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Introduction to the Graduate Program in Nursing

This handbook serves as a guide for students pursuing a Graduate Nursing Degree at Messiah College and is a supplement to the Messiah College School of Graduate Studies Catalog. In this document, students will find valuable information regarding many specifics unique to the MSN and DNP programs. Students should familiarize themselves with this material pertaining to their graduate studies in nursing at Messiah College.

Mission of Messiah College

Messiah College is a Christian college of the liberal and applied arts and sciences. The College is committed to an embracing evangelical spirit rooted in the Anabaptist, Pietist, and Wesleyan traditions of the Christian Church. Our mission is to educate men and women toward maturity of intellect, character and Christian faith in preparation for lives of service, leadership and reconciliation in church and society.

Mission of the Department of Nursing

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 attitudes needed to promote professional nursing excellence, interprofessional collaborative practice, 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.

Philosophy of the Department of Nursing

The philosophy of the department of nursing is consistent with the Mission, Foundational Values, and Undergraduate Learning Outcomes (ULOs), and Graduate Learning Outcomes (GLOs) of Messiah College. Herein are stated the Foundational Beliefs of the Department of Nursing.

Foundational Belief 1 - Unity of Faith Learning and Life

Central to and informing both the nursing program and the curriculum is the Christian worldview with its affirmations about God, humanity, and culture as understood from Scripture and throughout history. Consistent with the Messiah College philosophy, the nursing faculty and students seek to integrate the practice of nursing with the belief that God is the source of all truth and the One who created persons to glorify God within their environment and society.

Foundational Belief 2 - Importance of Person

A person is a unique being, an integration of physiological, psychological, sociocultural, developmental, and spiritual variables (Neuman, 1995). Each person is created in God's image and therefore has inherent value and significance. The person is created to live in harmonious
relationship with God, self, and others.

Foundational Belief 3 - Significance of Community
A person is an open system who lives in relationships in interface with the environment. The family is the basic unit of society. Its bonds are defined biologically, legally, culturally, and personally. The family exists for the transmission of values, growth and development of its members, and enhancement of its community.

Foundational Belief 4 – Disciplined and Creative Living
The environment is composed of all internal and external influences that surround the person. A healthy human environment reflects the glory of God the Creator, is disciplined, supports human well-being with its resources, is ecologically balanced and free of pollution, is actively engaged in an ever-changing world, and is characterized by shalom and freedom from violence. Shifts in society require new creative approaches to nursing that encompass informed, responsible, and ethical choices for promotion of disciplined and creative living.

Foundational Belief 5 - Service and Reconciliation
Nursing as divine service is participation in God's redemptive activity in the world. It flows from a sense of calling and personal worth and is sustained by God-given resources, and is characterized by attitudes and actions of service and reconciliation directed toward the well-being of persons, families, and communities. Christian attitudes of accountability, which include ongoing personal and professional development, as well as attitudes of reconciliation are essential for effective interactions among health team members and with persons, families, and communities.

Foundational Belief 6 – Importance of Diversity
Nursing is practiced within a local, national, and international context. Nursing caregivers must have knowledge of human diversity and be able to apply knowledge of the effects of human diversity on health status and responses to primary, secondary, and tertiary preventions. The context of practice influences the delivery but not the essence of care.

Foundational Belief 7 – Importance of Integration of Faith and Learning
The integration of faith and learning for service, leadership, and reconciliation in both theoretical and clinical educational environments provide the foundation of the nursing program. The nursing faculty view nursing as a call to service through which health concerns of persons, families, and communities are holistically addressed. Commitment to ongoing personal, spiritual, and professional development and service are foundational in fulfilling the roles of the beginning and advanced professional nurse.

DON Faculty Outcomes

1. Integrate faith and learning in areas of teaching, scholarship, service, and practice.
2. Demonstrate a personal and professional lifestyle of service in the nursing faculty role.
3. Demonstrate effective clinical and classroom teaching.
4. Maintain theoretical and clinical competencies in areas of nursing expertise.
5. Engage in scholarship activities that promote evidence-based nursing practice and education.

**Professional Values**

Students are at the center of the educational program, and are supported in their personal development as they integrate faith and learning. The nursing program seeks to link students' motivation for service to God and humanity with the development of professional nursing values. Christian ideals provide the basis and meaning for professional nursing values of altruism, autonomy or freedom, human dignity, and integrity and social justice fundamental to the discipline of nursing (AACN, 2008). Students are given opportunities to link professional values and the Christian worldview and to practice ethical caring that incorporates them both.

**Educational Process**

The process of nursing education is the mutual responsibility of both students and faculty. Faculty are expected to demonstrate accomplishments in teaching, scholarship, practice, and service. Faculty serve as socializing agents for the professional role through both formal and informal educational experiences with students. Through participation in the educational process, students identify with nursing as they internalize values, knowledge, skills, and behaviors of the profession.

**Master of Science in Nursing (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 scientific 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.

**Post-BSN to DNP/FNP (DNP) Program Goals**

1. Prepare doctoral-level professional nurses to provide leadership and service in promoting quality, holistic nursing care in the advanced nursing role of family nurse practitioner.
2. Provide a learning environment where a Christian worldview of service and leadership is integrated toward a culture of excellence for life-long learning.
3. Promote evidence-based knowledge for integration across learning environments and the healthcare system.
4. Provide an educational foundation for advanced nursing practice and post-doctoral study.
5. Provide student-centered, evidence-based teaching and learning for advanced nursing practice, leadership, service and reconciliation.

Graduate Learning Outcomes (GLOs)

Messiah College has established learning outcomes for graduate students. These learning objectives are accomplished through curricular and co-curricular programming and structures.

They are:

1. Exhibit mastery of specialized knowledge
2. Perform scholarly activities informed by professional standards.
3. Demonstrate mastery of competencies required in their field of study
4. Articulate how Christian faith and principles inform their vocation
5. Apply ethical principles relevant to their profession
6. Demonstrate intercultural competence

Concepts Central to the Curriculum

The following concepts are central to the curriculum of the Messiah College Department of Nursing program. Each concept is defined based on the faculty's understanding of its meaning and use within the curriculum. It is understood that no concept can be defined in isolation; however, for clarity, each is individually defined in relation to the others.

Client System

Person. A person is a unique being, an integration of physiological, psychological, sociocultural, developmental, and spiritual variables. Each person is created in God's image and therefore has inherent value. The person is created to live in a harmonious relationship with God, self, and others. A person is an open system who lives in relationship with families and communities in interface with the environment. Healthy persons manifest wholeness by acting purposefully and morally, thinking rationally, and exercising creative and responsible stewardship of the environment.

Family. The family is, by God's design, the basic unit of society. Its bonds are defined biologically, legally, culturally, and personally. The department of nursing defines family as a relationship of people in heterosexual marriage, adoption, lineage, and other relationships that function as family. The family exists for the transmission of values, the growth and development of its members, and the enhancement of the community. The healthy family can manifest wholeness by love, commitment, intimacy, open communication, and shared goals. The family interacts with and is influenced by the larger community as it nurtures its members.

Community. The community is an open social system characterized by a group of people with a common identity or perspective in a given place or time. A community has shared purposes, commitments, relationships, and responsibilities. A healthy community has environmental, social, and economic conditions in which people can thrive. The role of the community is to support and encourage its subsystems (individual, family, or client system) to
optimal physiological, psychological, sociological, developmental, and spiritual health. Therefore, social justice is an inherent concept of community health. A community may also be geopolitical or phenomenological, local, national, international, global, ethnic, inter-ethnic, academic, professional, or faith-based (Maurer & Smith, 2013). In understanding the interconnectedness of the local and global community, social justice and sharing of resources is also a part of community.

**Environment.** The client system environment can be internal, external, or a created environment. The internal (intrapersonal) environment includes factors within the boundaries of the client system. The external environment factors can be interpersonal or extrapersonal in nature and occur outside the boundaries of the client system. A created environment occurs with attempts to shape a safe setting for functioning through being a responsible steward of resources. A healthy human environment reflects the glory of God the Creator, supports harmonious social relationships and human well-being with its resources, is ecologically balanced and free of pollution, and is characterized by shalom and freedom from violence.

**Health.** Health is a dynamic state of varying system stability on a continuum of wellness and illness. God’s intention for persons, families, and communities is optimal wellness or stability which means living creatively within their limitations, finding meaning in suffering, or experiencing a peaceful death. Variations from health or wellness or varying degrees of system instability are caused by stressor invasion of the normal line of defense that is inherent in this imperfect world.

**Nursing.** Nursing is a unique profession that uses nursing knowledge and actions in partnership with persons, families, and communities to retain, attain, and maintain their optimal health or wellness. Nursing, motivated by compassion, is guided by theory, ethical principles, and professional standards. Nursing is realized through the roles of provider of care, designer/manager/coordinator of care, and member of a profession using critical thinking, communication, assessment, and technical skills. Nursing is influenced by the socioeconomic, political, and cultural contexts in which it is practiced.

**Essential Curriculum Components**

**Master of Science Degree in Nursing Program**

Students of the Master of Science in Nursing program (MSN) build upon baccalaureate foundational professional knowledge and expand their knowledge and expertise for higher level understanding and implementation of advanced nursing roles. The AACN *Essentials of Master’s Education in Nursing* (AACN, 2011) guide the curriculum of the MSN program, along with the NLN *Core Competencies of Nurse Educators* (NLN, 2012) for the Nurse Educator track and the *AONL Key Competencies* and the ANA Scope and Standards for Nursing Administration for the Nursing Administration track (Appendices A, B, and D). The preparation of MSN nurses requires increased depth of understanding and a higher level of practice in nursing practice specialties as well as in areas of leadership, learning and education theory, pedagogical skills, evidence-based inquiry and practice, and graduate level knowledge of health assessment across the lifespan, pathophysiology, and pharmacology. The MSN curriculum competencies are derived from the AACN *Essentials of Master’s Education in Nursing* (Appendix C), and relate to the NLN *Core Competencies of Nurse Educators* (Appendix B). The MSN curriculum provides a core foundation for doctoral education.
**Curriculum level description.** There are two levels in the MSN curriculum. Level one provides students with graduate nursing core content areas focused on nursing informatics, statistics for evidence-based practice, nursing research for evidence-based practice, advanced pharmacology, advanced pathophysiology, advanced physical assessment across the lifespan, and Christian ethical and philosophical foundations for advanced nursing. Accomplishment of level one core courses is required before students may progress to the second level of the MSN curriculum. Level two courses are focused on multiple facets of the master’s prepared nurse. Within the nurse educator specialty, specific content areas include learning theories and educational philosophies, curriculum design and development, evaluation methods and measurement, multiple teaching methodologies, educational needs assessment, scholarship and service in the academic role, clinical nursing practice for direct and indirect nursing practice and educator roles, and evidence-based inquiry for evidence-synthesis, evidence-implementation, and evidence-generation in areas of nursing education for quality learner outcomes. Completion of the MSN curriculum provides graduates with a strong foundation for life-long learning and education at the doctoral level.

**Post-BSN to DNP/FNP Program**

Students of the Post-BSN to DNP/FNP program build upon the generalist foundation afforded through baccalaureate nursing education guided by the AACN *Essentials of Baccalaureate Education for Professional Nursing Practice* *(AACN, 2008)* (Appendix E). In addition, Post-BSN to DNP/FNP students expand their knowledge and expertise for the advance practice role of family nurse practitioner through extensive clinical practice and role preparation in caring for patients across the lifespan within a Christian worldview. The AACN *Essentials of Doctoral Education for Advanced Nursing Practice* *(AACN, 2006)* along with the National Organization for Nurse Practitioner Faculties *Nurse Practitioner Core Competencies* *(NONPF, 2017)* guide the curriculum of the Post-BSN to DNP/FNP program (Appendices F & G). The Post-BSN to DNP/FNP curricular competencies reflect the *Essentials of Doctoral Education for Advanced Nursing Practice* *(AACN, 2006)* and *Nurse Practitioner Core Competencies* *(NONPF, 2017)* (Appendices G & H). Post-BSN to DNP/FNP graduates are prepared for the highest level of leadership in practice and scientific inquiry, and for specialized advanced nursing practice in the role of family nurse practitioner.

**Curriculum level description.** There are two levels in the Post-BSN to DNP/FNP curriculum. Level one provides students with graduate nursing core content areas focused on nursing informatics, statistics for evidence-based practice, nursing research for evidence-based practice, advanced pharmacology, advanced pathophysiology, advanced physical assessment across the lifespan, and Christian ethical and philosophical foundations for advanced nursing. Accomplishment of level one core courses is required before students may progress to the second level of the Post-BSN to DNP/FNP curriculum. Level two courses are focused on multiple facets of the doctorally prepared family nurse practitioner. Specifically, level two courses build upon the direct care core courses of advanced pathophysiology, advanced pharmacology, and advanced physical assessment across the lifespan as well as the graduate nurse core courses of technology, statistics, nursing research, and ethics. Level two courses afford students opportunities to master and use theoretical content through clinical practicum mentored patient care experiences in primary care across the lifespan. Level two, non-direct care content areas include genetics, health promotion across the lifespan, epidemiological principles, public health policy, legal aspects of healthcare, interprofessional collaboration, leadership, economics of
healthcare, clinical diagnostics, and advanced practice evidence-based inquiry. The Post-BSN to DNP/FNP curriculum fosters students’ mastery of the knowledge, skills, and abilities that are essential to independent clinical practice. The program culminates in a scholarly project requiring each student to implement and evaluate an evidence-based intervention to improve patient outcomes. Completion of the Post-BSN to DNP/FNP curriculum provides graduates with a strong foundation for life-long learning and post-doctoral education.

Design of the Program

MSN-Nurse Educator

The curriculum for the Master of Science in Nursing (MSN) nurse educator track is designed to prepare nurse educators at the graduate level to have the opportunity for entry level teaching positions in undergraduate nursing education programs or to serve as clinical nurse educators in clinical practice settings. There are two levels in the curriculum design; the first level includes seven core nursing courses (21 credits) and the second includes five courses specific to nursing education which include clinical components (18 credits) for a total of 39 credits.

An optional course (3 credits) is offered for students who want to complement their total clinical hours earned with an additional clinical experience in a specific specialty area of nursing practice. Graduates will be prepared to take the National League for Nursing (NLN) Certified Nurse Educator examination after meeting the eligibility requirements.

Course Delivery

The program can be completed in two years, but must be finished within six years. Courses are offered online in 6, 8, 14, or 16 week sessions throughout the year. Courses without a clinical component are delivered asynchronously online, with the exception of NURS 500, which includes a synchronous online first class session, and NURS 506, which includes two synchronous class sessions. Courses with a clinical component will meet asynchronously online with synchronous online sessions held two to three times during each course. Students living a commutable distance from the Messiah College campus have the option to attend synchronous class sessions on campus.

The program follows a cohort model. However, a student will be permitted to begin courses after the first course of level one with the understanding that progression to level two of the program will occur only after the student has completed all level one courses. In other words, a student may start to take courses in level one at any time, but will have to wait to move to level two until all level one courses are completed.

RN-MSN Nurse Educator – Post ADN or Diploma: Option One

The RN-MSN Nurse Educator Option One is designed for registered nurses who have earned an associate degree in nursing or a nursing diploma and wish to streamline their education to earn a master of science in nursing (MSN) that will advance their career in nursing education. A total
of 150 credit hours are required to complete the RN-MSN Option One; 120 credit hours are
counted toward undergraduate requirements and 30 credit hours are counted toward graduate
requirements. Courses may be transferred into the RN-MSN program as long as at least 60
credits are completed at a four-year institution and at least 30 credits are completed at Messiah
College. Upon completion of 150 credits, students are awarded a Master of Science in Nursing
degree.

Course Delivery
Undergraduate general education and undergraduate nursing courses taken at Messiah College
will be delivered by a traditional undergraduate calendar timeframe. Undergraduate courses will
be offered on campus during the day and also in the evenings. The exception to on-campus
courses would be those that are taken during Messiah College’s undergraduate summer session,
where courses are offered online and have no residency requirement. Graduate nursing courses
being substituted for undergraduate credit will be delivered in an accelerated graduate calendar
timeframe and be offered asynchronously online. Students pursuing the RN-MSN Option One
will work closely with the Coordinator of the MSN and CAGS in Nursing to develop a
customized plan of study that best meets their individual situation.

Student Status
In the RN-MSN Nurse Educator Option One, students are expected to complete the
undergraduate courses prior to completing the graduate courses and accordingly will be
categorized as undergraduate students until they have earned 120 undergraduate credits and
completed the three graduate nursing bridge courses (NURS 501, NURS 502, & NURS 506).
Once the student reaches this point, the graduate program in nursing will review the student’s file
and GPA to assure expectations and the minimal 3.0 standard have been met. The student will
receive notification in writing when his/her status has been changed from undergraduate to
graduate. Upon achieving graduate status, the student is eligible to enroll in NURS 503,
Advanced Pathophysiology, and proceed through the MSN curriculum. Regardless of
undergraduate or graduate status, the RN-MSN Option One students will abide by the
expectations set forth in the School of Graduate Studies Catalog and Graduate Nursing Student
Handbook at all times.

Financial Aid Note
RN-MSN Nurse Educator Option One students with undergraduate status are eligible to apply
for financial aid available to undergraduate students, and likewise when RN-MSN Option One
students reach graduate status they are eligible to apply for financial aid available to graduate
students. RN-MSN Option One students (regardless of undergraduate or graduate status) are not
eligible for Messiah College institutional aid.

RN-MSN Nurse Educator – Post Non-Nursing Baccalaureate Degree: Option
Two

The RN-MSN Nurse Educator Option Two is designed for registered nurses who have earned an
associate degree in nursing or nursing diploma and a non-nursing bachelor's degree, and wish
to streamline their education to earn a Master of Science in Nursing degree that will advance
their career in nursing education. A minimum of 150 credit hours are required to complete the RN-MSN consisting of 120 undergraduate credit hours transferred from a regionally accredited non-nursing bachelor's degree program, three specified undergraduate nursing courses, one specified graduate nursing course (substituted for an undergraduate nursing requirement), and 36 additional graduate nursing credit hours.

**Course Delivery**
RN-MSN Nurse Educator Option Two students may take required undergraduate nursing courses at Messiah College in a traditional classroom format within the undergraduate calendar timeframe, or may take required undergraduate nursing courses online with the permission of the Graduate Program in Nursing Director. The graduate nursing course being substituted for undergraduate credit will be delivered in an accelerated graduate calendar timeframe and be offered online. Students pursuing the RN-MSN option two will work closely with the Coordinator of MSN and CAGS in Nursing to develop a customized plan of study that best meets their individual situation.

**Student Status**
RN-MSN Nurse Educator Option Two students must complete required undergraduate nursing courses prior to beginning graduate nursing courses. Since RN-MSN Option Two students already hold a BA or BS degree in a non-nursing discipline, they will be categorized as graduate nursing students. RN-MSN Option Two students will be required to maintain a minimum 3.0 GPA in both undergraduate and graduate nursing courses taken. RN-MSN Option Two students will abide by the expectations set forth in the *School of Graduate Studies Catalog* and *Graduate Nursing Student Handbook* at all times.

**Financial Aid Note**
RN-MSN Nurse Educator Option Two students will be advised to work closely with the graduate financial aid officer if financial aid is needed. RN-MSN Option Two students are not eligible for Messiah College institutional aid. At all times, the graduate, not undergraduate, schedule of tuition and fees apply to RN-MSN Option Two students.

**Graduate Certificate in Nursing Education**
The Graduate Certificate in nursing education is designed for post-BSN graduates who wish to advance their career as a nurse educator. This 12-credit online certificate is a combination of clinical fieldwork and graduate nursing courses that will assist in preparation of a MSN degree.

**Certificate of Advanced Graduate Studies – Nursing Education**
The Certificate of Advanced Graduate Studies (CAGS) in nursing education is designed for registered nurses who hold an advanced degree in nursing (MSN, DNP, or Ph.D.) without a nurse educator focus. This 15-credit online certificate consists of both theory and clinical experiences. Those who complete this certificate program will be prepared to take the National League for Nursing (NLN) Certified Nurse Educator exam after meeting the eligibility requirements.
**MSN - Nursing Administration**

The Master of Science in Nursing (MSN) nursing administration track is 38 credits and prepares students to serve diverse patient populations in a variety of healthcare settings. Students will grow as a nursing professional who leads through ethical decision making and critical thinking and who develops effective teams and builds interprofessional collaborations. In partnership with Messiah’s MBA program, this degree track brings together cutting-edge nursing science and practice with executive management skills.

Graduates will be prepared for the AONL certified nurse manage/nurse leader examination (AONL-CNML).

**Course Delivery**

The program can be completed in two years, but must be finished within six years. Courses are offered online in 6, 8, 14, or 16 week sessions throughout the year. Courses without a clinical component are delivered asynchronously online, NURS 506, which includes two synchronous class sessions. Courses with a clinical component will meet asynchronously online with synchronous online sessions held two to three times during each course.

**RN-MSN Nursing Administration – Post ADN or Diploma: Option One**

The RN-MSN Nursing Administration Option One is designed for registered nurses who have earned an associate degree in nursing or a nursing diploma and wish to streamline their education to earn a master of science in nursing (MSN) that will advance their career in nursing administration. A total of 150 credit hours are required to complete the RN-MSN Option One; 120 credit hours are counted toward undergraduate requirements and 30 credit hours are counted toward graduate requirements. Courses may be transferred into the RN-MSN program as long as at least 60 credits are completed at a four-year institution and at least 30 credits are completed at Messiah College. Upon completion of 150 credits, students are awarded a Master of Science in Nursing degree.

**Course Delivery**

Undergraduate general education and undergraduate nursing courses taken at Messiah College will be delivered by a traditional undergraduate calendar timeframe. Undergraduate courses will be offered on campus during the day and also in the evenings. The exception to on-campus courses would be those that are taken during Messiah College’s undergraduate summer session, where courses are offered online and have no residency requirement. Graduate nursing courses being substituted for undergraduate credit will be delivered in an accelerated graduate calendar timeframe and be offered asynchronously online. Students pursuing the RN-MSN Option One will work closely with the Coordinator of MSN and CAGS in Nursing to develop a customized plan of study that best meets their individual situation.

**Student Status**

In the RN-MSN Nursing Administration Option One, students are expected to complete the undergraduate courses prior to completing the graduate courses and accordingly will be categorized as undergraduate students until they have earned 120 undergraduate credits and completed the three graduate nursing bridge courses (NURS 501, NURS 502, & NURS 506).
Once the student reaches this point, the graduate program in nursing will review the student’s file and GPA to assure expectations and the minimal 3.0 standard have been met. The student will receive notification in writing when his/her status has been changed from undergraduate to graduate. Upon achieving graduate status, the student is eligible to enroll in NURS 502, Nursing Research Design and Methodology, and proceed through the MSN curriculum. Regardless of undergraduate or graduate status, the RN-MSN Option One students will abide by the expectations set forth in the School of Graduate Studies Catalog and Graduate Nursing Student Handbook at all times.

Financial Aid Note
RN-MSN Nursing Administration Option One students with undergraduate status are eligible to apply for financial aid available to undergraduate students, and likewise when RN-MSN Option One students reach graduate status they are eligible to apply for financial aid available to graduate students. RN-MSN Option One students (regardless of undergraduate or graduate status) are not eligible for Messiah College institutional aid.

RN-MSN Nursing Administration– Post Non-Nursing Baccalaureate Degree: Option Two
The RN-MSN Nursing Administration Option Two is designed for registered nurses who have earned an associate degree in nursing or nursing diploma and a non-nursing bachelor’s degree, and wish to streamline their education to earn a Master of Science in Nursing degree that will advance their career in nursing administration. A minimum of 150 credit hours are required to complete the RN-MSN consisting of 120 undergraduate credit hours transferred from a regionally accredited non-nursing bachelor's degree program, three specified undergraduate nursing courses, one specified graduate nursing course (substituted for an undergraduate nursing requirement), and 36 additional graduate nursing credit hours.

Course Delivery
RN-MSN Nursing Administration Option Two students may take required undergraduate nursing courses at Messiah College in a traditional classroom format within the undergraduate calendar timeframe, or may take required undergraduate nursing courses online with the permission of the Coordinator of. The graduate nursing course being substituted for undergraduate credit will be delivered in an accelerated graduate calendar timeframe and be offered online. Students pursuing the RN-MSN option two will work closely with the Coordinator of MSN and CAGS in Nursing to develop a customized plan of study that best meets their individual situation.

Student Status
RN-MSN Nursing Administration Option Two students must complete required undergraduate nursing courses prior to beginning graduate nursing courses. Since RN-MSN Option Two students already hold a BA or BS degree in a non-nursing discipline, they will be categorized as graduate nursing students. RN-MSN Option Two students will be required to maintain a minimum 3.0 GPA in both undergraduate and graduate nursing courses taken. RN-MSN Option Two students will abide by the expectations set forth in the School of Graduate Studies Catalog and Graduate Nursing Student Handbook at all times.
**Financial Aid Note**
RN-MSN Nursing Administration Option Two students will be advised to work closely with the graduate financial aid officer if financial aid is needed. RN-MSN Option Two students are not eligible for Messiah College institutional aid. At all times, the graduate, not undergraduate, schedule of tuition and fees apply to RN-MSN Option Two students.

**Graduate Certificate – Nursing Management and Leadership**
The Graduate Certificate provides an option for post-BSN graduates who work in direct care management roles to gain knowledge and advanced leadership and management skills. The certificate prepares students for the AONL certified nurse manager/nurse leader examination (AONL-CNML) and pursuit of an MSN degree.

**Certificate of Advanced Graduate Studies – Nursing Administration**
The Certificate of Advanced Graduate Studies (CAGS) in nursing administration is designed for registered nurses who hold an advanced degree in nursing (MSN, DNP, Ph.D.) without a nursing administrator focus. This 13-credit online certificate addresses the American Organization for Nursing Leadership (AONL) key competencies and the American Nurses’ Credentialing Center (ANCC) Standards of Professional Performance for Nursing Administration to facilitate preparation for national certification.

**Post-BSN to DNP/FNP**
The curriculum for the Post-BSN to DNP/FNP (DNP) is designed to prepare bachelor degree nurses at the graduate level, holistic nursing care in an advanced role as a family nurse practitioner. There are two levels in the curriculum design; the first level includes seven core nursing courses (21 credits), and the second includes 27 didactic and clinical practicum specialty courses specific to DNP/FNP portion of the program (65 credits), for a total of 86 credits.

Graduates will be prepared to take the national certification exam through either the American Association of Nurse Practitioners (AANP) or the American Nurses Credentialing Center (ANCC).

The program can be completed in four years, but must be finished within eight years. Courses are offered online in 1, 6, 8, 13, or 16 week sessions throughout the year. Courses without a clinical component are delivered asynchronously online, with the exception of NURS 506, which includes two synchronous class sessions. Courses with a clinical component will meet asynchronously online with synchronous online sessions held typically at the beginning, middle, and end of the course. Students have the option to attend synchronous class sessions on campus.

**Admission and Enrollment**

**Admission**
Applications are accepted and reviewed throughout the year on a rolling basis. However, all level
one courses must be completed before progressing to level two courses. NURS 500 is the preferred point of entry and traditional starting point. Students who opt to begin the MSN and DNP programs after the preferred entry point may experience a delay in completing level one courses since most are offered only one time per year.

To be considered for admission to the MSN and DNP programs at Messiah College, applicants must complete the admission application and meet all of the stated requirements for the general application as well as the specific requirements for the MSN and DNP program. Applicants will be considered when the application file is complete. In some cases, a conditional acceptance or a provisional acceptance will be granted. Specific information pertaining to conditional and provisional acceptances is explained in the School of Graduate Studies Catalog. Acceptance is limited to the semester indicated on the student’s application.

**Admission Requirements for Students in the MSN Program – Nurse Educator**

1. Bachelor’s degree in Nursing from a CCNE, ACEN, or CNEA accredited program or its equivalent. The institution must also be regionally accredited by one of the following: Middle States, New England, North Central, Northwest, Western and Southern Association of Colleges and Schools. Students with a degree from an institution outside of the United States should go to the international students page for further information.
2. Completed application.
3. $30 application fee (waived for Messiah College graduates).
4. Minimum cumulative GPA of 3.0 on a 4.0 scale.
5. Official transcripts indicating the degree earned. (Graduate programs will secure Messiah College transcripts for all Messiah College graduates who sign the release included in the application. Applicants are responsible for securing non-Messiah transcripts.) Other official transcripts are required if the student intends to transfer courses to meet degree requirements or upon the request of the program coordinator.
6. Personal Statement of Purpose: The 300-500 word statement should describe preparations for graduate work, reasons for applying for this particular graduate program at Messiah College, and how this graduate program will help meet professional and educational goals.
7. Three letters of recommendation (addressing professional experience and/or academic performance, excluding relatives).
8. Résumé or Curriculum Vitae (include a description of professional nursing or clinical experience).
9. A minimum of one year of recent professional nursing practice completed and 1000 hours of nursing practice prior to taking NURS520.
10. Satisfactory completion (grade of C or better) of the following undergraduate courses: statistics, research, and health assessment (as a separate course or integrated concept).
11. Unencumbered licensure as a Registered Nurse (United States & Territories).

**Admission Requirements Specific to the RN-MSN Program – Nurse Educator**

1. Associate degree in nursing or diploma in nursing from an ACEN or CNEA accredited program in nursing or its equivalent. Students with a degree from an institution outside of the United States should go to the international students page for further information.
2. An undergraduate grade point average (GPA) of at least 3.0 on a 4.0 scale. Applications from RNs with a GPA less than 3.0 may be considered on an individual basis. A GPA of at least 3.0 must be achieved prior to enrolling in NURS 503, the first course toward the master’s degree.
3. Unencumbered licensure as a Registered Nurse (United States & Territories).
4. Completed application.
5. $30 application fee (waived for Messiah College graduates).
6. Official transcripts indicating the degree earned. (Graduate programs will secure Messiah College transcripts for all Messiah College graduates who sign the release included in the application. Applicants are responsible for securing non-Messiah transcripts.) Other official transcripts are required if the student intends to transfer courses to meet degree requirements or upon the request of the program coordinator.

7. Personal Statement of Purpose: The 300-500 word statement should describe preparations for graduate work, reasons for applying for this particular graduate program at Messiah College and how this graduate program will help meet professional and educational goals.

8. Three letters of recommendation (addressing professional experience and/or academic performance, excluding relatives).

9. Résumé or Curriculum Vitae (which includes description of professional nursing or clinical experience).

10. Currently working as a practicing nurse and completed 1000 hours of nursing practice prior to taking NURS 503.

Admission Requirements for Certificate in Nursing Education

1. Bachelor’s degree in Nursing from a CCNE, ACEN, or CNEA accredited program or its equivalent. The institution must also be regionally accredited by one of the following: Middle States, New England, North Central, Northwest, Western and Southern Association of Colleges and Schools. Students with a degree from an institution outside of the United States should go to the international students page for further information.

2. Completed application.

3. $30 application fee (waived for Messiah College graduates).

4. Minimum cumulative GPA of 3.0 on a 4.0 scale.

5. Official transcripts indicating the degree earned. (Graduate programs will secure Messiah College transcripts for all Messiah College graduates who sign the release included in the application. Applicants are responsible for securing non-Messiah transcripts.) Other official transcripts are required if the student intends to transfer courses to meet degree requirements or upon the request of the program coordinator.

6. Personal Statement of Purpose: The 300-500 word statement should describe preparations for graduate work, reasons for applying for this particular graduate program at Messiah College, and how this graduate program will help meet professional and educational goals.

7. Three letters of recommendation (addressing professional experience and/or academic performance, excluding relatives).

8. Résumé or Curriculum Vitae (include a description of professional nursing or clinical experience).

9. A minimum of one year of recent professional nursing practice completed and 1000 hours of nursing practice prior to taking NURS 520.

10. Satisfactory completion (grade of C or better) of the following undergraduate courses: statistics, research, and health assessment (as a separate course or integrated concept).

11. Unencumbered licensure as a Registered Nurse (United States & Territories).

Admission Requirements for Certificate in Advanced Graduate Studies – Nurse Educator

1. An advanced degree in Nursing (MSN, DNP, or Ph.D.) without an educator focus from a CCNE, ACEN, or CNEA accredited program or its equivalent. The institution must also be regionally accredited by one of the following: Middle States, New England, North Central, Northwest, Western and Southern Association of Colleges and Schools. Students with a degree from an institution outside of the United States should go to the international students page for further information.

2. Completed application.

3. $30 application fee (waived for Messiah College graduates).

4. Minimum cumulative GPA of 3.0

5. Official transcripts indicating the degree earned. (Graduate programs will secure Messiah College transcripts for all Messiah College graduates who sign the release included in the application. Applicants are responsible for securing non-Messiah transcripts.) Other official transcripts may be required upon the
request of the program coordinator.
6. Personal Statement of Purpose: The 300-500 word statement should describe preparations for graduate work, reasons for applying for this particular graduate program at Messiah College and how this graduate program will help meet professional and educational goals.
7. Three letters of recommendation (addressing professional experience and/or academic performance, excluding relatives).
8. Résumé or Curriculum Vitae (include a description of professional nursing or clinical experience).
9. A minimum of one year of recent professional nursing practice completed and 1000 hours of nursing practice prior to taking NURS520.
10. Unencumbered licensure as a Registered Nurse (United States & Territories).

Admission Requirements for Students in the MSN Program – Nursing Administration

1. Bachelor’s degree in Nursing from a CCNE, ACEN, or CNEA accredited program or its equivalent. The institution must also be regionally accredited by one of the following: Middle States, New England, North Central, Northwest, Western and Southern Association of Colleges and Schools. Students with a degree from an institution outside of the United States should go to the international students page for further information.
2. Completed application.
3. $30 application fee (waived for Messiah College graduates).
4. Minimum cumulative GPA of 3.0 on a 4.0 scale.
5. Official transcripts indicating the degree earned. (Graduate programs will secure Messiah College transcripts for all Messiah College graduates who sign the release included in the application. Applicants are responsible for securing non-Messiah transcripts.) Other official transcripts are required if the student intends to transfer courses to meet degree requirements or upon the request of the program coordinator.
6. Personal Statement of Purpose: The 300-500 word statement should describe preparations for graduate work, reasons for applying for this particular graduate program at Messiah College, and how this graduate program will help meet professional and educational goals.
7. Three letters of recommendation (addressing professional experience and/or academic performance, excluding relatives).
8. Résumé or Curriculum Vitae (include a description of professional nursing or clinical experience).
9. A minimum of one year of recent professional nursing practice completed and 1000 hours of nursing practice prior to taking NURS560.
10. Satisfactory completion (grade of C or better) of the following undergraduate courses: statistics, research, and health assessment (as a separate course or integrated concept).
11. Unencumbered licensure as a Registered Nurse (United States & Territories).

Admission Requirements for Certificate in Nursing Management and Leadership

1. Bachelor’s degree in Nursing from a CCNE, ACEN, or CNEA accredited program or its equivalent. The institution must also be regionally accredited by one of the following: Middle States, New England, North Central, Northwest, Western and Southern Association of Colleges and Schools. Students with a degree from an institution outside of the United States should go to the international students page for further information.
2. Completed application.
3. $30 application fee (waived for Messiah College graduates).
4. Minimum cumulative GPA of 3.0 on a 4.0 scale.
5. Official transcripts indicating the degree earned. (Graduate programs will secure Messiah College transcripts for all Messiah College graduates who sign the release included in the application. Applicants are responsible for securing non-Messiah transcripts.) Other official transcripts are required if the student intends to transfer courses to meet degree requirements or upon the request of the program coordinator.
6. Personal Statement of Purpose: The 300-500 word statement should describe preparations for graduate
work, reasons for applying for this particular graduate program at Messiah College, and how this graduate program will help meet professional and educational goals.

7. Three letters of recommendation (addressing professional experience and/or academic performance, excluding relatives).
8. Résumé or Curriculum Vitae (include a description of professional nursing or clinical experience).
9. A minimum of one year of recent professional nursing practice completed and 1000 hours of nursing practice prior to taking NURS560.
10. Satisfactory completion (grade of C or better) of the following undergraduate courses: statistics, research, and health assessment (as a separate course or integrated concept).
11. Unencumbered licensure as a Registered Nurse (United States & Territories).

Admission Requirements for Certificate in Advanced Graduate Studies – Nursing Administration

1. An advanced degree in Nursing (MSN, DNP, or Ph.D.) without a nursing administration focus from a CCNE, ACEN, or CNEA accredited program or its equivalent. The institution must also be regionally accredited by one of the following: Middle States, New England, North Central, Northwest, Western and Southern Association of Colleges and Schools. Students with a degree from an institution outside of the United States should go to the international students page for further information.
2. Completed application.
3. $30 application fee (waived for Messiah College graduates).
4. Minimum cumulative GPA of 3.0
5. Official transcripts indicating the degree earned. (Graduate programs will secure Messiah College transcripts for all Messiah College graduates who sign the release included in the application. Applicants are responsible for securing non-Messiah transcripts.) Other official transcripts may be required upon the request of the program coordinator.
6. Personal Statement of Purpose: The 300-500 word statement should describe preparations for graduate work, reasons for applying for this particular graduate program at Messiah College and how this graduate program will help meet professional and educational goals.
7. Three letters of recommendation (addressing professional experience and/or academic performance, excluding relatives).
8. Résumé or Curriculum Vitae (include a description of professional nursing or clinical experience).
9. A minimum of one year of recent professional nursing practice completed and 1000 hours of nursing practice prior to taking NURS560.
10. Unencumbered licensure as a Registered Nurse (United States & Territories).

Admission Requirements for Students in the Post-BSN to DNP/FNP Program

1. Bachelor’s degree in Nursing from a CCNE, ACEN, or CNEA accredited program or its equivalent. The institution must also be regionally accredited by one of the following: Middle States, New England, North Central, Northwest, Western and Southern Association of Colleges and Schools. Students with a degree from an institution outside of the United States should go to the international students page for further information.
2. Completed application.
3. $30 application fee (waived for Messiah College graduates).
4. Minimum cumulative GPA of 3.0 on a 4.0 scale. (Applications from BSN RNs with a GPA below 3.0 may be considered on an individual basis.)
5. Official transcripts indicating the degree earned. (Graduate programs will secure Messiah College transcripts for all Messiah College graduates who sign the release included in the application. Applicants are responsible for securing non-Messiah transcripts.) Other official transcripts are required if the student intends to transfer courses to meet degree requirements or upon the request of the program coordinator.
6. Personal Statement of Purpose: The 300-500 word statement should describe preparations for graduate work, reasons for applying for this particular graduate program at Messiah College and how this graduate program will help meet professional and educational goals.
7. Three letters of recommendation (addressing professional experience and/or academic performance, excluding relatives).
8. Résumé or Curriculum Vitae (include a description of professional nursing or clinical experience).
9. A minimum of 500 hours as a registered nurse in direct patient care within one year prior to the start of clinical practicum courses.
10. Satisfactory completion (grade of B or better) of the following undergraduate courses: statistics, research, and health assessment (as a separate course or integrated concept).
11. Completion of a phone, face-to-face, or Zoom interview.
12. Unencumbered licensure as a Registered Nurse (United States & Territories).

Transfer Credits
Graduate students in the MSN Program may transfer up to nine credits of graduate coursework that meet the following conditions:

1. The coursework must have been completed from a regionally accredited institution.
2. A minimum grade of a “B” was earned for each course.
3. The credits must have been completed within the last seven years.
4. The course is not listed as one that is required to have been completed at Messiah College.
5. Currently enrolled students who wish to take credits at another institution and then have them transferred to Messiah College must have written approval of the program coordinator prior to starting coursework*.

*NURS 530 and NURS 531 must be completed at Messiah College.

Graduate students in the Post-BSN to DNP/FNP program may transfer up to 18 credits of graduate coursework that meet the following conditions:

1. The coursework must have been completed from a regionally accredited institution.
2. A minimum grade of a “B’ was earned for each course
3. The credits must have been completed within the last seven years.
4. The course is not listed as one that is required to have been completed at Messiah College.
5. Currently enrolled students who wish to take credits at another institution and then have them transferred to Messiah College must have written approval of the program coordinator/director prior to starting coursework*.

*NURS 601, 602, 623, 632, 731, and 732 must be completed at Messiah College.

Academics

Graduate Academic Calendars

Current graduate academic calendars for 2019-2021 are located on the Messiah College website.
**Academic Advising**

An academic advisor will be assigned to all students who enter into the Graduate Nursing Programs. The advisor will assist the student in planning the coursework for the program of study. Since the program is an online program, advisors are available via email, the LMS Canvas Advising site, Google Drive Advising sheet, Zoom, telephone, or through direct email correspondence. Students can expect a response to email correspondence within 2 to 3 business days.

While the academic advisor will be available to serve as a resource in helping students to create their course of action, it is ultimately the student’s responsibility to ensure all coursework is complete. The final responsibility in meeting graduation requirements rests with the student.

More information about academic advising can be found in the Messiah College *School of Graduate Studies Catalog*.

**Course Registration**

An academic advisor is assigned to all students who have been fully admitted into the College. Together, the student and advisor develop an academic plan customized for each student while meeting all of the requirements of the Graduate Nursing Program. Course registration is completed online once the advisement process has been completed. Prior to registration, students must ensure their accounts are up-to-date with the Business Office. Students not in compliance with these requirements will be unable to register.

Messiah College graduate programs follow a three semester calendar: fall, spring, and summer. More information about academic advising and registration dates can be found on the Messiah College Graduate Studies website.

**Academic Infractions**

Personal integrity is a behavioral expectation for all members of the Messiah community: administration, faculty, staff, and students. Violations of academic integrity are not consistent with the community standards of Messiah College. These violations found in the *School of Graduate Studies Catalog* include:

1. **Plagiarism.** Submitting as one’s own work part or all of any assignment (oral or written) which is copied, paraphrased, or purchased from another source, including on-line sources, without the proper acknowledgement of that source. Examples: failing to cite a reference, failing to use quotation marks where appropriate, misrepresenting another’s work as your own, etc.

2. **Self-Plagiarism:** The reuse of significant, identical, or nearly identical portions of one's own work without acknowledging that one is doing so or citing the original work. Examples: Reusing portions of a previously written text, paper, or article (published or unpublished text), republishing or reusing the same paper that is published elsewhere without notifying the reader nor publisher of the journal, etc.
3. Cheating. Attempting to use or using unauthorized material or study aids for personal assistance in examinations or other academic work. Examples: using a cheat sheet, altering a graded exam, looking at a peer’s exam, having someone else take the exam for you, using any kind of electronic mobile or storage devices (such as cell phones, PDAs, Blackberry, iPods, iPhones, Flash drives, DVDs, CDs), communicating via email, IM, or text messaging during an exam, using the internet, sniffers, spyware or other software to retrieve information or other students’ answers, purposely disconnecting from the internet to cause a lock on an online exam, etc.

4. Fabrication. Submitting altered or contrived information in any academic exercise. Examples: falsifying sources and/or data, etc.

5. Misrepresentation of Academic Records. Tampering with any portion of a student’s record. Example: forging a signature on a registration form or change of grade form on paper or via electronic means.

6. Facilitating Academic Dishonesty. Helping another individual violate this policy. Examples: working together on an assignment where collaboration is not allowed, doing work for another student, allowing one’s own work to be copied.

7. Computer Offenses. Altering or damaging computer programs without permission. Examples: software piracy, constructing viruses, introducing viruses into a system, copying copyrighted programs, etc.

8. Unfair Advantage. Attempting to gain advantage over fellow students in an academic exercise. Examples: lying about the need for an extension on a paper, destroying or removing library materials, having someone else participate in your place, etc.

Procedures for perceived, multiple, or egregious violations and of academic integrity and the penalties for violations can be found in the School of Graduate Studies Catalog under Academic Integrity. Students who find it necessary to request an exception to academic policy can find the procedure in the School of Graduate Studies Catalog.

Curriculum

Master’s Degree in Nursing – Nurse Educator Course of Study

Level One
- NURS 500 – Health Informatics
- NURS 501 – Statistics for Evidence-based Practice
- NURS 502 – Nursing Research Design and Methodology
- NURS 503 – Advanced Pathophysiology
- NURS 504 – Advanced Pharmacology
- NURS 505 – Advanced Physical Assessment Across the Lifespan
- NURS 506 – Christian Philosophical & Ethical Foundations of Healthcare

Level Two
- NURS 520 – Foundations and Applications of the Nurse Educator Role
- NURS 521 – Curriculum in Nursing Education
• NURS 522 – Principles of Measurement & Evaluation
• NURS 530 – Teaching Methods for Clinical Practice in Nursing Education
• NURS 531 – Nurse Educator: Leadership Role Development – Capstone
• NURS 540** - Clinical Specialty Practicum Experience (Optional)

RN-MSN Nurse Educator – Post ADN or Diploma: Option One

Area I: Specific Requirements (9 credits)
• IDFY 101 or Composition
• Writing Intensive General Education Course Requirement
• Comm 105 – Oral Communications
• IDCR 151 – Created and Called for Community

Area II: Liberal Knowledge (33 credits)
• At least 3 credits, but no more than 12 credits from each cluster
• 1) Mathematical, Natural and Lab Sciences
   o STAT 269 – Introductory Statistics
   o NURS 501 – Statistics for Evidence-based Practice
• 2) Social Sciences and History
• 3) Humanities and Arts
• 4) Languages and Cultures/Non-western

Area III: Christian Faith (3 credits)
• At least 3 credits from either cluster
• 1) Knowledge of the Bible
• 2) Christian Beliefs

Area IV: Social Responsibility (12 credits)
• Courses may be chosen from either cluster
• 1) Health and Physical Fitness (no more than 3 credits of activity courses from this cluster)
• 2) Engaging the Pluralistic World: Interdisciplinary Perspectives
   o NURS 506 – Christian Philosophical & Ethical Foundations of Healthcare

Area V: Free Electives (15 credits)

Bridge Courses
• NURS 205 Professional Role-Development for the Nurse Generalist (3 credits)
• NURS 300 – Registered Nurse Advanced Placement Bundle (36 credits)
  o CHEM 103, BIOL 185, BIOL 186, BIO 189, BIO 382, NUTR 222, PSYC 209, NURS 211,
    NURS 303, NURS 304, NURS 310, NURS 311, NURS 312, NURS 313, NURS 410, NURS 411,
    NURS 413, NURS 495
    • If courses in the bundle were taken by the student prior to admission – then the course
      credit would transfer into appropriate requirement AREAS. If not taken previously –
      would be encompassed in the Advanced Placement Bundle. Not a credit-for-credit match.
      Students are registered nurses and competencies for the courses in the bundle are verified
      through their passing of the NCLEX-RN and the test blueprint areas of this licensure
      exam.
• NURS 305 – Nursing Research I (2 credits)
• NURS 412 – Community Health Nursing (4 credits)
• NURS 501 – Statistics for Evidence-based Practice (3 credits)
• NURS 502 – Nursing Research Design and Methodology (3 credits)
• NURS 506 – Christian Philosophical & Ethical Foundations of Healthcare (3 credits)

Nurse Educator Track Requirements (30 credits)
• NURS 500 – Health Informatics (3 credits)
• NURS 503 – Advanced Pathophysiology (3 credits)
• NURS 504 – Advanced Pharmacology (3 credits)
• NURS 505 – Advanced Physical Assessment Across the Lifespan (3 credits – 2 class credit, 1 clinical
credit – 60 hours)
• **NURS 520** – Foundations and Applications of the Nurse Educator Role (3 credits – 2 class credits, 1 clinical credit – 60 hours)
• NURS 521 – Curriculum in Nursing Education (3 credits)
• NURS 522 – Principles of Measurement & Evaluation (3 credits)
• NURS 530 – Teaching Methods for Clinical Practice in Nursing Education (6 credits – 3 class credits, 3 clinical credits – 180 hours)
• NURS 531 – Nurse Educator: Leadership Role Development – Capstone (3 credits – 2 class credits, 1 clinical credit – 60 hours)
• **NURS 540** - Clinical Specialty Practicum Experience (Optional) (3 credits – 0.5 class credit, 2.5 clinical credits – 150 hours)

**RN-MSN Nurse Educator – Post Non-Nursing Baccalaureate Degree: Option Two (total credits vary)**

**Bridge Courses**
• BA/BS degree in non-nursing discipline from an accredited College or University (120 credits)
• NURS 205 Professional Role-Development for the Nurse Generalist (3 credits)
• NURS 300 – Registered Nurse Advanced Placement Bundle (36 credits)
  - CHEM 103, BIOL 185, BIOL 186, BIO 189, BIO 382, PSYC 209, NURS 211, NURS 303, NURS 304, NURS 310, NURS 311, NURS 312, NURS 313, NURS 410, NURS 411, NURS 413, NURS 495
  - If courses in the bundle were taken by the student prior to admission – then the course credit would transfer into appropriate requirement AREAS. If not taken previously – would be encompassed in the Advanced Placement Bundle. Not a credit-for-credit match. Students are registered nurses and competencies for the courses in the bundle are verified through their passing of the NCLEX-RN and the test blueprint areas of this licensure exam.
• NURS 305 – Nursing Research I (2 credits)
• NURS 412 – Community Health Nursing (4 credits)
• NURS 502 – Nursing Research Design and Methodology (3 credits)

**Nurse Educator Track Requirements (36 credits)**
• NURS 500 – Health Informatics (3 credits)
• NURS 501 – Statistics for Evidence–based Practice (3 credits)
• NURS 503 – Advanced Pathophysiology (3 credits)
• NURS 504 – Advanced Pharmacology (3 credits)
• NURS 505 – Advanced Physical Assessment Across the Lifespan (3 credits – 2 class credit, 1 clinical credit – 60 hours)
• NURS 506 – Christian Philosophical & Ethical Foundations of Healthcare (3 credits)
• NURS 520 – Foundations and Applications of the Nurse Educator Role (3 credits – 2 class credits, 1 clinical credit – 60 hours)
• NURS 521 – Curriculum in Nursing Education (3 credits)
• NURS 522 – Principles of Measurement & Evaluation (3 credits)
• NURS 530 – Teaching Methods for Clinical Practice in Nursing Education (6 credits – 3 class credits, 3 clinical credits – 180 hours)
• NURS 531 – Nurse Educator: Leadership Role Development – Capstone (3 credits – 2 class credits, 1 clinical credit – 60 hours)
• **NURS 540** - Clinical Specialty Practicum Experience (Optional) (3 credits – 0.5 class credit, 2.5 clinical credits – 150 hours)

**Graduate Certificate in Nursing Education**
• NURS 500 – Health Informatics
• NURS 502 – Nursing Research Design and Methodology
• NURS 520 – Foundations and Applications of the Nurse Educator Role
• NURS 522 – Principles of Measurement & Evaluation
Certificate of Advanced Graduate Studies (CAGS) in Nursing Education

- NURS 520 – Foundations and Applications of the Nurse Educator Role
- NURS 521 – Curriculum in Nursing Education
- NURS 522 – Principles of Measurement & Evaluation
- NURS 530 – Teaching Methods for Clinical Practice in Nursing Education

RN-MSN Nursing Administration – Post ADN or Diploma: Option One

Area I: Specific Requirements (9 credits)
- IDFY 101 or Composition
- Writing Intensive General Education Course Requirement
- Comm 105 – Oral Communications
- IDCR 151 – Created and Called for Community

Area II: Liberal Knowledge (33 credits)
- At least 3 credits, but no more than 12 credits from each cluster
  1) Mathematical, Natural and Lab Sciences
     - STAT 269 – Introductory Statistics
     - NURS 501 – Statistics for Evidence-based Practice
  2) Social Sciences and History
  3) Humanities and Arts
  4) Languages and Cultures/Non-western

Area III: Christian Faith (3 credits)
- At least 3 credits from either cluster
  1) Knowledge of the Bible
  2) Christian Beliefs

Area IV: Social Responsibility (12 credits)
- Courses may be chosen from either cluster
  1) Health and Physical Fitness (no more than 3 credits of activity courses from this cluster)
  2) Engaging the Pluralistic World: Interdisciplinary Perspectives
     - NURS 506 – Christian Philosophical & Ethical Foundations of Healthcare

Area V: Free Electives (15 credits)

Bridge Courses
- NURS 205 Professional Role-Development for the Nurse Generalist (3 credits)
- NURS 300 – Registered Nurse Advanced Placement Bundle (36 credits)
  - CHEM 103, BIOL 185, BIOL 186, BIO 189, BIO 382, PSYC 209, NURS 211, NURS 303, NURS 304, NURS 310, NURS 311, NURS 312, NURS 313, NURS 410, NURS 411, NURS 413, NURS 495
    - If courses in the bundle were taken by the student prior to admission – then the course credit would transfer into appropriate requirement AREAS. If not taken previously – would be encompassed in the Advanced Placement Bundle. Not a credit-for-credit match. Students are registered nurses and competencies for the courses in the bundle are verified through their passing of the NCLEX-RN and the test blueprint areas of this licensure exam.
- NURS 305 – Nursing Research I (2 credits)
- NURS 412 – Community Health Nursing (4 credits)
- NURS 501 – Statistics for Evidence-based Practice (3 credits)
- NURS 502 – Nursing Research Design and Methodology (3 credits)
- NURS 506 – Christian Philosophical & Ethical Foundations of Healthcare (3 credits)

Master’s Degree in Nursing – Nursing Administration Course of Study
- NURS 500 – Health Informatics
- NURS 501 – Statistics for Evidence-based Practice
• NURS 502 – Nursing Research Design and Methodology
• NURS 506 – Christian Philosophical & Ethical Foundations of Healthcare

Advanced Core Nursing Courses:
• NURS 620 – Collaboration in Inter-professional Teams
• NURS 631 – Policy and Legal Aspects of Healthcare
• NURS 640 – Economics of Healthcare

Functional Specialty Content Nursing Courses:
• NURS 560 – Nursing Administration and Executive Leadership I
• NURS 562 – Nursing Administration and Executive Leadership II Capstone

Functional Specialty Content Business and Strategic Leadership Courses:
• BUSA 501 – Business Strategy & Execution
• LEAD 505 – Strategic Thinking, Planning and Organizational Change
• LEAD 550 – Organizational Effectiveness

RN-MSN Nursing Administration– Post Non-Nursing Baccalaureate Degree:
Option Two (total credits vary)
Bridge Courses
• BA/BS degree in non-nursing discipline from an accredited College or University (120 credits)
• NURS 205 Professional Role-Development for the Nurse Generalist (3 credits)
• NURS 300 – Registered Nurse Advanced Placement Bundle (36 credits)
  o CHEM 103, BIOL 185, BIOL 186, BIO 189, BIO 382, NUTR 222, PSYC 209, NURS 211,
    NURS 303, NURS 304, NURS 310, NURS 311, NURS 312, NURS 313, NURS 410, NURS 411,
    NURS 413, NURS 495
    ▪ If courses in the bundle were taken by the student prior to admission – then the course credit
      would transfer into appropriate requirement AREAS. If not taken previously – would be encompassed
      in the Advanced Placement Bundle. Not a credit-for-credit match. Students are registered nurses
      and competencies for the courses in the bundle are verified through their passing of the NCLEX-RN
      and the test blueprint areas of this licensure exam.
• NURS 305 – Nursing Research I (2 credits)
• NURS 412 – Community Health Nursing (4 credits)
• NURS 502 – Nursing Research Design and Methodology (3 credits)

Master’s Degree in Nursing – Nursing Administration Course of Study
• NURS 500 – Health Informatics
• NURS 501 – Statistics for Evidence-based Practice
• NURS 502 – Nursing Research Design and Methodology
• NURS 506 – Christian Philosophical & Ethical Foundations of Healthcare

Advanced Core Nursing Courses:
• NURS 620 – Collaboration in Inter-professional Teams
• NURS 631 – Policy and Legal Aspects of Healthcare
• NURS 640 – Economics of Healthcare

Functional Specialty Content Nursing Courses:
• NURS 560 – Nursing Administration and Executive Leadership I
• NURS 562 – Nursing Administration and Executive Leadership II Capstone
Functional Specialty Content Business and Strategic Leadership Courses:

- BUSA 501 – Business Strategy & Execution
- LEAD 505 – Strategic Thinking, Planning and Organizational Change
- LEAD 550 – Organizational Effectiveness

Graduate Certificate in Nursing Management and Leadership

- NURS 500 – Health Informatics
- NURS 502 – Nursing Research Design and Methodology
- NURS 560 – Nursing Administration and Executive Leadership I
- NURS 620 – Collaboration in Inter-professional Teams

Certificate of Advanced Graduate Studies (CAGS) in Nursing Administration

- LEAD 550 – Organizational Effectiveness
- NURS 560 – Nursing Administration and Executive Leadership I
- NURS 640 – Economics of Healthcare
- NURS 620 – Collaboration in Inter-professional Teams

Post-BSN to DNP/FNP – Course of Study

Level One

- NURS 500 – Health Informatics
- NURS 501 – Statistics for Evidence-based Practice
- NURS 502 – Nursing Research Design and Methodology
- NURS 503 – Advanced Pathophysiology
- NURS 504 – Advanced Pharmacology
- NURS 505 – Advanced Physical Assessment Across the Lifespan
- NURS 506 – Christian Philosophical & Ethical Foundations of Healthcare

Level Two

- NURS 601 – Foundational Concepts of the Family Nurse Practitioner Role I
- NURS 602 - Foundational Concepts of the Family Nurse Practitioner Role II
- NURS 620 – Collaboration in Inter-professional Teams
- NURS 621 – Advanced Concepts in Health Promotion and Prevention
- NURS 622 – Principles of Care in Advanced Family Nursing Practice
- NURS 623 – Application of Theory to Research in EBP for Advanced Practice
- NURS 624 – Epidemiological Principles in Family Nursing Practice
- NURS 630 – Principles of Clinical Genetics
- NURS 631 – Health Policy and Legal Aspects of Healthcare
- NURS 632 – Roles of Advanced Practice Nursing in Evidence-based Practice
- NURS 640 – Economics of Healthcare
- NURS 701 – Advanced Family Nursing Practice of Adults I
- NURS 702 – Advanced Family Nursing Practice of Adults I Practicum
- NURS 703 – Advanced Family Nursing Practice of Adults II
- NURS 704 – Advanced Family Nursing Practice of Adults II Practicum
- NURS 705 – Advanced Physical Assessment of Children and Adolescents
- NURS 706 – Advanced Physical Assessment of Children and Adolescents Practicum
- NURS 707 – Advanced Family Nursing Practice of Children and Adolescents
- NURS 708 - Advanced Family Nursing Practice of Children and Adolescents Practicum
- NURS 709 – Advanced Family Nursing Practice for Women’s Health
- NURS 710 – Advanced Family Nursing Practice for Women’s Health Practicum
- NURS 721 – Advanced Family Nursing Application of Clinical Diagnostics
- NURS 722 – Advanced Family Nursing Application of Clinical Diagnostics Practicum
- NURS 723 – Advanced Family Nursing Practice of Older Adults
Course Descriptions

ACCT 501 – Managerial Accounting and Finance
This course focuses on the interpretation of financial information for making effective business decisions. Students will examine accounting and finance primarily from the perspective of the user (e.g., senior manager) of the information as opposed to the preparer (e.g., accountant). Topics of this course include financial theories for maximizing returns, financial statements, common financial analysis frameworks, ratios, financial modeling, cash flow analysis, asset management, liabilities, shareholder equity, investments, and valuations. 3 credits. Prerequisites: Undergraduate competency in accounting and finance.

BUSA 501 – Business Strategy and Execution
This course focuses on values-led organizations, examining topics such as vision, mission, core values, strategy, planning, and management execution. In addition, this course provides opportunities for students to apply management techniques to aid in strategic planning and execution in a changing business environment, and to examine how faith informs and gives purpose to business and profits. 3 credits.

LEAD 505 – Strategic Thinking, Planning and Organizational Change
This course focuses on the leader's role in strategic thinking, planning, and organizational change. Students will examine best practices in assessing an organization's readiness for change, change management implementation and strategies for coping with resistance to change. 3 credits.

LEAD 550 – Organizational Effectiveness
This course focuses on theories, approaches, and techniques to evaluate, measure, and maximize an organization's effectiveness at achieving its desired outcomes. Students examine how leadership, organizational structure, people, work processes, policies and procedures, systems, and organizational culture influence effectiveness. 3 credits.

NURS 205 – Professional Role Development for the Nurse Generalist
This course introduces concepts of professional nursing from a Christian worldview within the metaparadigm of nursing. The philosophy and organizing framework of the Messiah College nursing curriculum is introduced with consideration of the theoretical basis of professional nursing practice and select nursing theories. The historical development of nursing from its Christian roots is presented. Issues of healthcare problems/policy and financing are presented within the context of the roles of the professional nurse in healthcare. 3 credits.

NURS 300 - Registered Nurse Advanced Placement Bundle
Meets the requirements for: CHEM 103; BIOL 185; BIOL 186; BIOL 189; BIOL 382; NUTR 222; PSYC 209; NURS 211; NURS 303; NURS 304; NURS 310; NURS 311; NURS 312; NURS 313; NURS 410; NURS 411; NURS 413; NURS 495. If courses in the bundle were taken by the student prior to admission, course credit would transfer into appropriate requirement areas. If courses were not taken previously, competencies for courses in the bundle are met and verified through passing of the NCLEX-RN for licensure as a registered nurse. 36 credits.

NURS 305 – Nursing Research I
Introduces, defines and emphasizes methods of qualitative and quantitative systematic inquiry. Designed to help students become critical consumers of published research. Prerequisite: STAT 269, NURS 300. 2 credits

NURS 412 – Community Health Nursing
The focus of this clinical nursing course is client systems in the community experiencing stressors that threaten system stability. Physiological, psychological, sociocultural, developmental and spiritual variables in the community setting are incorporated in the nursing process. Intervention strategies focus on primary, secondary and tertiary prevention, with an additional emphasis on health promotion and risk reduction following the most current Healthy People guidelines. Clinical learning experiences focus on vulnerable populations, healthcare disparities, and social justice issues, including healthcare systems and policy development. A discussion of nursing responsibilities in the care of the community in crisis is also included. Community and public health nursing roles emphasized are:
provider of care, designer/manager/coordinator of care, and member of the profession. Prerequisite: NURS 300. 4 credits.

**NURS 500 – Health Informatics.**
This course provides an introduction to health informatics in healthcare environments. An interprofessional approach is used for students to explore the use of health informatics for practice, administration, health policy, and education areas of healthcare. Emphasis is placed on the selection and use of healthcare information systems to promote quality and safety in healthcare. 3 credits.

**NURS 501 – Statistics for Evidence-based Practice.** This course focuses on the development of skills needed to understand statistical analysis and reasoning. Emphasis is placed on comprehending the use and relevance of statistics in nursing research. 3 credits.

**NURS 502 – Nursing Research Design and Methodology.** This course focuses on the critical appraisal of nursing research and methods of inquiry to guide evidence-based practice. Emphasis is placed on the skills and knowledge needed to critically appraise and determine the strength of evidence available to inform issues of current nursing practice and education. 3 credits.

**NURS 503 – Advanced Pathophysiology.** This course provides an in-depth analysis of physiological processes and pathological alterations that affect health across the lifespan. Synthesis and application of current research-based knowledge regarding pathological changes also are considered. 3 credits.

**NURS 504 – Advanced Pharmacology.** This course focuses on a study of the pharmacotherapeutics and pharmacokinetics of broad categories of pharmacologic agents. Emphasis is placed on topics of pharmacologic mechanisms of action, effects on organ systems, routes of administration, therapeutic uses, considerations related to age and physiologic state, adverse reactions, contraindications, and drug interactions. 3 credits.

**NURS 505 – Advanced Physical Assessment across the Lifespan.** This course provides an introduction to the skills of advanced clinical history taking and physical assessment. Emphasis is placed on discernment between normal and abnormal findings, recognition of common health problems, and the process of critically analyzing problems. The clinical component of the course gives students the opportunity to apply concepts, theory and practice in obtaining comprehensive health histories and physical assessment data for patients of all ages across the lifespan and states of health. 3 credits (2 theory; 1 clinical = 60 hours).

**NURS 506 – Christian Philosophical & Ethical Foundations of Healthcare.** This course focuses on a Christian perspective of ethical theories and principles for application to moral dilemmas within the social context of healthcare. Emphasis is placed on professional responsibility and accountability, patient’s rights, social justice, and principles of analysis used to resolve moral and spiritual dilemmas encountered in all areas of healthcare.

**NURS 520 – Foundations and Applications of the Nurse Educator Role.**
The focus of this course is on professional role development of the nurse educator. Philosophical foundations of nursing education as well as learning theories and instructional methods are introduced. A review of conceptual models and theories of nursing also is presented. Emphasis for the clinical component of the course is placed on knowledge and skills needed for teaching in higher education and clinical practice settings. 3 credits (2 theory; 1 clinical =60 hours). Prerequisites: NURS 500, 501, 502, 503, 504, 505, and 506.

**NURS 521 – Curriculum in Nursing Education.** This course focuses on the development of an in-depth understanding of curriculum design principles. Emphasis is placed on the analysis of curricular components including teaching/learning philosophies, mission statements, program goals, learning objectives, individual course competencies, and teaching plans. Standards and regulations influencing nursing education programs and curriculum development also are analyzed. 3 credits. Prerequisites: NURS 500, 501, 502 503, 504, 505, and 506; Prerequisite or concurrent course: NURS 520.
**NURS 522 – Principles of Measurement & Evaluation.** This course focuses on the concepts of measurement and evaluation in nursing. Emphasis is placed on topics of test construction, item analysis, clinical performance evaluation, course evaluation, and program evaluation. Standards for program evaluation for program accreditation as well as legal and ethical issues related to evaluation also will be discussed. 3 credits. Prerequisite: NURS 520.

**NURS 530 – Teaching Methods for Clinical Practice in Nursing Education.** This course is focused on the nurse educator role in both higher education and clinical practice learning environments. Students explore various teaching modalities that facilitate critical thinking and clinical decision-making in learners. Emphasis is placed on the integrity of theory and practice through practicum experiences of direct care and teaching in both the classroom and clinical practice environments with application of evidence-based practice educational research for capstone project development. Nurse educator competencies are emphasized. 6 credits (3 theory; 3 clinical = 180 hours). Prerequisites: NURS 520 and 521. Prerequisite or concurrent course: NURS 522.

**NURS 531 – Nurse Educator: Leadership Role Development – Capstone.** This course serves as the capstone course for the nurse educator curriculum. Key topics include skills for leadership and management in clinical nursing practice education and academic nursing education environments, methods for empowerment and change within higher education and healthcare systems, application of nurse educator competencies, and components of excellence in nursing education. Clinical-practicum experiences include application of leadership and management skills in nursing education environments and completion of an evidence-based nursing education capstone project. 3 credits (2 theory; 1 clinical = 60 hours). Prerequisite: NURS 530. 3 credits (2 theory; 1 clinical = 60 hours).

**NURS 540 – Clinical Specialty Practicum Experience (Optional).** This course is an optional course for students wanting to focus on a clinical specialty as nurse educators. Students have the opportunity to acquire 150 hours of additional clinical experience by partnering with a professional educator or advanced practice nurse in a clinical specialty of interest. Individual or group seminars are conducted to discuss topics and issues related to the clinical focus area. 3 credits. (0.5 theory; 2.5 clinical = 150 hours). Prerequisite: NURS 520; Must be enrolled in the MSN program or in the Certificate of Advanced Graduate Studies (CAGS) in Nursing Education.

**NURS 560 – Nursing Administration and Executive Leadership I**
This course focuses on nursing administration in healthcare environments. Key concepts include leadership and management theory, change theory, interprofessional collaboration, technology in healthcare, organizational structure, strategic planning and resource management. Emphasis is placed on applying key course concepts through clinical practicum experiences. Application of evidence-based practice occurs through capstone project development. Nursing administration and nurse executive core competencies are emphasized. 4 credits (2.5 theory; 1.5 clinical = 90 hours). Prerequisites: NURS 500, 501, 502, and 506.

**NURS 562 – Nursing Administration and Executive Leadership II - Capstone**
This course focuses on the practice of nursing administration in healthcare environments. Key concepts include resource management, performance appraisal management, information management, laws, regulations, and healthcare policy implementation, risk management, sustainability management, healthcare ethics, and characteristics of leadership excellence and evidence-based practice development for promotion of population health. Emphasis is placed on applying key course concepts through clinical practicum experiences. Application of evidence-based practice occurs through completion of the capstone project. Nursing administration and nurse executive core competencies are emphasized. 4 credits (2.5 theory; 1.5 clinical = 90 hours). Prerequisites: NURS 500, 501, 502, 506, and 560.

**NURS 601 – Foundational Concepts of the Family Nurse Practitioner Role I.** This course introduces foundational concepts of the family nurse practitioner role. Key points include aspects of the advanced practice nurse/patient relationship, teacher/mentoring roles, introduction to healthcare delivery systems, technology in practice, quality, and safety indicators of clinical practice. A verification of advanced physical assessment, clinical skills, and simulated patient care is required in the simulation laboratory. Pre-requisites: NURS 500, 501, 502, 503, 504, and 505. Concurrent course: NURS 506.
NURS 602 – Foundational Concepts of the Family Nurse Practitioner Role II. This course is a continuation of foundational concepts of the family nurse practitioner role presented in NURS 601: Foundational Concepts of the Family Nurse Practitioner Role I. Key points include aspects of the advanced practice nurse/patient relationship, teacher/mentoring roles, introduction to healthcare delivery systems, technology in practice, quality, and safety indicators of clinical practice. A verification of advanced physical assessment, clinical skills, and simulated patient care is required in the simulation laboratory. Prerequisites: NURS 500, 501, 502, 503, 504, 505, 506, and 601.

NURS 620 – Collaboration in Inter-professional Teams. This course introduces the foundational concepts of working in interprofessional healthcare teams. Key areas of discussion include communication skills, interprofessional interactions, team dynamics, group management strategies, leadership and facilitation skills, problems posed by dysfunctional groups, and change theory.

NURS 621 – Advanced Concepts in Health Promotion and Prevention. This course focuses on application of preventative health concepts and health promotion principles across the lifespan of specific populations. Key areas of discussion include physiological and psychological preventative health principles, counseling about personal health behaviors and lifestyle modifications, cultural and socioeconomic dimensions of health, and evidence-based practice implementation of health promotion and prevention as guided by Healthy People and U.S. Preventative Services Task Force guidelines.

NURS 622 – Principles of Care in Advanced Family Nursing Practice. This course focuses on family health theory and its application to advanced practice nursing in primary care. Key areas include developmental stages of family development, assessment of the family and communities, impact of acute and/or chronic illness on the family, and cultural aspects of family health problems. Evidence-based family-centered inquiry will be the basis for determining best practice healthcare interventions within the context of current healthcare policy and financing. Prerequisites: NURS 500, 501, 502, 503, 504, 505, and 506.

NURS 623 – Application of Theory to Research in Evidence-based Practice for Advanced Practice. This course focuses on the examination of nursing theory and its application to nursing research and evidence-based practice. Theoretical and research concepts are used to identify best practices to address clinical practice problems through clinical scholarship for future translation in primary healthcare settings. This course includes beginning phases of DNP project development. Prerequisites: NURS 500, 501, 502, 503, 504, 505, and 506.

NURS 624 – Epidemiological Principles in Family Nursing Practice. This course focuses on epidemiological principles, concepts, and methods in the investigation of health-related issues affecting family nursing practice. Prerequisites: NURS 500, 501, 502, 503, 504, 505, and 506.

NURS 630 – Principles of Clinical Genetics. This course focuses on discussions of individuals, families, and populations at risk for genetic conditions with application of genetic science to advanced practice nursing assessments and interventions. Prerequisites: NURS 500, 501, 502, 503, 504, 505, and 506.

NURS 631 – Health Policy and Legal Aspects of Healthcare. This course focuses on legislative, regulatory, and private health policy that provide the framework for how healthcare is delivered in the U.S. Key points of discussion include healthcare policy translation, insurance coverage, Medicare and Medicaid, and future health policy issues.

NURS 632 – Roles of Advanced Practice Nursing in Evidence-based Practice. This course focuses on the role of advanced practice nurses in translating evidence-based practice into clinical practice settings. Key points include analysis of organizational culture and dynamics, and comprehensive development of a clinical scholarship DNP project for translation to a primary healthcare setting. An initial proposal for the DNP project will be developed and prepared for IRB approval. Prerequisites: NURS 500, 501, 502, 503, 504, 505, 506, and 623.

NURS 640 – Economics of Healthcare. This course introduces microeconomic principles, laws of economics, and economic theory to address market driven issues of healthcare. Key points of discussion include economic and regulatory responses to market changes, dynamic adjustment in healthcare markets, resource use, and strategies for economic decision making.
NURS 701 – Advanced Family Nursing Practice of Adults I. This theory course focuses on diagnosis and management of acute needs of adults and families in primary healthcare settings. Key points include preparation of family nurse practitioners to address health promotion, disease prevention, early detection, and management of common healthcare problems. Emphasis is placed on pathophysiology, etiology, incidence, clinical findings, differential diagnosis, complication management, patient education, and preventative measures. Prerequisites: NURS 500, 501, 502, 503, 504, 505, 506, and 601. Co-requisite: NURS 702.

NURS 702 – Advanced Family Nursing Practice of Adults I Practicum. This practicum course provides clinical practicum hours to apply concepts of the family nurse practitioner role in addressing adult health as a complement to content learned in NURS 701: Advanced Family Nursing Practice of Adults I. Prerequisites: NURS 500, 501, 502, 503, 504, 505, 506, and 601. Co-requisite: NURS 701.

NURS 703 – Advanced Family Nursing Practice of Adults II. This theory course focuses on diagnosis and management of healthcare needs of adults and families in primary healthcare settings. Key points include preparation of family nurse practitioners to address health promotion, disease prevention, early detection, and management of common chronic/complex healthcare problems. Emphasis is placed on pathophysiology, etiology, incidence, clinical findings, differential diagnosis, complication management, patient education, and preventative measures. Prerequisites: NURS 500, 501, 502, 503, 504, 505, 506, and 601. Co-requisite: NURS 704.

NURS 704 – Advanced Family Nursing Practice of Adults II Practicum. This practicum course provides clinical practicum hours to apply concepts of the family nurse practitioner role in addressing adult health as a complement to content learned in NURS 703: Advanced Family Nursing Practice of Adults II. Prerequisites: NURS 500, 501, 502, 503, 504, 505, 506, and 601. Co-requisite: NURS 703.

NURS 705 – Advanced Physical Assessment of Children and Adolescents. This course provides a foundation for advanced clinical nursing practice of children and adolescents in primary care settings. Presentation of health history, developmentally appropriate screenings and evaluation, and physical examination on children and adolescents are learned for application to practice in a clinical setting. Prerequisites: NURS 500, 501, 502, 503, 504, 505, 506, and 601. Co-requisite: NURS 706.

NURS 706 – Advanced Physical Assessment of Children and Adolescents Practicum. This practicum course provides clinical practicum hours to apply concepts of the family nurse practitioner role in assessing children and adolescents as a complement to content learned in NURS 705: Advanced Physical Assessment of Children and Adolescents. Prerequisites: NURS 500, 501, 502, 503, 504, 505, 506, and 601. Co-requisite: NURS 705.

NURS 707 – Advanced Family Nursing Practice of Children and Adolescents. This theory course provides an introduction to primary healthcare for children and adolescents. Key points include developmental theories and concepts, physical and developmental assessment, identification and management of health conditions, the impact of health conditions on families, and rationale for physiologic and psychological treatment measures in children and adolescents. Prerequisites: NURS 500, 501, 502, 503, 504, 505, 506, 601, 705, and 706. Co-requisite: NURS 708.

NURS 708 – Advanced Family Nursing Practice of Children and Adolescents Practicum. This practicum course provides clinical practicum hours to apply concepts of the family nurse practitioner role in assessing pediatric health as a complement to content learned in NURS 707: Advanced Family Nursing Practice of Children and Adolescents. Prerequisites: NURS 500, 501, 502, 503, 504, 505, 506, 601, 705, and 706. Co-requisite: NURS 707.

NURS 709 – Advanced Family Nursing Practice for Women's Health. This course focuses on the family nurse practitioner role in addressing women’s health throughout the lifespan in regards to health promotion, disease prevention, early detection of health problems, and treatment and management of acute and chronic health conditions. Key points include the role of gender in healthcare policy, pharmacologic therapies for women’s health conditions, Healthy People recommendations for eliminating women’s healthcare disparities, and the use of evidence-based practice to inform the treatment and management of women’s healthcare issues. Prerequisites: NURS 500, 501, 502, 503, 504, 505, 506, and 601. Co-requisite: NURS 710.
NURS 710 – Advanced Family Nursing Practice for Women’s Health Practicum. This practicum course provides clinical practicum hours to apply concepts of the family nurse practitioner role in addressing women’s health throughout the lifespan as complement to content learned in NURS 709: Advanced Family Nursing Practice for Women’s Health. Prerequisites: NURS 500, 501, 502, 503, 504, 505, 506 and 601. Co-requisite: NURS 709.

NURS 721 – Advanced Family Nursing Application of Clinical Diagnostics. This theory course focuses on methods for accurate diagnosis of common health problems. Key points include diagnostic frameworks for clinical decision making, diagnostic testing and imaging, appropriate test selection, and interpretation of findings. Prerequisites: NURS 500, 501, 502, 503, 504, 505, 506, and 601. Co-requisite: NURS 722.

NURS 722 – Advanced Family Nursing Application of Clinical Diagnostics Practicum. This practicum course provides clinical practicum hours to apply concepts of the family nurse practitioner role in applying methods of clinical diagnosis as a complement to content learned in NURS 721: Advanced Family Nursing Application of Clinical Diagnostics. Prerequisites: NURS 500, 501, 502, 503, 504, 505, 506, and 601. Co-requisite: NURS 721.

NURS 723 – Advanced Family Nursing Practice of Older Adults. This theory course focuses on the family nurse practitioner role in providing primary care to older adults. Key points include health promotion, disease prevention, early detection, and management of common acute and chronic healthcare problems of older adults in primary healthcare settings. Emphasis is placed on maintenance of function and promotion of self-care in older adults. Effective use of community and family resources and discussion of ethical dilemmas are integrated throughout the course. Prerequisites: NURS 500, 501, 502, 503, 504, 505, 506, and 601. Co-requisites: NURS 724.

NURS 724 – Advanced Family Nursing Practice of Older Adults Practicum. This practicum course includes clinical practicum hours to apply concepts of family nursing practice to the care of older adults as a complement to the content learned in NURS 723: Advanced Family Nursing Practice of Older Adults. Prerequisites: NURS 500, 501, 502, 503, 504, 505, 506, and 601. Co-requisites: NURS 723.

NURS 731 – Advanced Nursing Practice Leadership Role Integration – DNP Project (2020-2021 only) This course focuses on the implementation and translation of clinical scholarship and practice management issues that advanced practice nurses encounter in the role transition from direct care providers to doctorally prepared advanced practice nurse leaders. Key points include benchmarking of outcome measures in clinical practice, advanced certification options, leadership in healthcare policy, negotiation of contracts, opportunities for health promotion and advocacy, and clinical scholarship responsibilities of the DNP role. Prerequisites: All NURS 500 and 600 level courses, NURS 701-710, 721, and 722. Co-requisites: NURS 723 and 724.

NURS 731 – Advanced Nursing Practice Leadership Role Integration – DNP Project (2021-2022 and beyond) This course focuses on the implementation and translation of clinical scholarship and practice management issues that advanced practice nurses encounter in the role transition from direct care providers to doctorally prepared advanced practice nurse leaders. Key points include benchmarking of outcome measures in clinical practice, advanced certification options, leadership in healthcare policy, negotiation of contracts, opportunities for health promotion and advocacy, and clinical scholarship responsibilities of the DNP role. Prerequisites: All NURS 500 and 600 level courses, NURS 701-710, 723, and 724. Co-requisites: NURS 721 and 722.

NURS 732 – Integration of Evidence-based Practice across Healthcare Settings – DNP Project This course is a culmination of the doctor of nursing practice, family nurse practitioner leadership role. Key points include discussion of challenges and opportunities in implementing change in the doctor of nursing practice, family nurse practitioner role, and analysis and evaluation of the DNP project. Prerequisite: NURS 731.

Sample MSN and DNP/FNP plans of study are located in Appendix J
Course Test Policy
Course faculty reserves the right to administer and collect course tests, exams and/or quizzes.

Application for Graduation
Students working toward a graduate degree must file an online Application for Degree with the Registrar’s Office at the beginning of their last full year in the Program. Applications require the approval of the Graduate Council and the Community of Educators before students are formally admitted to degree candidacy. For additional graduation requirements and commencement information please contact gradregistrar@messiah.edu.

Grading Policy

Grading System
The grading system can be roughly divided into two major categories: letter grades and auxiliary symbols.

1. Letter Grades. Letter grades carry a quality point value and are used in the computation of semester and cumulative grade point averages (GPA).

2. Auxiliary Symbols. Auxiliary symbols do not carry a quality point value and are not used in the computation of semester and cumulative grade point averages (GPA).
   a. W = Withdrawal. Given to any student who withdraws from a class on or after the first day of class and before the final third of the term.
   b. I = Incomplete. Used only when a student cannot, for valid reasons, complete a course by the end of the session of enrollment.

Grading Matrix Chart

<table>
<thead>
<tr>
<th>Grade</th>
<th>Grading Scale</th>
<th>Description of the Standard</th>
<th>Quality Point Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100</td>
<td>This grade is given in recognition of outstanding achievement.</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
<td>This grade is given in recognition of excellent achievement.</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
<td>This grade is given in recognition of achievement above that expected at the graduate level.</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
<td>This grade indicates achievement expected of graduate students.</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
<td>This grade indicates achievement somewhat less than expected of most graduate students.</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>78-79</td>
<td>This grade indicates less than expected achievement but somewhat more than minimal meeting of course requirements.</td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td>75-77</td>
<td>This grade indicates below average achievement and a minimally satisfactory meeting of requirements. This is the</td>
<td>2.0</td>
</tr>
</tbody>
</table>
### Grade, Grading Scale, Description of the Standard, Quality Point Value

<table>
<thead>
<tr>
<th>Grade</th>
<th>Grading Scale</th>
<th>Description of the Standard</th>
<th>Quality Point Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>N/A</td>
<td>The lowest grade for which credit can be earned toward a graduate degree. An “I” signifying “incomplete” is a temporary grade given when a student is unable to complete the work for a course on time because of extraordinary circumstances, such as illness, emergency, or other reasonable cause. This temporary grade does not influence the student’s grade point average. To be considered for an incomplete, the student must be passing the course and have completed at least two-thirds of the coursework. An incomplete should not be given merely because a student fails to complete all the course requirements on time. The instructor giving the incomplete will establish an appropriate completion date with the student. This date may extend to the end of the semester following the one in which the course was taken. If the work is not completed by the designated date, the incomplete will be changed to an “F” and will be calculated as such in the student’s grade point average. This grade indicates unsatisfactory meeting of course requirements and results in a course failure and dismissal from the graduate program.</td>
<td>0.0</td>
</tr>
<tr>
<td>F*</td>
<td>Less than 75</td>
<td>*Percentage course grades lower than 75% will result in an F grade for the course and an academic dismissal from the graduate nursing program.</td>
<td>0.0</td>
</tr>
</tbody>
</table>

*Grade Point Average (GPA)*

Semester GPA: The GPA for each semester is calculated from the graded courses attempted during that semester

- Cumulative GPA: This is the grade point average for all graduate courses taken at Messiah College.

Please refer to the *School of Graduate Studies Catalog* for additional information on Grading Policies in Graduate Programs at Messiah College.
Commonwealth of Pennsylvania (PA) Code of Professional and Vocational Standards
(PA, 2010)
21.18 Standards of Nursing Conduct.

A. A registered nurse shall:
   1. Undertake a specific practice only if the registered nurse has the necessary knowledge, preparation, experience and competency to properly execute the practice.
   2. Respect and consider, while providing nursing care, the individual’s right to freedom from psychological and physical abuse.
   3. Act to safeguard the patient from incompetent, abusive or illegal practice of any individual.
   4. Safeguard the patient’s dignity, the right to privacy and the confidentiality of patient information. This standard does not prohibit or affect reporting responsibilities under 23 Pa.C.S. Chapter 63 (relating to the Child Protective Services Law), the Older Adults Protective Services Act (35 P.S. 10211-10224) and other statutes which may mandate reporting of this information.
   5. Document and maintain accurate records.

B. A registered nurse may not:
   1. Knowingly aid, abet or assist another person to violate or circumvent a law or Board regulation.
   2. Discriminate, while providing nursing services, on the basis of age, marital status, sex, sexual preference, race, religion, diagnosis, socioeconomic status or disability.
   3. Knowingly permit another individual to use his license or temporary permit for any purpose or knowingly permit the unlicensed person under the registered nurse’s jurisdiction or supervision to misrepresent that the individual is a licensed nurse.
   4. Misappropriate equipment, materials, property, drugs, or money from an employer or patient.
   5. Solicit, borrow or misappropriate money, materials or property from a patient or the patient’s family.
   6. Leave a nursing assignment prior to the proper reporting and notification to the appropriate department head or personnel of such an action.
   7. Knowingly abandon a patient in need of nursing care. Abandonment is defined as the intentional deserting of a patient for whom the nurse is responsible.
   8. Falsify or knowingly make incorrect entries into the patient’s record or other related documents.
   9. Engage in conduct defined as a sexual violation or sexual impropriety in the course of a professional relationship.

Technology

Hardware and Software Recommendations
Student technology recommendations are found on the Information Technology Services website.
These guidelines have been put in place to best equip you to have an optimal technological experience in our online programs.

**Minimum Computer Skills Requirements**

Students must possess basic computer skills and have regular access to a computer with the Minimum System Requirements in order to participate fully. Specifically, students who enroll in an online course must have basic computer skills including:

- A working knowledge of word processing
- Ability to navigate the internet using different search engines
- Ability to use email (Compose, Attach, Send, Read)
- Ability to use MS Office programs (Word & PowerPoint)
- Ability to copy and paste in documents

**Technical Support for Students**

Technical support is available to all students during the days and times listed on the Information Technology Services homepage. Students also have access to technical support (i.e. tutorials, help functions, etc.) through the College’s portal, FALCONlink, and through the College’s Learning Management System.

For your convenience, a telephone hotline is available seven days a week in order to provide assistance for technological problems. This hotline is staffed by the College’s Information & Technology Services staff and provides ‘real person’ assistance during the following times:

- By phone at (717) 796-1800 ext. 3333
  - 7am – 11pm (EST) – Monday through Friday
  - 8am – 11pm (EST) – Weekends & Holidays
- Via email helpdesk@messiah.edu

In the event that you leave a message, please provide your name, number, and a brief description of the issue you are experiencing. You will receive a call back as soon as possible.

You also have access to technical support (i.e. tutorials, help functions, etc.) through the College’s portal, FALCONlink, and also through the College’s Learning Management System, Canvas-Help (for graduate students).

**Social Media**

The term “social media” includes, but is not limited to: blogs, social networks, apps, podcasts, discussion forums, video sharing, Really Simple Syndication (RSS) feeds, and online collaborative information and publishing systems (i.e., Wikis).

**Social Media Content Guidelines**

The Messiah College Department of Nursing recognizes that social media sites like Facebook, Twitter, YouTube and others have become important communication tools for the community. Therefore, the Department of Nursing supports the use of social media in personal/non-school or non-work contexts. Students at Messiah College may encounter confidential information within the College or within the patient care environment during clinical practicum. It is the students’ responsibility to refrain from any of the following:
• Using of patients’ name (any identifier including initials, hospital name, etc.) and personal health information in any way
• Disclosing confidential information about the College, its employees, or its students
• Stating personal opinions as being endorsed by the College
• Using information and conducting activities that may violate Messiah College academic policies, or may violate local, state, or federal laws, and regulations

If students identify themselves as a Messiah College student online, it should be clear that any views expressed are not necessarily those of the institution. In the event that opposing views arise on a social media feed, exercise professional judgment. Messiah College does not tolerate content from students that is defamatory, harassing, libelous or inhospitable to a reasonable academic/work environment. Social media may be used to investigate student behavior.

This policy provides Messiah College Nursing students with rules for participation in social media.

Guidelines:
1. Students must remain respectful of Messiah College, Clinical Agencies, and faculty/peers at all times. Students should NOT engage in any activity that reflects negatively upon Messiah College, Clinical Agencies, and faculty/peers.
2. Material may NOT be posted which is obscene, vulgar, discriminatory, sexually explicit, defamatory, threatening, harassing, abusive, racist, lewd, filthy, unlawful, hateful, or embarrassing to another user or any other person or entity.
3. Students may NOT disclose any confidential or proprietary information regarding Messiah College, patients, and faculty/peers.
4. Students may NOT use or disclose any patient identifying information of any kind on any social media without the express written permission of the patient and authorization by the Department of Nursing. This rule applies even if the patient is not identified by name where the information to be used or disclosed may enable someone to identify the patient.
5. Students are personally responsible and legally liable for what they post on their own site and on the sites of others.
6. Students may NOT use their Messiah College email address in their personal profile on social media sites.
7. Students must NOT “friend” current or former patients on a social media site as this tends to blur the boundaries of a therapeutic relationship.
8. Students should NOT be using location-based services on their mobile phone while in the clinical setting. Students should NOT place clinical sites as a check-in location on various sites such as Foursquare, Gowalla, Loopt, etc.
9. Students may NOT use SMS (mobile phone text messaging) or messaging on Social Networking sites such as Twitter, Facebook, or LinkedIn to contact faculty. These sites are not secure and not every faculty member engages in social media.
10. Social media is NOT to be accessed or used during class or clinical time unless specific approval is given by the nursing faculty. This also includes the use of SMS (mobile phone text messaging).
11. Students may NOT take pictures, by camera or phone, and post them on a social media site without the express written permission of those in the picture and authorization by the Department of Nursing.
12. Students may NOT upload tests/quizzes, class notes, PowerPoints or faculty information on any websites.
13. Students may **NOT** establish a Messiah College social media site without the approval of the Department of Nursing.

14. Social media may be used to investigate student behavior. Employers are increasingly conducting Web searches on job candidates before extending offers. Be sure that what is posted today will not come back to haunt one later.

15. The Department of Nursing may exercise broad discretion if students disregard these expectations. The range of consequences may include verbal warning to dismissal of the program.

**Canvas**

Canvas is the learning management system Messiah College uses for online courses. For more information on Canvas, please view [https://help.instructure.com/home](https://help.instructure.com/home).

**Synchronous Online Sessions: Zoom**

Zoom is the synchronous software that Messiah College uses for the virtual classroom sessions. In the event that a synchronous online class is scheduled you will need a headset and webcam to take part in these classes and should perform a systems check with Information Technology Services prior to the first session to make sure the equipment is functioning properly. In order to get accustomed to Zoom, please view [Zoom for Students](#).

**Library Access**

**Use of APA Format**

APA format is the format to be used for all paper submitted to faculty. Faculty may refuse to read papers that are submitted using improper APA format.

Specific databases and journal articles for graduate nursing are found [here](#).

**Murray Library**

Murray Library provides the following services for online students:

- Reference Service
- Connect off campus
- Mobile options
- Request books from Murray Library Collection
- Ebrary (e-books)
- Interlibrary loan for journal articles and books Messiah does not own
- Need a library near your home

Any of these services may be used and viewed through Messiah College’s website at [http://www.messiah.edu/info/21167/library_services/1847/for_online_students](http://www.messiah.edu/info/21167/library_services/1847/for_online_students)

Please contact Beth Transue Librarian/Collection Department Coordinator at btransue@messiah.edu or 717-691-6006 ext. 3810. Also, for additional information specific to the Graduate Program in Nursing click [here](#).
Clinical Course Guidelines

It is strongly preferred that students secure preceptors for all clinical courses so that the clinical placements are geographically convenient and will fit with the student’s personal schedule. Please acquire all preceptors one month prior to the start of the clinical course. Students may use multiple preceptors for clinical courses. If unable to secure a preceptor, please notify the graduate clinical coordinator 2-4 months prior to the course so that we can help secure a preceptor. All graduate nursing clinical checklist items are required before the start of the student’s clinical course.

Post-BSN to DNP/FNP students must complete approximately 50% of the total clinical hours for the Post-BSN to DNP/FNP program with a Nurse Practitioner, which may exclude NURS 732. All other clinical hours must be completed with physicians (MD or DO), CRNPs, or advanced practice nurses as preceptors. If you have any questions about preceptors for the Post-BSN to DNP-FNP program, please contact the clinical coordinator.

At the beginning of every clinical course, the student’s most current medical insurance card, RN licensure, BLS, TB Test, and liability insurance is required and must be uploaded into Exxat. Be sure to maintain copies of all medical and clinical forms.

Preceptor Information

Preceptors may be CRNPs, physicians, or advanced practice nurses. NP preceptors must have minimum of one year experience as a nurse practitioner. Students may use multiple preceptors for clinical courses. Clinical forms (clinical placement, student/preceptor agreement, and resume) need to be submitted for each preceptor.

The graduate clinical coordinator will email students 9-12 months prior to the start of each clinical course, information about the clinical course and attach a pre-course information letter to share with prospective preceptors.

Additionally, at the start of the semester, preceptors receive an email from the graduate clinical coordinator containing the following information:

- completed preceptor verification form (see below)
- course syllabus
- course outline explaining the preceptor role
Preceptors have the responsibility to complete the **Preceptor Student Assessment Tool** in Exxat at the conclusion of the course/semester. For accreditation purposes, it is required that we have verified each preceptor and have documentation of the clinical and educational experiences of each preceptor, therefore we **do require a CV/resume** and a completed **preceptor verification form** on file.

Preceptors may not have two students at the same time on the same unit completing clinical hours. Preceptors that have two of our graduate nursing students should give priority to the most senior graduate nursing student. If the preceptor is uncertain of the student’s academic standing, please inquire with the graduate clinical coordinator.

DNP/FNP students may not have the same preceptor for more than two clinical courses beginning with the 700 level courses.

An amorous relationship between students and preceptors is strictly prohibited, i.e. dating, sexual, or romantic relationships between individuals in positions of unequal powers. Additionally, preceptors should not be family members or intimate partners. Failure to abide by this policy will be cause for disciplinary action, which may include dismissal from the program.

**International Clinical Experiences**

**DNP Program**
Students can count a maximum of 215 hours across the curriculum from international experiences. Students need to have Wi-Fi access to keep up with the coursework from the didactic and clinical course during the international experiences. For additional explanation, please contact the DNP coordinator or graduate clinical coordinator.

**MSN Program**
Students interested in international clinical experiences should contact the Coordinator of MSN and CAGS in Nursing and graduate clinical coordinator for placement possibilities.
Graduate Pre-Clinical Requirements

Within one (1) year prior to starting graduate clinical courses, each student must complete a state police criminal background check, child abuse clearance, and FBI fingerprinting clearance. Each state will have their own background check, FBI, and clearance processes. Students must complete background checks in the state in which they plan to do clinical hours. Please check with your local police/state police if you are uncertain of your state’s procedure. Additionally for your ease, the Messiah College Graduate Program in Nursing works with Castle Branch for state clearances that are most commonly required by individual state agencies/institutions. These background checks will be valid throughout the program unless a clinical agency requests updated clearances or the student has a lapse in graduate course enrollment greater than 1 year.

Additionally, at the beginning of every clinical course, the most current medical insurance card, RN licensure, BLS, TB test, and liability insurance is required to be uploaded into Exxat. More information about Exxat on Page 46.

Current RN license
- Please submit a copy front & back of your signed and updated RN license or certification

Basic Life Support for Healthcare Providers
- Submit a copy of the front & back of your current CPR certificate/card
- Only American Red Cross or American Heart Association will be accepted
- Current certification must be obtained prior to a clinical experience. Links to course information are below.
  - American Heart Association: http://www.heart.org/HEARTORG/CPRAndECC/FindaCourse/Find-a-Course_UCM_303220_SubHomePage.jsp
  - American Red Cross: http://www.redcross.org/take-a-class

TB Test
- Submit a copy of TB test results within the last year. Results expire after 1 year and must be updated prior to a clinical course.
- *TB screen (PPD or Interferon Gamma Release Assay)

*A positive TB screen will require a provider examination that includes a focused symptom screen and chest x-ray. Documentation of appropriate medical treatment is required following a positive diagnosis of active or latent TB infection. Following a positive TB screen conversion with appropriate treatment, documentation of an annual symptom screen is required from a Medical Doctor, Doctor of Osteopathic, Physician Assistant, or Nurse Practitioner.

Medical Insurance
- Submit a copy of the front and back of your health insurance card prior to the start of each clinical course.
- If the information changes during the course, you are required to submit an updated copy of the card.
- Each student must secure health insurance coverage to meet any and all needs for payment of medical costs while participating in graduate clinical courses. Messiah College will use its best efforts to see that the student receives adequate medical care while participating in the graduate clinical program, but it is the student who assumes all risk and responsibility for the medical or
medication needs and costs. Failure to obtain health insurance can result in a student not being permitted to participate in a clinical experience since clinical agencies require students to have health insurance. The contractual agreement between Messiah College Department of Nursing and the clinical agencies states, “Agency shall provide emergency medical care to College nursing students assigned to Agency in the event of accident, illness, or exposure to infectious disease. The student shall be responsible for the expense of all healthcare rendered.”

**Liability Insurance**

- DNP/FNP students must obtain and demonstrate proof of NP student liability insurance
- Obtain individual liability insurance coverage.
- The minimum amount required is $1 million each claim/ $3 million aggregate.

Some organizations that offer nursing liability insurance are:


**Criminal History Background Checks Policy and Procedure**

**Criminal History Background Checks Policy**

In order to comply with the Commonwealth of PA Older Adult Protective Services Act and the Chapter 63 of 23 PA Consolidated Statutes Annotated relating to the Child Protective Services law, the student who decides to pursue the Graduate Nursing Program must provide evidence that he/she has no record of criminal offenses. The complete Criminal History Background Checks Policy and Procedure is distributed to each nursing student prior to the clinical nursing course. A positive criminal history will result in dismissal from the program.

The student who pursues nursing at a graduate level does so with the understanding that these clearances will need to be obtained and the results made known to the Messiah College Graduate Nursing Department. Progression in the nursing program is conditional pending results of the criminal history background checks. Failure to comply with criminal background checks will prohibit progression in the graduate nursing program. **No student may enter any clinical site without completion. All background check procedures and associated costs will be the responsibility of the student.** If in the course of routine criminal checks and drug screenings, a student is found in violation of any College Policy or Ethos, the Graduate Nursing Department will report those violations to the appropriate College office and/or offices. Additional background checks may be requested at any time during the nursing curriculum if deemed necessary.

**Drug Screening Policy**

It is the policy of Messiah College’s Department of Nursing and Graduate Nursing Program to adhere to all policies of clinical facilities with which the College affiliates for student clinical learning experiences. Many clinical facilities are now requiring drug testing of all students. Use of drugs, prescribed or otherwise, may create a risk of being denied a clinical placement. This includes, but is not limited to, prescribed medical marijuana or opiates. **All graduate nursing students will be required to have and pay for an initial drug screening.** Additionally, any student suspected of being under the influence of alcohol or drugs will be required to submit to an immediate substance screening, as a condition of remaining in the program. The student will pay the cost of any
subsequent drug screening.

The nursing program maintains a no tolerance policy regarding substance abuse. Students must demonstrate a clear urine drug test with the exception of documented and prescribed medications. When submitting urine specimen for drug screening, the student must disclose any prescribed medications on intake form that accompanies specimen. Failure to undergo the drug test will result in dismissal from the program. If the urine drug test comes back positive for any substance not prescribed by Health Care Provider, the student will be dismissed from the program. If the drug screen comes back diluted or adulterated, the student will be allowed one retest. If the student fails or refuses the second test, the student will be dismissed from the program.

If in the course of routine criminal checks and drug screenings, a student is found in violation of any College Policy or Ethos; the Graduate Nursing Department will report those violations to the appropriate College office and/or offices. Additional drug screenings may be requested at any time during the nursing curriculum if deemed necessary.

Urine Drug Screen Instructions:

Tell the laboratory or urgent care center that you need a 10 Panel Urine drug screening. Ten different drugs must be tested and results included for each. Costs and drugs screened vary based on location.

A typical 10-drug screen includes:
Amphetamines
Barbiturates
Benzodiazepines
Cannabinoids (marijuana)
Cocaine
Methadone
Methaqualone
Opiates
Phencyclidine (PCP)
Propoxyphene

You can go to a vendor of your choice. Concentra is one option and is closest to campus. You can find locations at:  http://www.concentra.com/  Upload a copy of your results including which drugs were tested into Exxat.

Graduate Nursing Physical Examination

The form (shown below) is valid for the entire student clinical experience unless the clinical agency requires an update or the student’s enrollment lapses for greater than 1 year. The exam must be performed by a physician, nurse practitioner, or physician assistant.

The following information must be included with the Physical Examination form:

• Physical examination (completed within 1 year)
• TB Test*
• Varicella vaccination 2 dose series OR Varicella titer (to verify immunity)
• Tdap vaccination (within 10 years)
• MMR vaccination verification
• Hepatitis B titer

*TB screen (PPD or Interferon Gamma Release Assay) - A positive TB screen will require a physician exam that includes a focused symptom screen and chest x-ray. Documentation of appropriate medical treatment is required following a positive diagnosis of active or latent TB infection. Following a positive TB screen conversion with appropriate treatment, documentation of an annual symptom screen is required from a physician (MD or DO), PA, or NP.

Influenza Vaccination

Documentation of influenza vaccination for current flu season (October-April) is required. Student
must upload into Exxat after receiving the annual vaccination.

Confidentiality
Messiah College Nursing Students are required to abide by the Health Insurance Portability and Accountability Act (HIPAA), the Messiah College Code of Conduct, and confidentiality policies of all affiliating agencies. Students are not permitted to remove from a current or potential clinical site any electronic or paper documents that contain patient information. Clinical faculty has broad discretion in addressing violations of electronic, paper and verbal disclosures. Consequences may range from a warning, up to and including, course failure or a dismissal from the graduate nursing program and/or Messiah College.

Dress Code
This policy is included because, while the graduate nursing student is in the clinical institutions, he/she is representing Messiah College. The policy delineates guidelines for proper attire, which reflect a professional appearance.

A. The following personal appearance and grooming guidelines are in effect during clinical experience in any setting:

1. Hair: A natural hair color, clean, off the collar and pulled back; a conservative & culturally congruent style that presents a professional image; dreads not allowed. Facial Hair: clean shaven or neatly groomed & trimmed
2. Makeup: Tasteful
3. Perfume: None
4. Nails: Short, well-manicured, no polish, no artificial nails
5. Jewelry:
   a. Rings: May only wear one ring
   b. Watch: Sweep second hand or digital watch with expression of seconds
   c. Body piercing: None visible
   d. Earrings: Small plain studs or non-dangling earrings of simple design. (Limit: one earring per ear in the ear lobe)
   e. Accessories: No bracelets or necklaces
6. Neatness: Clinical attire should be discussed with the preceptor and must be clean and wrinkle-free
7. No gum chewing

B. Visible tattoos are not allowed. Many of our clinical agencies have a no visible tattoo policy, which applies to not only agency employees but to those of us who use the clinical facilities for learning experiences. Therefore, students must assure that all tattoos are covered (i.e., clothing). In light of infection control issues, students with hand tattoos are strongly encouraged to have the tattoos removed. If a student has any questions regarding this policy, please check with the course coordinator.

C. Clinical Uniform, please check with preceptor prior to clinical experiences.
D. Street clothes: no jeans, stretch pants, cargo, miniskirts, or t-shirts. No bare midriffs and no low scooped or V-neck shirts permitted. No sneakers.

Suspension
Faculty in the Graduate Program in Nursing reserve the right to suspend a nursing student’s privilege to
be in the clinical setting if any one or more of the following conditions are present:
1. If the student is not able to perform “essential functions of the employment position” (see policy “Performance and Essential Functions of Nursing”)
2. If the student is not in compliance with the policy “Criminal History Background Checks.”
3. If the student does not follow the Preparation for Clinical Learning.
4. If the student does not follow the Simulation Laboratory Policy.
5. If the student does not abide by the Dress Code Policy.
6. If the student does not complete the required health forms (see policy on Student Health).
7. If the student has a problem with alcohol or drugs as described in the section of the Professional Nursing Law cited below. Although these sections of the law apply to the professional nurse, nursing schools are required to follow these rules as set forth by the Pennsylvania State Board of Nursing.

Additionally, any student not licensed in Pennsylvania, but in another state/s is held to the same set of standards and cannot have an encumbered license in any state. A copy of the Pennsylvania Professional Nursing Law is in the office of the Department of Nursing. The licensee is unable to practice professional nursing with reasonable skill and safety to patients by reason of mental or physical illness or condition or physiological or psychological dependence upon alcohol, hallucinogenic or narcotic drugs or other drugs which tend to impair judgment or coordination, so long as such dependence shall continue.

In enforcing this clause (2), the Board shall, upon probable cause, have authority to compel a licensee to submit to a mental or physical examination as designated by it. After notice, hearing, adjudication, and appeal as provided for in section 15, failure of a licensee to submit to such examination when directed shall constitute an admission of the allegations against him or her unless failure is due to circumstances beyond his or her control, consequent upon which a default and final order may be entered without the taking of testimony or presentation of evidence. A licensee affected under this paragraph shall, at reasonable intervals, be afforded an opportunity to demonstrate that he or she can resume a competent practice of professional nursing with reasonable skill and safety to patients. [Pennsylvania State Board of Nursing. (Nov. 2006). Professional Nurse Law/Practical Nurse Law (Section 14, a, 2 p. 21). Harrisburg, Pa: Bureau of Professional and Occupational Affairs.]

Any hospital or healthcare facility, peer or colleague who has substantial evidence that a professional has an active addictive disease for which the professional is not receiving treatment, is diverting a controlled substance or is mentally or physically incompetent to carry out the duties of her/his license shall make or cause to be made a report to the Board: Provided, That any person or facility who acts in a treatment capacity to impaired professionals in an approved treatment program is exempt from the mandatory reporting requirements of this subsection. Any person or facility who reports pursuant to this section in good faith and without malice shall be immune from any civil or criminal liability arising from such report. Failure to provide such report within a reasonable time from receipt of knowledge of impairment shall subject the person or facility to a fine not to exceed one thousand dollars ($1,000). The Board shall levy this penalty only after affording the accused party the opportunity for a hearing, as provided in Title 2 of the Pennsylvania Consolidated Statutes (relating to administrative law and procedure), (Section 14.1 (f) of the Professional Nursing Law as cited above) (14.1 amended June 29, 2002, P.L. 651, No. 99).

8. If the student is in violation of the Code of Conduct (see policy “Code of Conduct”).

In the event of ongoing suspension, the course faculty may refer the student’s case to the Graduate Nursing Committee for further evaluation.

**Transportation**

The student is required to provide his/her own transportation for the clinical component of each nursing course. The student bears the responsibility for safety and for following the Pennsylvania Vehicle Code rules and regulations as well as any other state in which the clinical component is held. Messiah College
and the Department of Nursing are not responsible to provide transportation and are not liable for any personal injury, accident, or financial loss suffered by the student during this travel. **Messiah College and the Department of Nursing do not reimburse students for mileage.**

### Universal Precautions

The basic infection control measure is good hand washing. For the prevention of contamination by blood and body fluids, the official guidelines published by the Centers for Disease Control and Prevention will be used as the final authority in determining safety precautions. Here is Messiah’s Exposure Control Plan.

### Additional Requirements

Individual clinical agencies may require additional prerequisites, such as completion of educational modules, or computer access request forms, prior to approval of clinical placement. The student is responsible for completing and submitting the particular requirements of the chosen agency in a timely manner. The Graduate clinical coordinator and Exxat will notify the student of any missing, incomplete, or additional documents needed to confirm and begin the clinical experience.

### Supplies Needed for Clinical Experiences:

- Name badge, supplied by the Messiah College Graduate Nursing Program, is expected to be worn during all clinical experiences
- Quality stethoscope for physical assessment
- Check with preceptor if a lab coat is required

### Prior to the start of clinical experiences, the following documents must be completed:

1. Clinical Requirements: BLS, TB Test, Physical Exam, etc. (all requirements submitted and up to date)
2. Agency Contract (arranged by Graduate clinical coordinator)
3. Clinical Placement Form (emailed to Graduate clinical coordinator-see below)
4. Student Preceptor Agreement (emailed to Graduate clinical coordinator-see below)
EXXAT STEPS

Exxat STEPS is a clinical education management software that streamlines handling data, documents, and relationships with students and clinical sites. STEPS is an internet-based system, giving students the ability to log in from anywhere there is internet access. There is a fee associated with this software and directly paid by the student. This software system tracks clinical data for all clinical courses. Exxat will be used throughout your tenure as a graduate student for clinical courses. You will have access to the data in Exxat for up to five years after you graduate. Once the graduate clinical coordinator submits the graduate nursing student data to Exxat, you will receive an email from Exxat with payment details. Exxat provides good tutorials and is user friendly. Please review the Video Tutorial, you will find this tutorial to be helpful especially when navigating through the system. If you are having any problems with Exxat, please call or email the graduate clinical coordinator. Once you have access to Exxat, please go ahead, and start uploading clinical paperwork (i.e. signed RN license, TB Test, signed BLS certificate/card, medical and liability insurance, physical exam, clearances, and urine screen).

Clinical Guidelines for NURS 505 – Physical Assessment across the Lifespan

- Students will complete a minimum of 40 clinical hours with physicians, CRNPs, or advanced practice nurses who perform head to toe physical exams on patients across the lifespan. Virtual experience (Shadow Health) will account for additional 20 hours of clinical practicum for a total of 60 hours of clinical practicum experience. Shadow Health has a fee associated with it and is directly paid by the student. The student will have access to this virtual software throughout the length of the graduate program.
• Academic and other pertinent information will be shared with clinical agencies upon written request from the agency

Clinical Guidelines for NURS 520 – Foundations and Applications of the Nurse Educator Role
• Students will observe a masters prepared nurse faculty from a nursing program for a minimum of 15 hours in the classroom and 30 hours observing clinical instruction. Students should contact the director of the nursing program before contacting the faculty member for permission to observe the faculty member.
• Academic and other pertinent information will be shared with clinical agencies upon written request from the agency

Clinical Guidelines for NURS 530 – Teaching Methods for Clinical Practice in Nursing Education
• Students are required to obtain 180 hours of clinical practicum experience
• Clinical practicum experiences are directly supervised by clinical preceptors in both academic and clinical practice settings.
• Academic and other pertinent information will be shared with clinical agencies upon written request from the agency

Clinical Guidelines for NURS 531 – Nurse Educator: Leadership Role Development – Capstone
• Students will work with a MSN and Ph.D./DNP nurse educator in a leadership role in either an academic or clinical practice setting for 3 hours.
• Students will work with the course instructor for 27 hours of teaching and leading discussions in an online learning environment.
• Students will work with a nurse educator project mentor with a Ph.D. or DNP from an academic higher-education setting or from a clinical practice setting for 30 hours.
• Academic and other pertinent information will be shared with clinical agencies upon written request from the agency

Clinical Guidelines for Optional Elective NURS 540 – Clinical Specialty Practicum Experience
• Students have the opportunity to acquire 150 clinical hours by partnering with a professional educator or advanced practice nurse in a clinical specialty of interest.
• Academic and other pertinent information will be shared with clinical agencies upon written request from the agency

Clinical Guidelines for NURS 560 – Nursing Administration and Executive Leadership I
• Students are required to have 90 clinical hours in a clinical setting working with a nurse manager at the unit level, nursing supervisor at the facility level, and high-level nursing administrator at the systems level.
• Academic and other pertinent information will be shared with clinical agencies upon written request from the agency
Clinical Guidelines for NURS 562 – Nursing Administration and Executive Leadership II – Capstone
• Students are required to have 90 clinical hours in a clinical setting working with a nurse manager at the unit level, nursing supervisor at the facility level, and high-level nursing administrator at the systems level.
• Academic and other pertinent information will be shared with clinical agencies upon written request from the agency

Clinical Guidelines for NURS 702 – Advanced Family Nursing Practice of Adults I Practicum
• Students are required to complete the clinical hours as indicated on their personalized plan of study in a primary care setting for this course
• Students should only spend clinical time with approved preceptors within the course dates. Clinical hours may not be completed prior to the start of the semester/course.
• If students find an additional preceptor during the course, that preceptor needs to be approved before any hours can be spent with that preceptor
• Clinical hours and case entries need to be logged into Exxat within 1 week after the hours have been completed
• Students must achieve a passing grade for the clinical course in order to proceed in the program
• Students will have assessments/evaluations completed by both the preceptor and the faculty member
• Evaluations are located in Exxat
• Students will have site visit(s) during the clinical rotation according to the course syllabus. See clinical site visit guidelines for further information (Appendix I).
• Academic and other pertinent information will be shared with clinical agencies upon written request from the agency

Clinical Guidelines for NURS 704 – Advanced Family Practice of Adults II Practicum
• Students are required to complete the clinical hours as indicated on their personalized plan of study in a primary care setting for this course
• Students should only spend clinical time with approved preceptors within the course dates. Clinical hours may not be completed prior to the start of the semester/course.
• If students find an additional preceptor during the course, that preceptor needs to be approved before any hours can be spent with that preceptor
• Clinical hours and case entries need to be logged into Exxat within 1 week after the hours have been completed
• Students must achieve a passing grade for the clinical course in order to proceed in the program
• Students will have evaluations completed by both the preceptor and the faculty member
• Evaluations are located in Exxat
• Students will have site visit(s) during the clinical rotation according to the course syllabus. See clinical site visit guidelines for further information (Appendix I).
• Academic and other pertinent information will be shared with clinical agencies upon written request from the agency
Clinical guidelines for NURS 706 – Advanced Physical Assessment of Children and Adolescents Practicum

• Students will complete the clinical hours as indicated on their personalized plan of study hours with a NP, DO, MD, or APN who performs head to toe physical exams on pediatric patients ages newborn to adolescent.
• Students should only spend clinical time with approved preceptors within the course dates. Clinical hours may not be completed prior to the start of the semester/course.
• If students find an additional preceptor during the course, that preceptor needs to be approved before any hours can be spent with that preceptor.
• Clinical hours and case entries need to be logged into Exxat within 1 week after the hours have been completed.
• Students must achieve a passing grade for the clinical course in order to proceed in the program.
• Students will have evaluations completed by both the preceptor and the faculty member.
• Evaluations are located in Exxat.
• Students will have site visit(s) during the clinical rotation according to the course syllabus. See clinical site visit guidelines for further information (Appendix I).
• Academic and other pertinent information will be shared with clinical agencies upon written request from the agency.

Clinical guidelines for NURS 708 – Advanced Family Nursing Practice of Children and Adolescents Practicum

• Students are required to complete the clinical hours as indicated on their personalized plan of study in a pediatric primary care setting for this course.
• Students should only spend clinical time with approved preceptors within the course dates. Clinical hours may not be completed prior to the start of the semester/course.
• If students find an additional preceptor during the course, that preceptor needs to be approved before any hours can be spent with that preceptor.
• Clinical hours and case entries need to be logged into Exxat within 1 week after the hours have been completed.
• Students must achieve a passing grade for the clinical course in order to proceed in the program.
• Students will have evaluations completed by both the preceptor and the faculty member.
• Evaluations are located in Exxat.
• Students will have site visit(s) during the clinical rotation according to the course syllabus. See clinical site visit guidelines for further information (Appendix I).
• Academic and other pertinent information will be shared with clinical agencies upon written request from the agency.

Clinical guidelines for NURS 710 – Advanced Nursing Practice for Women’s Health Practicum

• Students are required to complete the clinical hours as indicated on their personalized plan of study in a women’s health setting for this course with a physician, nurse practitioner, or advanced practice nurse (nurse midwife).
• Students should only spend clinical time with approved preceptors within the course dates. Clinical hours may not be completed prior to the start of the semester/course.
• If students find an additional preceptor during the course, that preceptor needs to be approved before any hours can be spent with that preceptor.
• Clinical hours and case entries need to be logged into Exxat within 1 week after the hours have been completed
• Students must achieve a passing grade for the clinical course in order to proceed in the program
• Students will have evaluations completed by both the preceptor and the faculty member
• Evaluations are located in Exxat
• Students will have site visit(s) during the clinical rotation according to the course syllabus. See clinical site visit guidelines for further information (Appendix I).
• Academic and other pertinent information will be shared with clinical agencies upon written request from the agency

Clinical guidelines for NURS 722 – Advanced Family Nursing Application of Clinical Diagnostics Practicum
• Students are required to complete the clinical hours as indicated on their personalized plan of study in any setting of their choice such as inpatient, urgent care, cardiology, pulmonology, family practice, or psychiatry with an MD, DO, or APN.
• Students should only spend clinical time with approved preceptors within the course dates. Clinical hours may not be completed prior to the start of the semester/course.
• If students find an additional preceptor during the course, that preceptor needs to be approved before any hours can be spent with that preceptor
• Clinical hours and case entries need to be logged into Exxat within 1 week after the hours have been completed
• Students must achieve a passing grade for the clinical course in order to proceed in the program
• Students will have evaluations completed by both the preceptor and the faculty member
• Evaluations are located in Exxat
• Students will have site visit(s) during the clinical rotation according to the course syllabus. See clinical site visit guidelines for further information (Appendix I).
• Academic and other pertinent information will be shared with clinical agencies upon written request from the agency

Clinical guidelines for NURS 724 – Advanced Family Nursing Practice of Older Adults Practicum
• Students are required to complete the clinical hours as indicated on their personalized plan of study with an older adult healthcare population for this course
• Students should only spend clinical time with approved preceptors within the course dates. Clinical hours may not be completed prior to the start of the semester/course.
• If students find an additional preceptor during the course, that preceptor needs to be approved before any hours can be spent with that preceptor
• Clinical hours and case entries need to be logged into Exxat within 1 week after the hours have been completed
• Students must achieve a passing grade for the clinical rotation in order to proceed in the program
• Students will have evaluations completed by both the preceptor and the faculty member
• Evaluations are located in the Exxat system
• Students will have site visit(s) during the clinical rotation according to the course syllabus. See clinical site visit guidelines for further information (Appendix I).
• Academic and other pertinent information will be shared with clinical agencies upon written request from the agency
Clinical guidelines for NURS 732 – Integration of Evidence Based Practice Across Healthcare Settings- DNP Project

- Students are required to have complete the clinical hours as indicated on their personalized plan of study
- If students find an additional preceptor during the course, that preceptor needs to be approved before any hours can be spent with that preceptor
- Clinical hours and case entries need to be logged into Exxat within 1 week after the hours have been completed
- Students must achieve a passing grade for the clinical rotation in order to proceed in the program
- Students will have evaluations completed by both the preceptor and the faculty member
- Evaluations are located in Exxat
- Students will have site visit(s) during the clinical rotation according to the course syllabus. See clinical site visit guidelines for further information (Appendix I).
- Academic and other pertinent information will be shared with clinical agencies upon written request from the agency
Clinical Experience Forms

Current date: ___________________________  

Complete one form for each clinical agency/preceptor

Student Name: ___________________________  Course: ___________________________

Phone number: ___________________________  Email: ___________________________

Street Address: ___________________________  

City: ___________________________  State: ___________________________  Zip code: ___________________________

Clinical Agency or College/University: ___________________________

Clinical Agency or College/University address: ___________________________

Agency or College/University Phone: ___________________________

Preceptor Name: ___________________________

Preceptor Title: ___________________________

Preceptor Credentials: ___________________________

Preceptor Specialty areas: ___________________________

Preceptor Email: ___________________________

Preceptor Phone number: ___________________________

Name, Title, Credentials, and Contact Information of other parties required for approval (agency coordinator, supervisor, director of nursing program, office manager, clinical coordinator, etc.):

Name: ___________________________

Title & Credentials: ___________________________

Email: ___________________________

Phone: ___________________________

The above information is accurate to the best of my knowledge. I agree to complete the required clinical requirements specific to the above clinical agency/college/university in a timely manner. I will return the signed preceptor agreement and resume at least one week prior to the beginning clinical experiences. My typed name below will serve as my legal signature.

Student Signature ___________________________

☐ Clinical Requirements Complete  ☐ Agency/School Contract  ☐ Preceptor agreement  ☐ Preceptor resume on file

Return form to Ashley Ringquist
One College Ave. Suite 3031
Mechanicsburg, PA 17055
armgquist@messiah.edu
Messiah College Graduate Program in Nursing
Student-Preceptor Agreement

STUDENT AND PRECEPTOR INFORMATION

Student Name: ____________________________

Preceptor Name: __________________________

Clinical Site: _____________________________

Course: _________________________________

Dates: ___________  Hours Needed: ________

The student agrees to:

• Schedule all clinical time, including make-up time, at the convenience of the preceptor.
• Be prepared and punctual in the clinical area on scheduled days and times.
• Notify preceptor and faculty of schedule changes, as far in advance as possible.
• Maintain patient confidentiality in accordance with state and federal law.
• Function within the protocols of the clinical agency and clinical scope of practice.
• Demonstrate professionalism in all aspects of the preceptorship, including attendance, meetings, and discussions.
• Complete the agreed upon hours of clinical experience.
• Contact the School of Nursing faculty with any concerns.

The preceptor agrees to:

• Negotiate dates and times for student clinical experiences and arrange for a qualified substitute in the Preceptor’s absence.
• Meet with the student before the clinical experience begins in order to discuss the objectives, activities, and outcomes of the preceptorship.
• Provide necessary orientation.
• Serve as a mentor and provide supervision for the student during the duration of the clinical experience.
• Evaluate student’s progress and provide regular feedback.
• Inform the School of Nursing of any problems with the student.
• Communicate with the faculty about student performance as requested.

Student Signature ____________________________ Date ____________
I certify that I have read and acknowledge these statements and verify that, by typing my name on the line above, I understand that this electronically serves the same purpose as affixing my original signature to this document.

Preceptor Signature ____________________________ Date ____________
I certify that I have read and acknowledge these statements and verify that, by typing my name on the line above, I understand that this electronically serves the same purpose as affixing my original signature to this document.
**Graduate Nursing Clinical Requirements Checklist**

**Student Name:** ________________________________

**Course:** ________________________________

<table>
<thead>
<tr>
<th>Document</th>
<th>Notes</th>
<th>Date</th>
<th>Complete</th>
</tr>
</thead>
<tbody>
<tr>
<td>*Current RN license</td>
<td>Renew every 2 years</td>
<td></td>
<td></td>
</tr>
<tr>
<td>*BLS for Healthcare Providers</td>
<td>Maintain current certification</td>
<td></td>
<td></td>
</tr>
<tr>
<td>*TB Test</td>
<td>Update annually</td>
<td></td>
<td></td>
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<tr>
<td>*Medical Insurance</td>
<td>Update prior to clinical course</td>
<td></td>
<td></td>
</tr>
<tr>
<td>*Liability Insurance DNP Students-NP student coverage needed</td>
<td>$1 million/3 million minimum</td>
<td></td>
<td></td>
</tr>
<tr>
<td>State Criminal Background Check</td>
<td>Less than 1 year prior to start of clinical</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Child Abuse Clearance</td>
<td>Less than 1 year prior to start of clinical</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FBI Fingerprinting Clearance</td>
<td>Less than 1 year prior to start of clinical</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Urine Drug Screen</td>
<td>10 panel, within 1 year of clinical start</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical Examination</td>
<td>Immunizations and lab tests complete, exam less than 1 year prior to clinical</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Influenza Vaccine</td>
<td>Need for fall and spring clinical courses only (October to April)</td>
<td></td>
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</tr>
</tbody>
</table>

*These items need to be current and uploaded into Exxat at the beginning of every clinical course.

**Additional requirements may be requested by individual clinical agencies and may include HIPPA training and educational modules.*
Clinical Incident

Clinical Incident Report Process:
During a clinical experience, in the event that a student or faculty member is involved in a situation which warrants the completion of an institutional incident report, the following process must be followed.

MESSIAH COLLEGE
GRADUATE PROGRAM IN NURSING
CLINICAL INCIDENT REPORT

POLICY:
The Department of Nursing will keep records of any reportable clinical incidents directly related to student performance in the clinical setting that results in the clinical facility or agency formally documenting it as a clinical incident.

PURPOSE:
This documentation provides the necessary information for the Department of Nursing should it be needed at a future date. The documentation will serve as information to guide possible policy revision and review related to clinical experiences and activities of students.

PROCEDURE:
1. Any reportable clinical incident related to patient care will be immediately reported to the clinical instructor.
2. The clinical instructor will assist the student in completing the documentation required by the clinical facility.
3. The clinical instructor and the student involved in the incident will complete the Graduate Programs’ Clinical Incident Report Form within 72 hours.
4. The clinical instructor will report the incident to the course coordinator and the appropriate program coordinator within 72 hours.
5. The appropriate program coordinator will discuss the incident with the course faculty to identify need for further action, and inform the Chief Nursing Administrator.
6. The completed form (shown below) will be filed in the Department of Nursing’s confidential file for 5 years.
Contact Information

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FALCONlink Access Questions

Berte Thompson
Director of Technology Support Services
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717.796.5039
Disclaimer

Disclaimer for Program-Specific Handbooks

The Graduate Nursing Student Handbook ("Handbook") serves as a reference guide regarding the Program’s policies, procedures, and services. There are several things that are important to keep in mind about this Handbook.

First, this Handbook contains only general information and guidelines. It is not intended to be comprehensive, and it does not contain all the rules, regulations, policies, and procedures that relate to graduate students. For that reason, if you have any questions concerning the applicability of any rules, regulations, policies, or procedures, you should address your specific questions to the Chief Nursing Administrator.

Second, this Handbook does not confer any contractual right, either express or implied, between the student and Messiah College ("College").

Third, the College reserves the right to amend, revise, modify, or revoke the policies, procedures, rules, regulations, and services, both academic and financial, described herein at any time. The College will endeavor to inform graduate students of any changes as they occur. However, it is the students’ responsibility to keep themselves apprised of current policy and procedures by referencing the graduate program’s website, as well as to adhere to the rules at all times. Publishing on the graduate program’s website shall be deemed to be reasonable notice of any such change.

Finally, the Messiah College School of Graduate Studies Catalog also contains information regarding policies, rules, procedures, and services for graduate students. The School of Graduate Studies Catalog should be used in conjunction with this program-specific Handbook. However, it is not uncommon for individual programs to establish policy and expectations that exceed the minimum standards delineated in the general School of Graduate Studies Catalog. When this occurs, the text of this program-specific Handbook supersedes that which addresses the same topic in the general School of Graduate Studies Catalog.
References


Appendices

Appendix A
Essentials of Master’s Education in Nursing (AACN, 2011, p. 4 - 5)

I: Background for Practice from Sciences and Humanities
- Recognizes that the master’s-prepared nurse integrates scientific findings from nursing, biopsychosocial fields, genetics, public health, quality improvement, and organizational sciences for the continual improvement of nursing care across diverse settings.

II: Organizational and Systems Leadership
- Recognizes that organizational and systems leadership are critical to the promotion of high quality and safe patient care. Leadership skills are needed that emphasize ethical and critical decision making, effective working relationships, and a systems-perspective.

III: Quality Improvement and Safety
- Recognizes that a master’s-prepared nurse must be articulate in the methods, tools, performance measures, and standards related to quality, as well as prepared to apply quality principles within an organization.

IV: Translating and Integrating Scholarship into Practice
- Recognizes that the master’s-prepared nurse applies research outcomes within the practice setting, resolves practice problems, works as a change agent, and disseminates results.

V: Informatics and Healthcare Technologies
- Recognizes that the master’s-prepared nurse uses patient-care technologies to deliver and enhance care and uses communication technologies to integrate and coordinate care.

VI: Health Policy and Advocacy
- Recognizes that the master’s-prepared nurse is able to intervene at the system level through the policy development process and to employ advocacy strategies to influence health and healthcare.

VII: Inter-professional Collaboration for Improving Patient and Population Health Outcomes
- Recognizes that the master’s-prepared nurse, as a member and leader of interprofessional teams, communicates, collaborates, and consults with other health professionals to manage and coordinate care.

VIII: Clinical Prevention and Population Health for Improving Health
- Recognizes that the master’s-prepared nurse applies and integrates broad, organizational, client-centered, and culturally appropriate concepts in the planning, delivery, management, and evaluation of evidence-based clinical prevention and population care and services to individuals, families, and aggregates/identified populations.

IX: Master’s-Level Nursing Practice
- Recognizes that nursing practice, at the master’s level, is broadly defined as any form of nursing intervention that influences healthcare outcomes for individuals, populations, or systems. Master’s-level nursing graduates must have an advanced level of understanding of nursing and relevant sciences as well as the ability to integrate this knowledge into practice. Nursing practice interventions include both direct and indirect care components.
## Appendix B
Core Competencies of Nurse Educators (NLN, 2012, p. 14-22)

<table>
<thead>
<tr>
<th>Nurse Educator Core Competencies</th>
<th>Task Statements</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Competency I: Facilitate Learning</strong></td>
<td>• Implements a variety of teaching strategies appropriate to learner needs, desired learner outcomes, content, and context</td>
</tr>
<tr>
<td></td>
<td>• Grounds teaching strategies in educational theory and evidence-based teaching practices</td>
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<tr>
<td></td>
<td>• Recognizes multicultural, gender, and experiential influences on teaching and learning</td>
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<td></td>
<td>• Engages in self-reflection and continued learning to improve teaching practices that facilitate learning</td>
</tr>
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<td></td>
<td>• Uses information technologies skillfully to support the teaching-learning process</td>
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<tr>
<td></td>
<td>• Practices skilled oral, written, and electronic communication that reflects an awareness of self and others, along with the ability to convey ideas in a variety of contexts</td>
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<tr>
<td></td>
<td>• Models critical and reflective thinking</td>
</tr>
<tr>
<td></td>
<td>• Creates opportunities for learners to develop their critical thinking and critical reasoning skills</td>
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<tr>
<td></td>
<td>• Shows enthusiasm for teaching, learning, and nursing that inspires and motivates students</td>
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<td></td>
<td>• Demonstrates interest in and respect for learners</td>
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<td></td>
<td>• Uses personal attributes (e.g. caring, confidence, patience, integrity, and flexibility) that facilitate learning</td>
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<tr>
<td></td>
<td>• Develops collegial working relationships with students, faculty colleagues, and clinical agency personnel to promote positive learning environments</td>
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<tr>
<td></td>
<td>• Maintains the professional practice knowledge base needed to help learners prepare for contemporary nursing practice</td>
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<tr>
<td></td>
<td>• Serves as a role model of professional nursing</td>
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<tr>
<td></td>
<td>• Identifies individual learning styles and unique learning needs of international, adult, multicultural, educationally disadvantaged, physically challenged, at risk, and second degree learners</td>
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<tr>
<td></td>
<td>• Provides resources to diverse learners that help meet their individual learning needs</td>
</tr>
<tr>
<td></td>
<td>• Engages in effective advisement and counseling strategies that help learners meet their professional goals</td>
</tr>
<tr>
<td></td>
<td>• Creates learning environments that are focused on socialization to the role of the nurse and facilitate learners’ self-reflection and personal goal setting</td>
</tr>
<tr>
<td></td>
<td>• Fosters cognitive, psychomotor, and affective development of learners</td>
</tr>
<tr>
<td></td>
<td>• Recognizes the influence of teaching styles and interpersonal interactions on learner outcomes</td>
</tr>
<tr>
<td></td>
<td>• Assists learners to develop the ability to engage in thoughtful and constructive self and peer evaluation</td>
</tr>
<tr>
<td></td>
<td>• Models professional behaviors for learners including, but not limited to, involvement in professional organizations, engagement in lifelong learning</td>
</tr>
</tbody>
</table>

<p>| Competency II: Facilitate Learner Development and Socialization | |
| | |
| | |
| | |
| | |</p>
<table>
<thead>
<tr>
<th>Nurse Educator Core Competencies</th>
<th>Task Statements</th>
</tr>
</thead>
</table>
| **Competency III:** Use Assessment and Evaluation Strategies | - Uses extant literature to develop evidence-based assessment and evaluation practices  
- Uses a variety of strategies to assess and evaluate learning in the cognitive, psychomotor, and affective domains  
- Implements evidence-based assessment and evaluation strategies that are appropriate to the learner and to learning goals  
- Uses assessment and evaluation data to enhance the teaching-learning process  
- Provides timely, constructive, and thoughtful feedback to learners  
- Demonstrates skill in the design and use of tools for assessing clinical practice |
| **Competency IV:** Participate in Curriculum Design and Evaluation of Program Outcomes | - Ensures that the curriculum reflects the institutional philosophy and mission, and current nursing and healthcare trends, and community and societal so as to prepare graduates for practice in a complex, dynamic, multicultural healthcare environment  
- Demonstrates knowledge of curriculum development including identifying program outcomes, developing competency statements, writing learning objectives, and selecting appropriate learning activities and evaluation strategies  
- Bases curriculum design and implementation decisions on sound educational principles, theory, and research  
- Revises the curriculum based on assessment of program outcomes, learner needs, and societal and healthcare trends  
- Implements curricular revisions using appropriate change theories and strategies  
- Creates and maintains community and clinical partnerships that support educational goals  
- Collaborates with external constituencies throughout the process of curriculum revision  
- Designs and implements program assessment models that promote continuous quality improvement of all aspects of the program  
- Models cultural sensitivity when advocating for change  
- Integrates a long-term, innovative, and creative perspective into the nurse educator role  
- Participates in inter-disciplinary efforts to address healthcare and educational needs locally, regionally, nationally, or internationally  
- Evaluates organizational effectiveness in nursing education  
- Implements strategies for organizational change  
- Provides leadership in the parent institution as well as in the nursing program to enhance visibility of nursing and its contributions to the academic community  
- Promotes innovative practices in educational environments  
- Develops leadership skills to shape and implement change  
- Demonstrates a commitment to life-long learning  
- Recognizes that career enhancement needs and activities change as experience is gained in the role |
| **Competency V:** Function as a Change Agent and Leader | - 
| **Competency VI:** Pursue Continuous Quality Improvement in the Nurse Educator Role | - 

GrdNrsHndbk 10 2019 71
### Nurse Educator Core Competencies

#### Competency VII: Engage in Scholarship
- Participates in professional development opportunities that increase one’s effectiveness in the role
- Balances the teaching, scholarship, and service demands inherent in the role of educator and member of an academic institution
- Uses feedback gained from self, peer, student, and administrative evaluation to improve role effectiveness
- Engages in activities that promote one’s socialization to the role
- Uses knowledge of legal and ethical issues relevant to higher education and nursing education as a basis for influencing, designing, and implementing policies and procedures related to students, faculty, and the educational environment
- Mentors and supports faculty colleagues
- Draws on extant literature to design evidence-based teaching and evaluation practices
- Exhibits a spirit of inquiry about teaching and learning, student development, evaluation methods, and other aspects of the role
- Designs and implements scholarly activities in an established area of expertise
- Disseminates nursing and teaching knowledge to a variety of audiences through various means
- Demonstrates skill in proposal writing for initiatives that include, but are not limited to, research, resource acquisition, program development, and policy development
- Demonstrates qualities of a scholar: integrity, courage, perseverance, vitality, and creativity

#### Competency VIII: Function within the Educational Environment
- Uses knowledge of history and current trends and issues in higher education as a basis for making recommendations and decisions on educational issues
- Identifies how social, economic, political, and institutional forces influence higher education in general and nursing education in particular
- Develops networks, collaborations, and partnerships to enhance nursing’s influence within the academic community
- Determines own professional goals within the context of academic nursing and the mission of the parent institution and nursing program
- Integrates the values of respect, collegiality, professionalism, and caring to build an organizational climate that fosters the development of students and teachers
- Incorporates the goals of the nursing program and the mission of the parent institution when proposing change or managing issues
- Assumes a leadership role in various levels of institutional governance
- Advocates for nursing and nursing education in the political arena
Appendix C
Master of Science in Nursing (MSN)
Curricular Competencies

Graduates from the Master of Science in Nursing (MSN) program at Messiah College practice nursing from a Christian worldview and demonstrate the following competencies in their advanced professional nursing roles.

The MSN graduate
1. Integrates knowledge from the science of nursing with the knowledge of other disciplines for the development of quality nursing care across diverse settings.
2. Applies leadership skills that emphasize ethical and critical decision making for the promotion of high quality and safe nursing care.
3. Applies quality principles to all areas of nursing practice.
4. Uses translational research skills for the integration of evidence-based findings into nursing practice through written and verbal scholarly communication.
5. Uses technology for the enhancement of communication and delivery of quality patient care.
6. Uses knowledge of healthcare policy to promote advocacy strategies for the promotion of health and healthcare.
7. Uses professional written and verbal scholarly communication for interprofessional collaboration for leadership in the management and coordination of care.
8. Applies culturally humble care concepts in the planning, delivery, management, and evaluation of care across healthcare populations.
9. Applies an advanced level of understanding of nursing concepts to nursing practice in both direct and indirect care settings.
Appendix D
Core Competencies of Nurse Executives
(AONL, 2015, p. 2-8)

Competency I – Communication and Relationship Building
Competency II – Knowledge of the Healthcare Environment
Competency III – Leadership
Competency IV – Professionalism
Competency V – Business Skills
Appendix E

Essentials of Baccalaureate Nursing Education for Professional Nursing Practice
(AACN, 2008, p. 3 - 4)

I. Liberal Education for Baccalaureate Generalist Nursing Practice
   • A solid base in liberal education provides the cornerstone for the practice and education of nurses.

II. Basic Organizational and Systems Leadership for Quality Care and Patient Safety
   • Knowledge and skills in leadership, quality improvement, and patient safety are necessary to provide high quality health care.

III. Scholarship for Evidence Based Practice
   • Professional nursing practice is grounded in the translation of current evidence into one’s practice.

IV. Information Management and Application of Patient Care Technology
   • Knowledge and skills in information management and patient care technology are critical in the delivery of quality patient care.

V. Health Care Policy, Finance, and Regulatory Environments
   • Healthcare policies, including financial and regulatory, directly and indirectly influence the nature and functioning of the healthcare system and thereby are important considerations in professional nursing practice.

VI. Interprofessional Communication and Collaboration for Improving Patient Health Outcomes
   • Communication and collaboration among healthcare professionals are critical to delivering high quality and safe patient care.

VII. Clinical Prevention and Population Health
   • Health promotion and disease prevention at the individual and population level are necessary to improve population health and are important components of baccalaureate generalist nursing practice.

VIII. Professionalism and Professional Values
   • Professionalism and the inherent values of altruism, autonomy, human dignity, integrity, and social justice are fundamental to the discipline of nursing.

IX. Baccalaureate Generalist Nursing Practice
   • The baccalaureate graduate nurse is prepared to practice with patients, including individuals, families, groups, communities, and populations across the lifespan and across the continuum of healthcare environments.
   • The baccalaureate graduate understands and respects the variations of care, the increased complexity, and the increased use of healthcare resources inherent in caring for patients.
Appendix F
Essentials of Doctoral Education for Advanced Nursing Practice (AACN, 2006, p. 8 – 18)

Essential I: Scientific Underpinnings for Practice

• Integrate nursing science with knowledge from ethics, the biophysical, psychosocial, analytical, and organizational sciences as the basis for the highest level of nursing practice.
• Use science-based theories and concepts to:
  o determine the nature and significance of health and healthcare delivery phenomena;  
  o describe the actions and advanced strategies to enhance, alleviate, and ameliorate health and healthcare delivery phenomena as appropriate; and evaluate outcomes.
• Develop and evaluate new practice approaches based on nursing theories and theories from other disciplines.

Essential II: Organizational and Systems Leadership for Quality Improvement and Systems Thinking

• Develop and evaluate care delivery approaches that meet current and future needs of patient populations based on scientific findings in nursing and other clinical sciences, as well as organizational, political, and economic sciences.
• Ensure accountability for quality of healthcare and patient safety for populations with whom they work.
  o Use advanced communication skills/processes to lead quality improvement and patient safety initiatives in healthcare systems.
  o Employ principles of business, finance, economics, and health policy to develop and implement effective plans for practice-level and/or system-wide practice initiatives that will improve the quality of care delivery.
  o Develop and/or monitor budgets for practice initiatives.
  o Analyze the cost-effectiveness of practice initiatives accounting for risk and improvement of healthcare outcomes.
  o Demonstrate sensitivity to diverse organizational cultures and populations, including patients and providers.
• Develop and/or evaluate effective strategies for managing the ethical dilemma inherent in patient care, the healthcare organization, and research.

Essential III: Clinical Scholarship and Analytical Methods for Evidence-Based Practice

• Use analytic methods to critically appraise existing literature and other evidence to determine and implement the best evidence for practice.
• Design and implement processes to evaluate outcomes of practice, practice patterns, and systems of care within a practice setting, healthcare organization, or community against national benchmarks to determine variances in practice outcomes and population trends.
• Design, direct, and evaluate quality improvement methodologies to promote safe, timely, effective, efficient, equitable, and patient-centered care.
• Apply relevant findings to develop practice guidelines and improve practice and the practice environment.
• Use information technology and research methods appropriately to:
  o collect appropriate and accurate data to generate evidence for nursing practice
  o inform and guide the design of databases that generate meaningful evidence for nursing practice
  o analyze data from practice
  o design evidence-based interventions
  o predict and analyze outcomes
  o examine patterns of behavior and outcomes
  o identify gaps in evidence for practice
• Function as a practice specialist/consultant in collaborative knowledge-generating research.
• Disseminate findings from evidence-based practice and research to improve healthcare outcomes

Essential IV: Information Systems/Technology and Patient Care Technology for the Improvement and Transformation of Healthcare
• Design, select, use, and evaluate programs that evaluate and monitor outcomes of care, care systems, and quality improvement including consumer use of healthcare information systems.
• Analyze and communicate critical elements necessary to the selection, use and evaluation of healthcare information systems and patient care technology.
• Demonstrate the conceptual ability and technical skills to develop and execute an evaluation plan involving data extraction from practice information systems and databases.
• Provide leadership in the evaluation and resolution of ethical and legal issues within healthcare systems relating to the use of information, information technology, communication networks, and patient care technology.
• Evaluate consumer health information sources for accuracy, timeliness, and appropriateness.

Essential V: Healthcare Policy for Advocacy in Healthcare
• Critically analyze health policy proposals, health policies, and related issues from the perspective of consumers, nursing, other health professions, and other stakeholders in policy and public forums.
• Demonstrate leadership in the development and implementation of institutional, local, state, federal, and/or international health policy.
• Influence policy makers through active participation on committees, boards, or task forces at the institutional, local, state, regional, national, and/or international levels to improve healthcare delivery and outcomes.
• Educate others, including policy makers at all levels, regarding nursing, health policy, and patient care outcomes.
• Advocate for the nursing profession within the policy and healthcare communities.
• Develop, evaluate, and provide leadership for healthcare policy that shapes healthcare financing, regulation, and delivery.
• Advocate for social justice, equity, and ethical policies within all healthcare arenas.

Essential VI: Inter-professional Collaboration for Improving Patient and Population Health Outcomes
• Employ effective communication and collaborative skills in the development and implementation of practice models, peer review, practice guidelines, health policy, standards of care, and/or other scholarly products.
• Lead interprofessional teams in the analysis of complex practice and organizational issues.
• Employ consultative and leadership skills with intraprofessional and interprofessional teams to create change in healthcare and complex healthcare delivery systems.

Essential VII: Clinical Prevention and Population Health for Improving the Nation’s Health
• Analyze epidemiological, biostatistical, environmental, and other appropriate scientific data related to individual, aggregate, and population health.
• Synthesize concepts, including psychosocial dimensions and cultural diversity, related to clinical prevention and population health in developing, implementing, and evaluating interventions to address health promotion/disease prevention efforts, improve health status/access patterns, and/or address gaps in care of individuals, aggregates, or populations.
• Evaluate care delivery models and/or strategies using concepts related to community, environmental and occupational health, and cultural and socioeconomic dimensions of health.

Essential VIII: Advanced Nursing Practice
• Conduct a comprehensive and systematic assessment of health and illness parameters in complex situations, incorporating diverse and culturally sensitive approaches.
• Design, implement, and evaluate therapeutic interventions based on nursing science and other sciences.
• Develop and sustain therapeutic relationships and partnerships with patients (individual, family or group) and other professionals to facilitate optimal care and patient outcomes.
• Demonstrate advanced levels of clinical judgment, systems thinking, and accountability in designing, delivering, and evaluating evidence-based care to improve patient outcomes.
• Guide, mentor, and support other nurses to achieve excellence in nursing practice.
• Educate and guide individuals and groups through complex health and situational transitions.
• Use conceptual and analytical skills in evaluating the links among practice, organizational, population, fiscal, and policy issues.
### Appendix G

Integrated Core Competencies of the National Organization of Nurse Practitioner Faculties  
(NONPF, 2017, p. 2 - 15)

<table>
<thead>
<tr>
<th>NONPF Competency Area</th>
<th>Nurse Practitioner (NP) Competencies</th>
</tr>
</thead>
</table>
| **Scientific Foundation Competencies** | • Critically analyzes data and evidence for improving advanced nursing practice.  
• Integrates knowledge from the humanities and sciences within the context of nursing science.  
• Translates research and other forms of knowledge to improve practice processes and outcomes.  
• Develops new practice approaches based on the integration of research, theory, and practice knowledge. |
| **Leadership Competencies** | • Assumes complex and advanced leadership roles to initiate and guide change.  
• Provides leadership to foster collaboration with multiple stakeholders (e.g. patients, community, integrated healthcare teams, and policy makers) to improve healthcare.  
• Demonstrates leadership that uses critical and reflective thinking.  
• Advocates for improved access, quality and cost effective healthcare.  
• Advances practice through the development and implementation of innovations incorporating principles of change.  
• Communicates practice knowledge effectively, both orally and in writing.  
• Participates in professional organizations and activities that influence advanced practice nursing and/or health outcomes of a population focus. |
| **Quality Competencies** | • Uses best available evidence to continuously improve quality of clinical practice.  
• Evaluates the relationships among access, cost, quality, and safety and their influence on healthcare.  
• Evaluates how organizational structure, care processes, financing, marketing and policy decisions impact the quality of healthcare.  
• Applies skills in peer review to promote a culture of excellence.  
• Anticipates variations in practice and is proactive in implementing interventions to ensure quality. |
| **Practice Inquiry Competencies** | • Provides leadership in the translation of new knowledge into practice.  
• Generates knowledge from clinical practice to improve practice and patient outcomes.  
• Applies clinical investigative skills to improve health outcomes.  
• Leads practice inquiry, individually or in partnership with others.  
• Disseminates evidence from inquiry to diverse audiences using multiple modalities.  
• Analyzes clinical guidelines for individualized application into practice. |
| **Technology and Information Literacy Competencies** | • Translates technical and scientific health information appropriate for various users’ needs.  
  o Assesses the patient’s and caregiver’s educational needs to provide effective, personalized healthcare.  
  o Coaches the patient and caregiver for positive behavioral change.  
• Demonstrates information literacy skills in complex decision making.  
• Contributes to the design of clinical information systems that promote safe, quality and cost effective care. |
• Uses technology systems that capture data on variables for the evaluation of nursing care

Policy Competencies
• Demonstrates an understanding of the interdependence of policy and practice.
• Advocates for ethical policies that promote access, equity, quality, and cost.
• Analyzes ethical, legal, and social factors influencing policy development.
• Contributes in the development of health policy.
• Analyzes the implications of health policy across disciplines.
• Evaluates the impact of globalization on healthcare policy development.
• Advocates for policies for safe and healthy practice environments.

Health Delivery System Competencies
• Applies knowledge of organizational practices and complex systems to improve healthcare delivery.
• Effects healthcare change using broad based skills including negotiating, consensus-building, and partnering.
• Minimizes risk to patients and providers at the individual and systems level.
• Facilitates the development of healthcare systems that address the needs of culturally diverse populations, providers, and other stakeholders.
• Evaluates the impact of healthcare delivery on patients, providers, other stakeholders, and the environment.
• Analyzes organizational structure, functions and resources to improve the delivery of care.
• Collaborates in planning for transitions across the continuum of care.

Ethics Competencies
• Integrates ethical principles in decision making.
• Evaluates the ethical consequences of decisions.
• Applies ethically sound solutions to complex issues related to individuals, populations and systems of care.

Independent Practice Competencies
• Functions as a licensed independent practitioner.
• Demonstrates the highest level of accountability for professional practice.
• Practices independently managing previously diagnosed and undiagnosed patients.
  o Provides the full spectrum of healthcare services to include health promotion, disease prevention, health protection, anticipatory guidance, counseling, disease management, palliative, and end of life care.
  o Uses advanced health assessment skills to differentiate between normal, variations of normal, and abnormal findings
  o Employs screening and diagnostic strategies in the development of diagnoses.
  o Prescribes medications within the scope of practice.
  o Manages the health/illness status of patients and families over time.
• Provides patient-centered care recognizing cultural diversity and the patient or designee as a full partner in decision-making.
  o Works to establish a relationship with the patient characterized by mutual respect, empathy, and collaboration.
  o Creates a climate of patient-centered care to include confidentiality, privacy, comfort, emotional support, mutual trust, and respect.
  o Incorporates the patient’s cultural and spiritual preferences, values, and beliefs into healthcare.
  o Preserves the patient’s control over decision making by negotiating a mutually acceptable plan of care.
Develops strategies to prevent one’s own personal biases from interfering with delivery of quality care.

Addresses cultural, spiritual, and ethnic influences that potentially create conflict among individuals, families, staff, and caregivers.

- Educates professional and lay caregivers to provide culturally and spiritually sensitive, appropriate care.
- Collaborates with both professional and other caregivers to achieve optimal care outcomes.
- Coordinates transitional care services in and across care settings.
- Participates in the development, use, and evaluation of professional standards and evidence-based care.
Appendix H
Doctor of Nursing Practice (DNP) Curricular Competencies

Graduates from the Doctor of Nursing Practice (DNP) program at Messiah College practice nursing from a Christian worldview and demonstrate the following competencies in their advanced nursing practice role.

The DNP graduate

1. Integrates nursing science with knowledge from ethics, biophysical, psychosocial, analytical, and organizational sciences as the foundation in applying the highest level of clinical reasoning and decision making for nursing practice planning and implementation of care.
2. Uses advanced skills of written and verbal scholarly communication for leadership of quality, ethical, and safety health care initiatives that incorporate interprofessional collaborations to meet current and future needs of patient populations.
3. Applies analytic methods for critical appraisal of all evidence types for translation of best practice evidence into high level nursing practice implementation through written and verbal scholarly communication.
4. Uses information systems/technology proficiently to evaluate programs of care, outcomes of care, and care systems for quality improvement and administrative decision-making.
5. Analyzes health care policies from the perspective of nursing and stakeholders for application to health care financing, regulation, access, safety, quality, and efficacy in providing high quality nursing care.
6. Integrates effective professional written and verbal scholarly communication skills to provide leadership for interprofessional development and implementation of practice models, peer review, practice guidelines, health policy, standards of care, and/or other scholarly projects in addressing complex practice and organizational issues.
7. Analyzes epidemiological, biostatistical, occupational, and environmental data in the development, implementation, and evaluation of culturally humble care directed toward health promotion and disease prevention.
8. Demonstrates advanced levels of clinical assessment and judgment in designing, delivering, and evaluating evidence-based care to improve patient outcomes in primary care environments.
Appendix I Clinical Site Visit Guidelines

The Messiah College School of Graduate Studies is committed to high quality graduate nursing education. These guidelines were developed to support and assess the clinical experiences and the partnerships between the students, faculty, school, preceptors, and clinical sites.

Overall guidelines:
1. Express thanks to the preceptor for their commitment and involvement
2. Address student/preceptor connection with the Messiah College faculty and graduate nursing program
3. Identify opportunities for constructive feedback & teaching “in the moment”
4. Evaluate and promote professional growth and development
5. Assess student’s confidence in skill & knowledge
6. Conduct appropriate number and timing of site visits:
   a. Number of site visits should equal the number of credits in the clinical course
   b. Site visits should be equally divided across the students’ scheduled hours
      i. Ex: 2 credit clinical course should have 2 site visits, approximately 1/3 and 2/3 of the way through the students’ hours
      ii. Since each student will complete hours at their own pace, the visits should be scheduled across the students’ scheduled hours, not necessarily by weeks of the semester.
7. Deliver clear expectations for future hours/courses
8. Conduct site visits via Zoom unless an in-person site visit is warranted

Questions for faculty to ask:
- Did student initiate/schedule the site visit in a timely manner?
- How many clinical hours has student completed?
- How do the student and preceptor believe the student is performing?
- Does the student exhibit professionalism at the clinical site?
- What types of patients is student seeing?
- Is the student obtaining HPI/ROS and/or conducting the PE independently?
- To what degree is the student participating in diagnosis/planning/clinical decision making?
- Is the student appropriately proficient in the number of patients seen per day?
- Does the student display interprofessional collaboration?
- Are there any questions/concerns from student or preceptor?

Faculty should:
- View student/patient encounter, if possible
- Evaluate computer or SOAP note documentation
- Identify goals for remaining clinical hours/future semesters
- Review number of clinical hours and plan for completing remaining hours
- Assess EXXAT notes and patient encounters for diversity/appropriateness to course
- Evaluate appropriateness of student performance based on timing in semester and curricular placement
Steps to clinical site visit:

1. Prior to the site visit:
   - It is the student’s responsibility to coordinate the site visit scheduling based on number of hours completed and availability of preceptor, student, and faculty. Students who do not establish and maintain appropriate communication with the clinical faculty to schedule the site visit are at risk for not passing the course. Student should identify 3-4 available days/times and present them to clinical faculty at least 3 weeks in advance. When scheduled, the faculty will establish a Zoom link and send to the student or use the faculty member’s Personal Meeting ID number.
   - Faculty should review EXXAT for number of completed hours, types of patients being seen, independence level during patient encounters, and SOAP notes (minimum one per clinical day or at faculty discretion). Faculty should mark clinical hours as “approved” in EXXAT after review.
   - Student and preceptor should complete the Formative Assessment of Student Progress electronically and upload for faculty member via Canvas.

2. During site visit:
   - Student with preceptor and clinical faculty log into Zoom
   - Ask questions of student and preceptor
   - Observe clinical encounter with patient
   - Student should present a patient to the faculty, including review of management plan. If direct patient observation not possible, student may be referred for a phone or Zoom-based standardized patient simulation
   - Review SOAP note/documentation record
   - Review student’s EXXAT case log summary and debrief about progress, problems, and/or challenges if identified
   - Review with the student and complete the Formative Assessment of Student Progress
   - Establish goals for remainder of clinical hours
   - Evaluate appropriateness of clinical site in terms of patient population, preceptor/staff dedication, and physical environment.
   - Ask preceptor to provide objective input regarding student progress and complete end of semester assessment of student performance via EXXAT.

3. After site visit:
   - Faculty to complete and electronically sign Formative Assessment of Student Progress into clinical course Canvas site.
   - Mark site visit as complete in Canvas.
   - Student will review all comments.
Formative Assessment of Student Progress

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Student behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Rate 1-5 based on Novice to Expert scale in Appendix A</td>
</tr>
<tr>
<td></td>
<td>Student</td>
</tr>
<tr>
<td>1. Reviews health records to gather pertinent patient information</td>
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<tr>
<td>2. Demonstrates skillful, age appropriate collection of HPI and ROS</td>
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<tr>
<td>3. Completes thorough and appropriate physical exam;</td>
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<tr>
<td>demonstrates appropriate assessment techniques.</td>
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<tr>
<td>4. Selects appropriate diagnostic tests.</td>
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<tr>
<td>5. Identifies health promotion/health maintenance needs of patient/family.</td>
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<td>6. Correlates pathophysiology with patient’s s/s and laboratory data.</td>
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<tr>
<td>7. Demonstrates knowledge of pathophysiology of acute and chronic disease commonly encountered in practice setting.</td>
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<td>8. Performs technical skills specific to practice setting.</td>
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<tr>
<td>9. Evaluates all data to identify and prioritize differential diagnoses across the lifespan.</td>
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<tr>
<td>10. Develops a plan of care that reflects patient’s educational needs, lifestyle, culture, and family/community resources.</td>
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</tr>
<tr>
<td>11. Encourages patient/family involvement in plan of care.</td>
<td></td>
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<tr>
<td>12. Assesses educational needs and teaches patients and families accordingly.</td>
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</tr>
<tr>
<td>13. Assesses and manages most common acute illnesses across the lifespan, including demonstration of knowledge of pharmacologic interventions according to updated standards of care.</td>
<td></td>
</tr>
<tr>
<td>14. Assesses and manages most common chronic conditions across the lifespan, including demonstration of knowledge of pharmacologic interventions according to updated standards of care.</td>
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<tr>
<td>15. Identifies and manages urgent, emergent, and crisis situations.</td>
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<tr>
<td>16. Collaborates with healthcare team members and makes appropriate referrals.</td>
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</tr>
<tr>
<td>17. Demonstrates diagnostic reasoning ability.</td>
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</tbody>
</table>
18. Evaluates the effectiveness of the plan of care and implements changes as necessary.

19. Records information in a well-organized, thorough, and concise manner.

20. Accepts constructive feedback in a positive manner.

21. Student: Describe your perceptions about your progress in this course.

22. Additional student comments:

23. What are your goals for the remaining hours (mid-term evaluation) or future semester (end of semester evaluation)?
   a. 
   b. 
   c. 

24. Student signature indicating review with faculty:

25. Faculty signature indicating review with student:
   Faculty comments:
## Appendix A

<table>
<thead>
<tr>
<th>1. Novice</th>
<th>History taking</th>
<th>Physical exam</th>
<th>Clinical reasoning</th>
<th>Client relationships</th>
<th>Professional relationships</th>
<th>Oral presentation of clinical encounter</th>
<th>Development of management plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Data gathered but often not pertinent or is incomplete.</td>
<td>Unable to obtain accurate data.</td>
<td>Unable to obtain accurate exam data. Incorrect exam techniques.</td>
<td>Unable to apply basic science knowledge.</td>
<td>Not able to identify verbal and non-verbal client communication. Appears insensitive.</td>
<td>Obstructive, antagonistic.</td>
<td>Unable to communicate and explain patient problems.</td>
<td>Unable to synthesize patient information.</td>
</tr>
<tr>
<td>2. Advanced Beginner</td>
<td>Data gathered but often not pertinent, complete, or with incorrect exam techniques</td>
<td>Has difficulty relating basic science principles and clinical information to patients’ problems.</td>
<td>Rarely identifies both verbal and non-verbal client communication to evaluate client needs.</td>
<td>Uncooperative, fails to accept criticism. Inappropriate relationships established with faculty and preceptors.</td>
<td>Rarely able to communicate clearly and explain patient problems without help. Descriptions reflect inability to synthesize</td>
<td>Rarely synthesizes patient information into assessment and management plan without intervention of preceptor.</td>
<td></td>
</tr>
<tr>
<td>3. Competent</td>
<td>Accurate and pertinent with some omissions.</td>
<td>Accurate and pertinent with some omissions. Exam techniques correct.</td>
<td>Synthesizes basic science and clinical information appropriately to identify major problems.</td>
<td>Aware of both verbal and nonverbal client communication in evaluating physical and psychosocial needs.</td>
<td>Accepts and begins to incorporate feedback into clinical practice. Communicates with preceptor/faculty in identifying learning needs</td>
<td>Sometimes able to communicate and explain problems without help. Descriptions reflect ability to synthesize and apply pathophysiology to simple problems.</td>
<td>Sometimes able to synthesize patient information in making assessment of comprehensive management plan, but requires prompting of preceptor.</td>
</tr>
<tr>
<td>4. Proficient</td>
<td>Complete, pertinent, and accurate.</td>
<td>Complete pertinent and accurate data gathered.</td>
<td>Possesses excellent knowledge of pathophysiology which enables understanding of the relationship among patient problems.</td>
<td>Consistently identifies clients verbal and nonverbal communication and usually responds.</td>
<td>Consistently integrates feedback into clinical practice. Actively seeks faculty/preceptor guidance in meeting comprehensive learning needs.</td>
<td>Usually communicates understanding of illness to preceptor and provides explanations without help. Descriptions of patient problems reflect ability to synthesize and apply pathophysiology to some complicated and most simple problems.</td>
<td>Usually synthesizes patient information in making assessment; requires minimal assistance in developing comprehensive management plan. Able to prioritize short- and long-term needs.</td>
</tr>
<tr>
<td>5. Expert</td>
<td>Consistently complete and precise. Organized and appropriate to chief complaint.</td>
<td>Consistently complete and precise in obtaining appropriate physical exam data. Significant findings pursued in an organized manner.</td>
<td>Adept in a broad base of basic science information and relating it to the patient’s problems, even in difficult cases.</td>
<td>Consistently responds to both verbal and nonverbal communication from clients in meeting their physical and psychosocial needs.</td>
<td>Independent and self-directed in identifying learning needs and utilizing appropriate resources to meet these needs.</td>
<td>Presentations to preceptor are organized and succinct. Description of problems reflect ability to synthesize and apply pathophysiology to complex patient problems.</td>
<td>Consistently synthesizes patient information, considering subjective and objective data, into a comprehensive management plan including further diagnostic tests, therapeutics, preventative care, patient education, use of resources, referral, and follow-up.</td>
</tr>
</tbody>
</table>

### Student strengths:

### Areas for improvement:
Appendix J Graduate Nursing Plan of Studies  
MSN - Nursing Administration  
Sample Plan of Study

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 1 Summer</th>
<th>Year 1 Fall</th>
<th>Year 1 Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Summer Session</td>
<td>NURS 500 - Health Informatics (3 cr)</td>
<td>Early Fall</td>
<td>Entire Fall Semester</td>
</tr>
<tr>
<td>2nd Summer Session</td>
<td>Late Fall</td>
<td>NURS 502 - Nursing Research Design and Methodology (3 cr)</td>
<td>Entire Spring Semester</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Year 2</th>
<th>Year 2 Summer</th>
<th>Year 2 Fall</th>
<th>Year 2 Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Summer Session</td>
<td>LEAD 505: Strategic Thinking, Planning and Organizational Change (3 cr)</td>
<td>Early Fall</td>
<td>Entire Fall Semester</td>
</tr>
<tr>
<td>2nd Summer Session</td>
<td>Late Fall</td>
<td>BUSA 501: Business Strategy &amp; Execution (3 cr)</td>
<td>NURS 631 - Health Policy and Legal Aspects of Healthcare (3 cr)</td>
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<table>
<thead>
<tr>
<th>Year 3</th>
<th>Year 3 Summer</th>
<th>Year 3 Fall</th>
<th>Year 3 Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Summer Session</td>
<td>Full Summer Session</td>
<td>Early Fall</td>
<td>Entire Fall Semester</td>
</tr>
<tr>
<td>2nd Summer Session</td>
<td>LEAD 550 Organizational Effectiveness (3 cr)</td>
<td>Late Spring</td>
<td>NURS 560 Nursing Administration and Executive Leadership I (4 cr: 2.5 class/1.5 clinical practicum = 90 hours)</td>
</tr>
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</table>

38 Total Credits - (35 theory credits and 3 clinical credits (180 clock hours) (1 clinical credit = 60 clock hours)
### MSN-Nursing Management and Leadership Certificate

#### Plan of Study

13 Total Credits

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Spring Semester</th>
<th>Summer Semester</th>
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<tbody>
<tr>
<td><strong>Early Fall</strong></td>
<td><strong>Late Fall</strong></td>
<td><strong>Early Spring</strong></td>
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<tr>
<td><strong>Year 1:</strong></td>
<td></td>
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<tr>
<td><strong>NURS 560 Nursing Administration and Executive Leadership I</strong> (4 cr: 2.5 class/1.5 clinical practicum = 90 hours)</td>
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<tr>
<td><strong>NURS 620</strong> - Collaboration in Interprofessional Teams (3 cr)</td>
<td><strong>NURS 502</strong> - Nursing Research Design and Methodology (3 credits)</td>
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### MSN-Nursing Administration CAGS

#### Plan of Study

13 Total Credits

<table>
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<tr>
<th>Fall Semester</th>
<th>Spring Semester</th>
<th>Summer Semester</th>
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</thead>
<tbody>
<tr>
<td><strong>Early Fall</strong></td>
<td><strong>Late Fall</strong></td>
<td><strong>Early Spring</strong></td>
</tr>
<tr>
<td><strong>Year 1:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>NURS 560 Nursing Administration and Executive Leadership I</strong> (4 cr: 2.5 class/1.5 clinical practicum = 90 hours)</td>
<td><strong>NURS 640</strong> - Economics of Healthcare (3 cr)</td>
<td><strong>LEAD 550</strong> Organizational Effectiveness (3 cr)</td>
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<tr>
<td><strong>NURS 620</strong> - Collaboration in Interprofessional Teams (3 cr)</td>
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</tbody>
</table>
## MSN-Nurse Educator
### Sample Plan of Study

**39 Total Credits** - [33 theory credits and 6 clinical credits (360 clock hours)] (1 clinical credit = 60 clock hours)

**42 Total Credits – with optional course** [33.5 theory credits and 8.5 clinical credits (510 clock hours)] (1 clinical credit = 60 clock hours)

<table>
<thead>
<tr>
<th>Year 0:</th>
<th>Year 1:</th>
<th>Year 2:</th>
<th>Year 3:</th>
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<tbody>
<tr>
<td>Fall Semester</td>
<td>Spring Semester</td>
<td>Summer Semester</td>
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</tr>
<tr>
<td>Early Fall</td>
<td>Late Fall</td>
<td>Early Spring</td>
<td>Late Spring</td>
</tr>
<tr>
<td>NURS 500 - Health Informatics (3 credits)</td>
<td>NURS 501 - Statistics for Evidence-based Practice (3 credits)</td>
<td>NURS 502 - Nursing Research Design and Methodology (3 credits)</td>
<td>NURS 503 - Advanced Pathophysiology (3 credits)</td>
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<tr>
<td>NURS 506 - Christian Philosophical &amp; Ethical Foundations of Healthcare (3 credits)</td>
<td>NURS 520 - Foundations &amp; App of Nurse Edu Role (3 cr: 2 theory/1 clinical; 60 clinical hours)</td>
<td>NURS 522 - Measurement &amp; Evaluation (3 cr)</td>
<td>NURS 521 - Curriculum in Nursing Education (3 cr)</td>
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<tr>
<td>NURS 530 - Teaching Methods for Clinical Practice (6 credits - 3 theory, 3 clinical; 180 clinical hours)</td>
<td>NURS 531 - Nurse Educator: Leadership Role Development - Capstone (3 credits - 2 theory, 1 clinical; 60 clinical hours)</td>
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</table>
## MSN-Nurse Educator Certificate
### Plan of Study
12 Total Credits

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Spring Semester</th>
<th>Summer Semester</th>
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<tbody>
<tr>
<td>Early Fall</td>
<td>Late Fall</td>
<td>Early Spring</td>
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<tr>
<td><strong>Year 1:</strong></td>
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<tr>
<td>NURS 520 - Foundations &amp; App of Nurse Edu Role (3 cr: 2 theory/1 clinical; 60 clinical hours)</td>
<td>NURS 522 - Measurement &amp; Evaluation (3 cr)</td>
<td>NURS 521 - Curriculum in Nursing Education (3 cr)</td>
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<tr>
<td>NURS 502 - Nursing Research Design and Methodology (3 credits)</td>
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## MSN-Nurse Educator CAGS
### Plan of Study
12 Total Credits

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<th>Fall Semester</th>
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<th>Summer Semester</th>
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<tbody>
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<td><strong>Year 1:</strong></td>
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<tr>
<td>NURS 530 - Teaching Methods for Clinical Practice (6 credits - 3 theory, 3 clinical; 180 clinical hours)</td>
<td>NURS 522 - Principles Measurement &amp; Evaluation (3 cr)</td>
<td>NURS 521 - Curriculum in Nursing Education (3 cr)</td>
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# Post-BSN to DNP/FNP Sample Plan of Study

| Total credits: 86 | Total clinical hours: 1,215 | NP practice hours: 840 | DNP project hours: 375 |

## Fall Semester

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## Spring Semester

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## Summer Semester

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<th>1st Summer Session</th>
<th>2nd Summer Session</th>
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### Year 1:

| NURS 501 – Statistics for Evidence-based Practice (3 credits) | NURS 502 – Nursing Research Design and Methodology (3 credits) | NURS 503 – Advanced Pathophysiology (3 credits) | NURS 504 – Advanced Pharmacology (3 credits) | NURS 505 – Advanced Physical Assessment across the Lifespan (3 cr: 2 theory, 1 clinical; 60 clinical hrs) | NURS 506 – Christian Philosophical & Ethical Foundations of Healthcare (3 credits) |
| NURS 500 – Health Informatics (3 credits) | NURS 500 – Health Informatics (3 credits) | NURS 500 – Health Informatics (3 credits) | NURS 500 – Health Informatics (3 credits) | NURS 500 – Health Informatics (3 credits) | NURS 500 – Health Informatics (3 credits) |

### Year 2:

| NURS 620 – Collaboration in Interprofessional Teams (3 credits) | NURS 621 – Advanced Concepts in Health Promotion and Prevention (3 credits) | NURS 622 – Principles of Care in Advanced Family Nursing Practice (1 credit) | NURS 623 – Application of Theory to Research in EBP for Advanced Practice (3 cr: 2 credits theory, 1 credit clinical- 60 project hours) | NURS 624 – Epidemiological Principles in Family Nursing Practice (2 credits) | NURS 625 – Epidemiological Principles in Family Nursing Practice (2 credits) |
| NURS 701 – Advanced Family Nursing Practice of Adults I (3 credits) | NURS 702 – Advanced Family Nursing Practice of Adults I Practicum (2 clinical credits-120 clinical hours) | NURS 703 – Advanced Family Nursing Practice of Adults II (3 credits) | NURS 704 – Advanced Family Nursing Practice of Adults II Practicum (2 clinical credits- 120 clinical hours) | NURS 705 – Advanced Family Nursing Practice for Women’s Health (3 credits) | NURS 706 – Advanced Family Nursing Practice for Women’s Health Practicum (1 clinical credit- 60 clinical hours) |

### Year 3:

| NURS 630 – Principles of Clinical Genetics (2 credits) | NURS 631 – Health Policy and Legal Aspects of Healthcare (3 credits) | NURS 640 – Economics of Healthcare (3 credits) | NURS 623 – Application of Theory to Research in EBP for Advanced Practice (3 cr: 2 credits theory, 1 credit clinical- 60 project hours) | NURS 710 – Advanced Family Nursing Practice for Women’s Health Practicum (1.5 clinical credits – 90 clinical hours) | NURS 711 – Advanced Family Nursing Practice for Women’s Health Practicum (1.5 clinical credits – 90 clinical hours) |
| NURS 705 – Advanced Physical Assessment of Children and Adolescents (2 credits) | NURS 706 – Advanced Physical Assessment of Children and Adolescents Practicum (1 clinical credit- 60 clinical hours) | NURS 707 – Advanced Family Nursing Practice of Children and Adolescents (3 credits) | NURS 708 – Advanced Family Nursing Practice of Children and Adolescents Practicum (1.5 clinical credits- 90 clinical hours) | NURS 709 – Advanced Family Nursing Practice for Women’s Health (3 credits) | NURS 710 – Advanced Family Nursing Practice for Women’s Health Practicum (1.5 clinical credits – 90 clinical hours) |

### Year 4:

| NURS 632 – Roles of Advanced Practice Nursing in Evidence-based Practice (3 cr: 2 credits theory, 1 credit clinical- 60 project hours) | NURS 721 – Advanced Family Nursing Application of Clinical Diagnostics (3 credits) | NURS 722 – Advanced Family Nursing Application of Clinical Diagnostics Practicum (2 clinical credits- 120 clinical hrs) | NURS 732 – Integration of Evidence-based Practice Across Healthcare Settings – DNP Project (4 credits: 1.75 cr class, 2.25 credits clinical- 135 project hrs) | NURS 731 – Advanced Nursing Practice Leadership Role Integration – DNP Project (3 credits: 1 credit theory, 2 credits clinical- 120 project hrs) | NURS 732 – Integration of Evidence-based Practice Across Healthcare Settings – DNP Project (4 credits: 1.75 cr class, 2.25 credits clinical- 135 project hrs) |
| NURS 723 – Advanced Family Nursing Practice of Older Adults (3 credits) | NURS 724 – Advanced Family Nursing Practice of Older Adults Practicum (3 clinical credits-180 clinical hrs) | NURS 731 – Advanced Nursing Practice Leadership Role Integration – DNP Project (3 credits: 1 credit theory, 2 credits clinical- 120 project hrs) | NURS 732 – Integration of Evidence-based Practice Across Healthcare Settings – DNP Project (4 credits: 1.75 cr class, 2.25 credits clinical- 135 project hrs) | NURS 731 – Advanced Nursing Practice Leadership Role Integration – DNP Project (3 credits: 1 credit theory, 2 credits clinical- 120 project hrs) | NURS 732 – Integration of Evidence-based Practice Across Healthcare Settings – DNP Project (4 credits: 1.75 cr class, 2.25 credits clinical- 135 project hrs) |
Acknowledgement

Signature Receipt of Graduate Program in Nursing Student Handbook
Please print and sign this page from the handbook. Scan the signed page, save it to your computer, and submit it to the Graduate Nursing Resources Canvas site under the assignment of Acknowledgement Form.

My signature indicates that I have read, understood, and agree to abide by all policies and guidelines established by the Messiah College Graduate Program in Nursing. My signature also indicates that I authorize the Graduate Nursing Committee or its delegate to regularly review and evaluate my academic and disciplinary records for the purpose of monitoring my eligibility for progression in the nursing major. I understand that eligibility to continue in the nursing major is contingent upon satisfaction of all stated admission and progression criteria.

SIGNATURE ____________________________________________

I certify that I have read and acknowledge these statements and verify that, by typing my name on the line above, I understand that this electronically serves the same purpose as affixing my original signature to this document.

DATE __________________________________________________