# Master of Science Nursing (MSN) Program Plan 2024

**Name of Academic Program- School of Nursing:** Master of Science Nursing.

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**Mission of School and How It Relates to the University**:

The School of Nursing (SON) mission is consistent with the University mission. The University mission is "*CSU Pueblo's success will be measured by the resilience, agility, and problem-solving abilities of our diverse student population and the ways in which our graduates are able to navigate work in a rapidly changing world*". The mission of the School of Nursing (SON) is *to prepare graduates for professional positions as safe, competent and caring nurses to meet the healthcare needs of diverse populations*

**Mission/Philosophy Statement.**

The mission of the School of Nursing (SON) is *to prepare graduates for professional positions as safe, competent and caring nurses to meet the healthcare needs of diverse populations.* SON faculty developed the mission, philosophy, organizing framework and expected student learning outcomes on March 18, 2011, and revised them on February 26, 2014.

The Colorado State University-Pueblo School of Nursing shares the mission and philosophy of the University, which focuses on education, scholarly activity and service. The school's philosophy is dedicated to the pursuit of higher learning grounded in the arts, sciences and humanities. Caring is considered the central concept of the nursing curriculum. The nursing faculty of CSU-Pueblo is committed to modeling caring behavior to students on the belief that when students experience caring, they learn to care for others. Caring has been defined as the "essence of nursing" (Leininger, 1988), a process, and a behavior that can be taught and learned. Caring requires the "offering of self" (Scotto, 2003); intellectually, physically, psychologically and spiritually.

Nursing is the synthesis of science and art, which addresses health promotion and maintenance across the lifespan and fosters the development of the nurse's professional identity, integrity, and leadership. The practice of patient-centered care includes respect for individual dignity and consideration of cultural and ethical beliefs and values. The nurse advocates for patients and families in ways that promote mutual respect and self-management. Nursing care is provided in collaboration with the patient, the family and members of the health care team. The nurse displays a spirit of inquiry by examining evidence to improve quality of care, promote safety and improve patient outcomes. Nursing judgment is integral to making competent decisions related to the provision of safe and effective nursing care. Effective communication skills using both technological and human means is essential to nursing care.

Education is an interactive experiential process that occurs between teacher, learner and the environment with an emphasis on student centered learning. A variety of educational experiences are essential and allows the learner to integrate knowledge, skills and attitudes. The faculty is responsible for facilitating, maintaining and evaluating the learning process. Learners are expected

to be self-directed, active inquirers, responsible for their own learning and evaluation of educational experiences. Learners move from relative dependence to greater independence in preparation for assuming the professional role and promoting growth as a life-long learner.

## Organizing Framework

The faculty ascribes to the core competencies for nursing and nursing education identified by the Institute of Medicine (IOM) and the Quality and Safety Education for Nurses (QSEN) project. QSEN competencies provide the organizing framework for the expected student outcomes and the curriculum. The graduate nursing program and student outcomes are congruent with the American Association of Colleges of Nursing's (AACN) Essentials of Master's Education for Advanced Practice Nursing (2021). https://www.aacnnursing.org/Portals/42/AcademicNursing/pdf/Essentials-2021.pdf.

In addition, specific educational emphasis outcomes, goals, and course objectives were developed based on:

- *National League for Nursing Core Competencies of Nurse Educators with Task Statements (2018)*

- *National Organization of Nurse Practitioner Faculties (NONPF) Nurse Practitioner Core Competencies (2022), Population-focused Nurse Practitioner Competencies: Family/Across the Lifespan and Psychiatric-Mental Health (2013), and Adult/Gerontology Acute Care Nurse Practitioner Competencies (2016).*

## Graduate Student Learning Outcomes

The curriculum of the CSU–Pueblo Master of Science (MS) with a major in Nursing emphasis in nurse practitioner programs are designed to prepare a graduate who will:

1. Integrate evidence-based practice, ethical decision making and technology into advanced nursing practice.

2. Utilize interprofessional collaboration to provide safe, quality patient-centered care.

3. Explore quality improvement initiatives that affect delivery of advanced nursing practice and health care services.

The MS major in nursing is congruent with the mission of the university and college since it meets the need for a career-oriented profession that serves the health care needs of diverse populations while being committed to excellence. Student Learning Outcomes (SLOs) relate to the mission and flow through the organizing framework and are based on the national competencies for advanced nursing practice. Through a consultant-led process, seven components of SLOs were identified. Then elements of the component were selected. Through a prioritization process five elements were selected for evaluation in 2013-2014 and are highlighted in the table. In 2016, the summative analysis SLO components were evaluated using the oral comprehensive exam analytic rubric developed by the graduate faculty in spring and implemented with end of program final oral exams. The formative analysis areas are highlighted in the elements column. These elements will be evaluated within specific course assignments.

**Table 6.1 Master's Essentials link to EOPSLOs Components / Elements Framework**
**MS and PMC**

**Nurse Practitioners and Nurse Educators**

| Master's Essentials | EOPSLOs | Component to be Evaluated | Elements of the Components (to link course concepts to objectives and EOPSLOs) |
|---|---|---|---|
| **I.** Background for Practice from Sciences and Humanities<br>**IV**. Translating and Integrating Scholarship into Practice<br>**VI.** Health Policy and Advocacy<br>**IX.** Master's –Level Nursing Practice | 1. Integrate evidence-based practice, ethical decision making and technology into advanced nursing practice | 1.A. Best Current Evidence | i. Best current practice and ways of knowing, based on rationale for practice |
| | | | ii. Standards and guidelines |
| | | | iii. Communications |
| | | | iv. Patient wishes/cultural sensitivity |
| | | | **v. Research and use evidence to drive daily practice started 2018-2019** |
| | | | **vi. Advocacy started 2018-2019** |
| | | | vii. Resources at point of care |
| **IX.** Master's –Level Nursing Practice | | 1.B. Ethical Decision-making | i. Ethical decision-making (dilemmas) |
| | | | ii. ANA Code of Ethics* |
| | | | iii. IRB/Informed Consent |
| | | | iv. Ethical principles evident in delivery of patient care |
| **V.** Informatics and Healthcare Technologies<br>**IX.** Master's –Level Nursing Practice | | 1.C. Technology | i. HIT in evidence-based care |
| | | | ii. Current technology to communicate and deliver care |
| | | | iii. Up-to-date resources and documentation |
| | | | iv. HIPAA |
| | | | v. Equipment and information systems |
| **VII.** Interprofessional Collaboration for Improving Patient and Population Health Outcomes<br>**IX.** Master's –Level Nursing Practice | 2. Utilize interprofessional collaboration to provide safe, quality, patient-centered care | 2.A. Interprofessional Collaboration | i. Health care system and teams |
| | | | ii. Inter- and intra-professional communications |
| | | | iii. Interdisciplinary team work (committees) |
| | | | iv. Multiple resources and referrals |
| | | | v. Stakeholders roles |
| **VIII.** Clinical Prevention and Population Health for Improving Health<br>**IX.** Master's –Level Nursing Practice | | 2.B. Safety and Quality Patient-centered Care | i. Do no harm |
| | | | ii. Standards and guidelines |
| | | | iii. Competencies |
| | | | iv. Patient outcomes |
| | | | v. QSEN |
| **IX.** Master's –Level Nursing Practice<br>**VII.** Interprofessional Collaboration for Improving Patient and Population Health Outcomes | | 2.C. Patient-centered care | i. Advocacy |
| | | | ii. Vulnerable populations |
| | | | iii. Respect for patient preferences, values, and needs |
| | | | iv. Cultural Sensitivity |
| | | | Holism |
| **II.** Organizational and Systems Leadership<br>**VI.** Health Policy and Advocacy<br>**IX.** Master's –Level Nursing Practice<br>**III.** Quality Improvement and Safety<br>**VII.** Interprofessional Collaboration for Improving Patient and Population Health Outcomes | 3. Explore quality improvement initiatives that affect delivery of advanced nursing practice and health care services | 3.A. Leadership | i. Change agent |
| | | | ii. Role in policy change |
| | | | iii. Professional integrity |
| | | | iv. Transformational leadership style |
| | | | v. QI |
| | | | vi. Communication |

**Curriculum**:

See attached curriculum maps for Adult/Gerontology Acute Care Nurse Practitioner, Adult/Gerontology Acute Care/Family Nurse Practitioner, Psychiatric-Mental Health Nurse Practitioner and Nurse Educator emphasis areas within the MS degree.

**Assessment Methods**

Faculty utilize direct and indirect measures of student learning to assess the selected elements. These methods are used for the ongoing systematic program evaluation required by the Accreditation Commission for Education in Nursing (ACEN).

Attached are the Systematic Program Evaluation (SPE) templates for the SLO's.

Students are provided with opportunities to be involved in the assessment process through participation in course evaluations, Curriculum and Evaluation Committee, graduate and general faculty meeting and informal sharing of ideas.

**Program Outcomes**

1. Eighty percent of graduates will:

- Complete the program within one and one-half times the length of the program
- Express satisfaction with the program
- Pass national certification exam the first time
- Be employed in role-related professional practice within six months to one year

2. Eighty percent of employers' will express satisfaction with graduates' job performance.

**Assessment Results**:

Graduate faculty will analyze and interpret data at the first spring faculty meeting. Results/recommendations will be reported to the nursing department at the first spring general faculty meeting. Students have opportunity to participate in the various committees/meetings. Results are used to help the SON to achieve program outcomes related to passing certification exams and employability. Faculty meet every other week to discuss best practice and reevaluate assessment methods. As needs are identified, action is taken to implement with best practice based on national competencies. Results are disseminated to the advisory board twice each year, annual university assessment report, students through written notification of policy changes via handbook, blackboard posting and/or emails.

Students are informed about their progress toward SLOs via course grades, pre-certification exams, and clinical evaluations.

**Continuous Processes**:

Data will be collected on the priority components for at least 3 years from summer 2016. Faculty will determine new priority components to be assessed based on the data trends and issues/concerns occurring at that time.

The associate dean, the graduate faculty and the curriculum and evaluation committee of the school of nursing are responsible for monitoring the ongoing systematic program evaluation and improvement process and for ensuring that the results from each year provide the springboard for the following year's action plans. In order to ensure ongoing assessment process, the associate dean maintains a Systematic Master Evaluation Calendar which indicates when data will be collected, reviewed and reported. The evaluation plan for the master's program student learning outcomes indicates the collection methods to be used.

## References

American Association of Colleges of Nursing's (AACN) *Essentials of Master's Education for Advanced Practice Nursing* (2013). Retrieved from http://www.aacn.nche.edu/education-resources/MastersEssentials11.pdf

Institute of Medicine (2003). *Health professions education: A bridge to quality*. Washington, DC: The National Academies Press.

Leininger, M. (1988). Leininger's theory of nursing: Cultural care diversity and universality. *Nursing Science Quarterly, 1*(4), 152-160. doi: 10.1177/089431848800100408

*National League for Nursing Core Competencies of Nurse Educators with Task Statements* (2005). Retrieved from www.nln.org/profdev/corecompetencies.pdf

National Organization of Nurse Practitioner Faculty Competencies retrieved from http://www.nonpf.org/general/custom.asp?page=14

Quality and Safety Education for Nurses (2010). *QSEN competencies definitions.* Retrieved from http://www.qsen.org/

Scotto, C.J. (2003). A new view of caring. *Journal of Nursing Education*, *42*, 289-291.

# MS Adult/Gerontology Acute Care Nurse Practitioner Curriculum Map (Hybrid)

| Year/Semester | Courses - credits | Student Learning Outcomes | | | |
|---|---|---|---|---|---|
| | | Integrate evidence-based practice, ethical decision making and technology into advanced nursing practice | Utilize interprofessional collaboration to provide safe, quality, patient-centered care | Explore quality improvement initiatives that affect delivery of advanced nursing practice and health care services | Level of Expertise (Adapted Benner) & Teaching/Learning Strategies |
| **Year 1 1st semester Fall** | 504 NSG Writing & Presentation Skills- 1 | AB/ DS, PA | | | **Advanced Beginner (AB)** = Perform with guidance **Competent (C)** = Aware of long-term goals and analytical thinking **Proficient (P)** = Recognize, plan

**Teaching/Learning Strategies:**

CS= Case Study
D=Demonstration
DS= Discussion
EV= Eval forms
EX= Exam
J= Journal
PA= Paper
PR=Presentation
Sim= Simulation |
| | 506 Roles, Ethics & Issues - 2 | AB/ PR, PA, EV, DS | AB/ PR, DS | AB/ PR, DS | |
| | 508 Adv Practice Theory - 3 | AB / PR, PA | AB/ PR, PA | | |
| | 552 Adv Pathophysiology - 3 | AB/ EX, CS, DS | | | |
| | 561 Adv Pharmacology - 3 | AB/ EX, CS, DS | | | |
| **Year 1 2nd semester Spring** | 512 Research & Evidenced-Based Practice - 3 | AB/ PR, DS, PA, EX | | | |
| | 562 Advanced Assessment - 2 | AB/ CS, Sim, D, EX | | | |
| | 562 L Advanced Assessment Lab - 1 | AB/ Sim, D | | | |
| | 610 Diagnostic Reasoning - 2 | AB/ EX, CS, DS, Sim, PA, PR | AB/ EX, CS, Sim, DS, PA | | |
| | 613L Acute Care Skills Lab - 2 | AB/ DS, D, EX | AB/ S, D, EX | | |
| **Year 1 3rd semester Summer** | 551 Health Promotion - 2 | AB/ CS, PA , PR, DS | AB/ CS, PA, PR | | |
| | 571 Healthcare Informatics - 2 | AB/ PR, EV, DS | AB/ PR, DS | AB/ PR, DS | |
| | 614L Acute Care Skills Lab II - 1 | AB/ DS, D, EX | AB/ S, D, EX | | |
| | 641 AGACNP I - 3 | AB/ EX, CS, Sim, DS, PR, PA | AB/ PA, DS | AB/ CS, PR, DS | |
| **Year 2 1st semester Fall** | 642 AGACNP II - 2 | C/ EX, CS, Sim, DS, PR | C/ DS, Sim, PR, EX | C/ CS, PR, DS | |
| | 642L AGACNP Practicum II - 4 | C/ EV, EX, D | C/ CS, D, EV | C/ CS, DS | |
| **Year 2 2nd semester Spring** | 548 Healthcare: Ethics, Law & Policy - 3 | AB/DS | AB/DS | AB/PR,DS | |
| | 643 AGACNP III - 2 | P/ EX, CS, Sim, DS, PR | P/ DS | P/ CS, PR, DS | |
| | 643L AGACNP Practicum III - 2 | P/ J, EV, D | P/ CS, J, D | P/ J, CS | |
| | 646L AGACNP MS Practicum - 1 | P/ J, EV, D | P/ CS, J, D | P/ J, CS | |
| **Year 2 3rd semester Summer** | 644 AGACNP IV - 2 | P/ EX, CS, Sim, DS, PR | P/ DS | P/ CS, PR, DS | |
| | 644L AGACNP Practicum IV - 2 | P/ J, EV, D | P/ CS, J, D | P/ J, CS | |
| | 646L AGACNP MS Practicum - 1 | P/ J, EV, D | P/ CS, J, D | P/ J, CS | |
| **Year 3 1st semester Fall** | 645 AGACNP V - 1 | P/ EX, CS, Sim, DS, PR | P/ DS | P/ CS, PR, DS | |
| | 645L AGACNP Practicum V - 2 | P/ J, EV, D | P/ CS, J, D | P/ J, CS | |
| | 646L AGACNP MS Practicum - 1 | P/ J, EV, D | P/ CS, J, D | P/ J, CS | |
| **Totals** | **Total Lab Hours** | **120** | | | |
| | **Total Required AGACNP Clinical Hours** | **780** | | | |
| | **Total Program Credits** | **53** | | | |

| | Optional Elective | 0-20 | |
|---|---|---|---|

**MS Adult/Gerontology Acute Care/Family Nurse Practitioner Curriculum Map Hybrid**

| Year/Semester | Courses | Student Learning Outcomes | | | |
|---|---|---|---|---|---|
| | | Integrate evidence-based practice, ethical decision making and technology into advanced nursing practice | Utilize interprofessional collaboration to provide safe, quality, patient-centered care | Explore quality improvement initiatives that affect delivery of advanced nursing practice and health care services | Level of Expertise (Adapted Benner) & Teaching/Learning Strategies |
| **Year 1 1st semester Fall** | 504 NSG Writing & Presentation Skills - 1 | AB/ DS, PA | | | **Expected Level of Performance:** |
| | 506 Roles, Ethics & Issues - 2 | AB/ PR, PA, EV, DS | AB/ PR, DS | AB/ PR, DS | **Advanced Beginner (AB)** = Perform with guidance |
| | 508 Adv Practice Theory - 3 | AB/ PR, PA | AB /PR, PA | | **Competent (C)** = Aware of long-term goals and analytical thinking |
| | 552 Adv Pathophysiology - 3 | AB/ EX, CS, DS | | | |
| | 561 Adv Pharmacology - 3 | AB/ EX, CS, DS | | | **Proficient (P)** = Recognize, plan |
| **Year 1 2nd semester Spring** | 512 Research & Evidenced-Based Practice - 3 | AB/ PR, DS, PA, EX | | | **Teaching/Learning Strategies:** |
| | 562 Adv. Assessment - 2 | AB/ CS, Sim, D, EX | | | CS= Case Study |
| | 562 L Adv. Assessment Lab - 1 | AB/ Sim, D | | | D=Demonstration |
| | 610 Diagnostic Reasoning - 2 | AB/ EX, CS, DS, Sim, PA, PR | AB/ EX, CS, Sim, DS, PA | | DS= Discussion EV= Eval forms |
| | 613L Acute Care Skills Lab - 2 | AB/ DS, D, EX | AB/ S, D, EX | | EX= Exam J= Journal |
| **Year 1 3rd semester Summer** | 551 Health Promotion - 2 | AB/ CS, PA, PR, DS | AB/ CS, PA, PR | | PA= Paper PR=Presentation |
| | 571 Healthcare Informatics - 2 | AB/ PR, EV, DS | AB/ PR, DS | AB/ PR, DS | Sim= Simulation |
| | 614L Acute Care Skills Lab II - 1 | AB/ DS, D, EX | AB/ S, D, EX | | |
| | 641 AGACNP I - 2 | AB/ EX, CS, Sim, DS, PR, PA | AB/ PA, DS | AB/ CS, PR, DS | |
| | 661 Family I - 2 | **AB/** E, CS, Sim, DS, PR, PA, P | **AB/** PA, DS, P | **AB/** CS, P | |
| **Year 2 1st semester Fall** | 642 AGACNP II - 2 | C/ EX, CS, Sim, DS, PR | C/ DS, Sim, PR, EX | C/ CS, PR, DS | |
| | 642L AGACNP Practicum II - 4 | C/ EV, EX, D | C/ CS, D, EV | C/ CS, DS | |
| | 662 Family II - 2 | **AB/** E, CS, Sim, DS, PR, PA, P | **AB/** PA, DS, P | **AB/** CS, P | |
| | 636L FNP Practicum - 3 | **C/** J, EV, P | **C/** CS, J, P | **C/** EV, P | |
| **Year 2 2nd semester Spring 2020** | 548 Healthcare: Ethics, Law & Policy - 3 | AB/DS | AB/DS | AB/PR, DS | |
| | 643 AGACNP III - 2 | P/ EX, CS, Sim, DS, PR | P/ DS | P/ CS, PR, DS | |
| | 643L AGACNP Practicum III - 2 | P/ J, EV, D | P/ CS, J, D | P/ J, CS | |
| | 646L AGACNP MS Practicum - 1 | P/ J, EV, D | P/ CS, J, D | P/ J, CS | |
| | 663 Family III- 2 | **C/** E, CS, Sim, DS, PR, PA, P | **C/** PA, DS, P | **C/** CS, P | |
| | 636L FNP Practicum - 3 | **C/** J, EV, P | **C/** CS, J, P | **C/** EV, P | |
| **Year 2 3rd semester Summer 2020** | 644 AGACNP IV - 2 | P/ EX, CS, Sim, DS, PR | P/ DS | P/ CS, PR, DS | |
| | 644L AGACNP Practicum IV - 2 | P/ J, EV, D | P/ CS, J, D | P/ J, CS | |
| | 646L AGACNP MS Practicum - 1 | P/ J, EV, D | P/ CS, J, D | P/ J, CS | |
| | 664 Family IV - 1 | **C/** E, CS, Sim, DS, PR, PA, P | **C/** PA, DS, P | **C/** CS, P | |
| | 636L FNP Practicum - 3 | **C/** J, EV, P | **C/** CS, J, P | **C/** EV, P | |

| Year 3 1st semester Fall | 645 AGACNP V - 1 | P/ EX, CS, Sim, DS, PR | P/ DS | P/ CS, PR, DS | |
|---|---|---|---|---|---|
| | 645L AGACNP Practicum V - 2 | P/ J, EV, D | P/ CS, J, D | P/ J, CS | |
| | 646L AGACNP MS Practicum - 1 | P/ J, EV, D | P/ CS, J, D | P/ J, CS | |
| | 665 Family V - 1 | C/ E, CS, Sim, DS, PR, PA, P | C/ PA, DS, P | C/ CS, P | |
| | 636L FNP Practicum - 4 | C/ J, EV, P | C/ CS, J, P | C/ EV, P | |

| Totals | Total Required Family Clinical Hours | 780 |
|---|---|---|
| | Total Required AGACNP Clinical Hours | 780 |
| | Total Clinical Hours | 1560 |
| | Total Lab Hours | 120 |
| | Total Required Credit Hours | 74-80 |
| | Optional Elective | 0-21 |

# MS Psychiatric–Mental Health Nurse Practitioner Curriculum Map

| Year/Semester | Courses | Student Learning Outcomes | | | |
|---|---|---|---|---|---|
| | | Integrate evidence-based practice, ethical decision making and technology into advanced nursing practice | Utilize interprofessional collaboration to provide safe, quality, patient-centered care | Explore quality improvement initiatives that affect delivery of advanced nursing practice and health care services | Level of Expertise (Adapted Benner) & Teaching/Learning Strategies |
| **Year 1** **1st semester** **Fall** | 504 NSG Writing & Presentation Skills - 1 | AB/ DS, PA | | | **Advanced Beginner (AB)** = Perform with guidance **Competent (C)** = Aware of long-term goals and analytical thinking **Proficient (P)** = Recognize, plan |
| | 506 Roles, Ethics & Issues - 2 | AB/ PR, PA, EV, DS | AB/ PR, DS | AB/ PR, DS | |
| | 508 Adv Practice Theory - 3 | AB/ PR, PA | AB/ PR, PA | | |
| | 552 Adv Pathophysiology - 3 | AB/ EX, CS, DS | | | |
| | 561 Adv Pharmacology - 3 | AB/ EX, CS, DS | | | |
| **Year 1** **2nd semester** **Spring** | 512 Research & Evidenced-Based Practice - 3 | AB/ PR, DS, PA, EX | | | **Teaching/Learning Strategies:** CS= Case Study D=Demonstration DS= Discussion EV= Eval forms EX= Exam J= Journal PA= Paper PR=Presentation Sim= Simulation |
| | 562 Adv. Assessment - 2 | AB/ CS, Sim, D, EX | | | |
| | 562 L Adv. Assessment Lab - 1 | AB/ Sim, D | | | |
| | 676 Theoretical Mental Health Models - 2 | C/ CS, PA, PR | AB/ PR, DS | | |
| | 677 Psychopharmacology - 2 | C/ CS, PA, PR | AB/ PR, DS | | |
| **Year 1** **3rd semester** **Summer** | 551 Health Promotion - 2 | AB/ CS, PA, PR, DS | AB/ CS, PA, PR | | |
| | 571 Healthcare Informatics - 2 | AB/ PR, EV, DS | AB/ PR, DS | AB/ PR, DS | |
| | 678 Psychiatric Assessment & Evaluation - 2 | AB/ CS, PA, EX, D, DS | AB/ PA | | |
| | 679 Psychiatric Differential Diagnosis - 2 | C/ CS, DS, EX | AB/ CS, DS | | |
| **Year 2** **1st semester** **Fall** | 651 Psychiatric Mental Health I - 2 | C/ EX, CS, Sim, D, DS, PR, PA | C/ EX, DS | C/ PA, DS | |
| | 651L Psychiatric Mental health Practicum I - 2 | C/ J, EV, PA, D | C/ J, PA, D | C/ DS | |
| | 504 NSG Writing & Presentation Skills - 1 | AB/ DS, PA | | | |
| **Year 2** **2nd semester** **Spring** | 548 Healthcare: Ethics, Law & Policy - 3 | AB/DS | AB/DS | AB/PR, DS | |
| | 652 Psych Mental Health II - 2 | C/ EX, CS, Sim, D, DS, PR, PA | C/ EX, DS | C/ PA, DS | |
| | 652L Psych Mental Health II - 2 | C/ J, EV, PA, D | C/ J, PA, D | C/ DS | |
| | 655L MS Psych Mental Health II - 1 | C/ J, EV, PA, D | C/ J, PA, D | C/ DS | |
| **Year 2** **3rd semester** **Summer 2020** | 653 Psych Mental Health III - 3 | P/ EX, CS, Sim, DS, PR, PA | P/ PA, DS | P/ CS, PR, PA | |
| | 653L PMH Practicum III - 3 | P/ J, PA, EV, D | P/ J, PA, D | P/ J | |
| | 655L MS PMH Practicum III - 1 | P/ J, PA, EV, D | P/ J, PA, D | P/ J | |
| **Totals** | **Total Lab Hours** | 30 | | | |
| | **Total Clinical Practice Hours** | 780 | | | |
| | **Total Required Program Credits** | 56 | | | |
| | **Optional Elective** | 0-21 | | | |

## MS Nurse Educator Curriculum Map

| Year/Semester | Courses | Student Learning Outcomes | | | |
|---|---|---|---|---|---|
| | | Integrate evidence-based practice, ethical decision making and technology into advanced nursing practice | Utilize interprofessional collaboration to provide safe, quality, patient-centered care | Explore quality improvement initiatives that affect delivery of advanced nursing practice and health care services | Level of Expertise (Adapted Benner) & Teaching/Learning Strategies |
| **Year 1 1st semester Fall** | 504 NSG Writing & Presentation Skills - 1 | AB/ DS, PA | | | **Advanced Beginner (AB)** = Perform with guidance |
| | 552 Adv Pathophysiology (OL) - 3 | AB/ EX, CS, DS | | | **Competent (C)** = Aware of long-term goals and analytical thinking |
| | 561 Adv Pharmacology (OL) - 3 | AB/ EX, CS, DS | | | |
| | 575 Curriculum Development (OL) - 3 | C/ DS, CS, PA, D PR | C/ DS, D, PR | C/ DS, PA, PR | **Proficient (P)** = Recognize, plan |
| **Year 1 2nd semester Spring** | 548 Healthcare: Ethics, Law & Policy - 3 | AB/ DS | AB/ DS | AB/ PR, DS | |
| | 562 Advanced Assessment - 2 | AB/ CS, Sim, D, EX | | | **Teaching/Learning Strategies:** CS= Case Study |
| | 562 L Advanced Assessment Lab - 1 | AB/ Sim, D | | | D=Demonstration DS= Discussion |
| | 512 Research & Evidenced Based Practice (OL) - 3 | AB/ PR, DS, PA, EX | | AB/ PR, Sim | EV= Eval forms EX= Exam |
| | 576 Instructional Strategies (OL) - 3 | C/ PA, PR, D, DS | C/ PA, PR, DS | C/ DS, D | J= Journal PA= Paper |
| | **593 Thesis Seminar (optional thesis elective) – 3** | **AB/ PA** | **AB/ PA** | **AB/ PA** | PR=Presentation Sim= Simulation |
| **Year 1 3rd semester Summer** | 551 Health Promotion - 2 | AB/ CS, PA, PR, DS | AB/ CS, PA, PR | | |
| | 577 Assessment & Evaluation (OL) - 3 | C/ PA, PR, DS | C/ DS, PA, PR | C/ DS, D, PR | |
| | 583 Nurse Educator Seminar (OL) - 1 | P/ DS, Sim, PA, PR, D | P/ DS, PR, D | P/ DS, PA, PR, D | |
| | 583L Nurse Educator Practicum - 3 | P/ J, D, Sim | P/ J, D | P/ J, D | |
| | **599 Thesis Research ((optional thesis elective) – 3** | **P/ PA, PR** | **P/ PA, PR** | **P/ PA, PR** | |
| Year 2 1st semester Fall Optional | **599 Thesis Research ((optional thesis elective) – 3** | **P/ PA, PR** | **P/ PA, PR** | **P/ PA, PR** | |
| **Totals** | **Total Lab Hours** | 30 | | | |
| | **Total Clinical Practice Hours** | 135 | | | |
| | **Total Required Program Credits** | 31 | | | |
| | **Optional Elective** | 6-9 | | | |

# MS Nurse Manager Leader Educator Curriculum Map (online)

| Year/Semester | Courses - credits | Student Learning Outcomes | | | |
|---|---|---|---|---|---|
| | | Integrate evidence-based practice, ethical decision making and technology into advanced nursing practice | Utilize interprofessional collaboration to provide safe, quality, patient-centered care | Explore quality improvement initiatives that affect delivery of advanced nursing practice and health care services | Level of Expertise (Adapted Benner) & Teaching/Learning Strategies |
| **Year 1 1st semester Fall** | NSG 504 NSG Writing & Presentation Skills - 1 | AB/ DS, PA | | | **Advanced Beginner (AB)** = Perform with guidance **Competent (C)** = Aware of long-term goals and analytical thinking **Proficient (P)** = Recognize, plan **Teaching/Learning Strategies:** CS= Case Study D=Demonstration DS= Discussion EV= Eval forms EX= Exam J= Journal PA= Paper PR=Presentation Sim= Simulation |
| | NSG 505 Biostatistics & Research - 3 | | | | |
| | ACCT 510 Managerial Accounting - 3 | | | | |
| | CIS 565 Management Information Systems - 3 | | | | |
| **Year 1 2nd semester Spring** | NSG 548 Healthcare: Ethics, Law & Policy - 3 | AB/ DS | AB/ DS | AB/ PR, DS | |
| | NSG 512 Research & Evidenced Based Practice - 3 | AB/ PR, DS, PA, EX | | AB/ PR, Sim | |
| | FIN 530 Financial Management - 3 | | | | |
| | MGMT 520 Management of Organizational Behavior - 3 | | | | |
| **Year 1 3rd semester Summer** | 551 Health Promotion - 2 | AB/ CS, PA, PR, DS | AB/ CS, PA, PR | | |
| | 571 Healthcare Informatics - 2 | AB/ PR, EV, DS | AB/ PR, DS | AB/ PR, DS | |
| | MGMT 540 Marketing Management - 3 | | | | |
| | MGMT 540 Managing Human Resources - 3 | | | | |
| | NSG 594 Field experience (student must complete 12 credits prior to enrollment) - 2 | | | | |
| | NSG 688 Nurse Manager Leader Capstone - 3 | | | | |
| Year 2 1st semester Fall | NSG 594 Field experience (student must complete 12 credits prior to enrollment) – 2 (optional) | | | | |
| | NSG 688 Nurse Manager Leader Capstone – 3 (optional) | | | | |
| **Totals** | **Total Lab Hours** | **0** | | | |
| | **Total Clinical Practice Hours** | 90 | | | |

| | | |
|---|---|---|
| **Total Required Program Credits** | 34 | |
| **Optional Elective** | 0 | |