

Clarifying the APRN Core Courses (3 Ps) (2011)

This document serves the purpose of clarifying the APRN Core Courses (3 P's), as per the Consensus Model.

Consensus Model for APRN Regulation

(Approved at 9/27/2011 LACE Meeting)

Clarifying the APRN Core Courses (3 P's)

For additional information see *Consensus Model for APRN Regulation: Licensure, Accreditation, Certification & Education* (p. 11) which can be accessed at <http://www.aprnlace.org>.

The APRN Core courses (3P's) are three separate comprehensive graduate-level courses in:

- Advanced physiology/pathophysiology, including **general principles that apply across the lifespan**; lifespan is defined as prenatal through old age and death.
- Advanced health assessment, which includes assessment of **all human systems, advanced assessment techniques, concepts and approaches**; and
- Advanced pharmacology, which includes pharmacodynamics, pharmacokinetics and pharmacotherapeutics of all broad categories of agents.¹

Options for schools/programs:

- Programs may offer the same course for all APRNs, all roles and all population-foci tracks at that institution; or
- Courses may be designed for or offered to just students in one role or one population focus: for example, a course may be offered to only the primary care pediatric NP students or to only the adult-gerontology CNS students. However, the course must clearly meet the criteria defined above.

Examples of these courses include:

- An advanced physiology/pathophysiology course offered for primary care pediatric NP students must include didactic content that includes general principles that apply across the entire lifespan which is defined as prenatal through old age and death.
- An advanced pharmacology course offered to psych/MH NPs (which are to be prepared to care for the population across the lifespan) must include didactic content on all broad categories of agents, not just those primarily used to treat psych/MH problems.
- A health assessment course offered to neonatal NPs must include assessment of all human systems, advanced assessment techniques, concepts and approaches, not only those most frequently examined in neonates.

Additional content, specific to the role and population, in these three APRN core areas should be integrated throughout the other role and population didactic and clinical courses.

¹ Highlighting is added here for emphasis.

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ANCC encourages faculty to review primary source documents (syllabi and course descriptions) from time of student completion when considering acceptance of transfer courses. All transfer coursework must be reviewed by the faculty program director submitting Validation of Education (VOE) forms. Coursework listed on ANCC forms must be congruent with candidate transcripts including those transferred from previous universities. The VOE will be compared directly to university(ies) transcript(s) and will be returned if incongruent. Faculty and potential APRN applicants should review posted eligibility criteria at the time of application and note:

- Work experience cannot be used in place of faculty-supervised clinical hours for certification eligibility;
- Coursework must be graduate-level, APRN-specific, and match the role/population of the certificate program;
 - Courses that are population-specific must be carefully reviewed for congruence to the certification program and *may not meet eligibility criteria.*

The following courses **do not meet** eligibility criteria:

- Undergraduate level or generalist courses that are non-APRN specific
- Integrated courses (e.g., combined course that includes both advanced pharmacology/pathophysiology)
- Continuing Education courses (award CEU/contact hours)
- Non-APRN (disciplines outside of nursing)

ANCC reserves the right to request a more detailed accounting of educational demographics of applicants prior to continuation of application review. Requests may include, but are not limited to, the requirement to produce source documents such as course descriptions/syllabi from time applicant completed coursework. ANCC reserves the right to close applications where source documents are not provided. ANCC may contact the faculty program director with questions as needed.

ANCC will only evaluate courses presented by the faculty program director on the Validation of Education form that were completed as part of a master's, post-graduate certificate program, or Doctor of Nursing Practice.