Program Handbook 2022/2023

MASTER OF SCIENCE IN NURSING

DIVISION OF NURSING

The purpose of this handbook is to familiarize the student with the policies/protocols of the program, so as to give direction to the student throughout their course of study.

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Toledo, Ohio 43604

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mercycollege.edu

TO: **Nursing Students**

FROM: **MSN Program Director**

DATE: **2022-2023 Academic Year**

The following is the Division of Nursing Master of Science in Nursing Program Handbook for the 2022-2023 academic year. Please print and sign this form and return it to the MSN Program Director by way of uploading it into Canvas. By doing so, you agree to read and follow these guidelines.

The Mercy College of Ohio Master of Science in Nursing Program Handbook is published by the Mercy College of Ohio Division of Nursing and is the Master of Science in Nursing Program's official notification of its policies, procedures, and standards of conduct applicable to students. Each student is responsible for knowledge of the policies, procedures, and standards of conduct described in the Handbook; enrollment is considered acceptance of all conditions discussed in this Handbook. However, the provisions of this Handbook do not constitute a contract between any student and Mercy College of Ohio. The College reserves the right to change any of the policies, procedures, and standards of conduct at any time as may be necessary in the interest of the College. The College also reserves the right to modify or discontinue any of the services, programs, or activities described in this Handbook. If a material revision to a policy, procedure, or standard of conduct is made and becomes effective during the academic year, students will be notified of such and will be expected to abide by the updated terms. Questions regarding this Handbook should be directed to the Program Director.

Mercy College website: https://www.mercycollege.edu

PRINTED NAME: _____

SIGNATURE: _____

DATE: _____

TECHNICAL STANDARDS

In order to assure patient and student safety, to meet the program competencies, and for successful completion of the objectives of each nursing course, an individual must be able to independently, with or without reasonable accommodation, meet the following technical standards:

- Ability to learn in the classroom and various educational settings.

- Ability to speak, hear, observe, read, and understand the English language in a manner sufficient to provide safe and effective patient care.

- Ability to communicate in sensitive and effective interactions with patients, families, and members of the health care team.

- Ability to effectively use patient care technologies, information systems, and communication devices that support safe and effective nursing practice.

- Ability to observe patient conditions and respond appropriately to health and illness for purposes of providing safe and effective patient care.

- Ability to assess and monitor patient health needs.

- Ability to meet physical strength and mobility demands of providing clinical care, attending to emergency codes, and performing maneuvers such as CPR.

- Ability to respond promptly to urgent and stressful situations that may occur during clinical education.

- Ability to think critically, solve problems, exercise professional judgement, promptly complete responsibilities, and make decisions for the care of persons, families, and /or communities across the health continuum and in a variety of settings.

- Ability to perform calculations accurately in the provision of safe and effective patient care, including medication administration.

- Ability to show concern for others, compassion, human dignity, ethical conduct, and accountability.

- Ability to adapt to and function effectively to stressful situations in both the classroom and clinical settings.

To be qualified for the Mercy College nursing programs, individuals must be able to meet both academic standards and the technical standards listed previously, with or without reasonable accommodation(s). It is a student's responsibility to request reasonable accommodations following the procedures outlined in the *Mercy College of Ohio College Catalog* or on the College's website at www.mercycollege.edu/student-affairs/accessibility; requests for reasonable accommodations will be reviewed and considered by the College. For further information regarding services and resources for students with disabilities and/or to request accommodations, please contact the Office of Accessibility Services at 419-251-1784 or ADA504@mercycollege.edu.

These standards are not intended to deter any student who may be able to complete the requirements of the program with reasonable accommodations.

Please indicate below:
☐ I **can** meet the technical standards with or without reasonable accommodations.
☐ I **cannot** meet the technical standards with or without reasonable accommodations.

_____   _____

Student Signature   **Date**

References

Ailey, S. H., & Marks, B. (2016). Technical standards for nursing education programs in the 21st century. *Rehabilitation Nursing, 0*, 1-11. doi: 10.1002/mj.278

Matt, S. B., Maheady, D., & Fleming, S. E. (2015). Educating nursing students with disabilities: Replacing essential functions with technical standards for program entry criteria. *Journal of Postsecondary Education and Disability, 28*(4), 461-468

CONTENTS

WELCOME

It is with great pleasure that we welcome you to Mercy College of Ohio.
We hope you will find happiness and personal satisfaction while you are here.
We realize that you have much to learn and many new
adjustments to make in this new experience.
This handbook is your guide to enhance your educational experience and
relationship with fellow students, the faculty, and others
with whom you will be associated during your program of study.

INTRODUCTION

The nursing program at Mercy College of Ohio has a rich heritage of compassionate care and excellence in nursing education. More than 3,000 nurses were educated through the Mercy Division of Nursing from its founding in 1918 by the Sisters of Mercy. That program, which led to a diploma in nursing, evolved into the current two-year Associate of Applied Science in Nursing degree.

The College's nursing program today includes a rigorous college curriculum leading to either a two-year Associate of Applied Science (AAS) in Nursing degree, a four-year Bachelor of Science in Nursing degree (BSN), or a Master of Science in Nursing degree (MSN). Every graduate acquires a liberal arts education and technical skills background necessary for immediate entry into the nursing field and for further study.

NURSING MISSION STATEMENT

Mercy College of Ohio Division of Nursing prepares quality graduates to care for and serve diverse populations within healthcare systems reaching persons of our communities and global environment through critical thinking, clinical judgement, and scholarship with the evolution and implementation of evidence-based practice. The Division of Nursing inspires students to dedicate themselves to service, intellectual inquiry, social engagement, leadership, and lifelong learning in the spirit of the Mercy values. Through graduate education, the Division of Nursing provides graduates with a greater understanding of the discipline of nursing in order to engage in higher-level practice and leadership in a variety of settings and to commit to lifelong learning.

ACTIVE LEARNING

Nurses need to engage in active learning in order to adapt and meet the changes in a complex healthcare environment. In providing a progressive and contemporary learning environment for graduate nursing students at Mercy College of Ohio, administration and faculty support active learning by engaging the student in the collaborative process of learning. Engaging the student in the learning process fosters the ability to self-direct learning and meet one's personal learning needs.

The positive benefits of active learning include enhancing critical thinking, prioritization, problem solving, time management, and organizational skills. Furthermore, active, self-directed learning promotes self-responsibility and leads to autonomy and personal and professional integrity.

Learner-centered activities that may be used in the learning environment may include, but are not limited to, discussion, dialogue, debate, case studies, group projects, on-line interactions, simulation, games, flipped classroom, reflective journaling, lecture/discussion, role play, student presentation, video tape, and written assignments.

In order for students to reap these positive benefits of active learning, they have several responsibilities. Students should:
1. Actively participate in classroom activities, such as discussions, case studies, games, role playing, debates, etc.
2. Work as a reliable team member on group projects and presentations.
3. Complete assigned readings prior to class time.
4. Complete assignments in a timely manner.
5. Review material each week.
6. Join a study group.
7. Meet with course faculty, and writing tutor as needed.

TYPES OF COURSE DELIVERY METHODS

As defined in the College Catalog under the heading "Types of Course Delivery Methods," the following instructional delivery methods may be implemented, as determined by course faculty, to reach course objectives for course requirements including but not limited to clinical, laboratory, practicum, and other course requirements: Face to Face, Web-Enhanced (also Web-Facilitated), Blended (also Hybrid), Online, and/or Accelerated.

CIVIL RIGHTS/NONDISCRIMINATION STATEMENT

Mercy College of Ohio is committed to a policy of nondiscrimination on the bases of race, color, national and ethnic origin, ancestry, sex, sexual orientation, gender identity, disability, age, marital status, military status, religion, pregnancy, genetic information, citizenship status, and any other legally protected class in employment, admissions and other educational programs, services and activities, in accord with applicable federal and state law.

For more information about Mercy College of Ohio policies, compliance and consumer information, please visit: www.mercycollege.edu/compliance.

Any member of the College community who is a witness to or victim of discrimination should immediately notify the Director of Compliance and Risk Management at 419-251-1710, or 2221 Madison Avenue Toledo, OH 43604. The College prohibits retaliation based upon reporting of violations of this policy.

TITLE IX STATEMENT

In accordance with the Education Amendments of 1972, 34 CFR Part 106, Mercy College of Ohio has designated a Title IX Coordinator and Deputy Title IX Coordinator (Youngstown location) to ensure compliance regarding sex/gender discrimination of any type. Discrimination on the basis of sex can include pregnancy and pregnancy-related conditions. Please direct questions/concerns to:

Stacey Brown, Title IX Coordinator	Betsy Cardwell, Deputy Title IX Coordinator
Mercy College of Ohio	Mercy College of Ohio
Toledo Campus	Youngstown Campus
2221 Madison Avenue	1044 Belmont Avenue
Toledo, Ohio 43604	Youngstown, Ohio 44501
419-251-1710	330-480-2170
stacey.brown@mercycollege.edu	elizabeth.cardwell@mercycollege.edu
titleIX@mercycollege.edu	

GRADUATE NURSING PROGRAM

MASTER OF SCIENCE IN NURSING PROGRAM

PHILOSOPHY OF THE MASTER OF SCIENCE IN NURSING PROGRAM

Individual
Based on Christian principles, sacredness of life, and human dignity, the individual is created in the image and likeness of God, composed of body and soul, endowed with intellect and free will from which stem a person's dignity and integrity as a unique individual. Each individual has the right to be treated with respect and dignity. The individual is a complex being who has unique values, beliefs, and life experiences that influence self-care behavior. Individuals have vast resources for self-directed behavior enabling them to make decisions, set goals, and take action to promote, maintain, and restore health.

Society
Society is a complex social system comprised of unique individuals, groups, families, and communities existing within a changing environment. The environment includes spiritual, physical, psychological, cultural, social, technological, economic, geographic, ecological, and political forces. Changes in society influence the values and expectations placed upon healthcare professionals and institutions. The needs and influences of society impact the delivery of nursing care, and the preparation of nursing leaders and educators who will promote the advancement of the profession.

Health
Health is a dynamic state of bio-psycho-social-spiritual functioning of a person, family, group, or community. Health is viewed on a continuum throughout the lifespan and is described for given phases of the developmental process in relation to complex and changing interactions of biological, psychological, spiritual, social, and environmental dimensions. All individuals have the right, as well as a responsibility, to maintain health based on their inherent capabilities, depth of knowledge, growth and development, environment, culture, perception of needs, and the accessibility to resources. Individuals, families, groups, and communities take deliberative actions to maintain an optimal state of health. The nursing profession initiates and supports efforts to assure access to quality health care for all individuals. The nurse collaborates with others in shaping healthcare policy.

Nursing
Nursing, as a practice-based discipline, encompasses the components of nursing science, as well as the art of nursing, personal knowing, and ethics (Carper, 1978). The discipline synthesizes theoretical frameworks from nursing and other disciplines into an expanded knowledge base while integrating the arts, sciences, and humanities. The discipline is expressed in nursing practice, the development of theory, and interaction of scholarship.

As a caring service, nursing involves acting with compassion to design, provide, manage, and coordinate care for individuals, families, groups, and communities within established legal, ethical, and professional standards. Holistic nursing practice at the graduate level is further defined through the development and implementation of evidenced-based practice and culturally sensitive care.

As a member of the nursing profession, the graduate nurse is responsible and accountable for care management, positive patient care outcomes, and quality care. The graduate nurse, in partnership with others, assures effective responses to the complexity of health issues. The graduate nurse functions as an advocate for individuals, families, groups, and communities through interdisciplinary collaboration, delegation, education, and communication in the organization and management of care.

Learning

Graduate nursing education is on the continuum of lifelong learning through which learners acquire advanced knowledge in leadership roles in education and healthcare. Learning is a reciprocal process in which the learner and faculty are active and willing participants.

Faculty members facilitate and promote learning in an environment which fosters mutual trust, accountability, responsibility, self-expression, intellectual curiosity, critical thinking, and creativity. Faculty members recognize that learners enrich this environment by bringing to it a diversity of backgrounds, age, education, life experience, and professional nursing practice. The success of the learner is dependent on self-motivation, active participation, and goal-directed behavior in the planned curricular experiences.

Master of Science in Nursing

A Master of Science in Nursing is provided within institutions of higher learning and prepares graduates with the multifaceted knowledge, skills, and values needed to practice advanced nursing with competence, compassion, and integrity. Advanced nursing practice is dependent on understanding and integrating nursing theory, evidence-based practice, human relations, strategic management, technology, and leadership in today's complex healthcare delivery systems.

Nurses in advanced roles are prepared to function as nursing leaders in healthcare and educational settings. They are responsible for improving practice settings and patient care delivery, and for facilitating the education of nursing students, healthcare clients, and healthcare colleagues.

Professional Development

Changes in healthcare and the role of professional nurses mandate that nurses at the Master of Science in Nursing degree level are prepared for leadership roles in healthcare and nursing education. Continued inquiry into theory, scholarship, and practice provides the framework for facilitating personal and professional development in leadership roles.

Program Goals

The program aims to:

1. Promote excellence in the education of nurses for the advanced role as leaders and educators in healthcare.

2. Cultivate Christian values of compassion, excellence, human dignity, justice, sacredness of life, and service in the profession of the nurse leader and nurse educator.

3. Prepare graduates for the advanced role in nursing leadership and/or nursing education through the application of nursing theory and evidence-based practice.

4. Foster self-direction in pursuit of lifelong learning and personal and professional development.

5. Prepares graduates to address top priorities in global health based on needs and emerging health issues.

FIGURE 1: MASTER OF SCIENCE IN NURSING: CONCEPTIONAL FRAMEWORK

MERCY COLLEGE OF OHIO
MASTER OF SCIENCE IN NURSING

Quality Care

Professional Expertise

Core Values

Nursing Education

Foundational Nursing Education

Scholarship

Critical Thinking

Nursing Leadership

Leadership

Communication

Master of Science in Nursing
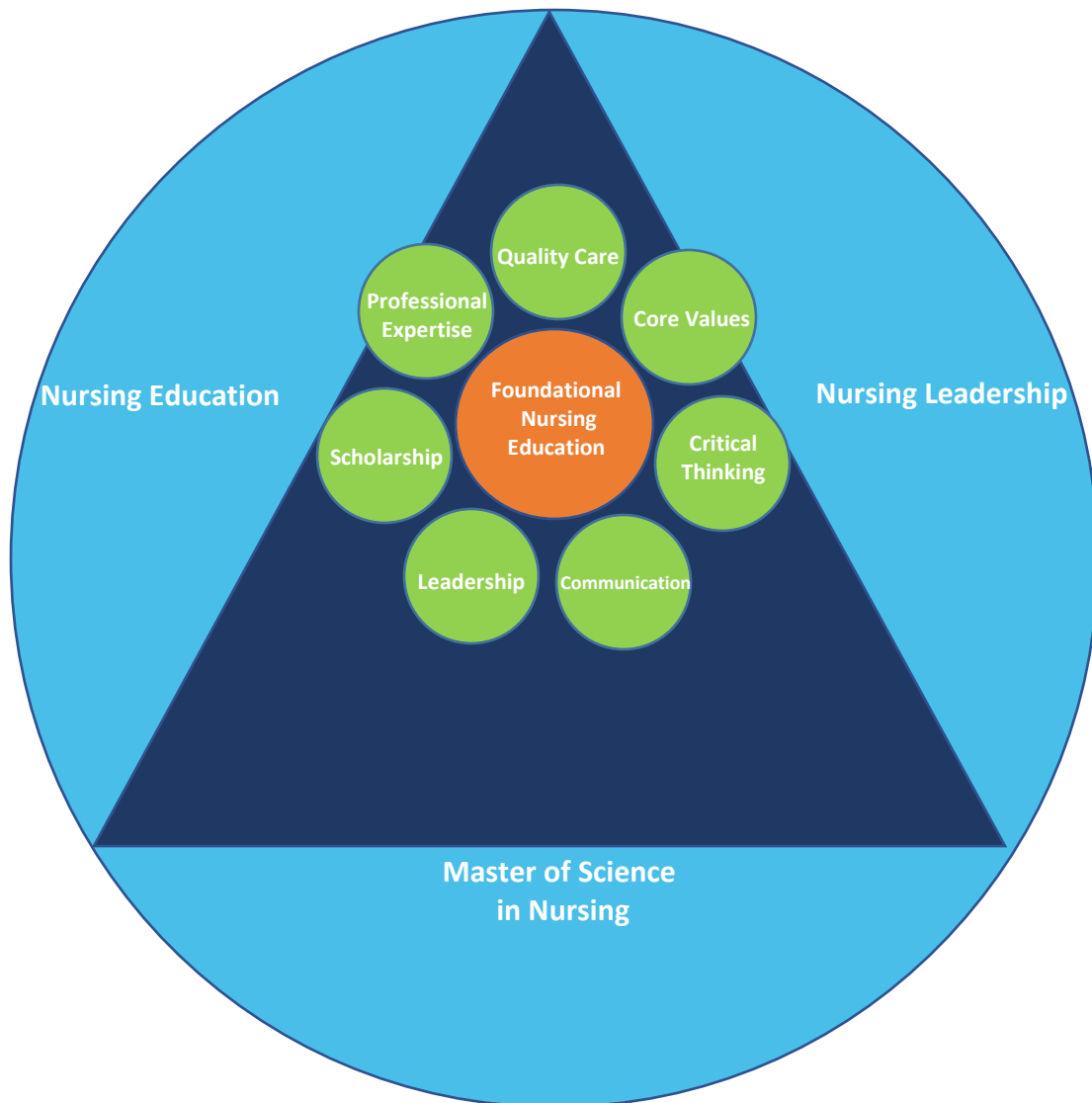
DESCRIPTION OF THE MSN CONCEPTUAL FRAMEWORK

The conceptual framework has been designed to provide organization to the Master of Science in Nursing curriculum, serving as a guide for selection of nursing content, courses, and learning experiences. There are seven (7) major concepts that are central to the conceptual framework of the curriculum, all of which are built upon a strong foundation of knowledge from a Baccalaureate of Science in Nursing curriculum. These concepts are integrated throughout the core courses and the courses in the two specialty tracks for the Master of Science in Nursing curriculum. The concepts, based on the philosophy and mission of the nursing program, and adapted from *The Essentials of Master's Education in Nursing* (AACN, 2011), are defined as follows (See Figure 1):

Values

Mercy College of Ohio Values are explicated with the unifying concepts of Christian values and Catholic identity within the Master of Science in Nursing curricula and within the role of the nurse in advanced practice. These values include compassion, excellence, human dignity, justice, sacredness of life, and service. These values are seen as foundational values to interacting respectfully with all persons and providing culturally competent care. The Mercy College of Ohio Values are further defined as follows:

- **Compassion** – Displaying respect, care, empathy, and consideration to everyone we meet
- **Excellence** – Focusing on the areas of academics and intellectual inquiry to pursue distinction in our professional and personal lives
- **Human Dignity** – Valuing the diversity and significance of each individual, rooted in our belief that all are created in the image and likeness of God
- **Justice** – Acting with integrity, honesty, and truthfulness
- **Sacredness of life** – Reverencing all life through our thoughts, words, and actions
- **Service** – Dedicating ourselves to improving the lives of others through professional and community services.

Critical Thinking

Critical thinking in nursing includes the integration of professional standards, proficiency in diagnostic reasoning, and intellectual skills, which promote sound judgments and safe decision making to ensure quality of care. Critical thinking in nursing is essential to the management of complex situations, empowerment and autonomy in practice, and the exchange of information and beliefs in order to enhance thinking and learning and for self-actualization. A holistic approach to critical thinking involves critical listening, thinking, writing, reading, and speaking.

Communication

The role of the nurse in advanced practice is to use effective, respectful communication to build and lead collaborative interprofessional care teams. The nurse is accountable to articulate healthcare issues and concerns using clear and concise written and spoken communication throughout all facets of nursing practice, education, research, and leadership. The nurse in an advanced role will use therapeutic communication skills to address the client's needs and promote quality outcomes.

Leadership

Effective nursing leaders are innovators as well as change agents. A leader has a commitment to holistic care and possesses leadership skills of communication, critical thinking, decision-making, problem solving, and process planning. A leader is current and equipped with the knowledge, skills, and attitudes necessary to continuously deliver quality and safe patient care. To cope with the complexity inherent in healthcare and healthcare education, it is imperative that nurses become strong, accountable leaders.

Scholarship

The vision of Mercy College of Ohio is to create leaders who value intellectual inquiry and social responsibility. The successful transformation of graduate students into leaders who model the characteristic of scholarship in practice achieves this vision. Mercy College's premise is that scholarship is a characteristic that a graduate nurse integrates into practice. New knowledge and skills in nursing leadership and nursing educational arenas require intellectual inquiry of problems identified and creative solutions that have been revealed through scientific discovery. The Master of Science in Nursing program defines scholarship as original, innovative, intellectual contributions to nursing in the form of research, practice, education, publications, and presentations.

Professional Expertise

Professional expertise is the ability to apply the breadth and depth of one's professional knowledge to one's domain of expertise and to remain knowledgeable of the current scholarship in one's field of study. Professional expertise/authority in nursing includes advanced levels of meta-cognitive knowledge, expert clinical skills, recognition by peers, and dedication to lifelong learning.

Quality Care

Quality care is "the degree to which health services for individuals and populations increase the likelihood of desired health outcomes and are consistent with current professional knowledge" (Institute of Medicine, 2011, p. 1). The role of the nurse in quality care is to provide safe, effective, patient-centered, timely, efficient, and equitable care. This is accomplished by working in interdisciplinary teams, and utilizing evidenced-based practice, quality improvement, and informatics.

MSN PROGRAM STUDENT LEARNING OUTCOMES:

1. Demonstrate the values of compassion, excellence, human dignity, justice, sacredness of life, and service within the advanced nursing practice role.

2. Employ holistic critical thinking and diagnostic reasoning to guide nursing actions in advanced nursing practice situations.

3. Develop articulate communication skills for use in client care, teambuilding, advanced practice, education, research, and leadership.

4. Function as a leader in advanced nursing practice.

5. Integrate scholarship into advanced professional practice through intellectual inquiry, generating scholarly activities, and unique nursing knowledge through research, and applying new knowledge to advanced nursing practice.

6. Demonstrate professional expertise in knowledge development, clinical practice, research, systems leadership, and communication technologies.

7. Synthesize and integrate knowledge from nursing and relevant sciences to influence quality care in advanced nursing practice that affects healthcare outcomes across varied populations.

ALIGNMENT OF *THE ESSENTIALS OF MASTER'S EDUCATION IN NURSING* (AACN, 2011) AND MSN PROGRAM STUDENT LEARNING OUTCOMES

The Essentials of Master's Education in Nursing	MSN Program Student Learning Outcomes
Essential I: Background for Practice from Sciences and Humanities	1. Demonstrate the values of compassion, excellence, human dignity, justice, sacredness of life, and service within the advanced nursing practice role. 2. Employ holistic critical thinking and diagnostic reasoning to guide nursing actions in advanced nursing practice situations. 7. Synthesize and integrate knowledge from nursing and relevant sciences to influence quality care in advanced nursing practice that affects healthcare outcomes across varied populations.
Essential II: Organizational and Systems Leadership	4. Function as a leader in advanced nursing practice.
Essential III: Quality Improvement and Safety	7. Synthesize and integrate knowledge from nursing and relevant sciences to influence quality care in advanced nursing practice that affects healthcare outcomes across varied populations.
Essential IV: Translating and Integrating Scholarship into Practice	5. Integrate scholarship into advanced professional practice through intellectual inquiry, generating scholarly activities, and unique nursing knowledge through research, and applying new knowledge to advanced nursing practice.
Essential V: Informatics and Healthcare Technologies	6. Demonstrate professional expertise in knowledge development, clinical practice, research, systems leadership, and communication technologies.
Essential VI: Health Policy and Advocacy	1. Demonstrate the values of compassion, excellence, human dignity, justice, sacredness of life, and service within the advanced nursing practice role. 7. Synthesize and integrate knowledge from nursing and relevant sciences to influence quality care in advanced nursing practice that affects healthcare outcomes across varied populations.
Essential VII: Interprofessional Collaboration for Improving Patient and Population Health Outcomes	3. Develop articulate communication skills for use in client care, teambuilding, advanced practice, education, research, and leadership.

Essential VIII: Clinical Prevention and Population Health for Improving Health	6. Integrate scholarship into advanced professional practice through intellectual inquiry, generating scholarly activities, and unique nursing knowledge through research, and applying new knowledge to advanced nursing practice. 7. Synthesize and integrate knowledge from nursing and relevant sciences to influence quality care in advanced nursing practice that affects healthcare outcomes across varied populations.
Essential IX: Master's-Level Nursing Practice	6. Demonstrate professional expertise in knowledge development, clinical practice, research, systems leadership, and communication technologies. 7. Synthesize and integrate knowledge from nursing and relevant sciences to influence quality care in advanced nursing practice that affects healthcare outcomes across varied populations.

TRACKING OF THE MSN PROGRAM PHILOSOPHY, MISSION, GOALS, AND PROGRAM STUDENT LEARNING OUTCOMES TO COLLEGE MISSION, VISION, VALUES, AND INSTITUTIONAL LEARNING OUTCOMES

Mercy College of Ohio Mission	Mercy College of Ohio Vision, Values, and Institutional Learning Outcomes (ILO)	MSN Program Philosophy and Division of Nursing Mission	MSN Program Goals	MSN Program Student Learning Outcomes (PSLO)
Mercy College of Ohio, a Catholic institution with a focus on healthcare, educates and inspires students to lead and to serve in the global community.	Vision: To be the leader in educating individuals committed to intellectual inquiry, social engagement, and lifelong learning. ILO 1: Committed to social engagement by demonstrating an understanding of servant leadership that improves the community and broader society. ILO 4: Proficient with ethical reasoning, using the lens of the Mercy College Values as part of one's everyday decision-making process. ILO 5: Professionally competent, displaying the capacity to successfully join the workforce in one's desired course/program pf study upon graduating.	Individual: Each individual has the right to be treated with respect and dignity. Society: Changes in society influence the values/ expectations placed on health care professionals and institutions. Health: The nursing profession initiates and supports efforts to assure access to quality health care for all individuals. Nursing: As a caring service, nursing involves acting with compassion to design, provide, manage, and coordinate care for individuals, families, groups, and communities within established legal, ethical, and professional standards. Learning: Faculty members facilitate and promote learning in an environment which fosters mutual trust, accountability, responsibility, self-expression,	Cultivate Christian values of compassion, excellence, human dignity, justice, sacredness of life, and service in the profession of the nurse leader and nurse educator.	PSLO 1: Demonstrate the College values of compassion, excellence, human dignity, justice, sacredness of life, and service within the advanced nursing practice role. PSLO 6: Demonstrate professional expertise in knowledge development, clinical practice, research, systems leadership, and communication technologies.

Mercy College of Ohio Mission	Mercy College of Ohio Vision, Values, and Institutional Learning Outcomes (ILO)	MSN Program Philosophy and Division of Nursing Mission	MSN Program Goals	MSN Program Student Learning Outcomes (PSLO)
	ILO 6: Committed to lifelong learning exhibiting responsibility for the future of own's own educational experience. College Values: Compassion: Displaying respect, empathy, and a willingness to listen. Excellence: Pursuing distinction in our professional and personal lives through quality academics and intellectual inquiry. Human Dignity: Respecting the significance of each individual. Justice: Acting with integrity, fairness, honesty, and truthfulness. Sacredness of Life: Revering all life through our thoughts, words, and actions. Service: Engaging the college community to enrich the lives of students through professional and community service.	intellectual curiosity, critical thinking, and creativity. Division of Nursing Mission: Mercy College of Ohio Division of Nursing prepares quality graduates to care for and serve diverse populations within healthcare systems reaching persons of our communities and global environment through critical thinking, clinical judgement, and scholarship with the evolution and implementation of evidence-based practice. The Division of Nursing inspires students to dedicate themselves to service, intellectual inquiry, social engagement, leadership, and lifelong learning in the spirit of the Mercy values. Through graduate education, the Division of Nursing provides graduates with a greater understanding of the discipline of nursing in order to engage in higher-level practice and leadership in a variety of settings and to commit to lifelong learning.		

Mercy College of Ohio Mission	Mercy College of Ohio Vision, Values, and Institutional Learning Outcomes (ILO)	MSN Program Philosophy and Division of Nursing Mission	MSN Program Goals	MSN Program Student Learning Outcomes (PSLO)
Mercy College of Ohio, a Catholic institution with a focus on healthcare, educates and inspires students to lead and to serve in the global community.	ILO 2: Committed to intellectual inquiry, able to identify, evaluate, and propose solutions to problems in creative ways. ILO 3: Effective communicators, able to write, speak, and listen as a professional. ILO 4: Proficient with ethical reasoning, using the lens of the Mercy College Values as part of one's everyday decision-making process. ILO 5: Professionally competent, displaying the capacity to successfully join the workforce in one's desired course/program of study upon graduating. ILO 6: Committed to lifelong learning exhibiting responsibility for the future of own's own educational experience.	Individual: Based on Christian principles, sacredness of life, and human dignity, the individual is created in the image and likeness of God, composed of body and soul, endowed with intellect and free will from which stem a person's dignity and integrity as a unique individual. Society: The environment includes spiritual, physical, psychological, cultural, social, technological, economic, geographic, ecological, and political forces. Health: Health is a dynamic state of bio-psycho-social-spiritual functioning of a person, family, group, or community. Nursing: Holistic nursing practice at the graduate level is further defined through the development and implementation of evidence-based practice and culturally sensitive care. Learning: Faculty members recognize that	Foster self-direction in the pursuit of lifelong learning and personal and professional development.	PSLO 2: Employ holistic critical thinking and diagnostic reasoning to guide nursing actions in advanced nursing practice situations. PSLO 7: Synthesize and integrate knowledge from nursing and relevant sciences to influence quality care in advanced nursing practice that affects healthcare outcomes across varied populations.

Mercy College of Ohio Mission	Mercy College of Ohio Vision, Values, and Institutional Learning Outcomes (ILO)	MSN Program Philosophy and Division of Nursing Mission	MSN Program Goals	MSN Program Student Learning Outcomes (PSLO)
		learners enrich this environment by bringing to it a diversity of backgrounds, age, education, life experience, and professional nursing practice. The success of the learner is dependent on self-motivation, active participation, and goal-directed behavior in the planned curricular experiences.		
Mercy College of Ohio, a Catholic institution with a focus on healthcare, educates and inspires students to lead and to serve in the global community.	ILO 3: Effective communicators, able to write, speak, and listen as a professional. ILO 2: Committed to intellectual inquiry, able to identify, evaluate, and propose solutions to problems in creative ways.	Health: The nursing profession initiates and supports efforts to assure access to quality health care for all individuals. The nurse collaborates with others in shaping healthcare policy. Nursing: As a caring service, nursing involves acting with compassion to design, provide, manage, and coordinate care for individuals, families, groups, and communities within established legal, ethical, and professional standards. The graduate nurse functions as an advocate for individuals, families, groups, and communities through	Prepare graduates for advanced roles in nursing leadership and/or nursing education through the application of nursing theory and evidence-based practice.	PSLO 3: Develop articulate communication skills for use in client care, teambuilding, advanced practice, education, research, and leadership. PSLO 5: Integrate scholarship into advanced professional practice through intellectual inquiry, generating scholarly activities, and unique nursing knowledge through research, and applying new knowledge to advanced nursing practice.

Mercy College of Ohio Mission	Mercy College of Ohio Vision, Values, and Institutional Learning Outcomes (ILO)	MSN Program Philosophy and Division of Nursing Mission	MSN Program Goals	MSN Program Student Learning Outcomes (PSLO)
		interdisciplinary collaboration, delegation, education, and communication in the organization and management of care. Master of Science in Nursing: Nurses in advanced roles… are responsible for improving practice settings and patient care delivery, and for facilitating the education of nursing students, healthcare clients, and healthcare colleagues.		
Mercy College of Ohio, a Catholic institution with a focus on healthcare, educates and inspires students to lead and to serve in the global community.	ILO 2: Committed to intellectual inquiry, able to identify, evaluate, and propose solutions to problems in creative ways. ILO 5: Professionally competent, displaying the capacity to successfully join the workforce in one's desired course/program of study upon graduating. ILO 6: Committed to lifelong learning exhibiting responsibility for the future of own's own educational experience.	Society: Changes in society influence the values and expectations placed upon healthcare professionals and intuitions. Learning: Graduate nursing education is on the continuum of lifelong learning through which learners acquire advanced knowledge in leadership roles in education and healthcare. Master of Science in Nursing: Nurses in advanced roles are prepared to function as nursing leaders in healthcare and educational settings. Professional Development:	Promote excellence in the education of nurses for the advanced role as leaders and educators in healthcare. Prepares graduates to address top priorities in global health based on needs and emerging health issues.	PSLO 4: Function as a leader in advanced nursing practice.

Mercy College of Ohio Mission	Mercy College of Ohio Vision, Values, and Institutional Learning Outcomes (ILO)	MSN Program Philosophy and Division of Nursing Mission	MSN Program Goals	MSN Program Student Learning Outcomes (PSLO)
		Changes in healthcare and the role of professional nurses mandate that nurses at the Master of Science in Nursing degree level are prepared for leadership roles in healthcare and nursing education.		

GRADUATE STUDENT ORIENTATION, ADVISING, COMMUNICATION, AND ORGANIZATIONS

GRADUATE STUDENT ORIENTATION

Students in the Master of Science in Nursing Program are required to complete the following sections of the New Student Orientation Course in the Blue Healer Hub on Canvas:

- All Students Start Here
- Graduate Student Programs
- Online Student Programs
- Accessibility Services
- Campus Life
- Career and Professional Development
- Financial Aid
- Information Technology
- Student Billing
- Student Records
- Student Success Center
- Title IX & Hazing

This information is available to students throughout their Program of Study.

ACADEMIC ADVISING

Academic Advising in the Master of Science in Nursing Program is provided by the Program Director. Students are required to make an appointment prior to registering for classes at the beginning of the program and whenever they have questions. Students are provided a Program of Study Guide to follow that will direct them as to the courses they need to register for each semester. In addition to confirming that the students have the information from the Graduate Student Orientation, the following information will be shared:

- Dates for classes to start. Refer to Academic Calendar.

- Review of the Master of Science in Nursing Program of Study Guide.

- Review of the general layout of the courses, i.e.: there is a Module developed for each week of the course that outlines the unit objectives, learning activities, reading assignments, videos to review, and projects that are due. Grading rubrics are provided to guide the development of assignments, and professor feedback is provided through the gradebook so students can monitor their progress and improve in the master's level competencies throughout the program.

- Student Success Center: Students are encouraged to use the writing tutor available in the Student Success Center, or *Smarthinking* through Canvas, as they develop their writing skills. The expectations for scholarly writing are greater in a master's program than at the bachelor's level of writing. Emphasis on scholarly writing and reviewing the literature to support each point will be an important skill to develop.

MSN RESOURCE CENTER

On Canvas, the Learning Management System students can access the MSN Resource Center for program information. Included in this area is information about the Graduate Nursing Faculty, scholarship opportunities, and the MSN Program Handbook. Additionally, there is a *Writing for Professional Journals* course that students can review.

COMMUNICATION AVENUES

FACULTY OFFICE HOURS/COMMUNICATION

Nursing faculty highly value open communication with each nursing student and maintain five (5) scheduled office hours per week throughout each academic term. All nursing faculty members have e-mail that the nursing student or advisee may use to contact faculty. Upon receiving the message and determining the need, each faculty member will contact that student as soon as possible.

Faculty contact information is found on the course syllabus and on the Mercy College of Ohio website.

CHANGES: NAMES, ADDRESSES, PHONE NUMBERS, AND EMAIL ADDRESSES

Frequently, the nursing faculty or staff may need to communicate with nursing students. Therefore, it is the student's responsibility to immediately inform the College of any changes in name, address, phone numbers, or email addresses in order to facilitate communication. These changes can be made by each student directly into the Empower system used to register for classes and check grades. It is the student's responsibility to keep this information up to date.

STUDENT NOTIFICATION OF CHANGES

Procedure
Changes to policies impacting students will be communicated to the students by the following method:

- An addendum will be distributed to students through the Learning Management System in the announcement section.

STUDENT PARTICIPATION IN GOVERNANCE

Students have the opportunity to participate in the governance of the Nursing Program by contributing in the following ways: Attend a Student Nurse Advisory Open Forum and become a member of the Nursing Graduate Studies Advisory Council. Students participate at the College level through the opportunity to serve on Student Senate.

STUDENT NURSE ADVISORY OPEN FORUM

Student input into program governance and evaluation is very important to us, and we welcome feedback from students at any time during your program of study. Formal feedback is sought twice a year. If you are interested in providing feedback for your cohort, you are encouraged to attend the Student Nurse Advisory Open Forum.

NURSING PINNING CEREMONY

All MSN graduates are welcome to attend the Nursing Pinning Ceremony in honor of completing their Program of Study. A Nursing Pinning Ceremony is held at the end of fall and spring semesters. Summer graduates are invited to attend the spring ceremony. Once the student completes their coursework, they are eligible to purchase a Mercy College of Ohio MSN pin.

NURSING GRADUATE STUDIES ADVISORY COUNCIL

This Advisory Council meets twice a year for the purpose of providing direction for future graduate nursing program development. In addition, we review and critique the process of graduate program development so that we may reach and sustain high quality educational experiences for our graduate-level nursing students. If you are interested in representing your cohort on this Council, you are encouraged to inform the MSN Program Director.

SIGMA THETA TAU INTERNATIONAL

In 1922, six nurses founded **Sigma Theta Tau International** (STTI) at the Indiana University Training School for Nurses. The name was chosen from the Greek words Storgé, Tharsos, and Timé meaning **"love," "courage," and "honor."** It was incorporated in 1985 as a nonprofit organization in the United States. The **mission** is to support the learning, knowledge, and professional development of nurses committed to making a difference in health worldwide. Our **vision** is to create a global community of nurses who lead in using knowledge, scholarship, service, and learning to improve the health of the world's people. **Membership** is by **invitation** to baccalaureate and graduate nursing students who demonstrate excellence in scholarship and to nurse leaders exhibiting exceptional achievements in nursing. STTI has more than 125,000 active members in 86 countries with more than 475 chapters on college campuses. Our local chapter, **Zeta Theta Chapter at Large**, includes Mercy College of Ohio, University of Toledo, Lourdes University, Bowling Green State University, and Ohio Northern University.

Students achieving a cumulative Grade Point Average (GPA) of 3.5 or higher after completing 9 credit hours of coursework at Mercy College of Ohio in the MSN Program of Study will be invited to become a member of STTI and be inducted into the Zeta Theta Chapter at Large.

GRADUATE STUDENT ACADEMIC PROTOCOLS

STUDENT ACADEMIC PROTOCOLS FOR THE NURSING PROGRAM

ACADEMIC INTEGRITY
Please refer to the Mercy College Graduate Catalog, as this is a College-wide policy.

NURSING PROGRAM PRINCIPLES OF PATIENT CONFIDENTIALITY AND SOCIAL MEDIA/NETWORKING REQUIREMENTS
Mercy College of Ohio nursing students must abide by the following principles outlined by the American Nurses Association (ANA). These principles are relevant to all registered nurses and nursing students in all roles and settings:

ANA Principles for Social Networking
1. Nurses must not transmit or place online individually identifiable patient information.
2. Nurses must observe ethically prescribed professional patient – nurse boundaries.
3. Nurses should understand that patients, colleagues, institutions, and employers may view postings.
4. Nurses should take advantage of privacy settings and seek to separate personal and professional information online.
5. Nurses should bring content that could harm a patient's privacy, rights, or welfare to the attention of appropriate authorities.
6. Nurses should participate in developing institutional policies governing online conduct.

ANA Tips to Avoid Problems
1. Remember that standards of professionalism are the same online as in any other circumstance.
2. Do not share or post information or photos gained through the nurse-patient relationship.
3. Maintain professional boundaries in the use of electronic media. Online contact with patients blurs this boundary.
4. Do not make disparaging remarks about patients, employer, co-workers, faculty, staff, peers, or the institution, even if they are not identified.
5. Do not take photos or videos of patients on personal devices, including cell phones.
6. Promptly report a breach of confidentiality or privacy.

Reference:
American Nurses Association (2011). *Principles for social networking and the nurse: Guidance for registered nurses.* Retrieved from
https://www.nursingworld.org/~4af4f2/globalassets/docs/ana/ethics/social-networking.pdf

GRADUATE GRADING SCALE

GRADE		PERCENTAGE	QUALITY POINTS
A		90-100	4.0
B		80-89.99	3.0
C		70-79.99	2.0
F		69.99 & below	0
I	Incomplete (No effect on grade point average)		
NG	No Grade reported per instructor at the time grades are due (No effect on grade point average)		
R	Repeated course (See Course Repeat section in the Undergraduate Catalog; No effect on grade point average)		
SP	Satisfactory Progress (No effect on grade point average)		
W	Withdrawal prior to mid-term (No effect on grade point average)		
WF	Withdrawal failing at or following mid-term		
WP	Withdrawal passing at or following mid-term (No effect on grade point average)		

GRADUATE STUDENT PROGRESSION
Good Standing
Academic Probation
Removal from Academic Probation
Academic Dismissal

See Mercy College Graduate Catalog.

GRADUATION REQUIREMENTS/GRADUATION APPLICATION
See Mercy College Catalog: Graduate Programs
See Academic Calendar for important dates related to submitting a Graduation Application. Graduation applications can be found at: https://mercycollege.edu/academics/student-records/graduation-commencement.

MASTER OF SCIENCE IN NURSING PRACTICUM EXPERIENCES

Master of Science in Nursing Practicum

Students are required to complete two practicum experiences during the curriculum. The first is associated with NUR 525 Population-Based Healthcare course (1 credit hour = 40 hours), the second is associated with NUR 560 Leadership Practicum course (2.5 credit hours = 100 hours) or NUR 561 Education Practicum course (2.5 credit hours = 100 hours).

REQUIREMENTS FOR PRACTICUMS

Criminal background checks, drug screens, health records, and immunizations are required prior to the start of the practicum course. The instructions are maintained on the college website at https://www.mercycollege.edu/my-mercy/background-checks-health-records/. The Policy can be found at https://mercycollege.edu/about/compliance-consumer-information.
Documentation for health records includes vaccination and other health requirements. Students may request waivers or extensions for vaccinations, which may be approved or denied by clinical facilities. If waivers are denied, it will prevent placement in clinical experiences and progression in the academic program. The College will make a reasonable attempt to find alternate clinical placements for students seeking extensions or waivers of vaccinations, but it is at the discretion of clinical sites whether students are permitted to participate in clinical experiences. Students are responsible for all costs associated with criminal background checks, drug screens, and health requirements. Please see the Clinical Compliance Coordinator or MSN Program Director with questions regarding documentation for health records, including vaccination requirements.

Student Identification Badge
Some practicum facilities will require students to wear a Mercy College of Ohio student identification badge during their practicum experiences. To request a student identification badge, contact the Student Affairs Coordinator at 419-251-1734.

Injury or Illness During Practicum Experience
In the event of student injury or illness while at the practicum facility for the practicum experience:
1. The student must report his/her illness or injury to his/her practicum faculty or preceptor.
2. Student injury or illness in the practicum area should be handled according to the facility policy(ies).
3. The student will make an informed decision regarding treatment. Students are responsible for payment of any expenses incurred through accident or illness.
4. The practicum faculty or preceptor must notify the Program Director of the injury or illness.
5. If at a Bon Secours Mercy Health facility, report the incident in SafeCare. The SafeCare online reporting tool is found on Bon Secours Mercy Health Central under the SafeCare link. If at an outside facility, follow the facilities policy(ies).
6. Practicum faculty complete the Mercy College Concern and Complaint form found on the Mercy College website.

Practicum Dress Code
Students are guests in the practicum settings and are representatives of Mercy College of Ohio. The standards of professional care and dress represent the student as an individual, the Division of Nursing,

and the profession of nursing. Professional persons set examples for others and students are expected to be neat, clean, and well-groomed, including the following:

1. Students will wear acceptable dress for the practicum location, and student identification badge. Check with your preceptor as to the type of dress that is expected for each practicum setting. The student should strive for a professional appearance with sensible shoes for the setting.

2. Beards, mustaches, and sideburns must be clean, well-trimmed, neat, and no longer than one inch from the face.

3. Hair should be secured away from the face and worn off the collar during practicum practice. Conservative color and style should be consistent with a professional atmosphere. Non-decorative barrettes and hair clasps may be worn.

4. Make-up should be moderately applied. Perfume/cologne/aftershave should not be worn.

5. Engagement and wedding rings may be worn. No other rings are acceptable. Earrings must be very small and plain posts; no wires. With safety in mind, no hoops or dangling earrings are to be worn. Only two (2) earrings on each earlobe are allowed. Tongue, nose, eyebrow, or any other facial piercing ornaments are not allowed. No bracelets or necklaces are allowed.

6. A watch with a second-hand is considered part of the dress and must be worn when at the practicum site.

7. Tattoos are not to be displayed at any time. If clothing does not cover the tattoo, it must be covered with appropriate make-up and/or bandage.

8. Clear or light colored, non-chipped nail polish may be worn, and fingernails must be short and rounded. Because of the growing body of scientific research linking the spread of infection to artificial fingernails, students will not be allowed to have artificial nails while in the practicum setting.

9. Chewing gum is not permitted when in uniform and/or in patient care areas.

10. Appropriate undergarments should be worn with the uniform.

11. Lab coats are not to be worn during direct patient care.

12. Hospital attire (scrubs, suits, etc.) furnished by the hospital is not to be taken from the hospital.

13. It is the decision of the preceptor as to what constitutes acceptable appearance.

14. No smoking while in uniform and/or at any practicum site.

Each institution may have additional requirements that need to be met before starting practicum. Please follow that institution's policies.

NUR 525 Population-Based Healthcare Practicum

COURSE DESCRIPTION/PRACTICUM HOURS

This course explores the concepts of population-based healthcare, patient-centered medical home, health promotion, and disease prevention from both the theoretical and application views. Discussion will focus on the health goals of the United States, as well as globally, and how health promotion efforts can assist in achievement of these global health goals. Lifestyle influences on the development of major diseases and life quality are discussed, as well as the economic impact of unhealthy behaviors. Patient and family education is examined as a strategy for assisting with implementation of healthy habits. Topics include: concepts of health and wellness, Healthy People 2030, health promotion and disease prevention, health promotion theories, risk assessment and reduction theories, prevention of illness, maintenance of high-level functioning in an evolving healthcare delivery system, exploration of multidimensional, culturally-sensitive intervention strategies, wellness programs, evidence-based health practices, and safe and effective care. (2 credit hours didactic, 1 credit hour practicum= 40 hours)

COURSE OBJECTIVE

By the end of this course, students should be able to:
1. Examine the concepts of health, wellness, health promotion, and disease prevention. (MSN Essential I, VIII, Program Outcome 7)
2. Compare and contrast health issues among various global communities. (MSN Essential VI, VII, VIII, Program Outcome 7)
3. Develop a health promotion plan for an identified clinical patient group or aggregate/clinical population. (MSN Essential VI, VII, VIII, Program Outcome 7)
4. Compare and contrast risk factors that compromise health outcomes among vulnerable populations living with chronic health conditions. (MSN Essential VI, VII, VIII, Program Outcome 7)
5. Develop multidimensional, culturally sensitive intervention strategies with selected and varied populations. (MSN Essential VI, VIII, Program Outcome 7)

NUR 560 Leadership Practicum

COURSE DESCRIPTION/PRACTICUM HOURS

This course focuses on both theoretical and experiential learning. Students complete a leadership practicum in their area of choice. An experienced nurse leader will serve as a preceptor for each student in a healthcare organization. Course faculty members will serve as mentors and monitor the student's progress. (0.5 credit hours didactic, 2.5 credit hours practicum=100 hours)

COURSE OBJECTIVES

By the end of this course, students should be able to:
1) Apply leadership skills and decision making in the provision of culturally responsive, high-quality nursing care, healthcare team coordination, and the oversight and accountability for care delivery and outcomes. (MSN Essential IX; Program Outcomes 1, 2, 3, 4, 5, 6,7)
2) Assume a leadership role in effectively implementing patient safety and quality improvement initiatives within the context of the interprofessional team using effective communication (scholarly writing, speaking, and group interaction) skills. (MSN Essential IX; Program Outcomes 2, 3, 4, 5, 6,7)
3) Develop an understanding of how healthcare delivery systems are organized and financed (and how this affects patient care) and identify the economic, legal, and political factors that influence health care. (MSN Essential IX; Program Outcomes 2, 3, 4, 5, 6,7)

4) Demonstrate the ability to use complexity science and systems theory in design, delivery, and evaluation of healthcare. (MSN Essential IX; Program Outcomes 2, 3, 4, 5, 6,7)
5) Apply business and economic principles and practices, including budgeting, cost/benefit analysis, marketing, to develop a business plan. (MSN Essential IX; Program Outcomes 2, 3, 4, 5, 6,7)
6) Design and implement systems change strategies that improve the care environment. (MSN Essential IX; Program Outcomes 1, 2, 3, 4, 5, 6,7)
7) Participate in the design and implementation of new models of care delivery and coordination. (MSN Essential IX; Program Outcomes 1, 2, 3, 4, 5, 6,7)

NUR 561 Education Practicum

COURSE DESCRIPTION/PRACTICUM HOURS
The course integrates both didactic and experiential learning. Students will provide evidence of accomplishment of each *Essential of Master's Education in Nursing*. Students complete a practicum in their identified track. For a student in the education track, an experienced nurse in a clinical setting, and a nurse educator in an educational setting or healthcare organization will serve as mentors/preceptors. Course faculty members will serve as facilitators and monitor the student's progress. (0.5 credit hour didactic, 2.5 credit hours practicum=100 hours)

COURSE OBJECTIVES
By the end of this course, students should be able to:
1. Develop competence in applying teaching/learning principles in work with patients and/or students across the continuum of care in a variety of settings. (MSN Essential I, Program Outcomes 2 and 3).
2. Demonstrate knowledge of curriculum design and development, teaching methodologies, educational needs assessment, and learner-centered theories and methods. (MSN Essential I, IV, & VII, Program Outcomes 2 and 3).
3. Participate in the design and implementation of a teaching program for patients and their families and/or student nurses, staff nurses, variety of direct-care providers. (MSN Essential I, Program Outcomes 2 and 3).
4. Demonstrate the ability to use complex science and systems theory in design, delivery, and evaluation of health care. (MSN Essential I, Program Outcomes 2 and 3).

SELECTION OF NURSE PRECEPTOR:

Students, with the assistance of course faculty, are responsible for identifying an appropriate location and preceptor for the practicum experience. Please use the course description and course objectives to assist you in choosing a preceptor. Students must secure an acceptable site a minimum of 60 days prior to the beginning of the course. Each student must select a nurse preceptor with a minimum of a master's degree in nursing, and experience to provide guidance and direction for attainment of learning goals (see table below).

During the practicum, the student must advise the preceptor of course requirements and personal objectives. The student is also responsible for developing an MSN Competency Matrix that includes course learning activities, practicum experiences, Capstone Project activities with accurate reflections of how activities allowed them to meet the Master's Essentials competencies and Program Student Learning Outcomes. The course faculty member is responsible for evaluating the student's performance and all associated assignments completed during the practicum experience. All Mercy College Health and Professional requirements must be on file (uploaded and approved in CastleBranch site) prior to the

beginning of the practicum experience. The student is responsible for making travel arrangements and incurs all related expenses.

The student must be scheduled and is responsible for demonstrating a minimum of hours of on-site practicum experience in an approved and supervised setting. The scheduled hours will be arranged in conjunction with the practicum site as is reasonable to satisfy the practice exposure requirement.

PRACTICUM ACTIVITY GUIDELINES

Time frames	• NUR 525 Population-Based Healthcare Practicum (1 credit hour) 40 hours. • NUR 560 Leadership Practicum (2.5 credit hours) 100 hours (Leadership Track). • NUR 561 Education Practicum (2.5 credit hours) 100 hours (Education Track).
Health and professional requirements, plus additional requirements based on institution	• All Mercy College Health and Professional requirements must be on file and approved prior to beginning practicum.
Securing a placement with a Preceptor	• Student's responsibility with assistance of course faculty. • Practicum must have a direct relationship to area of concentration. • Preceptor must have a minimum of a master's degree in nursing. • Student role must be at the Master's level. • Must be approved by the course faculty member.
Agency Contract	• Before a student may begin practicum, a contract between Mercy College of Ohio and the precepting agency must be secured and put on file. Please Note: This can take a long time to secure, so check with MSN Program Director early in the program to confirm a contract is in place.

CONFIDENTIALITY

All patient care should be confidential. This is a basic nursing responsibility. The patient's right to privacy must be respected and guarded. The student is expected to maintain confidentiality at all times.

1. Never make a copy of any part of the patient's medical record.
2. Never discuss a patient's care or condition in the elevator or cafeteria.
3. Never leave confidential documents in public areas where an unauthorized individual could read them.
4. Sign the Confidentiality form on Canvas.

CODE OF CONDUCT

When engaged in nursing functions, the student must do so within legally prescribed bounds and is accountable for his/her own actions. The student has the obligation to adhere to the standards of ethical practice and conduct which are stated by the American Nurses' Association.

American Nurses Association Code of Ethics for Nurses 2015

1. The nurse practices with compassion and respect for the inherent dignity, worth, and unique attributes of every person

2. The nurse's primary commitment is to the patient, whether an individual, family group, community or population.

3. The nurse promotes, advocates for, and protects the rights, health and safety of the patient.

4. The nurse has authority, accountability, and responsibility for nursing practice; makes decisions, and takes action consistent with the obligation to promote health and to provide optimal care.

5. The nurse owes the same duties to self as to others, including the responsibility to promote health and safety, preserve wholeness of character and integrity, maintain competence, and continue personal and professional growth.

6. The nurse, through individual and collective effort, establishes, maintains, and improves the ethical environment of the work setting and conditions of employment that are conducive to safe, quality healthcare.

7. The nurse, in all roles and settings, advances the profession through research and scholarly inquiry, professional standards development, and the generation of both nursing and health policy.

8. The nurse collaborates with other health professionals and the public to protect human rights, promote health diplomacy, and reduce health disparities.

9. The profession of nursing, collectively through its professional organizations, must articulate nursing values, maintain the integrity of the profession, and integrate principles of social justice into nursing and health policy.

https://www.nursingworld.org/coe-view-only

MASTER OF SCIENCE IN NURSING COMPETENCY MATRIX

DIRECTIONS FOR COMPLETING THE MSN COMPETENCY MATRIX

PURPOSE OF THE MSN COMPETENCY MATRIX

The Competency Matrix allows the student to reflect upon the MSN curriculum in relation to *The Essentials of Master's Education in Nursing* and the Program Student Learning Outcomes and analyze how they have developed master's level competencies. The student creates a Matrix with examples of how assignments in the curriculum supported the synthesis of knowledge, and skills to prepare them to develop the competencies necessary to engage in higher level practice and leadership across a variety of settings.

DIRECTIONS

For each Essential, the student will identify two assignments that supported their competency development of that Essential.

Column 1: *The Essentials of Master's Education in Nursing*.

Column 2: MSN Course, Semester, and Year: For each assignment include the course number, title, semester, and year taken.

Column 3: Assignment Type, Topic, and Grade: For each assignment indicate the type, topic, and grade of the assignment.

Column 4: Foundational Themes: The student will identify which of the Foundational Themes the assignment is aligned and provide rationale, selecting from the following:

Foundational Themes	Examples
Theoretical Foundation	Discussion Threads, Papers, Reflection Assignments, Presentations, Projects, Concept Analysis, etc.
Evidence-Based Practice/Research Foundation	Discussion Threads, PICOT Question, EBP Guiding Change Process, Capstone Project, Papers, Policy Development, Poster Presentation, etc.
Leadership or Education Track Foundation, depending on which focused Track the student is following	Discussion Threads, Leadership or Education Projects, Presentations, Leadership or Education Practicum Experiences, Role Development, Mentoring, etc.
Professional Practice Foundation	Practicums, Capstone Project, Documentation of Professional Practice, Work Experience, Changes in Role and/or Responsibilities Since Entering the Program of Study, Publications, Presentations, etc.

Column 5: Program Student Learning Outcomes: The student will examine how assignment aligns with a Program Student Learning Outcome(s) (PSLO) and provide rationale of how that assignment supported achievement of the PSLO identified.

MSN Program Student Learning Outcomes

1. Demonstrate the values of compassion, excellence, human dignity, justice, sacredness of life, and service within the advanced nursing practice role.

2. Employ holistic critical thinking and diagnostic reasoning to guide nursing actions in advanced

nursing practice situations.

3. Develop articulate communication skills for use in client care, teambuilding, advanced practice, education, research, and leadership.

4. Function as a leader in advanced nursing practice.

5. Integrate scholarship into advanced professional practice through intellectual inquiry, generating scholarly activities, and unique nursing knowledge through research, and applying new knowledge to advanced nursing practice.

6. Demonstrate professional expertise in knowledge development, clinical practice, research, systems leadership, and communication technologies.

7. Synthesize and integrate knowledge from nursing and relevant sciences to influence quality care in advanced nursing practice that affects healthcare outcomes across varied populations.

Column 6: Distinguish How the Assignment Aligns with Master's Essential and Provide Rationale: The student will distinguish how the assignment is aligned with the Master's Essential and provide rationale of how that assignment supported achievement of the Essential identified.

You are highly encouraged to keep a professional journal highlighting assignments and activities that you have participated in during the MSN program.

MASTER OF SCIENCE IN NURSING COMPETENCY MATRIX WITH FOCUS ON LEADERSHIP OR EDUCATION

The Essentials of Master's Education in Nursing	MSN Course Number, Title, Semester, Year	Assignment Type, Topic, and Grade	Foundational Themes -Theoretical -EBP/Research -Leadership or Education -Professional Practice Provide Rationale	Examine How Assignment is Aligned with Program Student Learning Outcome Provide Rationale	Distinguish How Assignment is Aligned with Master's Essential Provide Rationale
Essential I Background for Practice from Sciences and Humanities Recognizes that the master's-prepared nurse integrates scientific findings from nursing, biopsychosocial fields, genetics, public health, quality improvement, and organizational sciences for the continual improvement of nursing care across diverse settings.					

The Essentials of Master's Education in Nursing	MSN Course Number, Title, Semester, Year	Assignment Type, Topic, and Grade	Foundational Themes -Theoretical -EBP/Research -Leadership or Education -Professional Practice Provide Rationale	Examine How Assignment is Aligned with Program Student Learning Outcome Provide Rationale	Distinguish How Assignment is Aligned with Master's Essential Provide Rationale
Essential II Organizational and Systems Leadership Recognizes that organizational and systems leadership are critical to the promotion of high quality and safe patient care. Leadership skills are needed that emphasize ethical and critical decision making, effective working relationships, and a systems-perspective.					

The Essentials of Master's Education in Nursing	MSN Course Number, Title, Semester, Year	Assignment Type, Topic, and Grade	Foundational Themes -Theoretical -EBP/Research -Leadership or Education -Professional Practice Provide Rationale	Examine How Assignment is Aligned with Program Student Learning Outcome Provide Rationale	Distinguish How Assignment is Aligned with Master's Essential Provide Rationale
Essential III Quality Improvement and Safety Recognizes that a master's-prepared nurse must be articulate in the methods, tools, performance, measures, and standards related to quality, as well as prepared to apply quality principles within an organization.					

The Essentials of Master's Education in Nursing	MSN Course Number, Title, Semester, Year	Assignment Type, Topic, and Grade	Foundational Themes -Theoretical -EBP/Research -Leadership or Education -Professional Practice Provide Rationale	Examine How Assignment is Aligned with Program Student Learning Outcome Provide Rationale	Distinguish How Assignment is Aligned with Master's Essential Provide Rationale
Essential IV Translating and Integrating Scholarship into Practice Recognizes that the master's-prepared nurse applies research outcomes within the practice setting, resolves practice problems, works as a change agent, and disseminates results.					

The Essentials of Master's Education in Nursing	MSN Course Number, Title, Semester, Year	Assignment Type, Topic, and Grade	Foundational Themes -Theoretical -EBP/Research -Leadership or Education -Professional Practice Provide Rationale	Examine How Assignment is Aligned with Program Student Learning Outcome Provide Rationale	Distinguish How Assignment is Aligned with Master's Essential Provide Rationale
Essential V Informatics and Healthcare Technologies Recognizes that the master's-prepared nurse uses patient-care technologies to deliver and enhance care and uses communication technologies to integrate and coordinate care.					

The Essentials of Master's Education in Nursing	MSN Course Number, Title, Semester, Year	Assignment Type, Topic, and Grade	Foundational Themes -Theoretical -EBP/Research -Leadership or Education -Professional Practice Provide Rationale	Examine How Assignment is Aligned with Program Student Learning Outcome Provide Rationale	Distinguish How Assignment is Aligned with Master's Essential Provide Rationale
Essential VI Health Policy and Advocacy Recognizes that the master's-prepared nurse is able to intervene at the system level through the policy development process and to employ advocacy strategies to influence health and healthcare.					

The Essentials of Master's Education in Nursing	MSN Course Number, Title, Semester, Year	Assignment Type, Topic, and Grade	Foundational Themes -Theoretical -EBP/Research -Leadership or Education -Professional Practice Provide Rationale	Examine How Assignment is Aligned with Program Student Learning Outcome Provide Rationale	Distinguish How Assignment is Aligned with Master's Essential Provide Rationale
Essential VII Interprofessional Collaboration for Improving Patient and Population Health Outcomes Recognizes that the master's-prepared nurse, as a member and leader of interprofessional teams, communicates, collaborates, and consults with other health professionals to manage and coordinate care.					

The Essentials of Master's Education in Nursing	MSN Course Number, Title, Semester, Year	Assignment Type, Topic, and Grade	Foundational Themes -Theoretical -EBP/Research -Leadership or Education -Professional Practice Provide Rationale	Examine How Assignment is Aligned with Program Student Learning Outcome Provide Rationale	Distinguish How Assignment is Aligned with Master's Essential Provide Rationale
Essential VIII Clinical Prevention and Population Health for Improving Health Recognizes that the master's-prepared nurse applies and integrates broad, organizational, client-centered, and culturally appropriate concepts in the planning, delivery, management, and evaluation of evidence-based clinical prevention and population care and services to individuals, families, and aggregates/identified populations.					

The Essentials of Master's Education in Nursing	MSN Course Number, Title, Semester, Year	Assignment Type, Topic, and Grade	Foundational Themes -Theoretical -EBP/Research -Leadership or Education -Professional Practice Provide Rationale	Examine How Assignment is Aligned with Program Student Learning Outcome Provide Rationale	Distinguish How Assignment is Aligned with Master's Essential Provide Rationale
Essential IX Master's-Level Nursing Practice Recognizes that nursing practice, at the master's level, is broadly defined as any form of nursing intervention that influences healthcare outcomes for individuals, populations, or systems. Master's level nursing graduates must have an advanced level of understanding of nursing and relevant sciences as well as the ability to integrate this knowledge into practice. Nursing practice interventions include both direct and indirect care components.					

GUIDELINES FOR MSN EVIDENCE-BASED LEADERSHIP PRACTICE PROJECT

NUR 550 LEADERSHIP CAPSTONE I

NUR 565 LEADERSHIP CAPSTONE II

THE PURPOSE OF THE EVIDENCE-BASED LEADERSHIP PRACTICE PROJECT

The purpose of the Leadership Capstone I course is for students to identify a leadership issue in nursing practice, and critically appraise the literature to determine if there is enough evidence to change practice. This process supports *The Essentials of Master's Education in Nursing* (AACN, 2011), and allows the student to demonstrate his/her ability to: 1) lead change for quality care outcomes; 2) advance a culture of excellence through lifelong learning; 3) build and lead collaborative interprofessional care teams; 4) navigate and integrate care services across the healthcare system; 5) design innovative nursing practices; and 6) translate evidence into practice.

This process will be accomplished through completion of the two culminating courses: NUR 550 Leadership Capstone I and NUR 565 Leadership Capstone II. The MSN Evidence-Based Leadership Practice Project consists of an in-depth analysis of a leadership practice issue and finishes with the development of a scholarly paper, and formal presentation to faculty and peers.

TOPIC SELECTION

Students will work with a masters or doctorally-prepared nurse leader to explore and determine a leadership issue as the focus of the project. Preferably, this will be the nurse leader where the student will complete their Leadership Practicum. The student will submit a brief proposal of the leadership issue identified that includes rationale supporting the need for the project. The student will refine the PICOT question, conduct a literature review, and develop a Table of Evidence that will guide the student in a decision if there is enough evidence to change practice.

THE SCHOLARLY PAPER AND PRESENTATION AT THE END OF LEADERSHIP CAPSTONE II

When the nursing course faculty is satisfied with the revisions of the scholarly paper, the student will be ready to present to faculty, peers, and others who wish to attend the final presentations. The student will prepare and present a 20-minute summary of the project with PowerPoint slides, and describe the significance or implications for theory, research, practice, and education. The student will discuss plans for publication and dissemination of the findings. Following the presentation, the student will address questions from faculty and audience members about the project. The date for the final presentations will be set in advance by the MSN Program Director and the Capstone faculty member. Although the MSN program is a 100% on-line delivered program of study, the final EBP presentation is expected to be delivered **live** via a Zoom presentation. Course faculty will give students advanced notice of date and time of the Final Presentation, so that work/life schedules may be adjusted.

GRADING PROCESS

Written Scholarly Paper

The written scholarly paper will be graded according to the rubric provided by the course faculty.

Formal Presentation
The formal presentation will be graded according to the rubric provided by the course faculty.

MSN CURRICULUM (FOCUS IN LEADERSHIP)

The courses in the MSN Curriculum provide a culminating build to the Capstone Evidence-Based Leadership Practice Project ("Project"). Students are encouraged to use assignments from courses in the curriculum to develop ideas for the project. The student will identify a leadership issue in nursing practice in which he/she can become familiar with the literature in the area, and clarify the concept of focus for the Capstone Project, etc. The assignments completed in these courses help build the student's knowledge level and contribute to the mastery of the competencies of a master's prepared nurse.

The following table demonstrates how the capstone project builds throughout the master's program.

Course	Assignments that Contribute to the Capstone Project
NUR 510 Theoretical Foundations for Professional Nursing Practice	Identify a nursing theoretical framework or conceptual model that could be applied to guide the development of a resolution for a nursing leadership issue in an area of professional nursing practice; review literature related to the area of interest. Examine various Evidence-Based Practice Models and their usefulness for guiding strategies for change to address an identified nursing leadership issue.
NUR 515 Research and Evidence-Based Practice	Formulate a cogent PICOT question related to a leadership issue or concern; conduct a review and analyze literature related to the selected leadership issue.
NUR 520 Healthcare Policy in the Global Community	Identify how healthcare policy influences the leadership issue of interest in regards to barriers, driving forces, stakeholders, economics, resources, values, coalitions, power, ethical standards, political strategies, policy promotion, or opposition.
NUR 525 Population-Based Healthcare	Threaded discussion: Write a clinical question using the PICOT format that addresses your chosen health indicator. Design at least 5 nursing interventions that are based on evidence to improve population outcomes of your chosen health indicator. Some of the nursing interventions should include teaching.
NUR 530 Informatics and Healthcare Technologies	Identify how the student can use technology to disseminate project outcomes.

NUR 535 Leadership and Strategic Management for Advanced Nursing Roles	Leadership Solutions Project Part 1 and 2, allows the students to identify a nursing leadership problem via SWOT analysis, search the literature, and then create an evidence-based solution to the identified problem.
NUR 540 Healthcare Systems and Organization for Nurse Leaders	Political Advocacy Email Assignment will help students take a stance on an identified problem that impacts the nursing profession.
NUR 545 Strategic Management of Human Resources	Examine strategies that promote team building and collaboration. Examine motivational, change, and leadership theories and apply them to the management of human resources.
NUR 555 Financial Management in Health Care	Create a budget for the action plan that projects expenses and identifies cost savings.
NUR 560 Leadership Practicum	Assume a leadership role in effectively implementing patient safety and quality improvement initiatives within the context of the interprofessional team using effective communication (scholarly writing, speaking, and group interaction) skills.

LEADERSHIP CAPSTONE I AND II COURSEWORK

LEADERSHIP CAPSTONE I

Upon successful completion of Leadership Capstone I, the student will be able to:

1. Identify a relevant leadership issue in nursing practice.
2. Conduct an in-depth review of the literature on the identified topic.
3. Appraise a relevant theoretical framework, evidence-based practice model, and scholarly evidence from the literature that supports the Evidence-Based Leadership Practice Project.
4. Construct an evidence-based practice table of literature to determine the strengths, validity, and reliability of the evidence.
5. Determine if there is enough evidence to change practice.
6. Identify an Evidence-Based Translation Model to implement practice change.

Course Description: The Capstone I course is the first of two courses that allows the student to synthesize the didactic knowledge, and practicum experiences from the master's program coursework through a culminating Evidence-Based Leadership Practice Project that contributes to the acquisition and demonstration of the core competencies of the Master's prepared graduate. The Capstone I project addresses a leadership issue in nursing practice. The project allows the student to appraise relevant evidence in developing a best practice model that will guide the development of an Evidence-Based Leadership Practice Project.

Steps in the Process:

I. Skills, strategies, and resource acquisition for the Evidence-Based Leadership Practice Project.

    A. Selecting and narrowing capstone project topic

    B. Steps of the Evidence-Based Leadership Practice Project proposal

        1. Introduction

            a. Background

            b. Statement of the Problem

            c. Data from the Literature Supporting the Need for the Project

            d. Data from the Clinical Agency Supporting the Need for the Project

            e. Purpose of the Evidence-Based Practice (EBP) Project

                i. Compelling Leadership Question

                ii. PICOT Question (Population, Intervention, Comparison, Outcome, and Time)

            f. Significance of the EBP Project (<u>Submit to Course Faculty</u>)

        2. Theoretical Framework, Evidence-Based Model, Review of the Literature

            a. Theoretical Framework

                i. Overview of Theoretical Framework

                ii. Application of Theoretical Framework to EBP Project

                iii. Strengths and Limitations of Theoretical Framework for EBP Project

            b. Evidence-Based Practice Translation Model

                i. Overview of EBP Translation Model

                ii. Application of EBP Translation Model to EBP Project

                iii. Strengths and Limitations of EBP Translation Model for EBP Project

            c. Literature Search

                i. Sources examined for Relevant Evidence

                ii. Search Results

                iii. Appraisal of Relevant Evidence (<u>Submit to Course Faculty</u>)

> d. Construction of Evidence-Based Practice Table
> > i. Synthesis of Critically Appraised Literature
> > ii. Best Practice Model Recommendation
> > iii. How the Best Practice Model will answer the Leadership Question
> e. Analyze various Nursing Evidence-Based Practice Models (i.e., JHNEBP, Iowa Model) that are available to nurse researchers that may be used to guide the practice change (Submit to Course Faculty)

LEADERSHIP CAPSTONE II

Upon successful completion of Leadership Capstone II, the student will be able to:
1. Assemble an interprofessional collaborative team.
2. Assess the environmental factors influencing the leadership practice issue.
3. Analyze the leadership issue identified using the translation of evidence into practice model selected.
4. Distinguish barriers and facilitators to implementing an action plan.
5. Formulate an evaluation plan to measure outcomes of the project.
6. Synthesize the implications for future nursing practice, theory, research, and education.
7. Disseminate the knowledge gained from the Evidence-Based Practice Project process through the writing of a scholarly paper and formal presentation.

Course Description: The Leadership Capstone II is a continuation of the work initiated in Leadership Capstone I. The Capstone is a theory-derived, Evidence-Based Leadership Practice Project that allows the student to plan collaborative leadership activities, review the literature, and demonstrate effective interdisciplinary communication with a healthcare team to identify workable solutions to a leadership practice issue. The student will perform a systematic assessment of environmental factors, analysis of the translation of evidence model selected, determine barriers and facilitators to implementing an action plan to address the leadership practice issue, and identify methods of measuring the outcomes of the project. The student will disseminate the knowledge gained in the process through the writing of a scholarly paper and formal presentation of the project.

Steps in the Process:
  A. Assemble an interprofessional collaborative team.
      a. Identify the stakeholders and discuss how the proposal will impact each individual/group.
      b. Discuss the details of how the Evidence-Based Leadership Practice Project could be implemented and provide an analysis of the actual or potential impact this proposal will have on nursing and healthcare.
      c. Review the Evidence-Based question (PICOT Question: Population, Intervention, Comparison, Outcome, and Time).
      d. Share the review of the literature (gathered from Capstone I).
      e. Schedule team meetings with identified healthcare professionals.
  B. Assess environmental factors influencing the leadership practice issue.
      a. Assessment of organizational culture.
      b. Readiness for evidence-based practice.
      c. Identify other internal and external evidence to consider.
      d. Economic, legal, ethical, political factors and healthcare policies to consider. (Submit to Course Faculty)
  C. Analyze the leadership issue identified using the translation model selected.
      a. Johns Hopkins Nursing Evidence-Based Practice Model (JHNEBP Model)

D. Determine the fit, feasibility, and appropriateness of the recommendations.
E. Distinguish limitations, barriers, and facilitators to implementing an action plan.
F. Develop an action plan. (<u>Submit to Course Faculty)</u>
G. Identify support and resources needed to implement plan (human and financial resources).
H. Discuss education that will need to be provided to your target population and other stakeholders who will be impacted by this proposal.
I. Formulate an evaluation plan to measure the effectiveness and outcomes of the project.
    a. Discuss outcomes you would expect to find if your proposed project were to be implemented.
    b. Discuss a plan for evaluation if your proposed project were to be implemented (including how data will be collected).
    c. Discuss possible limitations/barriers to evaluating outcomes.
J. Synthesize the implications for future nursing practice, theory, research, and education. (<u>Submit to Course Faculty)</u>
K. Disseminate the knowledge gained from the Evidence-Based Practice Project process through the writing of a scholarly paper and formal presentation, provide methods for disseminating the outcomes learned, and address questions from faculty and peers.
    a. Discuss opportunities to present your project information in a setting beyond the classroom. How will you disseminate your outcomes?
    b. Discuss how you would go about obtaining contact hours for a continuing education presentation in your clinical agency or through a professional nursing organization/group.
L. Formal Presentation to Include:
    a. Summary of the Evidence-Based Leadership Practice Project
    b. Implications for Future Nursing
        i.   Practice
        ii. Theory
        iii. Research
        iv. Education
    c. Address questions from faculty and peers
M. References
N. Biographical Material
O. Acronym List
P. Appendices

GUIDELINES FOR MSN EVIDENCE-BASED PRACTICE EDUCATION PROJECT

NUR 556 EDUCATION CAPSTONE I

NUR 566 EDUCATION CAPSTONE II

THE PURPOSE OF THE EVIDENCE-BASED PRACTICE EDUCATION PROJECT

The purpose of the Education Capstone I course is for students to identify an education issue in nursing practice and critically appraise the literature to determine if there is enough evidence to change practice. This process supports *The Essentials of Master's Education in Nursing* (AACN, 2011), and allows the student to demonstrate his/her ability to: 1) lead change for quality care outcomes; 2) advance a culture of excellence through lifelong learning; 3) build and lead collaborative inter-professional care teams; 4) navigate and integrate care services across the healthcare system; 5) design innovative nursing practices; and 6) translate evidence into practice.

This process will be accomplished through completion of the two culminating courses: NUR 556 Education Capstone I and NUR 566 Education Capstone II. The MSN Evidence-Based Practice Education Project consists of an in-depth analysis of an education practice issue and finishes with the development of a scholarly paper and formal presentation to faculty and peers.

TOPIC SELECTION

Students will work with a masters or doctorally-prepared nurse leader/educator to explore and determine an education issue as the focus of the project. Preferably, this will be the nurse educator at the institution where the student will complete their Education Practicum. The student will submit a brief proposal of the education issue identified that includes rationale supporting the need for the project. The student will refine the PICOT question, conduct a literature review, and develop a Table of Evidence.

THE SCHOLARLY PAPER AND PRESENTATION AT THE END OF EDUCATION CAPSTONE II

When the nursing course faculty is satisfied with the revisions of the scholarly paper, the student will be ready to present to faculty, peers, and others who wish to attend the final presentations. The student will prepare and present a 20-minute summary of the project with PowerPoint slides, and describe the significance or implications for theory, research, practice, and education. The student will discuss plans for publication and dissemination of the findings. Following the presentation, the student will address questions from faculty and audience members about the project. The date for the final presentations will be set in advance by the MSN Program Director and the Capstone faculty member. Although the MSN program is a 100% on-line delivered program of study, the final EBP presentation is expected to be delivered **live** via a Zoom presentation. Course faculty will give students advanced notice of date and time of the Final Presentation, so that work/life schedules may be adjusted.

GRADING PROCESS

Written Scholarly Paper
The written scholarly paper will be graded according to the rubric provided by the course faculty.

Formal Presentation
The formal presentation will be graded according to the rubric provided by the course faculty.

MSN Curriculum (Focus in Education)

The courses in the MSN Curriculum provide a culminating build to the Capstone Evidence-Based Practice Education Project ("Project"). Students are encouraged to use assignments from courses in the curriculum to develop ideas for the project. The student will identify an education issue in nursing practice in which he/she can become familiar with the literature in the area and clarify the concept of focus for the Capstone Project, etc. The assignments completed for these courses help build the student's knowledge level and contribute to the mastery of the competencies of a master's prepared nurse.

The following table demonstrates how the capstone project builds throughout the master's program.

Course	Assignments that Contribute to the Capstone Project
NUR 510 Theoretical Foundations for Professional Nursing Practice	Identify a nursing theoretical framework or conceptual model that could be applied to guide the development of a resolution for a nursing education issue in an area of professional nursing practice; review literature related to the area of interest. Examine various Evidence-Based Practice Models and their usefulness for guiding strategies for change to address an identified nursing education issue.
NUR 515 Research and Evidence-Based Practice	Formulate a cogent PICOT question related to a nursing education issue or concern; conduct a review and analyze literature related to the selected education issue.
NUR 520 Healthcare Policy in the Global Community	Identify how healthcare policy influences the nursing education issue of interest in regards to barriers, driving forces, stakeholders, economics, resources, values, coalitions, power, ethical standards, political strategies, policy promotion, or opposition.
NUR 525 Population-Based Healthcare	Threaded discussion: Write a clinical question using the PICOT format that addresses your chosen health indicator. Design at least 5 nursing interventions that are based on evidence to improve population outcomes of your chosen health indicator. Some of the nursing interventions should include teaching.
NUR 530 Informatics and Healthcare Technologies	Identify how the student can use technology to disseminate project outcomes.
NUR 536 Teaching and Learning Strategies in	Evaluate evidence-based teaching and learning

Nursing Education	strategies tailored to the learner's needs and learning environment that will address the educational deficit.
NUR 541 Advanced Nursing Curriculum Design	Examine mission and philosophy statements, curricular frameworks, and outcome measures to direct curricular development, taking into consideration accreditation standards in program evaluation.
NUR 546 Evaluation Methods in Nursing Education	Examine assessment and evaluation methods used in nursing education. Appraise social, ethical, and legal issues associated with nursing education.
NUR 551 Integrated Advanced Pathophysiology, Physical Assessment, and Pharmacology	Develop advanced skills and knowledge in the areas of pathophysiology, physical assessment, and pharmacology to enhance transmission of knowledge to students.
NUR 561 Education Practicum	Assume a nurse educator role in effectively implementing educational initiatives within the context of an educational setting using effective communication (scholarly writing, speaking, and group interaction) skills.

EDUCATION CAPSTONE I AND II COURSEWORK

EDUCATION CAPSTONE I
Upon successful completion of Education Capstone I, the student will be able to:
1. Identify a relevant education issue in nursing practice.
2. Conduct an in-depth review of the literature on the identified topic.
3. Appraise a relevant theoretical framework, evidence-based practice model, and scholarly evidence from the literature that supports the Evidence-Based Practice Education Project.
4. Construct an evidence-based practice table of literature to determine the strengths, validity, and reliability of the evidence.
5. Determine if there is enough evidence to change practice.
6. Identify an Evidence-Based Translation Model to implement practice change.

Course Description: The Nurse Educator Capstone I course provides a culmination of the MSN nurse educator curriculum and allows the student to integrate knowledge and skills acquired throughout the program. Students must complete a scholarly project which synthesizes advance knowledge and skills to address an area of relevance to professional nursing education. The Capstone is a faculty guided scholarly project. It provides evidence of students' critical thinking and ability to translate research into practice in nursing education within an educational or healthcare organization. Additionally, this course provides learners with the opportunity to communicate a scholarly project in a professional manner.

Steps in the Process:

I. Skills, strategies, and resource acquisition for the Evidence-Based Practice Education Project.
- A. Selecting and narrowing capstone project topic
- B. Steps of the Evidence-Based Practice Education Project proposal
    - 1. Introduction
        - a. Background
        - b. Statement of the Problem
        - c. Data from the Literature Supporting the Need for the Project
        - d. Data from the Educational Agency Supporting the Need for the Project
        - e. Purpose of the Evidence-Based Practice (EBP) Project
            - i. Compelling Education Question
            - ii. PICOT Question (Population, Intervention, Comparison, Outcome, and Time)
        - f. Significance of the EBP Project (Submit to Course Faculty)
    - 2. Theoretical Framework, Evidence-Based Model, Review of the Literature
        - a. Theoretical Framework
            - i. Overview of Theoretical Framework
            - ii. Application of Theoretical Framework to EBP Project
            - iii. Strengths and Limitations of Theoretical Framework for EBP Project
        - b. Evidence-Based Practice Translation Model
            - i. Overview of EBP Translation Model
            - ii. Application of EBP Translation Model to EBP Project
            - iii. Strengths and Limitations of EBP Translation Model for EBP Project
        - c. Literature Search
            - i. Sources examined for Relevant Evidence
            - ii. Search Results

iii. Appraisal of Relevant Evidence (<u>Submit to Course Faculty</u>)
  d. Construction of Evidence-Based Practice Table
    i. Synthesis of Critically Appraised Literature
    ii. Best Practice Model Recommendation
    iii. How the Best Practice Model will answer the Education
    Question
  e. Analyze how various Nursing Evidence-Based Practice Models (i.e., JHNEBP, Iowa Model) that are available to nurse researchers that may be used to guide the practice change (<u>Submit to Course Faculty</u>)

EDUCATION CAPSTONE II

Upon successful completion of Education Capstone II, the student will be able to:
1. Assemble an interprofessional collaborative team.
2. Assess the environmental factors influencing the education practice issue.
3. Analyze the education issue identified using the translation of evidence into practice model selected.
4. Distinguish barriers and facilitators to implementing an action plan.
5. Formulate an evaluation plan to measure outcomes of the project.
6. Synthesize the implications for future nursing practice, theory, research, and education.
7. Disseminate the knowledge gained from the Evidence-Based Practice Project process through the writing of a scholarly paper and formal presentation.

Course Description: The Nurse Educator Capstone II course is a continuation of the work initiated in Capstone I. It is the final step in the journey to graduation. The Capstone II is a theory-derived, evidence-based practice education project that allows the student to plan collaborative educational activities, review the literature, and demonstrate effective interdisciplinary communication with a team to identify workable solutions to nursing education practice issues.

In collaboration with a selected Nurse Educator, the student will create various teaching-learning activities. Evidence-based practices for evaluation of learning in both classroom and clinical settings are analyzed and applied. The student will disseminate the knowledge gained in the process through the writing of a scholarly paper and formal presentation of the project. The written document is a scholarly piece of writing that demonstrates competency through the synthesis of knowledge acquired in the MSN nurse educator track.

Steps in the Process:
  A. Assemble an inter-professional collaborative team.
    a. Identify the stakeholders and discuss how the proposal will impact each individual/group.
    b. Discuss the details of how the Evidence-Based Practice Education Project could be implemented and provide an analysis of the actual or potential impact this proposal will have on nursing and healthcare.
    c. Review the Evidence-Based question (PICOT Question: Population, Intervention, Comparison, Outcome, and Time).
    d. Share the review of the literature (gathered from Education Capstone I).
    e. Schedule team meetings with identified educational professionals.
  B. Assess environmental factors influencing the education practice issue.
    a. Assessment of organizational culture.
    b. Readiness for evidence-based practice.
    c. Identify other internal and external evidence to consider.

       d.   Economic, legal, ethical, political factors, and healthcare policies to consider. (<u>Submit to Course Faculty</u>)

       e.   Requirements of accrediting bodies to consider (e.g.., CCNE, HLC, OBN, etc.).

C. Analyze the education issue identified using the translation model selected.

       a.   Johns Hopkins Nursing Evidence-Based Practice Model (JHNEBP Model).

D. Determine the fit, feasibility, and appropriateness of the recommendations.

E. Distinguish limitations, barriers, and facilitators to implementing an action plan.

F. Develop an action plan. (<u>Submit to Course Faculty</u>)

G. Identify support and resources needed to implement plan (human and financial resources).

H. Discuss education that will need to be provided to your target population and other stakeholders who will be impacted by this proposal.

I. Formulate an evaluation plan to measure the effectiveness, and outcomes of the project.

       a.   Discuss outcomes you would expect to find if your proposed project were to be implemented.

       b.   Discuss a plan for evaluation if your proposed project were to be implemented (including how data will be collected).

       c.   Discuss possible limitations/barriers to evaluating outcomes.

J. Synthesize the implications for future nursing practice, theory, research, and education. (<u>Submit to Course Faculty</u>)

K. Disseminate the knowledge gained from the Evidence-Based Practice Project process through the writing of a scholarly paper and formal presentation, provide methods for disseminating the outcomes learned, and address questions from faculty and peers.

       a.   Discuss opportunities to present your project information in a setting beyond the classroom. How will you disseminate your outcomes?

       b.   Discuss how you would go about obtaining contact hours for a continuing education presentation in your clinical agency or through a professional nursing organization/group.

L. Formal Presentation to Include

       a.   Summary of the Evidence-Based Practice Education Project

       b.   Implications for Future Nursing

           i.   Practice

          ii.   Theory

         iii.   Research

         iv.   Education

       c.   Address questions from faculty and peers

M. References

N. Biographical Material

O. Acronym List

P. Appendices

NURSING—REGISTERED NURSE TO MASTER OF SCIENCE IN NURSING PROGRAM (RN TO MSN)

Overview
The RN to MSN program provides a unique option for those students who want to continue their education after completing their associates or diploma degree in nursing and earning their RN license that ultimately results in achieving an MSN degree. The program is offered in an online learning environment and allows students to work full-time while continuing to pursue their educational goals. The program offers students 32-39 block credits for their associate or diploma degree in nursing, in addition to credit for any previously completed and required general education coursework. The student completes 18 credit hours of bachelor level nursing coursework and any remaining, required general education coursework. Upon completion of bachelor level coursework, students enter the MSN program and complete 36 credit hours of MSN program coursework with a focus in Nursing Education or Nursing Leadership. This program option incorporates both *The Essentials of Baccalaureate Education for Professional Nursing Practice* (2008) and *The Essentials of Master's Education in Nursing* (2011) identified by the American Association of Colleges of Nursing into the required coursework.

Explanation for *Baccalaureate Equivalency* for Graduates of the RN to MSN Degree
The RN to MSN program of study option is available for registered nurses who hold an associate degree or diploma in nursing who want to earn an MSN with a focus in Nursing Education or Nursing Leadership. Graduates do not earn a Bachelor of Science in Nursing (BSN), but are required to successfully complete certain baccalaureate coursework and the RN to MSN Bridge course prior to entering the MSN coursework. Upon completion of the RN to MSN program, students will have earned a Master of Science in Nursing (MSN) degree which assumes a *Baccalaureate Equivalent* degree. The Ohio Department of Higher Education (ODHE), the Higher Learning Commission (HLC), and the Commission on Collegiate Nursing Education (CCNE) identify the MSN as a higher degree than a BSN and provides academic achievement that is beyond a BSN. The student can use the MSN transcript as a BSN equivalent if the need arises. This is further supported by the incorporation of both *The Essentials of Baccalaureate Education for Professional Nursing Practice* (2008) and *The Essentials of Master's Education in Nursing* (2011) identified by the American Association of Colleges of Nursing into the required program of study.

For additional information about this option, please see the Mercy College of Ohio Catalog.