

SCHOOL OF NURSING

Philosophy Statement

Nursing is a discipline, a profession, and a service. The discipline of nursing is a body of knowledge, formalized in philosophical and scientific theory/theoretical statements and developed through a variety of methods of scholarly inquiry. The nurse integrates scientific and philosophic knowledge with aesthetic and personal knowing to form the basis of practice. As a profession, nursing is a self-regulating organization of persons with unique knowledge obtained through specific educational programs. Members of the profession provide a unique service in accordance with a code of ethics. The knowledge on which the service is based includes nursing knowledge and knowledge from the natural and social sciences, and from the arts and humanities. The essence of the service is an interpersonal process aimed at facilitating the health of persons, families and groups. Because nursing service is mandated by society, provision of the service fulfills a contract between society and the profession.

While health has multiple conceptualizations, it is viewed as essentially either a dynamic state or a process. As a state, health is considered to be a condition of dynamic equilibrium that is perceived by the person as well-being and manifested as balance among life processes. Health is also viewed as a developmental process of defining and creating well-being throughout the life span. Because persons may hold conflicting views of health, the focus of nursing service is the health experience as defined by the client.

In order to facilitate health, nurses must understand the nature of persons, families and groups and their relationships with their environments. A person is a unique whole whose characteristics are different from and more than the sum of the characteristics of her/his parts. The same is true of families, groups, and communities. These human entities have intrinsic value and are worthy of respect. Consequently, the values and beliefs of persons, families, and groups must be understood and honored, regardless of the nurse's own values and beliefs if the goal of facilitating health is to be achieved. Environment is a relative term, referring to all realms of human experience that are not a manifestation of the person, family or group. Thus, nurses must understand the nature of various environments. These environments include physiological, geophysical, emotional, interpersonal, social, economic, political, cultural, spiritual relationships in which the person, family, group or community is situated.

The nursing student is an intelligent, articulate, autonomous, ethical person. He or she is able to assess situations, make decisions, develop strategies, and implement change. The student advocates for self and others and is a proponent of social justice. The student is also able to propose learning goals and to evaluate and modify behavior.

In order to educate students to practice professional nursing at the entry and the advanced levels, learning situations must be structured to promote the development of empirical, philosophical, aesthetic, and personal ways of knowing. Specifically, critical thinking skills, communications skills, reflective skills and psychomotor skills must be taught and integrated.

The faculty recognizes that students differ in abilities, learning styles, educational and cultural backgrounds, and goals. Therefore, a variety of learning modalities to facilitate the educational needs of students should be provided. The faculty's responsibility is to challenge and support students by structuring learning activities/situations that require inquiry, analysis, synthesis and evaluation. Learning is optimal when faculty and students develop a dynamic professional relationship fostered by mutual respect and when they engage in critical reflection. As a result of this learner-focused approach to education, the student develops cognitive, affective and psychomotor skills that can be used in diverse life situations.

Professional Guidelines for Curriculum Development

The Essentials of Master's Education for Advanced Practice Nursing

The American Association of Colleges of Nursing (AACN) (1996) *Essentials of Master's Education for Advanced Practice Nursing* has guided the development of the Graduate Programs curricula. The Nursing Science Component and the Advanced Practice Component courses integrate the AACN Essentials model and recommendations. The Essentials document recommends a minimum of 500 hours in direct clinical practice during the education program. The FNP and CNS Programs at MSU require 200 hours of direct clinical practice and 25 hours of seminar in each of their three practicum courses. Each graduate from the FNP Program has had 600 direct clinical hours and 75 hours of seminar during master's education for the FNP advanced practice role. Each graduate from the CNS Program has had 500 direct clinical hours and 75 hours of seminar during master's education for the CNS advanced practice role.

National Organization of Nurse Practitioner Faculty Curriculum Guidelines & Program Standards

These guidelines and standards have been used to guide initial and ongoing curriculum development for the Graduate Nursing Programs. The domains integrated into the curriculum are: Management of Client Health, Nurse Client Relationship, Teaching and Coaching, Professional Role, Managing and Negotiating Health Care Delivery System, and Monitoring and Ensuring Quality of Health Care Practice. The graduate student preparing for the family nurse practitioner role option acquires knowledge, competencies, and skills in these domain areas throughout the four main areas of the curriculum: Nursing Science Component, Advanced Practice Component, and Supportive Fields Component.

National Association of Clinical Nurse Specialists

Four essential characteristics of clinical nurse specialist role competencies and outcomes of the master's education articulated by the National Association of Clinical Nurse Specialists (NACNS) (1998) *Statement on Clinical Nurse Specialist Practice and Education*. These characteristics are: Professional Attributes, Leadership Skills, Consultation Skills, and Collaboration Skills. Additional characteristics were added by NACNS to the Statement on Clinical Nurse Specialist Practice and Education in 2004 and are: Clinical Expertise in a Specialty, Ethical Conduct and Professional Citizenship. These characteristics are evaluated during the Advanced Practice CNS clinical courses. Graduate students preparing for the clinical nurse specialist roles acquire knowledge, competencies, and skills in the competencies and outcomes identified in essential characteristics throughout the main areas of the curriculum: Nursing Science Component, Advanced Practice Component, and Supportive Fields Component.

National League for Nursing

Competencies developed by the National League for Nursing (2005) Taskforce on Academic Nursing Education are used as the outcome competencies for the NE graduate. Upon graduation, the nurse educator graduate will:

1. Facilitate learning,
2. Facilitate learner development and socialization,
3. Use assessment and evaluation strategies,
4. Participate in curriculum design and evaluation of program outcomes,
5. Function as a change agent and leader,
6. Pursue continuous quality improvement in the nurse educator role,
7. Engage in scholarship, and
8. Function within the educational environment.

NATIONAL STANDARDS AND GUIDELINES FOR MASTER'S EDUCATION FOR ADVANCED PRACTICE NURSING

American Association of Colleges of Nursing (AACN), (1996). *The Essentials of Master's Education for Advanced Practice Nursing*.

National Organization of Nurse Practitioner Faculty (NONPF), (1995). *Advanced Nursing Practice: Curriculum Guidelines & Program Standards for Nurse Practitioner Education*.

National Organization of Nurse Practitioner Faculties (2002) . *Domains and Competencies of Nurse Practitioner Practice*.

National League for Nursing (2005). *The Scope of Practice for Academic Nurse Educators*.

U.S. Department of Health and Human Services Health Resources and Services Administration Bureau of Health Professions Division of Nursing (2002) . *Nurse Practitioner Primary Care Competencies in Specialty Areas: Family*.

National Association of Clinical Nurse Specialists, (NACNS), (2004). *Statement on Clinical Nurse Specialist Practice and Education*.

The National Taskforce on Quality Nurse Practitioner Education (2002). *Criteria for Evaluation of Nurse Practitioner Education*.

CURRICULUM MODEL

The curricula of the Graduate Programs in the School of Nursing include theoretical and clinical experiences that provide students with the opportunity to develop knowledge and skills necessary to assume the role of an advanced practice nurse who will address the health of persons, families and groups. Graduates are also prepared for doctoral study. Graduate study in nursing is dedicated to developing practitioners who advance nursing clinical practice, education and research.

Outcomes

Upon completion of graduate study in nursing, students will 1) integrate scientific and philosophic knowledge with aesthetic and personal knowledge to form the basis of advanced practice nursing; 2) promote health for persons, families and groups through application of nursing knowledge; 3) articulate nursing knowledge as it applies to practice, theory and research; 4) employ knowledge, skills, and attributes of a scholar to improve nursing research, education and clinical practice; and 5) demonstrate competence in ethical, legal, socio-political, cultural and leadership dimensions of an advanced practice nurse role.

Curriculum Components

The Graduate Programs model is comprised of three areas: 1) the nursing science component; 2) the advanced practice component; and 3) supportive fields. Full-time and part-time plans of study are possible in all programs.

I. Nursing Science Component Courses

NURS 601(3)^	Theoretical Foundations of Nursing
NURS 602 (2)^	Ethical Dimensions of Nursing
NURS 604(3)^	Knowledge Development and Utilization
NURS 640(2)	Family Nursing
NURS 620(3)	Processes Influencing the Human Health Experience
NURS 621(3)	Human Health Experiences
NURS 622(3)	Nursing Actions
NURS 699 (3-4)	Thesis

II. Advanced Practice Component Courses

NURS 603(3)^	Advanced Practice Roles
NURS 606(2)^	Social Space of Nursing
NURS 636(3)	Teaching in a Practice Discipline I
NURS 637(3)	Practicum in Didactic Teaching
NURS 638(3)	Teaching in a Practice Discipline II
NURS 639(3)	Practicum in Clinical Teaching
NURS 641(2)	Adult Health
NURS 642(2)	Child and Adolescent Health
NURS 643(2)	Reproductive Health
NURS 644(2)	Older Adult Health
NURS 645(4)	Advanced Practice I FNP
NURS 646(4)	Advanced Practice II FNP
NURS 647(4)	Advanced Practice III FNP
NURS 660(3)	Organizational and Systems Leadership
NURS 661(3)	Advanced Practice I CNS
NURS 648(3)	Advanced Practice II CNS
NURS 649(3)	Advanced Practice III CNS

III. Supportive Fields Courses

HLTH 575(3)	Biostatistics (or equivalent)
KSP 676(3) ^	Adult Development and Learning
KSP 677(3) ^	Curriculum Design, Assessment and Evaluation
NURS 552(3)	Advanced Health Assessment
NURS 553(3)^	Advanced Pharmacology
NURS 554(3)^	Advanced Pathophysiology

^Courses which are available to non-degree seeking students.

Capstone Experience:

All students complete the graduate thesis (NURS 699: Thesis) and a final clinical practicum as the capstone experience in all programs as measures of Curriculum Outcome achievement.

MS: Nurse Educator Program

The nurse educator program and post-master's certificate program is dedicated to developing nurse educators who advance nursing clinical practice, education and research in academic and practice settings. Graduates are eligible for national certification as academic nurse educators through the National League for Nursing. The MS is the minimum degree of preparation appropriate for the clinical nursing faculty member in academic and practice settings. The NE Program consists of:

Nursing Science Component:	NURS 601(3), NURS 602(2), NURS 604(3), NURS 620(3), NURS 621(3), NURS 622(3), NURS 640(2), NURS 699(4)
Advanced Practice Component:	NURS 606(2), NURS 636(3), NURS 637(3), NURS 638(3), NURS 639(3)
Supportive Fields Component:	HLTH 575(3) or equivalent, KSP 676(4), KSP 677(4)
Total Credits:	49 (360 clinical hours)

MSN: Clinical Nurse Specialist Program

The clinical nurse specialist (CNS) program and post-master's certificate program is dedicated to developing CNSs who advance nursing clinical practice, education and research in practice settings. Graduates are eligible for national certification as clinical nurse specialists to practice with a specialty population. CNSs possess advanced knowledge of the science of nursing with a specialty focus and apply that knowledge to nursing assessments, diagnoses, and interventions and the design of innovation (American Nurses Association, 2004). The CNS program consists of:

Nursing Science Component:	NURS 601(3), NURS 602(2), NURS 604(3), NURS 620(3), NURS 640(2), NURS 699(3)
Advanced Practice Component:	NURS 603(3), NURS 606(2), NURS 660(3), NURS 661(3), NURS 648(3), NURS 649(3), and choice of NURS 641(2), NURS 642(2), NURS 643(2), or NURS 644 (2)
Supportive Fields Component:	HLTH 575(3) or equivalent, NURS 552(3), NURS 553(3), NURS 554(3)
Total Credits:	47 (500 clinical hours)

MSN: Family Nurse Practitioner Program

The family nurse practitioner (FNP) program and post-master's certificate program is dedicated to developing FNPs who advance nursing clinical practice, education and research in practice settings. Graduates are eligible for national certification as family nurse practitioners and are prepared to practice in acute care and community settings with a focus on primary care of individuals across the lifespan and their families. The FNP Program consists of:

Nursing Science Component:	NURS 601(3), NURS 602(2), NURS 604(3), NURS 620(3), NURS 640(2), NURS 699(3)
Advanced Practice Component:	NURS 603(3), NURS 606(2), NURS 641(2), NURS 642 (2), NURS 643(2), NURS 644(2), NURS 645(4), NURS 646(4), NURS 647(4)
Supportive Fields Component:	HLTH 575(3) or equivalent, NURS 552(3), NURS 553(3), NURS 554(3)
Total Credits:	53 (600 clinical hours)

SCHOOL OF NURSING GRADUATE NURSING PROGRAMS
Course Descriptions

I. Nursing Science Component

NURS 601 (3 credits) Theoretical Foundations of Nursing

Theoretical formulations that inform nursing practice are examined and evaluated. Paradigmatic perspectives and their relationships with models of practice are explored. Selected concepts and middle-range theories are analyzed and their implications for practice are discussed.

Prereq: None

NURS 602 (2 credits) Ethical Dimensions of Nursing

The ethics of caring, social justice, and advocacy within the nurse-client relationship are evaluated. Emphasis is on inquiry into ethical ways of knowing and practicing in nursing. Ethical issues in contemporary nursing are analyzed.

Prereq: None

NURS 604 (3 credits) Knowledge Development in Nursing

The role of research and its application, utilization and integration in nursing practice is examined. Research approaches, designs and methods are analyzed. Emphasis is placed on development of analytic skills for reading and applying research in advanced practice roles. Prereq: Graduate statistics; N601, N602

NURS 620 (3 credits) Processes Influencing the Human Health Experience

Middle-range theories that describe and explain the development of health-related behaviors are analyzed. Focus is on how multiple environments influence the development of health-related perceptions and behaviors of individuals, families and groups.

Prereq: N601; Pre or co-req N640

NURS 621 (3 credits) Human Health Experiences

Affective, cognitive, physical, and social experiences of persons, families, and groups are explored. Focus is on middle-range theories that describe and explain common phenomena of concern to nursing.

Prerequisite: 620

NURS 622 (3 credits) Nursing Actions

Middle-range theories that prescribe nursing actions to facilitate health throughout the life span are analyzed. Emphasis is on intervention models and modalities used with persons, families, and groups.

Prerequisite: N621

NURS 640: (2 credits) Family Nursing

Family nursing models and middle-range theories are analyzed and their implications for practice models are discussed. Approaches to assessment of family as context and family as a unit of care are analyzed. Family-nurse interpersonal processes are explored.

Pre or co-req: N601

NURS 699 (3-4 credits) Thesis

Scholarly inquiry into a topic of interest in nursing is undertaken. Students analyze and interpret data to answer a research question.

Prerequisite: Advisor Permission

II. Advanced Practice Component Courses

NURS 603 (3 credits) Advanced Practice Roles

Core aspects of advanced practice nursing are investigated. Emphasis is on analyzing the competencies, roles and issues facing advanced practice nurses. Students explore negotiation of advanced practice roles within practice and academic milieus.

Prereq: None

NURS 606 (2 credits) Social Space of Nursing

The influences of social, economic, political, cultural, organizational and interpersonal milieus on nursing are examined.

Prereq: N601 strongly advised

NURS 636 (3 credits) Teaching in a Practice Discipline I

The practice of teaching in the context of nursing education is analyzed, with a focus on teaching-learning pedagogies, curriculum development and evaluation.

Prerequisite: NURS 604; 8 credits KSP courses

NURS 637 (3 credits) Practicum in Didactic Teaching

Guided experience in the practice of teaching nursing in structured settings. Focus is on implementation of effective, innovative, learner-centered pedagogies and on cultivation of the educator role in field experiences and seminars. (180 hours)

Pre or Coreq: NURS 636

NURS 638 (3 credits) Teaching in a Practice Discipline II

Course emphasis is on approaches to teaching and learning, assessment, and evaluation of students in the clinical setting. Roles and responsibilities of nurse educators within a clinical setting are examined.

Prerequisite: N604; N636; 8 credits KSP courses

NURS 639 (3 credits) Practicum in Clinical Teaching

Guided experience in the practice of teaching nursing in clinical settings. Teaching strategies appropriate to clinical content, teacher attributes and desired learner outcomes are emphasized in field experiences and seminars. (180 hours)

Pre or Co requisite: N638

NURS 641 (2 credits) Adult and Older Adult Health I

Management of pathophysiologic alterations in adult populations. Emphasizes development of clinical expertise required to deliver nursing care to adult persons and families with physiological and psychological health problems. Areas of concern common to adults and families are addressed.

Pre or Co-req: Nursing science component, 554, 603, 620, or professor consent

NURS 642 (2 credits) Child and Adolescent Health

Theoretical concepts, assessments and intervention strategies related to health of culturally diverse children, adolescents and their families are critiqued. Health promotion/protection and nursing management of acute and selected chronic health problems of the child and the adolescent are addressed.

Pre or co-req: Nursing science component, 552, 603, 606, 620, 641 or professor consent

NURS 643 (2 credits) Reproductive Health

Theoretical concepts, assessments and intervention strategies related to women's health are critiqued. Health promotion/protection and management of selected acute and chronic reproductive health issues of culturally diverse persons are addressed. Reproductive health care delivery system, ethics, health policy, and research issues are explored.

Pre or co-req: Nursing science component, 552, 603, 606, 620, 641, 643 or professor consent.

NURS 644 (2 credits) Older Adult Health

Focuses on promoting, maintaining, and restoring the health of older adults across various health care settings. Emphasizes development of clinical expertise in assessment, diagnosis, and management of pathophysiologic and family alterations common to the older adult population.

Pre- or co-req: Nursing science component, 552, 603, 606, or professor consent

NURS 645 (4 credits) Advanced Practice I FNP

Student's contract with a master's prepared certified family or specialty nurse practitioner or family practice physician who serves as a mentor/preceptor during the clinical experience.

Pre or co-req: NURS 641, and current CPR certification or professor consent

NURS 646 (4 credits) Advanced Practice II FNP

Student's contract with a master's prepared certified family or specialty nurse practitioner or family practice or specialty physician who serves as a mentor/preceptor during the clinical experience.

Pre or co-req: NURS 641, NURS 642, NURS 643 or professor consent

NURS 647 (4 credits) Advanced Practice III FNP

Student's contract with a master's prepared certified family nurse practitioner or family practice physician who serves as a mentor/ preceptor during the clinical experience.

Pre or co-req: NURS 641, NURS 645 and NURS 646 or professor consent

NURS 660 (3 credits)**Organizational and Systems Leadership**

Organizational and systems leadership skills critical for improvement of clinical care and health care outcomes are evaluated. The focus is on legal and business realities of leading health care systems, including individual organizations and large systems. Prereq: Instructor permission

NURS 661 (3 credits)**Advanced Practice I CNS**

Clinical experience contracted with a Clinical Nurse Specialist who serves as a mentor/preceptor. The focus of the 100-hour clinical is the client/patient sphere of influence.

Pre or co-req: Nursing science component, 552, 603, 620, 640, and current CPR certification or professor consent.

NURS 648 (3 credits)**Advanced Practice II CNS**

Competencies expected of the clinical nurse specialist are presented. Professional attributes, leadership, collaboration, and consultation within the nursing personnel sphere of influence are addressed and experiences using these skills are included in the 200 hour clinical accompanying this course.

Pre or co-req: Nursing science component, 552, 603, 606, 640, and current CPR certification or professor consent

NURS 649 (3credits)**Advanced Practice III CNS**

Development of CNS competencies continues in this course with particular focus on the skills necessary for advanced nursing practice within the organization/network sphere of influence. The 200-hour clinical experience is designed to use these skills in facilitation of system change.

Pre or co-req: Nursing science component, 552, 603, 606, 640, and current CPR certification or professor consent

III. Supportive Fields Courses**HLTH 575 (3 credits)****Biostatistics**

Introduction to statistical analysis as applied to the health sciences. Examines concepts and methods of statistical procedures applied to health problems and issues.

KSP 676 (4 credits)**Adult Development and Learning**

This graduate level course will introduce students to the major theories and research related to adult development and learning. Course activities and assignments are designed to promote student understanding regarding adult developmental change from an ecological systems perspective and will lay a foundation for the development of culturally responsive pedagogical attitudes and skills.

KSP 677 (4 credits)**Curriculum Design, Assessment and Evaluation**

This course is designed to help develop a basic understanding of curriculum design, development, and management as well as to introduce students to major models, strategies, and techniques for conducting academic assessments of individual learners. Emphasis is on an empirically based perspective when designing, collecting and analyzing assessment data to evaluate student learning and improve overall academic performance.

NURS 552 (3 credits)**Advanced Health Assessment**

This course offers theoretical and simulated clinical practice to develop skills in health and physical assessment throughout the life span. Students complete a client data base and identify nursing problems necessary in making clinical judgments and planning and caring for the health care needs of individual clients.

NURS 553 (3 credits)**Advanced Pharmacology for Advanced Practice Nursing**

Analysis of core decision making-processes used by advance practice nurses use to select drugs and clinical case management concepts involved in monitoring persons using prescribed drugs addressed. Principles of altered pharmacodynamics, legal, economic and ethical considerations for nurse prescribers explored.

Pre or co-req: Basic understanding of pathophysiology, physical assessment, pharmacology, and pharmacokinetics.

NURS 554 (3 credits)**Advanced Pathophysiology**

This course provides a foundation in advanced physiology and pathophysiology at the cellular, organic and systemic level. This foundation serves as a basis for clinical assessment and management by advanced practice nurses. Key concepts and integration of function among systems emphasized.