**Graduate Program Name:** Master of Science in Nursing (MSN)

**Department of Nursing Mission:**

The Mission of the Department of Nursing at Messiah College is to prepare baccalaureate and graduate professional nurses within the context of liberal arts and sciences from a Christian worldview for beginning and advanced professional nursing roles.The educational process facilitates the knowledge, skills, and perspectives needed to promote professional nursing excellence and lifelong learning.The distinctives of a Messiah College nurse include commitment to academic excellence, service to others with insight and creativity, compassion through cultural humility, caring leadership, and reconciliation from a Christian worldview.

**MSN Program Goals: \***

1. Prepare master’s level professional nurses to provide ethical leadership and service by integrating knowledge into practice and applying quality principles for safe, holistic nursing care in advanced nursing roles.
2. Provide a learning environment in which a Christian worldview of service, leadership, and reconciliation emphasizes the use of scientifc knowledge, critical thinking, effective communication, and interprofessional collaboration to enhance nursing care and education directed at population health across diverse settings.
3. Promote evidence-based knowledge for integration and dissemination across learning environments and the healthcare system.
4. Provide an educational foundation for doctoral study and life long learning.
5. Provide student-centered, evidence-based teaching and learning for nursing practice, leadership, service, and reconciliation.

Key: Yellow – Curricular Competency (Outcome)

Turquoise – Course Competency (Outcome)

Green – Course Student Learning Outcome

Pink – Changes for 2017-2018

***\*College Assessment for the Post-BSN to DNP-FNP program will begin in 2017-2018 (the first year of specialty FNP course delivery)***

| **Grad CWGEO** (May have multiple associations per outcome.)  **New GLO** | **CCNE Standard** | **Curricular Objectives/**  **Course Objectives/ Student Learning Outcomes/Objectives** (Students will demonstrate the ability to +[Bloom’s action verb]+ [something] | **Courses** in which **students receive feedback** on this learning objective | **Measure** (Method to gauge achievement of expected results) | **Target** (Overall level for satisfactory performance on a Measure) | **Met or**  **Not Met** | **Timeline** How often & when will data be collected? | **Action Plan** |
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| **Old CWEGO**  **2.1 Understanding the foundational content and philosophical assumptions of one’s specialized area of graduate study**  **New GLO**  **1. Exhibit mastery of specialized knowledge** | **CCNE Standard III**  **Program Quality: Curriculum and Teaching Learning Practices** | **MSN Curricular Competency 1 Integrates knowledge from the science of nursing with the knowledge of other disciplines for the development of quality nursing care across diverse settings.** | | | | | | |
| **NURS 500 Course Competency**  **1A** - Applies knowledge from nursing and related sciences to the use of technology and nursing informatics in the delivery of nursing care to enhance patient healthcare outcomes  **NURS 500 –Associated Student Learning Outcomes (for these assignments)**   * Describe nursing science and its relationship nursing informatics * Name the building blocks of nursing informatics. * Explain nursing science, information science, computer science, and cognitive science. * Apply the *Foundation of Knowledge Model for Informatics* to a clinical practice experience. * Analyze the presence of nursing informatics guidelines in baccalaureate nursing education | **NURS 500 –** Technology in Healthcare, Education, and Nursing Practice | * Emerging Technology PP Assignment | 100% of students will score 80% or higher average on Emerging Technologies PP Assignment | Met | Annually - March | Continue with current teaching practices  Raise benchmark score to 85% |
| * Discussion Forums | 100% of students will score 80% or higher average on Discussion Forum | Met | Annually - March | Continue with current teaching practices  Raise benchmark score to 85% |
| **NURS 505 – Associated Course Competency**  **1A** Applies knowledge of human anatomy and physiology for in-depth physical assessment and discernment between normal and abnormal findings.  **NURS 505 – Associated Student Learning Outcomes**   * Performs physical assessments on each body system proficiently * Obtains a health history from assigned clients * Applies knowledge of growth and development in performing physical assessments and in obtaining health histories on assigned clients | **NURS 505 –** Advanced Physical Assessment | Shadow Health Weekly Assignments | * 80% of students will score 80% or higher on Shadow Health Assignments | Met | Annually-October | Raise benchmark score to 85% |
| Health History Assignment | 80% of students will score 80% or higher on Health History Assignment | Met | Annually-October | Raise benchmark score to 85% |
|  | **NURS 520 – Associated Course Competencies**  **1A** - Applies knowledge of the sciences and humanities to interpret philosophical foundations of nursing education and learning theories.  **1B** - Uses knowledge of philosophical perspectives to interpret the meaning of conceptual models and theories of nursing for application to practice and the nurse educator role.  **NURS 520 – Associated Student learning outcomes**   * Define the principle tenets of learning theories * Differentiate among the basic approaches to learning for various learning theories * Identify the differences and similarities in learning theories * Provide examples of the application of three theories of learning to the teaching and learning of nursing students in classroom and clinical practice settings. | **NURS 520 –** Foundations and Applications of the Nurse Educator Role | Exams | 80% of students will attain an 80% or higher exam average. | Met | Annually – March | Revise unit exam questions that negatively discriminated and were below 60% difficulty |
| * Teaching Lesson Plan Assignment | * 85% of students will score an 80% or higher on the Teaching Lesson Plan Assignment | New | Annually – March | New area for assessment in 2018  *EBP PP project moved to scholarship area for assessment where it is a better fit* |
|  | **NURS 521 – Associated Course Competencies**  **IB -** Applies knowledge of the sciences and humanities to analyze nursing curricula that connect concepts learned through general education and other disciplines.  **NURS 521 – Associated Student Learning Outcomes**   * Discuss the historical roots of formal nursing education * Compare important curricular events in the 19th century with those in the 20th and 21st centuries * Cite the impact that two world wars had on the development of nursing education * Differentiate among the different curricula that prepare entry-level nurses * Cite important milestones in the development of graduate education in nursing | **NURS 521 –** Curriculum in Nursing Education | Group PP Project Presentations | 90% of students will score < 85% on Group PP Project Presentation | New | Annually October | New area for assessment in 2018 |
| **Old CWEGO**  **2.2 Engaging in scholarship in one’s specialized area of graduate**  **NEW GLO**  **2. Perform scholarly activities informed by professional standards** | **CCNE Standard III**  **Program Quality: Curriculum and Teaching Learning Practices** | **MSN Curricular Competency**  **4. Uses translational research skills for the integration of evidence-based findings into nursing practice** | | | | | | |
| **NURS 502 – Associated Course Competencies**  **1C** - Apply skills of critical reading to the critical appraisal of nursing research   * **3A** - Uses skills of critical appraisal in evaluating the merit of nursing research findings for evidence-based practice.   **NURS 502 – Associated Student Learning Outcomes**  **Evaluate** research evidence (quantitative and qualitative ) and non-research evidence for level of evidence and quality | **NURS 502** – *Nursing Research Design & Methodology* | **NURS 502** Evidence-based practice project | 85% of students will score an 80% or higher on the NURS 502 EBP project | Met | Annually in March | Increase benchmark to 85% of students will achieve a 90% or greater on NURS 502 project  Introduce Johns Hopkins Evidence-based Tool kit **after** a review of critical appraisal of quantitative, qualitative research evidence and non-research evidence  Add the requirement for a written scholarly critical reflection and appraisal on the EBP project in addition to completing the JHEBP tools. |
| **NURS 501 – Associated Course Competency 4**  Applies the research process to appraise research outcomes for the development of evidence-based nursing knowledge and practice.  **NURS 501 – Associated Course Student Learning Outcomes**  **4A** Perform rigorous critique of evidence derived from databases to generate meaningful evidence for nursing practice. | **NURS 501 –** *Statistics for Evidence-Based Practice* | Unit exams | * 85% of students will attain an 80% or higher exam average. | **Met**  90.9% > 80% | * Annually - March | Continue current teaching methods |
| * SPSS Statistical Analysis | * 85% of students will score an average of 80% or higher on SPSS Statistical Analysis | **Met**  86.3% > 80% | * Every year - March | Continue with current teaching methods |
| **NURS 520 – Associated Course Competency**  **4A –** Uses findings from critically appraised nursing education research in developing ‘best practice’ teaching modalities for use in nursing education and clinical settings.  **NURS 520 – Associated Course Student Learning Outcomes**   * Explain Boyer’s 4 categories of scholarship * Discuss the best evidence and research regarding simulation in nursing education. * Explain methods to establish credibility of program evaluation findings for use in research. * Describe evidence-based teaching. * Discuss the phases of evidence-based teaching. * Discuss methods to evaluate the quality of evidence for application to nursing education | **NURS 520 –** Foundations and Applications of the Nurse Educator Role | NURS 520 Evidence Based Practice Education PP Project | * 85% of students will score an 80% or higher on the NURS 520 EBP PP project | **Met** 100% > 80% | * Every year - March | * Increase benchmark to 100% of students will achieve an 80% or higher on the final capstone project |
| NURS 520 Unit Exams | * 100% of students will attain an 80% or higher exam average. | **Met**  100% > 80% | * Every year - March | Revise unit exam questions that negatively discriminated and were below 60% difficulty |
| **NURS 530 – Associated Course Competencies**  **4B** - Integrates evidence-based nursing knowledge for the development and use of ‘best practice’ clinical instruction of nursing students.  **NURS 530 – Associated Student Learning Outcomes**   * Discuss the meaning of scholarship in the nurse educator role * Identify the types of scholarship outlined by Boyer * Differentiate between the scholarship of teaching and the scholarship of teaching– learning and being a scholar * Identify attributes comprising the science of nursing education * Appreciate the knowledge developed from evidence in education * Demonstrate integrity as a scholar * Identify attributes comprising the science of nursing | **NURS 530 -** *Teaching Methods for Clinical Practice in Nursing Education* | * NURS 530 Capstone Proposal EBP project | * 80% of students will score 80% or higher on the NURS 530 EBP proposal | **Met**  100% > 80% | * Every year - March | * Increase benchmark to 100% of students will score 80% or higher on the EBP proposal capstone project |
| **NURS 531 Associated Course Competencies**  **4A -** Uses evidence-based nursing knowledge to inform decision making in the nurse educator leader role.  **NURS 531 Associated Student Learning Outcomes**   * Develop an evidence-based research project to be applied to nursing education environments * Implement the steps to complete and present an evidence-based nursing education project | **NURS 531 –** *Nurse Educator: Leadership Role Development – Capstone* | NURS 531- Capstone – Evidence-synthesizing project | * 80% of students will achieve an 80% or higher (PASS) on the Capstone – Evidence-Based Practice Project | **Met** 100% > 80% | Every year October | Increase benchmark to 100% of students will score 80% or higher on the final capstone project  Continue with capstone project faculty committee  Update and revise capstone project rubric if needed based on feedback from capstone advisors |
| **Old CWEGO**  **2.3 Developing proficiency in one’s specialized area of study sufficient to prepare students to enter professions, advance within one’s profession, or to continue study for a terminal degree.**  **New GLO 3. Demonstrate mastery of competencies required in their field of study** | **CCNE Standard III**  **Program Quality: Curriculum and Teaching Learning Practices**    **CCNE Standard I**  **Program Quality: Mission and Governance** | **MSN Curricular Competency 2**  **Applies leadership skills that emphasize ethical and critical decision making for the promotion of high quality and safe nursing care.**  **MSN Curricular Competency 3**  **Applies quality principles to all areas of nursing practice**  **MSN Curricular Competency 5** - **Uses technology for the enhancement of communication and delivery of quality patient care.**  **MSN Curricular Competency 9**  **Applies an advanced level of understanding of nursing concepts to nursing practice in**  **both direct and indirect care settings** | | | | | | |
| **NURS 530 – Associated Course Competencies**  **3A -** Designs teaching plans which emphasize safe and quality nursing practice principles for classroom instruction.  **3B** - Integrates theory to clinical practice to facilitate student learning in clinical practice environments.  **9A -** Demonstrates an advanced level of understanding of nursing concepts when teaching nursing content in the classroom and supervising nursing students in clinical settings.  **9B -** Develops a strategy for life-long learning to prepare for terminal degree education, and that integrates ‘best teaching practices’ derived from nursing research.  **NURS 530 - Associated Student Learning Competencies**   * Demonstrate professionalism in teaching/learning environments * Explain how to demonstrate a passion for teaching, for the nursing profession, for patient care, and for learners in the nurse educator role * Demonstrate methods of positive reinforcement in classroom teaching * Explain the importance of preparation and practice for teaching in multiple education learning environments * Describe the importance of developing relationships with learners * Develop clinical guidelines for a student clinical rotation * Demonstrate an organized orientation for clinical students | **NURS 530 -** *Teaching Methods for Clinical Practice in Nursing Education* | NURS 530 - Patient Education Module Project | 80% of students will score 80% or higher on the Pt. Ed. Module Project | Met | Annually in March | New area for assessment in 2018  **\*These are not new course competencies but instead this assignment is now being used to address these course competencies (3A, 3B, and 9A).** |
| NURS 530 Population of Interest Teaching Module | 80% of students will score 80% or higher on the Population of Interest Module | New | Annually in March | New area for assessment in 2018 |
| NURS 530 Clinical Simulation Development Project | 80% of students will score 80% or higher on the Clinical Simulation Project | New | Annually in March | New area for assessment in 2018 |
|  |  |  |  |  |
| **NURS 531 Associated Course Competencies**  **2A -** Uses leadership skills in the role of nurse educator leader that incorporate ethical principles for advanced critical decision making in the managing of nursing education programs in both higher education and clinical practice settings. | **NURS 531 –** *Nurse Educator: Leadership Role Development – Capstone* | NURS 531 – Online teaching experience and peer review | 80% of students will achieve an 80% or higher on the online teaching and peer review assignment | New | Every year October | New area for assessment in 2018 |
| NURS 531 – Program Evaluation Assignment | 80% of students will achieve an 80% or higher on the online teaching and peer review assignment | New | Every year October | New area for assessment in 2018 |
| **3A -** Incorporates knowledge of safety and quality principles of nursing practice in making decisions in the nurse educator leader role that affect nursing education programming in both higher education and clinical practice settings.  **9A -** Uses an advanced level of understanding of nursing concepts for decision making in the nurse educator leader role.  **9B -** Articulates strategies for life-long learning to prepare for terminal degree education, and to remain informed of current trends in higher education and healthcare  **NURS 531 - Associated Student Learning Competencies**   * Apply leadership skills needed to implement excellence in nursing education * Develop a plan of action for a nursing education unit that could be used by a nurse educator administrator to implement change * Identify internal and external factors influencing admission, progression, and graduation in a nursing program * Analyze assessment and evaluation data in determining achievement of learner and program outcomes * Analyze evaluation methods appropriate to measuring program outcomes and curricular outcomes * Describe the relationship of the mission of the parent institution with the nursing curriculum * Discuss the role of the nurse educator administrator in ensuring quality with available resources for nursing education |  |  |  |  |  |  |
| **Old CWEGO**  **2.4 Articulating how Christian faith connects to each specialized area of study and to potential career or service options in that area of study.**  **New GLO**  **4. Articulate how Christian faith and principles inform their vocation** | **CCNE Standard I**  **Program Quality: Mission and Governance**  **CCNE Standard III**  **Program Quality: Curriculum and Teaching Learning Practices** | **MSN Curricular Competency 8**  **Applies culturally humble care concepts in the planning, delivery, management, and evaluation of care across healthcare populations.** | | | | | | |
| **NURS 506 - Associated Course Competency**  **8A -** Integrates knowledge of culturally humble care when considering ethical situations in healthcare and nursing practice.  **NURS 506 – Associated Student Learning Outcomes**   * Distinguish between orthodox & progressivist cultural adversaries. * Describe Buddhist Virtue ethics. * Describe the cultural conflict that was initiated with the Roe decision. * Differentiate among the Judeo-Christian, Catholic and Sunni/Shi’a views of reproductive technology. | **NURS 506 -** *Christian Philosophical & Ethical Foundations of Advanced Nursing* | * NURS 506 – Bioethics & Faith Critique paper | * 80% of students will score an average of 80% or higher on the Bioethics & Faith Critique paper | **Met** 88% > 80% | Every year October | * Continue current practices * (**first year benchmark met since beginning of the program)** |
| * NURS 506 - Bioethics across Cultures Presentation | * 80% of students will score an average of 80% or higher on | New | Every year October | New area for assessment in 2018 |
| * NURS 506 - Discussion Forums with discussion of ethical dilemmas in healthcare | * 80% of students will score an average of 80% or higher on | **Met** 100% > 80% | Every year October | New area for assessment in 2018 |
| **No corresponding OLD CWEGO**  **New GLO**  **5. Apply ethical principles relevant to their professions** | **CCNE Standard III**  **Program Quality: Curriculum and Teaching Learning Practices** | **MSN Curricular Competency 2. Applies leadership skills that emphasize ethical and critical decision making for the promotion of high quality and safe nursing care.** | | | | | | |
| **NURS 506 – Association Course Competencies**  **2A** - Demonstrates the ability to interpret ethical situations in healthcare and nursing practice from a Christian perspective for high quality and advanced clinical decision making.  N**URS 506 – Associated Student Learning Outcomes**   * Compare theonomy from Protestant and Catholic perspectives. * Contrast the religious and secular views of the moral status of the unborn. * Discuss Judaism, Islamic, and Biblical perspectives of ART. * Distinguish between Christian, Jewish, and Islamic views of sex selection. * Explain commodification of reproduction and consumer eugenics. | **NURS 506 -** *Christian Philosophical & Ethical Foundations of Advanced Nursing* | * NURS 506 - Bioethics and Faith Critique Paper | * 80% of students will score an average of 80% or higher on the Bioethics & Faith Critique paper | **Met**  88.8% > 80% | * Every year October | * Continue current practices   **(First time benchmark met in 3 years)** |
| * NURS 506 - Discussion Forums | * 80% of students will score an average of 80% or higher on Discussion Forum assignments | **Met** 88.8% > 80% | * Annually Every year October | * Continue current practices |
| **NURS 500 – Associated Course Competencies**  **2C** - Applies ethical principles in the use of computer technology in nursing practice and nursing education.  **NURS 500 – Associated Student Learning Outcomes**   * Recognize ethical dilemmas in nursing informatics. * Discuss different ethical models for decision making in informatics. * Examine ethical implications of nursing informatics. * Apply an ethical decision model to an ethical situation in nursing informatics. * Evaluate professional responsibilities for the ethical use of healthcare informatics technology. * Explore the ethical model for ethical decision making. | **NURS 500 –** *Technology in Healthcare, Education, and Nursing Practice* | * NURS 500 - Ethical Issues in Technology - Case Study | 80% of students will score an average of 80% or higher on Ethical Issues in Technology - Case Study | New | * Annually – every March | New area for assessment in 2018 |