

MSN PROGRAM OVERVIEW

MSN Program Purposes

The purpose of the MSN program is to prepare graduates for advanced nursing roles in practice, education, research, and leadership.

MSN Program Objectives

The objectives of the MSN program are to prepare graduates as:

- Leaders and change agents in the delivery of high-quality, accessible, culturally competent healthcare in a global society.
- Professional advanced practice nurses who use communication, collaboration, and synthesis of evidence-based practice, scholarship, and research in the delivery of health care for global health systems.
- Facilitators in designing inter-professional healthcare teams, who use an understanding of organization and environment, and are able to integrate care services across global health systems.
- Critical thinkers who use scientific evidence, patient culture, values, and preferences to investigate clinical problems and translate evidence into safe, cost effective innovative practice that adheres to the ethical tradition of nursing.

Nursing Unit
Organizing Framework: BSN, MSN, and Doctoral (DNP & PhD) Programs



Curriculum Framework Definitions

COMMUNICATION & COLLABORATION. (*Pervasive Thread*). Communication is the process by which information, ideas, beliefs, values, and feelings are interchanged. Communication involves symbols, such as written words, gestures, images, and spoken language. Communication is influenced by inherent capacities, socio-cultural background, environment, attitudes, past experiences, knowledge of subject matter, and ability to relate to others. Communication is also affected by technological advances in health care. Communication is inherent in collaboration and requires critical thinking skills.

Collaboration is the process of making and carrying out decisions with other people regarding health care and research in a caring context. Knowledge of health-care systems includes an understanding of the organization and environment in which nursing and health care is provided. Collaborative leadership is a set of skills to accomplish both individual and collective goals. Collaborative leaders must be excellent communicators of a clear vision based in theories of change and understanding of health care dynamics. Effective communication and collaboration are the foundation for developing therapeutic relationships for the purpose of providing patient care, conducting research, and collaborating with members of teams and communities at local, regional, national, and global levels.

CULTURAL COMPETENCE. (*Pervasive Thread*). Cultural competence is the integration of knowledge, behaviors, skills, and attitudes required to provide quality health care and conduct research with people from different cultures, transcending national boundaries. Cultural competence involves tailoring health care delivery to meet patients' ecological, biosocial, cultural and linguistic needs in an effort to improve outcomes and eliminate disparities in healthcare. Cultural competence includes being able to recognize and respond to patient population health-related beliefs and values, disease incidence and prevalence, genetics and treatment outcomes. Cultural competence may be viewed as a process by which the healthcare professionals continually engage in self-evaluation and strive to effectively work within the cultural context of the individual, family, population, and/or community.

DECISION MAKING PROCESS. (*Pervasive Thread*). The decision making process is the formulation and revision of conclusions based on knowledge acquired. The decision making process requires reflective thought, interdisciplinary focus, global perspective, use of technology, ethical/legal considerations, and comfort with ambiguity. Critical thinking entails the acquisition of knowledge with the intent of deliberate inquiry and involves understanding of different alternatives before making decisions. The decision making process is influenced by many factors such as: patterns and similarity recognition, sense of importance of the facts, common-sense understanding, skilled "know-how" and deliberate rationality. Decision making process outcomes incorporate scientific evidence, patient culture, values and preferences, and clinical expertise.

ETHICS. (*Pervasive Thread*). Ethics is a set of shared values or principles that govern the way nurses interact with patients, families and other health professionals. A Code of Ethics makes explicit the primary goals, values, and obligations of a profession. Individuals who become nurses are expected not only to adhere to the ideals and moral norms of the profession, but also to embrace them as a part of what it means to be a nurse. The ethical tradition of nursing is self-reflective, enduring, and distinctive.

EVIDENCE-BASED PRACTICE, SCHOLARSHIP & RESEARCH. (*Vertical Thread*). Professional nursing is grounded in the application of evidence from research, expert panels, opinion leaders, research-based theories, clinical expertise, assessment data (including preferences and cultural values), and healthcare data. Basing practice on evidence from a number of sources improves outcomes in practice, education, administration, and research at local regional, and national, global levels. Professional nurses participate in the scholarship of discovery, application, integration, and teaching. Professional nurses are committed to evaluating, creating, conducting, and communicating research findings.

GENOMICS. (*Pervasive Thread*). Genetics refers to the study of individual genes and their impact on single gene conditions while genomics examines all genes together and how they interact with each other, the environment, cultural, psychosocial and other factors. The study of genomics assists nurses and other health care practitioners and researchers to find better ways to promote health and prevent and treat disease in individuals, families, populations and communities.

GLOBALIZATION. (*Pervasive Thread*). Globalization is the system of interaction among the peoples, communities, and countries of the world. Globalization of health requires the dissemination of knowledge and the use of best evidence to impact policies and improve world health in a manner that transcends all cultural, economic, environmental, political, and social boundaries. The professional nurse utilizes an integrative, cross-disciplinary approach to effectively address health care disparities and reduce the overall burden of disease.

GLOBAL HEALTH SYSTEMS. (*Vertical Thread*). Global health systems encompass the personnel, institutions, commodities, information, financing, and governance strategies that support universal delivery of health promotion and preventative services in a fair and equitable manner, responding to people's needs and expectations. Global health systems define the administration of health care in terms of market incentives, health impact, consumer satisfaction, and performance monitoring.

HEALTH/ ILLNESS MANAGEMENT. (*Vertical Thread*). Health/illness management includes a scope of services across the health/illness continuum. Nursing practice includes management of health promotion, risk reduction/illness/injury prevention, health maintenance, health restoration, rehabilitation, palliative and end of life care for diverse individuals, families, groups, and vulnerable populations. Optimal health/illness management requires nurses to apply and synthesize knowledge, skills, behaviors, and attitudes to make decisions, develop strategies, and design integrative plans of care. Health/illness management principles and guidelines are developed from nursing and interdisciplinary research. Health/illness management starts at the undergraduate level and builds at the graduate and doctoral level with increasing depth and breadth of knowledge, synthesis of data, complexity of skills and interventions, and role autonomy.

PROFESSIONAL NURSING. (*Vertical Thread*). Professional nurses use a well-delineated and broad knowledge base for practice. Inherent in professional nursing is an understanding of the historical, legal, empirical, and contemporary context of research and evidence-based practice. Professional nursing requires strong critical reasoning, clinical judgment, communication, collaboration, and assessment skills. Professional nursing also requires the development and demonstration of a set of core values and principles, an ethical framework for practice, and involves accountability for one's self and nursing practice within the parameters of professional regulation, competencies and scope of practice. Professional nurses are advocates for high quality care and are knowledgeable and active in the policy processes defining healthcare delivery systems. The professional nurse is committed to lifelong learning and continuous professional engagement, including graduate level of study. Professional nurses have advanced knowledge and clinical expertise necessary to promote health, provide care, educate, advocate, consult, and collaborate as well as facilitate change and provide organizational leadership. Professional nurses use and/or create knowledge through research.

QUALITY & SAFETY. (*Pervasive Thread*). Quality represents the desired health outcomes that are consistent with current professional knowledge. Quality care uses data to monitor the outcomes of care processes and uses improvement methods to design and test changes to continuously improve the quality and safety of health care systems. Quality care is safe, effective, patient centered, timely, efficient, and equitable. Nursing focuses on the achievement of appropriate self care, demonstration of health promoting behaviors, health-related quality of life, perception of being well cared for, and symptom management based on criteria as positive health outcomes. Patient safety is a critical component of high-quality health care. Safety minimizes risk of harm to patients and providers through both system effectiveness and individual performance. Nurses integrate quality aspects into patient safety and are a pivotal component in the integration of nursing care and the care provided by other members of the health team and health system.

TECHNOLOGY. (*Pervasive Thread*). Technology encompasses tools that are intended to enhance clinical practice and include, but are not limited to, computers, web based applications, decision support systems, monitors, data gathering devices, and other technological supports for patient care interventions and knowledge development. Knowledge and skills in information and patient care technology are critical in preparing nursing graduates to deliver quality patient care in a variety of healthcare settings.

SOURCES:

American Association of Colleges of Nursing (AACN). [Decision Making Process](http://www.aacn.nche.edu/). [Health/Illness Management](http://www.aacn.nche.edu/). Retrieved from <http://www.aacn.nche.edu/>

Agency for Healthcare Research & Quality-DHHS (AHRQ). [Quality/Safety](http://www.ahrq.gov/). [Evidence-Based Practice](http://www.ahrq.gov/). [Scholarship](http://www.ahrq.gov/). & [Research](http://www.ahrq.gov/). Retrieved from <http://www.ahrq.gov/>

American Academy of Nursing (AAN). [Evidence-Based Practice](http://www.aannet.org/i4a/pages/index.cfm?pageid=1). [Scholarship](http://www.aannet.org/i4a/pages/index.cfm?pageid=1). [Professional Nursing](http://www.aannet.org/i4a/pages/index.cfm?pageid=1). [Quality/Safety](http://www.aannet.org/i4a/pages/index.cfm?pageid=1). [Genomics](http://www.aannet.org/i4a/pages/index.cfm?pageid=1). [Technology](http://www.aannet.org/i4a/pages/index.cfm?pageid=1). Retrieved from <http://www.aannet.org/i4a/pages/index.cfm?pageid=1>

American Nurses Association (ANA). [Code of Ethics](http://www.nursingworld.org/). [Professional Nursing](http://www.nursingworld.org/). [Communication & Collaboration](http://www.nursingworld.org/). [Decision Making Process](http://www.nursingworld.org/). [Quality/Safety](http://www.nursingworld.org/). [Genomics](http://www.nursingworld.org/). Retrieved from <http://www.nursingworld.org/>

International Council of Nurses (ICN). [Cultural Competence](http://www.icn.ch/about-icn/about-icn/). [Globalization](http://www.icn.ch/about-icn/about-icn/). [Code of Ethics](http://www.icn.ch/about-icn/about-icn/). Retrieved from <http://www.icn.ch/about-icn/about-icn/>

Institute of Medicine (IOM). [Quality/Safety](http://www.iom.edu/). [Global Health](http://www.iom.edu/). Retrieved from <http://www.iom.edu/>

Office of Minority Health-DHHS (OMH). [Cultural Competence](http://minorityhealth.hhs.gov/). Retrieved from <http://minorityhealth.hhs.gov/>

Quality and Safety Education for Nurses (QSEN). [Quality/Safety](http://www.qsen.org/definition.php?id=4). [Communication & Collaboration](http://www.qsen.org/definition.php?id=4). Retrieved from <http://www.qsen.org/definition.php?id=4>

World Health Organization (WHO). [Globalization](http://www.who.int/en/). [Global Health Systems](http://www.who.int/en/). [Genomics](http://www.who.int/en/). [Safety](http://www.who.int/en/). [Technology](http://www.who.int/en/). Retrieved from <http://www.who.int/en/>

Organizing Curriculum Framework of the MSN Program

The organizing curriculum framework for the MSN program is derived from the mission, vision, and goals of the Nursing Unit and the purposes and objectives of the MSN program. The MSN organizing curriculum framework builds upon a common global concept schematically depicted as a “globe.” The MSN curriculum framework is founded on the knowledge base and advances the organizing processes (vertical and pervasive threads) of the BSN curriculum on the “globe.” The organizing curriculum framework for the MSN program is divided into two (2) major components: CORE KNOWLEDGE and POPULATION/SPECIALIZATION. These two components include 1) four vertical organizing threads (**Global Health Systems, Health/Illness Management, Evidence-Based Practice, Scholarship & Research, and Professional Nursing**); and 2) seven pervasive organizing threads (**Genomics, Communication & Collaboration, Quality & Safety, Technology, Globalization, Decision Making Process, Ethics, and Cultural Competence**).

The vertical organizing threads depicted within the globe (**Global Health Systems, Health/Illness Management, Evidence Based Practice, Scholarship & Research and Professional Nursing**) are articulated in logical progression and toward increased complexity from the BSN and through the MSN curriculum, providing depth and breadth to the curriculum. The pervasive organizing threads of the framework depicted surrounding the globe (**Genomics, Communication and Collaboration, Quality & Safety, Technology, Globalization, Decision Making Process, Ethics, and Cultural Competence**) are integrated throughout the curriculum.

Students advance through each of the two major components of the MSN curriculum as programs of study are completed. Courses within the two components are delineated as 1) CORE KNOWLEDGE and 2) POPULATION/SPECIALIZATION courses. CORE KNOWLEDGE courses are taken by all MSN students regardless of population focus or specialization. POPULATION/SPECIALIZATION courses are dependent on which population or specialization the student has chosen to pursue. (NOTE: The tracks for advanced psychiatric-mental health nursing and nursing administration are currently on moratorium for admissions).

Vertical Organizing Threads

The vertical organizing threads of the framework include **Global Health Systems, Health/Illness Management, Evidence Based Practice, Scholarship & Research** and **Professional Nursing**. These organizing threads are articulated through logical progression and toward increased complexity in the MSN curriculum. These vertical threads reflect the mission, vision, and goals of the Nursing Unit and the purposes and objectives of the MSN program.

Global Health Systems

The vision of the Nursing Unit is to prepare graduates who will be globally recognized for their contribution in health care, education, leadership and research with a focus on the needs of the underserved populations. MSN graduates will be prepared as facilitators in designing inter-professional healthcare teams, who use an understanding of organization and environment, and are able to integrate care services across global health systems.

MSN students acquire foundational knowledge in global health systems in the CORE KNOWLEDGE component course: *NGR 5131 Culture in Advanced Nursing Practice*. For the POPULATION/SPECIALIZATION component, MSN students select one of the following clinical populations: advanced adult health, advanced child health, advanced family health, or anesthesiology nursing. Progress in knowledge and skills in global health systems is provided in the following courses:

For nurse practitioner students:

- *NGR 6201C/L Advanced Adult Health Nursing I/PR; NGR 6202C/L Advanced Adult Health Nursing II/PR; NGR 6209 Clinical Decision making in Advanced Adult Health Nursing; and NGR 6700L Role Synthesis in Advanced Adult Health Nursing PR;*
- *NGR 6301C/L Advanced Child Health Nursing I/PR; NGR 6302C Advanced Child Health Nursing II/PR; and NGR 6337L Role Synthesis in Advanced Child Health Nursing;*
- *NGR 6601C/L Advanced Family Health Nursing I/Practicum & NGR 6602C/L Advanced Family Health Nursing II/Practicum; and NGR 6619L Role Synthesis in Advanced Family Health Nursing PR.*

For anesthesiology nursing students:

- NGR 6492 *Professional Aspects of Anesthesiology Nursing*

Health/Illness Management

A goal of the CNHS nursing unit is to prepare graduates who will be able to collaborate with local, national, and international health care agencies in promoting excellence through cost effective, accessible, equitable and humanistic health care delivery systems for divergent individuals, families and communities. MSN graduates will be prepared as professional advanced practice nurses who use communication, collaboration, and synthesis of evidence-based practice, scholarship, and research in the delivery of health care for global health systems.

MSN students acquire foundational knowledge in the health-illness management continuum in the CORE KNOWLEDGE component courses: *NGR 5141 Pathophysiologic Basis for ANP*; *NGR 6172 Pharmacological Concepts in ANP*; and *NGR 5035C Advanced Client Assessment*. For the POPULATION/SPECIALIZATION component, MSN students select one of the following clinical populations: advanced adult health, advanced child health, advanced family health, or anesthesiology nursing. Progress in knowledge and skills in health-illness management is provided in the following courses:

For nurse practitioner students:

- See courses under **Global Health Systems**

For anesthesiology nursing students:

NGR 6421 Principles of Anesthesiology Nursing I, *NGR 6460 Pharmacology of Anesthesiology Nursing I*, *NGR 6493 Technology in Anesthesiology Nursing*, *NGR 6431L Anesthesiology Nursing Practicum I*, *NGR 6404 Advanced Bioscience for Anesthesiology Nursing I*, *NGR 6422 Principles Anesthesiology Nursing II (OB/Peds)*, *NGR 6461, Pharmacology of Anesthesiology Nursing II*, *NGR 6432L Anesthesiology Nursing Practicum II*, *NGR 6490 Regional Anesthesia*, *NGR 6423 Principles of Anesthesiology Nursing III (CVT)*, *NGR 6433L Anesthesiology Nursing Practicum III*, *NGR 6405 Advanced Bioscience for Anesthesiology Nursing II*, *NGR 6434L Anesthesiology Nursing Practicum IV*, *NGR 6424 Principles of Anesthesiology Nursing IV (Emergency)*, *NGR 6435L Anesthesiology Nursing Practicum V*, *NGR 6436L Anesthesiology Nursing Practicum VI*, *NGR 6491 Advanced Anesthesiology Nursing Seminar*, *NGR 6437L Anesthesiology Nursing Practicum VII*

Evidence-Based Practice, Scholarship & Research

A goal of the CNHS nursing unit is to prepare nursing graduates to promote, expand and validate the scientific base of nursing knowledge and practice through the discovery, organization and transmission of research-based knowledge, skills and values. MSN graduates will be prepared as critical thinkers who use scientific evidence, patient culture, values, and preferences to investigate clinical problems and translate evidence into safe, cost effective innovative practice that adheres to the ethical tradition of nursing. These scholarly endeavors will provide a foundation MSN graduates to pursue post-master's study.

MSN students acquire foundational knowledge in evidence-based practice, scholarship and research in the CORE KNOWLEDGE component courses: *NGR 5110 Theories in Nursing* and *NGR 5810 Research Methods in Nursing*. Students work with faculty conducting research in the research project course: *NGR 6910C Research Project*. In the POPULATION/SPECIALIZATION component, MSN students select one of the following clinical populations: advanced adult health, advanced child health, advanced family health, or anesthesiology nursing. Progress in knowledge and skills in evidence-based practice, scholarship and research and the ability to apply this knowledge in an advanced practice role is further developed in the following courses:

For nurse practitioner students:

- See courses under **Global Health Systems**

For anesthesiology nursing students:

- See courses under **Health/Illness Management**

Professional Nursing

A goal of the CNHS nursing unit is to prepare graduates for leadership roles in basic and advanced professional nursing practice in a rapidly changing, multicultural, multiethnic, global environment. The purpose of the MS program is to prepare graduates for advanced nursing roles in practice, education, research, and leadership. MSN graduates will be prepared to be leaders and change agents in the delivery of high quality, accessible, culturally competent health care in a global society.

MSN students are introduced to and acquire knowledge for developing an understanding of the roles of the advanced practice nurse within the context of professional nursing in the CORE KNOWLEDGE component courses of *NGR 5141 Pathophysiologic Basis for ANP*; *NGR 6172 Pharmacological Concepts in ANP*; *NGR 5035C Advanced Client Assessment*; *NGR 5110 Theories in Nursing*; *NGR 5810 Research Methods in Nursing* and *NGR 6910C Research Project*. In the POPULATION/SPECIALIZATION component, MSN students select one of the following clinical populations: advanced adult health, advanced child health, advanced family health, or anesthesiology nursing. Progress in knowledge and skills in understanding the role of the advanced practice nurse and the ability to apply this knowledge in an advanced practice role is further developed in the following courses:

For nurse practitioner students:

- See courses under **Global Health Systems**

For anesthesiology nursing students:

- *NGR 6492 Professional Aspects of Anesthesiology Nursing*
- In addition, see courses under **Health/Illness Management**

Pervasive Organizing Threads

The pervasive organizing threads of the framework include **Genomics, Communication and Collaboration, Quality & Safety, Technology, Globalization, Decision Making Process, Ethics, and Cultural Competence**. These organizing threads are integrated throughout the curriculum and are found throughout course objectives in all components of the programs of study. .

MSN Curriculum Components & Plan

Students advance through each of the two major components of the MSN curriculum as programs of study are completed. Courses within the two components are delineated as 1) CORE KNOWLEDGE and 2) POPULATION/SPECIALIZATION courses. CORE KNOWLEDGE courses are taken by all MSN students regardless of population focus or specialization. POPULATION/SPECIALIZATION courses are dependent on which population or specialization the student has chosen to pursue.

Allocation for course credits is based on the University formula. The ratio of credit to contact hour for theory courses is 1:1. The ratio of credit to contact hour for laboratory courses is 1:2. The ratio of credit to contact hour for clinical courses is 1:5. This ratio assures the level of learning achievement and compliance with regulatory requirements necessary for the competent role performance of the MSN graduate. Therefore, the advanced adult health and advanced child health, NP students complete a minimum of 630 hours of clinical practice. Advanced family health nurse practitioner students complete a minimum of 770 hours of clinical practice. Anesthesiology nursing students complete a minimum of 3,240 hours in clinical practice as required by the Council on Accreditation of Nurse Anesthesia Educational Programs.

CORE KNOWLEDGE Component

The CORE KNOWLEDGE component required of all MSN students consists of seven (7) courses of three (3) credits each (21 total credits): *NGR 5110 (Theories in Nursing)*; *NGR 5035C (Advanced Client Assessment)*; *NGR 5141 (Pathophysiological Basis of Advanced Nursing Practice)*; *NGR 6172 (Pharmacological Concepts in Advanced Nursing Practice)*; *NGR 5131 (Culture and Advanced Nursing Practice)*; *NGR 5810 (Research Methods in Nursing)* and *NGR 6910C Research Project*. These courses are completed within the prescribed plan of study for each specialty track.

POPULATION/SPECIALIZATION Component

In the POPULATION/SPECIALIZATION component, students select one of four clinical domains of specialization: Advanced adult health, advanced child health, advanced family health, or anesthesiology nursing. Students utilize and develop their knowledge and skills in one or more clinic settings under the supervision of a nurse practitioner or physician preceptor or certified registered nurse anesthetist (CRNA).

For nurse practitioner students:

Students in advanced adult or child tracks are awarded three (3) credits for each clinical related course. Students in the advanced family track are awarded four (4) credits for each clinical related course to allow for the added lifespan of practice experience required of these practitioners. Clinical decision making courses are three (3) credit courses. For all NP tracks, the Role Synthesis course is a four (4) credit course composed of one theory credit and three clinical credit hours.

Advanced Adult Health Nursing students complete *NGR 6201C/6201L Advanced Adult Health Nursing I Theory/Practicum* followed by *NGR 6202C/6202L Advanced Adult Health Nursing II Theory/Practicum*, and finally *NGR 6700L Role Synthesis in Advanced Adult Practice* and *NGR 6209 Clinical Decision Making in Adult Health Nursing*.

Advanced Child Health Nursing students complete *NGR 6301C/6301L Advanced Child Health Nursing I Theory/Practicum* followed by *NGR 6302C/6302L Advanced Child Health Nursing II Theory/Practicum*, and finally *NGR 6337L Role Synthesis in Advanced Child Practice* and *NGR 6337C Clinical Decision Making in Child Health Nursing*.

Advanced Family Health Nursing students complete *NGR 6601C/6601L Advanced Family Health Nursing I Theory/Practicum* followed by *NGR 6602C/6602L Advanced Family Health Nursing II Theory/Practicum*, and finally *NGR 6619L Role Synthesis in Advanced Family Practice* and *NGR 6748 Clinical Decision Making in Family Health Nursing*.

For anesthesiology nursing students:

Anesthesiology Nursing students complete a total of 71 credits. These credits include 21 credits of CORE KNOWLEDGE and 50 credits of POPULATION/SPECIALIZATION. The anesthesiology nursing curriculum is designed to meet program outcomes requisite for entry into practice as a CRNA upon successful completion of a national certification examination administered by the National Board of Certification and Re-Certification of Nurse Anesthetists (NBCRNA). Anesthesiology nursing students complete a lock-step curriculum that incorporates the CORE KNOWLEDGE and POPULATION/SPECIALIZATION as outlined above and which meets, or exceeds, the educational requirements set forth by the Council on Accreditation of Nurse Anesthesia Educational Programs.

Bridge Program

In 2008, a graduate entry "bridge" option was extended to all applicants to the MSN program; the "bridge" option had existed since 2001 for the Anesthesiology Nursing track. RN applicants with a baccalaureate degree other than nursing can apply to the MSN program; however, these applicants must have completed an Associate Degree in Nursing, be licensed as a RN, and take three baccalaureate level "bridge" courses of seven (7) credits (*NUR 3119 Professional Nursing: Concepts & Issues*, *NUR 3668 Nursing Leadership in Global Health Care*, and *NUR 4636C Care of Families: Community Health Nursing*) to advance through the nurse practitioner or nurse anesthetist areas of specialization.

Electives

Programs of study provide an opportunity to select elective courses. Students select electives according to their individual interests and career plans, after consultation with a faculty advisor. Additional courses may be applied to the student's plan of study after consultation with a faculty advisor. Students are encouraged to pursue electives in other academic units when appropriate.