aid counselor should you have additional questions. *Please note: The Endorsement Preparation Program in Educational Leadership is not eligible ~[¦Á~^å^¦æ|Á~â}æ}&âæ|ÁæâåÈÁ

Your Degree Plan includes courses needed to complete your program. To obtain your degree, you will be required to demonstrate your skills and knowledge by completing the assessment(s) for each course. In general there are two types of assessments: performance assessments and objective assessments. Performance assessments contain, in most cases, multiple scored tasks such as projects, essays, and research papers. Objective assessments include multiple-choice items, multiple-selection items, matching, short answer, drag-and-drop, and point-and-click item types, as well as case study and video-based items. Certifications verified through third parties may also be included in your program. More å^cæâ|^åÁâ}~[¦{æcâ[}Áæà[˘cÁ^æ&@Áæ••^•• {^}cÁâ•Á]¦[çâå^åÁâ}Á^æ&@Á&[˘¦•^Á[~Á•c˘å^ÈÁ

WGU works with many different educational partners, including enterprises, publishers, training companies, and higher educational institutions, to provide high-quality and effective learning resources that match the competencies you are developing. These vary in type, and may be combined to create the best learning experience for your course. A learning resource can be an e-textbook, online module, study

for

Professional Presence and Influence	2	1
Advanced Pathophysiology for the Advanced Practice Nurse	4	1
Essentials of Advanced Nursing Roles and Interprofessional Practice	2	1
Quality Outcomes in a Culture of Value-Based Nursing Care	2	2
Advanced Pharmacology for the Advanced Practice Nurse	4	2
Informatics for Transforming Nursing Care	3	2
Leadership and Management in Complex Healthcare Systems	3	3
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The following section includes the areas of study in the program, with their associated courses. Your specific learning resources and level of instructional support will vary based on the individual competencies you bring to the program and your confidence in developing the knowledge, skills, and abilities required in each area of the degree. The Degree Plan and learning resources are dynamic, so you need to review your Degree Plan and seek the advice of your mentor regarding the resources before you purchase them.

Professional Presence and Influence is a masters-level course designed to guide students towards an enhanced state of presence, where therapeutic relationships are built between nurse and patient. Students will learn techniques for self-care practices that result in enhanced mental and physical wellbeing and that ensure ethically-generated patient care. Presence is an intrapersonal and interpersonal quality that allows the nurse to relate to others and to be aware of the world around them. The characteristics of presence, which include holism, intimacy, sensitivity and adaptability, create a heightened sense of awareness that fosters therapeutic relationships between the nurse and patient. Developing a mindful, authentic presence is central to health and spiritual practices in several cultures and a major element of leadership. Students will intentionally develop a focused mindfulness practice that will influence patient outcomes and lead to conditions that create joy in the workplace.

This course covers the following competencies:

Begin your course by discussing your course planning tool report with your instructor and creating your personalized course plan together.

The learner promotes a healthy work environment by demonstrating a professional presence that includes self-awareness characteristics.

The learner develops solutions and strategies that build positive relationships and promote mindfulness in the workplace.

The learner recommends social communication strategies and technologies to promote a sense of caring and belonging.

The learner applies the principles of improvement science to solve the problem of hostility in the workplace and initiate organizational change designed to promote health and joy in the workplace.

The learner implements the principles of academic writing to produce clear, concise, and evidence-based written communications.

Essentials of Advanced Nursing Roles and Interprofessional Practice explores essential characteristics of the advanced professional nurse in the role of leader, educator, practitioner, or informatics specialist. In this course, students will apply evidence-based strategies to facilitate interprofessional collaboration on teams. Students will explore the role of nurses in advocating for change at the bedside, as well as leading teams to advocate for health policy reform. Students will gather and analyze data to identify patients and populations at risk and recommend policy change to improve health outcomes in the community.

This course covers the following competencies:

Begin your course by discussing your course planning tool report with your instructor and creating your personalized course plan together.

The learner recommends strategies for practicing lifelong learning skills to encourage the continuous improvement essential for practicing as an advanced nursing professional

The learner recommends legal and regulatory policies that advocate for improved health outcomes in patients and populations.

The learner analyzes the roles and interaction of interprofessional team members to assess the resulting impact on healthcare outcomes.

The learner analyzes organizational performance data to guide recommendations for improving healthcare outcomes and disseminating results to a professional community.

Quality Outcomes in a Culture of Value-Based Nursing Care incorporates current standards of quality and safety within the context of value-based care. In a value-based healthcare system, the benefits are derived from measuring health outcomes against the cost of delivering the outcomes. These benefits are then extended to patients, providers, payers, suppliers, and society as a whole. This course introduces new healthcare delivery models, which stress a team-oriented approach to patient care and sharing of patient data so that care is coordinated, and outcomes can be measured easily. Emphasis is placed on performance and quality improvement methods that underlie value-based nursing care. The nurse in advanced practice today must exemplify the standards of quality and safety and be prepared to lead the delivery of value-based patient-centered care.

This course covers the following competencies:

Begin your course by discussing your course planning tool report with your instructor and creating your personalized course plan together.

The learner analyzes the culture of continuous quality improvement and the provision of value-based care to optimize patient outcomes using a systems-thinking analytic approach.

The learner develops a systematic process that incorporates quality measures and benchmarks to assess organizational strengths and vulnerabilities.

The learner integrates performance and process improvement methodologies to develop solutions for identified quality and safety gaps in the practice setting.

The learner establishes measurable metrics and processes to evaluate the effectiveness of value-based care strategies and initiatives.

Informatics for Transforming Nursing Care integrates nursing science with multiple information and analytical sciences to identify, define, manage, and communicate data, information, knowledge, and wisdom in nursing practice. Students will acquire knowledge and skills to apply informatics concepts, communications, and data that are critical to facilitating interprofessional data-driven decision-making. It is designed to build competence in the use of patient- and population-based applications that inform and support the transformation of nursing care delivery toward a future of value-based quality nursing care that improves health outcomes. This course aligns theoretical concepts with practical applications of informatics and is consistent with the functional areas and responsibilities of informatics nurses as defined by the American Nurses Association Scope and Standards for nursing informatics.

This course covers the following competencies:

Begin your course by discussing your course planning tool report with your instructor and creating your personalized course plan together.

The learner analyzes the theoretical and conceptual underpinnings of the nursing informatics scope and standards to improve patient experience and health outcomes.

The learner determines how technology and informatics can be optimized to improve the patient experience and lower healthcare costs.

The learner analyzes core administrative systems to support the management of safe, cost-effective, and high-quality healthcare.

The learner analyzes data from population-based systems to mitigate public health threats and decrease incidence of disease.

The learner designs data collection tools and processes to capture, analyze, and report health indicators and outcomes.

The learner refines data to visually represent, forecast, monitor, and report progress in meeting healthcare outcomes.

Leadership and Management in Complex Healthcare Systems prepares graduate nurses to be thoughtful strategists and informed decision-makers who serve as strong leaders in high-performing healthcare systems. Students develop competencies for managing diverse teams in complex systems, monitoring and measuring organizational performance, allocating financial and human resources, and leading change towards a transformed healthcare system. Additionally, students acquire the knowledge and skills to become full partners with other healthcare professionals by demonstrating nurse contributions toward high-quality care to patients and populations, while working collaboratively with interprofessional teams. There are no prerequisites for this course.

This course covers the following competencies:

Begin your course by discussing your course planning tool report with your instructor and creating your personalized course plan together.

The learner determines the effective leadership skills and approaches required to navigate a diverse staff in a changing healthcare environment.

The learner creates communication and change management plans to foster a culture of innovation.

The learner analyzes data to measure progress in meeting organizational performance indicators in complex healthcare systems.

The learner determines system-level factors necessary to support and empower interprofessional teams.

The learner validates key performance indicators to measure the impact of nursing care on patient and population outcomes.

The learner proposes a strategic business plan to start a nurse-managed practice.

Advancing Evidence-Based Innovation in Nursing Practice introduces students to the dynamic union of healthcare innovation and evidence. Core competencies and behaviors required to be a nurse innovator are discussed. Strategies for measuring innovation at various system levels are presented, as well as techniques for synthesizing and disseminating evidence to advance innovation in healthcare. The skills needed to appraise the quality of diverse sources of evidence are presented within the framework of evidence-based practice. This course focuses on identifying new and emerging sources of evidence that can inform, translate, and scale the complexity of leading innovation in healthcare organizations. Students will experience building communities of practice for collaboratively developing innovative practices and policies designed to improve the health of populations and enhance the patient experience of care.

This course covers the following competencies:

Begin your course by discussing your course planning tool report with your instructor and creating your personalized course plan together.

The learner analyzes evidence from research, clinical expertise, and patient experiences to contribute to the innovation of healthcare practices and policies.

The learner incorporates research strategies and processes to search and review relevant evidence from credible sources.

The learner evaluates innovative best practices that support outcomes-driven healthcare practices.

The learner incorporates new evidence from big data and emerging technologies to design innovative practices.

The learner applies the theory of disruption when developing innovative strategies to improve healthcare outcomes.

The learner synthesizes credible sources of evidence to propose innovative patient care practice guidelines, organizational goals and strategies, and population-based care policies.

Advanced Pathophysiology for the Advanced Practice Nurse prepares the graduate nursing student for the role of an advanced practice nurse with the competencies and skills needed to recognize disease states, identify disease progression,

and health outcomes.

The graduate evaluates the pathophysiology of diseases affecting the reproductive and pulmonary systems to determine disease management and improve patient education and health outcomes.

The graduate evaluates the pathophysiology of diseases affecting the hematologic, cardiovascular, and lymphatic systems to determine disease management and improve patient education and health outcomes.

The graduate evaluates the pathophysiology of diseases affecting the renal, urologic, and gastrointestinal systems to determine disease management and improve patient education and health outcomes.

The graduate evaluates the pathophysiology of diseases affecting the musculoskeletal and integumentary systems to determine disease management and improve patient education and health outcomes.

Advanced Pharmacology for the Advanced Practice Nurse prepares the graduate nursing student for the role of an advanced practice nurse with the competencies and skills for prescribing and monitoring medication safely and effectively. This course will prepare the graduate nursing student to apply pharmacotherapeutics in primary care settings by utilizing the pivotal basis of pharmacokinetics and pharmacodynamics. This course will also prepare the graduate nursing student to select the correct medication, describe the rationale for that selection to the patient, family, and other providers, and to effectively monitor the patient to promote positive drug outcomes.

This course covers the following competencies:

Begin your course by discussing your course planning tool report with your instructor and creating your personalized course plan together.

The graduate integrates the practice of evidence-based medicine and pharmacology principles to effectively, safely, and responsibly make decisions to improve patient care and address underlying health concerns.

The graduate analyzes how the nervous system is affected by neuropharmacology to improve quality of life and health outcomes.

The graduate analyzes how pharmacology affects the pulmonary and cardiovascular systems to inform decisions that improve quality of life and health outcomes.

The graduate synthesizes pharmacological changes for patients in the transition of care to improve the overall patient experience.

The graduate analyzes how pharmacology affects wellness, nutrition, and women's and men's health to improve quality of life and health outcomes.

The graduate analyzes how pharmacology affects the gastrointestinal and endocrine systems, as well as obesity, to improve quality of life and health outcomes.

The graduate analyzes how pharmacology affects infectious diseases, allergies, and musculoskeletal disorders to make evidence-based decisions to improve quality of life and health outcomes.

Advanced Health Assessment prepares the graduate nursing student to perform the role of an advanced practice nurse with the essential competencies necessary to provide primary health care to patients and families of diverse populations. Students will develop the skills needed for systematically collecting and analyzing subjective and objective patient data. Through simulation and clinical experiences, students will use data to determine current and ongoing patient health status, predict health risks, and identify health-promoting activities for patients across the lifespan. Advanced Health Assessment will prepare the nursing graduate with the critical thinking, clinical reasoning, and advanced diagnostic skills required for advanced practice nursing. Upon completion of Advanced Health Assessment, the graduate will be able to synthesize individual and systems level subjective and objective data to facilitate the differential diagnosis processes. Also, the graduate will be able to clearly describe to patients and providers the pertinent health assessment findings and rationale supporting the diagnostic process.

This course covers the following competencies:

Begin your course by discussing your course planning tool report with your instructor and creating your personalized course plan together.

The graduate generates a comprehensive patient health assessment using subjective and objective data.

The graduate evaluates the head, eyes, ears, nose, and throat (HEENT), lymphatic, central nervous, and psychiatric systems using a holistic assessment approach to document normal and abnormal findings and incorporate lifespan considerations.

The graduate evaluates the pulmonary, cardiovascular, and peripheral vascular systems using a holistic assessment approach to document normal and abnormal findings and incorporate lifespan considerations.

The graduate evaluates the gastrointestinal and urinary systems using a holistic assessment approach to document normal and abnormal findings and incorporate lifespan considerations.

The graduate evaluates the female and male reproductive systems using a holistic assessment approach to document normal and abnormal findings and incorporate lifespan considerations.

The graduate evaluates the musculoskeletal, integumentary, and peripheral nervous systems using a holistic assessment approach to document normal and abnormal findings and incorporate lifespan considerations.

Adult Primary Care for the Advanced Practice Nurse prepares the graduate nursing student to perform the role of an advanced practice nurse with the essential competencies and skills necessary to provide primary healthcare to adult patients and families. This course will prepare the graduate nursing student to demonstrate competence in leading health promotion and disease prevention activities; diagnosing, managing, and coordinating care for patients with acute and chronic conditions; and empowering patients to pursue positive health outcomes. This course will also prepare the graduate nursing student to collaborate with adult patients to develop effective plans of care that build patient self-efficacy in the process of preventing and treating disease. The following prerequisite courses are required prior to taking this course: All MSN Core courses and NP Core courses.

This course covers the following competencies:

Begin your course by discussing your course planning tool report with your instructor and creating your personalized course plan together.

The graduate recommends evidence-based health promotion activities to achieve optimal health outcomes in the care of adults.

The graduate synthesizes evidence-based management of in-office health emergencies and acute illnesses affecting the eyes, ears, nose, and throat, as well as the respiratory and gastrointestinal systems, in adult patients to achieve optimal health outcomes.

The graduate synthesizes evidence-based management of acute illnesses affecting the urinary and renal, dermatological, and musculoskeletal systems, as well as infectious diseases, in adult patients to achieve optimal health outcomes.

The graduate synthesizes evidence-based management of chronic diseases affecting the pulmonary, cardiovascular, and gastrointestinal systems in adult patients to achieve optimal health outcomes.

The graduate synthesizes evidence-based management of chronic musculoskeletal, rheumatic, and neurologic diseases in adult patients to achieve optimal health outcomes.

The graduate synthesizes evidence-based management of chronic endocrine, metabolic, hematologic, urinary and renal, and mental health diseases in adult patients to achieve optimal health outcomes.

Pediatric Primary Care for the Advanced Practice Nurse prepares the graduate nursing student to perform the role of an advanced practice nurse with the essential competencies and skills necessary to provide primary healthcare to pediatric patients, from infancy through adolescence, and their families in an outpatient setting. This course will prepare the graduate nursing student to demonstrate competence in leading health promotion and disease prevention activities; in diagnosing, managing, and coordinating care for pediatric patients with acute and chronic conditions; and in empowering patients and their families in pursuing positive health outcomes. This course will also prepare the graduate nursing student to collaborate with pediatric patients and their families in developing effective plans of care that build patient and family self-efficacy in the process of preventing and treating disease. The following prerequisite courses are required prior to taking this course: All MSN Core courses and NP Core courses.

This course covers the following competencies:

Begin your course by discussing your course planning tool report with your instructor and creating your personalized course plan together.

The graduate synthesizes age-specific approaches to the evaluation of infant development, including management of abnormal developmental conditions, to achieve optimal health outcomes.

The graduate synthesizes age-specific approaches to the evaluation of early childhood development, including

management of abnormal developmental conditions, to achieve optimal health outcomes.

The graduate synthesizes age-specific approaches to the evaluation of school-age child development, including management of abnormal developmental conditions, to achieve optimal health outcomes.

The graduate synthesizes age-specific approaches to the evaluation of adolescent development, including management of abnormal developmental conditions, to achieve optimal health outcomes.

The graduate analyzes guidelines for healthy environmental conditions, behaviors, and nutrition to promote pediatric wellness.

The graduate analyzes the roles of self-perception, sexual development, mental health, family relationships, and values to create health promotion plans for pediatric development.

The graduate synthesizes infectious disease prevention, immunizations, and prescribing guidelines to achieve optimal health outcomes in pediatric patients.

The graduate analyzes the importance of physical activity and rest in the overall wellness plan of pediatric patients.

The graduate synthesizes evidence-based care management plans for system-specific pediatric health conditions and disorders.

Special Populations Primary Care for the Advanced Practice Nurse prepares the graduate nursing student to perform the role of an advanced practice nurse with the essential competencies and skills necessary to provide primary healthcare to unique patient populations in the outpatient setting. This course will prepare the graduate nursing student to demonstrate competence in leading health promotion and disease prevention activities; in diagnosing, managing, and coordinating care for patients with specific disease processes; and in empowering patients and their families in pursuing positive health outcomes. This course will also prepare the graduate nursing student to collaborate with unique patient populations and their families in developing effective plans of care that build self-efficacy in the process of preventing and treating specific disease processes. The following prerequisite courses are required prior to taking this course: All MSN Core courses and NP Core courses.

This course covers the following competencies:

Begin your course by discussing your course planning tool report with your instructor and creating your personalized course plan together.

The graduate assesses health barriers unique to specific individuals and populations, as well as determinants of health, foundations of wellness, and evidence-based lifestyle interventions, to determine health promotion and preventative care solutions.

The graduate evaluates the role of behavior and lifestyle intervention on wellness to enhance community and population health outcomes.

The graduate assesses specific areas of need in the population, including the efficacy of existing community support systems, opportunities to better serve vulnerable groups, and the role of the nurse practitioner in identifying solutions.

The graduate assesses current population health stakeholders, resources, policy, and programs to determine their effect on community health outcomes.

The graduate proposes novel, evidence-based, collaborative, and patient-centered nursing plans to address community health needs.

The graduate recommends innovative healthcare solutions for nurse practitioners to enable continuous improvement and address individual and community healthcare needs.

Family Nurse Practitioner Clinical Internship I prepares the graduate nursing student to perform the role of an advanced practice nurse with the essential competencies and skills necessary to deliver primary care to individuals, families, and groups throughout the life span. Using the precepted clinical setting, this course will provide opportunities for the graduate nursing student to combine competencies developed in preparatory advanced practice coursework to deliver patient-centered healthcare. This course will also provide the graduate nursing student with opportunities to conduct advanced health assessments and use the competencies of advanced pathophysiology, pharmacology, and health promotion for individuals and populations across the life span to build self-efficacy in individuals and groups, determine correct diagnoses, and establish plans of care that include patient and population preferences. All MSN Core courses, as well as Advanced Pathophysiology for the Advanced Practice Nurse, Advanced Pharmacology for the Advanced Practice Nurse, and Advanced Health Assessment for the Advanced Practice Nurse and FNP Specialty courses must be completed before taking this course.

This course covers the following competencies:

The graduate demonstrates advanced health assessment techniques that are comprehensive and focused to gather patient health data in the care of individuals and groups across the lifespan moving from novice to advanced beginner.

The graduate synthesizes subjective and objective data from across the patient lifespan to provide accurate diagnoses moving from novice to advanced beginner.

The graduate creates evidence-based and family-centered health plans, including guidelines, clinical expertise, consumer preferences and values, organizational context, and resource limitations moving from novice to advanced beginner.

The graduate evaluates the effectiveness of patient health plans in order to modify the plan, offer additional education, or refer patients to improve quality outcomes moving from novice to advanced beginner.

Family Nurse Practitioner Clinical Internship II prepares the graduate nursing student to perform the role of an advanced practice nurse with the essential competencies and skills necessary to deliver primary care to individuals, families, and groups throughout the life span. In the precepted clinical setting, the student will combine competencies developed in preparatory advanced practice coursework to deliver consumer-centered healthcare. The student will conduct advanced health assessments and use the competencies of advanced pathophysiology, pharmacology, and health promotion for individuals and populations across the life span to build self-efficacy in individuals and groups, determine correct diagnoses, and establish plans of care that include consumer and population preferences. All MSN Core courses, Advanced Pathophysiology for the Advanced Practice Nurse, Advanced Pharmacology for the Advanced Practice Nurse, and Advanced Health Assessment for the Advanced Practice Nurse, FNP Specialty courses, and D122 Family Nurse Practitioner Internship I must be completed before taking this course.

This course covers the following competencies:

The graduate demonstrates advanced health assessment techniques that are comprehensive and focused to gather patient health data in the care of individuals and groups across the lifespan as an advanced beginner.

The graduate synthesizes subjective and objective data from across the patient lifespan to provide accurate diagnoses as an advanced beginner.

The graduate creates evidence-based and family-centered health plans, including guidelines, clinical expertise, consumer preferences and values, organizational context, and resource limitations as an advanced beginner.

The graduate evaluates the effectiveness of patient health plans in order to modify the plan, offer additional education, or refer patients to improve quality outcomes as an advanced beginner.

Family Nurse Practitioner Clinical Internship III prepares the graduate nursing student to perform the role of an advanced practice nurse with the essential competencies and skills necessary to deliver primary care to individuals, families, and groups across throughout the lifespan. In the precepted clinical setting, the student will combine competencies developed in preparatory advanced practice coursework to deliver consumer-centered healthcare. Therefore, the graduate will conduct advanced health assessments and utilize the competencies of advanced pathophysiology, pharmacology, and health promotion for individuals and populations across the life span to build self-efficacy in individuals and groups, to determine correct diagnoses, and to establish plans of care that include consumer and population preferences. All MSN Core courses, FNP Specialty course, and Family Nurse Practitioner Internship I and II must be completed before taking this course.

This course covers the following competencies:

The graduate demonstrates advanced health assessment techniques that are comprehensive and focused to gather patient health data in the care of individuals and groups across the lifespan as a competent provider.

The graduate synthesizes subjective and objective data from across the patient lifespan to provide accurate diagnoses as a competent provider.

The graduate creates evidence-based and family-centered health plans, including guidelines, clinical expertise, consumer preferences and values, organizational context, and resource limitations as a competent provider.

The graduate evaluates the effectiveness of patient health plans in order to modify the plan, offer additional education, or refer patients to improve quality outcomes as a competent provider.

Western Governors University is committed to providing equal access to its academic programs to all qualified •c˘å^}c•ÈÁ ᎽᎽ ÕWꝗ•ÅŒ&&^••âàâǀǎc^ÁÙ^¦çâ&^• c^æ{Á•˘]][¦c•Åc@â•Á{â••â[}Áà^Á]¦[çâãâ}*Á•˘]][¦cÊÁ¦^•[˘¦&^•ÊÁææåç[&æ&^ÊÁ collaboration, and academic accommodations for students with disabilities and other qualifying conditions under the Americans with Disabilities Act (ADA). WGU encourages student to complete the Accommodation Request Form as soon as they become aware of the need for an accommodation. Current and prospective students can reach the Accessibility Services team Monday through Friday 8:00 a.m. to 5:00 p.m. MST at 1-877-HELP-WGU (877-435-7948) x5922 or at ADASupport@wgu.edu.

WGU's Student Services team is dedicated exclusively to helping you achieve your academic goals. The Student Services office is available during extended hours to assist with general questions and requests. The Student Services team members help you resolve issues, listen to student issues and concerns, and make ¦^&[{{^}åæcâ[}•Å~[¦Åâ{]¦[çâ}*Á][ǀâ&^Åæ}åÅ]¦æ&câ&^Áàææ•^åÅ[}Å•c˘å^}cÁ-^^åàæ&\ÈÁÁ

Student Services team members also assist with unresolved concerns to find equitable resolutions. To contact the Student Services team, please feel free to call 877-435-7948 or e-mail studentservices@wgu.edu. We are available Monday through Friday from 6:00 a.m. to 10:00 p.m., Saturday from 7:00 a.m. to 7:00 p.m., mountain standard time. Ô|[•^åÁÙ˘}åæˆ•ÈÁÁ

If you have inquiries or concerns that require technical support, please contact the WGU IT Service Desk. The IT Service Desk is available Monday through Friday, 6:00 a.m. to 10:00 p.m. and Saturday and Sunday, 10:00 a.m. to 7:00 p.m., mountain standard time. To contact the IT Service Desk, please call 1-877-HELP-WGU (877-435-7948) [¦Å^Ë{æâǀÁ•^¦çâ&^å^•\O¸*˘Ë^å˘ËÁV@^Á•˘]][¦cÅc^æ{•Áæ¦^Á*^}¦æǁǀ^Á&|[•^åÁâ}Á[à•^¦çæ}&^Á[-Á˘}âç^¦•âc^Á@[|âåæˆ•ÈÁÁ

For the most current information regarding WGU support services, please visit "Student Support" on the Student Portal at http://my.wgu.edu.