

Name of Academic Program and School- Master of Science in Nursing, College of Engineering, Education and Professional Studies (CEEPS)

Plan Developed By: Graduate Nursing Faculty 2013

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Mission of Department and How It Relates to the University:

The department mission is consistent with the university and CEEPS. The university mission is to “offer . . . a limited number of graduate programs that meet regional and broad societal needs... and is committed to excellence, setting the standard for regional comprehensive universities in teaching, research and service by providing leadership and access for its region while maintaining its commitment to diversity.”

The mission of CEEPS is to “offer a career-oriented education that efficiently and effectively prepares students to excel as professionals.”

Mission/Philosophy Statement

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

The Colorado State University-Pueblo Department of Nursing shares the mission and philosophy of the University, which focuses on education, scholarly activity and service. The department’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 is 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* (2013). 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* (2005)
- *National Organization of Nurse Practitioner Faculties (NONPF) Nurse Practitioner Core Competencies* (2012), *Population-focused Nurse Practitioner Competencies: Family/Across the Lifespan and Psychiatric-Mental Health* (2013), and *Adult-Gerontological Acute Care Nurse Practitioner Competencies* (2012).

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

The curriculum of the CSU–Pueblo Master of Science (MS) with a major in nursing emphasis in nurse educator is designed to prepare a graduate who will:

1. Implement evidence-based teaching techniques and scholarly inquiry in educational settings with diverse learners.
2. Participate in curriculum design and evaluation of outcomes.
3. Participate in interdisciplinary efforts to address educational needs in local, regional, state, national and international forums.
4. Assume a leadership role in shaping and implementing change.

Program Outcomes

1. Graduate performance on certification exams will be 80% or higher.
2. Program completion rate for at least 80% of the students will be within 1 1/2 times the program length.
3. 80% of graduates and employers will express satisfaction with the program.
4. 80% of those seeking jobs will be involved in role related professional practice one year post-graduation.

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. 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 following table:

Prioritization of MS SLOs		
Nurse Practitioners		
SLOs	Component to be Evaluated	Elements of the Components
1. Integrate evidence-based practice, ethical decision making and technology into advanced nursing practice	Best Current Evidence	Best current practice and ways of knowing, based on rationale for practice
		Standards and guidelines
		Communications
		Patient wishes/cultural sensitivity
		Research and use evidence to drive daily practice
		Advocacy
		Resources at point of care
	ANA Code of Ethics Technologies	Ethical decision-making (dilemmas)
		ANA Code of Ethics
		IRB/Informed Consent
	Technologies	Ethical principles evident in delivery of patient care
		HIT in evidence-based care
		Current technology to communicate and deliver care
		Up-to-date resources and documentation
HIPAA		
2. Utilize interprofessional collaboration to provide safe, quality, patient-centered care	Interprofessional Collaboration	Equipment and information systems
		Health care system and teams
		Inter- and intra-professional communications
		Interdisciplinary team work (committees)
		Multiple resources and referrals
	Safety and Quality Patient-centered Care	Stakeholders roles
		Do no harm
		Standards and guidelines
		Competencies
		Patient outcomes
	Patient-centered care	QSEN
		Advocacy
		Vulnerable populations
		Respect for patient preferences, values, and needs
3. Lead quality improvement initiatives that affect delivery of advanced nursing practice and health care services	Leadership	Cultural Sensitivity
		Holism
		Change agent
		Role in policy change
		Professional integrity
		Transformational leadership style
Nurse Educators		
SLO	Components to be Evaluated	
1. Implement evidence-based teaching techniques and scholarly inquiry in educational settings with diverse learners.	Educational Theory in Practice	Best current practice and ways of knowing, based on rationale for practice
		Standards and guidelines
		Communications
		Research and use evidence to drive daily practice
2. Participate in	Utilize Best Current Evidence	Standards and guidelines

curriculum design and evaluation of outcomes.		Competencies
		IRB/Informed Consent
		Up-to-date resources and documentation
		Equipment and information systems
	Ethics	ANA Code of Ethics
3. Participate in interdisciplinary efforts to address educational needs in local, regional, state, national and international forums.	Interprofessional Collaboration	Health care system and teams
		Inter- and intra-professional communications
		Interdisciplinary team work (committees)
		Multiple resources and referrals
		Stakeholders roles
4. Assume a leadership role in shaping and implementing change.	Leadership	Change agent
		Role in policy change
		Professional integrity
		Transformational leadership style
		QI
		Communication

Curriculum:

See attached curriculum maps for Adult/Geriatric Acute Care Nurse Practitioner, Adult/Geriatric 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 Accreditation Commission for Education in Nursing (ACEN).

1. During comprehensive oral exam, 100% of nurse practitioner students will score 4 or better on evidence-based practice section of rubric (attached). Annually at completion of the program (summer) graduate nursing program coordinator will collect data.
2. During focused physical exam in NSG 562L, 100% of nurse practitioner and nurse educator students will be observed by faculty to satisfactorily complete a checklist stressing major safety components. Annually in the spring, course instructor will collect data.
3. During ethical dilemma case study presentation in NSG 506, 100% of nurse practitioner and nurse educator students will score 4 or better (highest possible score = 5) on a case study presentation rubric. Annually in the fall, course instructor will collect data.
4. 100% of nurse practitioner students in NSG 633L & 683L will score 84% or better on group case study paper. Annually in the summer, course instructor will collect data.
5. During patient simulation in NSG 622L, 100% of nurse practitioner students will score 4 or better (highest possible score=5) on a simulation survey. Annually in the summer, course instructor will collect data

6. During NSG 599 Thesis Research 100% of nurse educator students will successfully defend a thesis. At program completion, the course instructor will collect data.

7. At program completion, 90% of nurse practitioner and nurse educator students will rate overall program effectiveness at 4.75 or better on EBI Exit Survey. At program completion, the associate dean will collect data.

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.

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 department 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 2 years (2013-2015). Fall 2015, 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 department 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 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.

Adult/Gerontology Acute Care Nurse Practitioner Curriculum Map					
	Courses	Integrate evidence-based practice, ethical decision making and technology into advanced nursing practice	Utilize interprofessional collaboration to provide safe, quality, patient-centered care	Lead quality improvement initiatives that affect delivery of advanced nursing practice and health care services	Level of Expertise (Adapted Benner) & Teaching/Learning Strategies
Year 1 1 st semester	506 Roles, Ethics & Issues	AB/ PR, PA, J, EV		AB/PA/DS	Advanced Beginner (AB) = Perform with guidance Competent (C) = Aware of long-term goals and analytical thinking Proficient (P) = Recognize, plan Teaching/Learning Strategies: D=Demonstration Sim= Simulation DS= Discussion EX= Exam CS= Case Study PR=Presentation PA= Paper J= Journal EV= Eval forms P=Portfolio
	508 Adv Practice Theory	AB/PR, PA	AB/PR, PA		
	551 Health Promotion	AB/CS, PA PR	AB/CS, PA, PR		
2nd semester	552 Adv Pathophysiology	AB/ EX, CS, DS			
	562 Advanced Assessment	AB/ CS, Sim, D, EX			
	562 L Advanced Assessment	AB/ Sim, D			
	571 Informatics	C/ PA, PR, CS, DS	C, PA, PR, CS, DS	AB/ PA, PR, CS, DS	
	592 Research	AB/PR/J/DS		AB/PR/D	
3 rd semester	550 Health Policy & Finance	AB/P/DS	AB/DS	AB/PR/DS	
	561 Adv Pharmacology	AB/ EX, CS, DS			
	610 Diagnostic Reasoning	C/ CS, DS	C/ CS, DS		
Year 2 1 st semester	612L	AB/DS/D	AB/S/D		
	620 ACNP I	AB/E, CS, Sim, DS, PR, PA	AB/PA, DS	AB/CS, PR, DS	
	620L ACNP Practicum I	AB/J, EV, P	AB/CS, J, P	AB/J, CS	
2 nd semester	621 ACNP II	C/E, CS, Sim, DS, PR, PA	AB/PA, DS	AB/CS, PR, DS	
	621 ACNP Practicum II	C/J, EV, P	AB/CS, J, P	AB/J, CS	
3 rd semester	622 ACNP III	P/E, CS, Sim, DS, PR, PA	C/PA, DS	C/CS, PR, DS	
	622 ACNP Practicum III	P/J, EV, P	C/CS, J, P	C/J, CS	

Adult/Gerontology Acute Care/Family Nurse Practitioner Curriculum Map					
	Courses	Integrate evidence-based practice, ethical decision making and technology into advanced nursing practice	Utilize interprofessional collaboration to provide safe, quality, patient-centered care	Lead quality improvement initiatives that affect delivery of advanced nursing practice and health care services	Level of Expertise (Adapted Benner) & Teaching/Learning Strategies
Year 1 1 st semester	506 Roles, Ethics & Issues	AB/ PR, PA, J, EV		AB/PA/DS	Advanced Beginner (AB) = Perform with guidance Competent (C) = Aware of long-term goals and analytical thinking Proficient (P) = Recognize, plan Teaching/Learning Strategies: D= Demonstration Sim= Simulation DS= Discussion EX= Exam CS= Case Study PR= Presentation PA= Paper J= Journal EV= Eval forms P= Portfolio
	508 Adv Practice Theory	AB/PR, PA	AB/PR, PA		
	551 Health Promotion	AB/CS, PA PR	AB/CS, PA, PR		
2 nd semester	552 Adv Pathophysiology	AB/ EX, CS, DS			
	562 Advanced Assessment	AB/ CS, Sim, D, EX			
	562 L Advanced Assessment	AB/ Sim, D			
	571 Informatics	C/ PA, PR, CS, DS	C, PA, PR, CS, DS	AB/ PA, PR, CS, DS	
	592 Research	AB/PR/J/DS		AB/PR/D	
3 rd semester	550 Health Policy & Finance	AB/P/DS	AB/DS	AB/PR/DS	
	561 Adv Pharmacology	AB/ EX, CS, DS			
	610 Diagnostic Reasoning	C/ CS, DS	C/ CS, DS		
Year 2 1 st semester	612L Acute Care Skills	AB/DS/D	AB/S/D		
	620 ACNP I	AB/E, CS, Sim, DS, PR, PA	AB/PA, DS	AB/CS, PR, DS	
	620L ACNP Practicum I	AB/J, EV, P	AB/CS, J, P	AB/J, CS	
	631 Family I	C/PA, PR, Sim, EX	AB/PA, DS	AB/CS, PR, DS	
	631L Family Practicum I	AB/ J, EV, P	AB/CS, J, P	AB/J, CS	
2 nd semester	621 ACNP II	C/E, CS, Sim, DS, PR, PA	AB/PA, DS	AB/CS, PR, DS	
	621 ACNP Practicum II	C/J, EV, P	AB/CS, J, P	AB/J, CS	
	632 Family II	C/PA, PR, Sim, EX	AB/PA, DS	AB/CS, PR, DS	
	632L Family Practicum II	C/ J, EV, P	AB/CS, J, P	AB/J, CS	
3 rd semester	622 ACNP III	P/E, CS, Sim, DS, PR, PA	C/PA, DS	C/CS, PR, DS	
	622 ACNP Practicum III	P/J, EV, P	C/CS, J, P	C/J, CS	
	633 Family III	P/PA, PR, Sim, EX	C/PA, DS	C/CS, PR, DS	
	633L Family Practicum III	P/ J, EV, P	C/CS, J, P	C/J, CS	

Psychiatric–Mental Health Nurse Practitioner Curriculum Map					
	Courses	Integrate evidence-based practice, ethical decision making and technology into advanced nursing practice	Utilize interprofessional collaboration to provide safe, quality, patient-centered care	Lead quality improvement initiatives that affect delivery of advanced nursing practice and health care services	Level of Expertise (Adapted Benner) & Teaching/Learning Strategies
Year 1 1 st semester	506 Roles, Ethics & Issues	AB/ PR, PA, J, EV		AB/PA/DS	Advanced Beginner (AB) = Perform with guidance Competent (C) = Aware of long-term goals and analytical thinking Proficient (P) = Recognize, plan Teaching/Learning Strategies: D= Demonstration Sim= Simulation DS= Discussion EX= Exam CS= Case Study PR= Presentation PA= Paper J= Journal EV= Eval forms P= Portfolio
	508 Adv Practice Theory	AB/PR, PA	AB/PR, PA		
	551 Health Promotion	AB/CS, PA PR	AB/CS, PA, PR		
	676 Theoretical Mental Health Models	AB/PR, PA	AB/PR, PA		
2 nd semester	552 Adv Pathophysiology	AB/ EX, CS, DS			
	562 Advanced Assessment	AB/ CS, Sim, D, EX			
	562 L Advanced Assessment	AB/ Sim, D			
	571 Informatics	C/ PA, PR, CS, DS	C, PA, PR, CS, DS	AB/ PA, PR, CS, DS	
	592 Research	AB/PR/J/DS		AB/PR/D	
3 rd semester	550 Health Policy & Finance	AB/P/DS	AB/DS	AB/PR/DS	
	561 Adv Pharmacology	AB/ EX, CS, DS			
	678 Psychiatric Assessment & Evaluation	AB/ CS, PA		AB/CS, PA	
	679 Psychiatric Differential Diagnosis	C/ CS, DS, Sim	AB/ CS, DS		
Year 2 1 st semester	677 Psychopharmacology	C/EX, CS, EX			
	681 Psych Mental Health I	AB/EX, CS, Sim, DS, PR, PA	AB/PA, DS	AB/CS, PR, DS	
	681L PMH Practicum I	AB/J, EV, P	AB/CS, J, P	AB/J, CS	
2 nd semester	682 Psych Mental Health II	C/EX, CS, Sim, DS, PR, PA	AB/PA, DS	AB/CS, PR, DS	
	682 L PMH Practicum II	C/J, EV, P	AB/CS, J, P	AB/J, CS	
3 rd semester	683 Psych Mental Health III	P/EX, CS, Sim, DS, PR, PA	C/PA, DS	C/CS, PR, DS	
	683L PMH Practicum III	P/J, EV, P	C/CS, J, P	C/J, CS	

Nurse Educator Curriculum Map						
	Courses	Implement evidence-based teaching techniques and scholarly inquiry in educational settings with diverse learners	Participate in curriculum design and evaluation of outcomes	Participate in interdisciplinary efforts to address educational needs in local, regional, state, national and international forums	Assume a leadership role in shaping and implementing change	Level of Expertise (Adapted Benner) & Teaching/Learning Strategies
Year 1 1 st semester	506 Roles, Ethics & Issues	AB/ PR, PA, J, EV		AB/PA/DS		Advanced Beginner (AB) = Perform with guidance Competent (C) = Aware of long-term goals and analytical thinking Proficient (P) = Recognize, plan Teaching/Learning Strategies: D= Demonstration Sim= Simulation DS= Discussion EX= Exam CS= Case Study PR= Presentation PA= Paper J= Journal EV= Eval forms P=Portfolio
	508 Adv Practice Theory	AB/PR, PA	AB/PR, PA			
	551 Health Promotion	AB/CS, PA PR	AB/CS, PA, PR			
2 nd semester	552 Adv Pathophysiology	AB/ EX, CS, DS				
	562 Advanced Assessment	AB/ CS, Sim, D, EX				
	562 L Advanced Assessment	AB/ Sim, D				
	571 Informatics	C/ PA, PR, CS, DS	C, PA, PR, CS, DS	AB/ PA, PR, CS, DS		
	592 Research	AB/PR/J/DS		AB/PR/D		
3 rd semester	561 Advanced Pharmacology	AB/ EX, CS, DS				
Year 2 1 st semester	575 Curriculum Development	C/DS, CS, PA, PR	C/PA, PR, DS	C/DS/PA/PR	C/DS/PA/PR	
	576 Instructional Strategies	C/PA, PR, D, DS	C/D, DS, PA, PR,	C/D, CS, PA	C/DS, D	
	577 Assessment & Evaluation	C/PA, PR, DS	C/DS, PA, PR, CS	C/DS, PA, PR	C/DS, PA, PR	
2 nd semester	583 Nurse Educator Seminar	P/DS, Sim, PA, PR, D, AS	P/DS, PA, PR, D, AS	P/DS, PA, PR, D, AS	P/DS, PA, PR, D, AS	
	583L Nurse Educator Practicum	P/TPR, J	P/TPR, J	P/TPR, J	P/TPR, J	
	593 Thesis Seminar	C/TP	C/TP	C/TP	C/TP	
3 rd semester	599 Thesis Research	P/T	P/T	P/T	P/T	