MESSIAH UNIVERSITY

School of Science, Engineering and Health
Department of Nursing

Program Description

Bachelor of Science, Master of Science, and Doctor of Nursing

Practice

Revised

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Mission of Messiah University

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 University 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 University 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, stated as Foundational Beliefs, is consistent with the Mission, Foundational Values, Undergraduate Learning Outcomes (ULOs), and Graduate Learning Outcomes (GLOs) of Messiah University. Herein are stated the Foundational Beliefs of the faculty 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 University 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.

Bachelor of Science in Nursing (BSN) Program Goals

1. Prepare beginning professional nurses to engage in interprofessional collaborative practice and provide holistic nursing care to persons, families, and communities.
2. Provide an environment in which students are encouraged to develop and integrate a dynamic Christian worldview into their personal and professional lives.
3. Provide an educational foundation for graduate study for students.
4. Provide student-centered, evidence-based teaching and learning for nursing practice, leadership, service, and reconciliation.

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 scientifc knowledge, critical thinking, effective communication, and interprofessional collaboration to enhance nursing care and education directed at population health across diverse settings.

3. Promote evidence-based knowledge for integration and dissemination across learning environments and the healthcare system.

4. Provide an educational foundation for doctoral study and life long learning.

5. Provide student-centered, evidence-based teaching and learning for nursing practice, leadership, service, and reconciliation.

Doctor of Nursing Practice (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.

Concepts Central to the Curriculum

The following concepts are central to the curriculum of the Messiah University 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
Bachelor of Science Degree in Nursing Program

The American Association of Colleges of Nursing (AACN) *Essentials of Baccalaureate Education for Professional Nursing Practice* (AACN, 2008) are fundamental to the curriculum for the baccalaureate (BSN) nursing program and thereby essential for the practice of professional nursing (Appendix A). This education provides the basis for professional knowledge development which includes skills in critical thinking, communication, ethical decision making, leadership, safe and quality care implementation, inter and intraprofessional collaboration, evidence-based care, culturally humble care, and life-long learning pursuits, all for promotion of quality population health across the lifespan. Furthermore, the curriculum competencies for the baccalaureate nursing program are derived from the AACN *Essentials of Baccalaureate Education for Professional Nursing Practice* (AACN, 2008) (Appendices A & B).

For the baccalaureate nurse, professional nursing is realized through the roles of provider of care, designer/manager/coordinator of care, and member of a profession. Each role requires, in differing degrees, critical thinking, communication, assessment, and technical skills. The three roles are carried out in a variety of organizational structures and healthcare settings. Each role requires ongoing practice and experience to develop expertise. As providers of care, students implement the nursing process and learn to manage the care of persons, families, and communities within the environment. As

designers/managers/coordinators of care, they learn to match the needs of persons with resources; collaborate with persons, families, and members of the healthcare delivery system; and coordinate the delivery of healthcare services. As members of a profession, students learn to be accountable for their own nursing practice, to function within the organizational structure of various healthcare settings, to serve as healthcare advocates, to challenge and suggest change for ineffective delivery systems, and to promote nursing as a profession (Appendix C).

Curriculum level description. In the curriculum, nursing students develop increasing ability to make clinical judgments in a variety of settings while learning the roles of the beginning professional nurse. Accomplishment of the curriculum competencies will enable the baccalaureate prepared generalist nurse to practice within complex healthcare systems and assume/perform the roles of the professional nurse: provider of care; designer/manager/coordinator of care; and member of a profession.

Students progress through the curriculum in three levels. During level one of the curriculum (sophomore year) students learn to care for persons, families, and communities within a Christian Worldview. The use of primary prevention for nursing interventions is the focus of nursing care for persons, families, and communities. The roles of provider of care, designer/manager/coordinator of care, and member of the profession are introduced. Specifically, students learn to use skills as they focus on the beginning provider of care role.

During the second level (junior year) of the curriculum students learn to care for persons, families, and communities throughout the lifespan. The use of both primary and secondary prevention interventions is the focus of nursing care for persons, families, and communities throughout the lifespan. The provider of care role is expanded, the designer/manager/coordinator of care role is explored, and the member of the profession role is identified.

During the third level of the curriculum (senior year) students learn to care for persons, families, and communities in a variety of diverse and complex healthcare delivery environments. The use of primary, secondary, and tertiary prevention for nursing interventions is the focus of nursing care for persons, families, and communities in a variety of healthcare delivery environments. The provider of care role, designer/manager/coordinator of care role, and member of the profession role continue to be expanded for completion of knowledge about these roles.

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) and MSN Curricular Competencies provide the foundation for the tracks of the MSN program (Appendices D & E). The NLN *Core Competencies of Nurse Educators* (NLN, 2012) guide the curriculum of MSN nurse educator track (Appendix F). The AONE Nurse Executive Competencies (AONE, 2015) now known as the American Organization for Nurse Leaders (AONL) guide the MSN nursing administration track curriculum (Appendix G). Completion of the MSN curriculum provides graduates with a strong foundation for life-long learning and education at the doctoral level.

   Curriculum level description. There are two levels in the MSN curriculum. Level one of the MSN curriculum includes foundational core courses and advanced core courses. The advanced core courses of level one are specific to either the MSN nurse educator curriculum track or the MSN nursing administration curriculum track. Level one MSN foundational core courses facilitate increased depth of understanding in areas of nursing research and evidence-based practice, healthcare ethics from a Christian worldview, and healthcare informatics. The foundational core courses provide opportunities for application to population health, education, and leadership at an advanced level. The advanced core courses of level one for MSN nurse educator students include advanced pathophysiology, advanced pharmacology, and advanced physical assessment across the lifespan. The advanced core courses for the MSN nursing administration students include courses in interprofessional collaboration, healthcare policy, regulation, and law, and healthcare economics. Accomplishment of level one foundational and advanced core courses is required before students may progress to the second level of the MSN curriculum. Level two courses of the MSN curriculum are focused on a chosen area of nursing specialization at the master's level.

MSN-Nurse Educator
- Within the MSN nurse educator specialty, highlights of 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 clinical scholarship application in nursing practice and education to facilitate positive healthcare outcomes.

MSN-Nursing Administration
- Within the MSN nursing administration specialty, highlights of content areas include interprofessional collaboration, communication and relationship management, healthcare law, policy, and regulation, administrative and executive leadership, application of change theories, professionalism, business skills and principles, budget management in healthcare, healthcare economics, strategic planning, organizational leadership, and performance improvement and evaluation.

Doctor of Nursing Practice Program
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 A). 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* (NONPF) *Nurse Practitioner Core Competencies* (NONPF, 2017) guide the curriculum of the Post-BSN to DNP/FNP program (Appendices H & J). 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 I & J). 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.

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Appendix A: 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 healthcare.

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.   Healthcare 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 B: Baccalaureate Nursing Program Curricular Competencies

Graduates from the baccalaureate program at Messiah University practice nursing from a Christian worldview and demonstrate the following competencies in their professional nursing roles of provider of care, designer/manager/coordinator of care, and member of the profession.

1. Critical thinking through the integration of theoretical and empirical knowledge derived from general education courses.

2. Application of knowledge and skills for leadership, quality improvement and patient safety in all aspects of healthcare delivery.

3. Application of research for evidence-based nursing practice.

4. Use of knowledge and skills of information management and patient care technology for delivery of quality patient care.

5. Adherence to healthcare policies, including financial, regulatory, and legal parameters in all aspects of nursing practice.

6. Effective communication and collaboration with patients, families, communities, and other healthcare professionals for the delivery of high quality and safe patient care including health promotion, risk reduction, disease prevention, and delivery of comprehensive healthcare services at the individual and population level.

7. Knowledge of local, national, and global healthcare issues.

8. Ethical behavior for adherence to the professional values of altruism, autonomy, human dignity, integrity, and social justice.

9. Skill in providing comprehensive holistic, culturally humble care for persons, families and communities across the lifespan.

Appendix C: Roles of the Beginning Professional Nurse

Provider of Care Role

> In the role of Provider of care, the nurse implements the nursing process to deliver nursing care. Care is structured toward persons, families, and communities who need a safe and effective care environment; physiological, psychological, sociocultural, developmental, and spiritual wholeness; and health promotion and maintenance. The provider of care role also involves the use of critical thinking, communication, assessment, and technical skills as the nurse makes clinical judgments in meeting the needs of persons, families, and communities and communities.

Designer/Manager/Coordinator of Care Role

> In the role of designer/manager/coordinator of care the nurse is involved in planning, coordinating, and facilitating the delivery of nursing and other health services. The nurse identifies the comprehensive health needs of persons, families, and communities. Coordination is based on knowledge of and collaboration with other healthcare disciplines, knowledge of principles of leadership and management, and awareness of human and material resources. Various communication skills are essential for referral and other collaborative endeavors. In this role, the nurse also uses critical thinking skills for continuous evaluation of the comprehensiveness, efficiency, and appropriateness of nursing and other health services.

Member of the Profession Role

> In the role of member of the profession the nurse aspires to improve the discipline of nursing and the quality of nursing care provided to persons, families, and communities. Critical thinking skills are used to apply knowledge and research findings to nursing practice and to raise questions for further research about nursing and healthcare in a rapidly changing healthcare environment. Communication skills are used while participating in professional organizations and the political process, and while interacting with other healthcare providers. The nurse acts as an advocate for healthcare recipients in a variety of organizational structures and healthcare settings. Knowledge of legislative, regulatory, ethical, and professional standards that define the scope of nursing practice is essential. In this role, the beginning professional nurse is committed to collegiality and the need for life-long learning and continuing growth toward expert nursing practice.

Appendix D: 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: Interprofessional 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 E: Master of Science in Nursing (MSN) Curricular Competencies

Graduates from the Master of Science in Nursing (MSN) program at Messiah University 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
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 interprofessional communication and 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 F: Core Competencies of Nurse Educators
(NLN, 2012, p. 14-22)

Nurse Educator Core Competencies	Task Statements
Competency I: Facilitate Learning	• Implements a variety of teaching strategies appropriate to learner needs, desired learner outcomes, content, and context • Grounds teaching strategies in educational theory and evidence-based teaching practices • Recognizes multicultural, gender, and experiential influences on teaching and learning • Engages in self-reflection and continued learning to improve teaching practices that facilitate learning • Uses information technologies skillfully to support the teaching-learning process • 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 • Models critical and reflective thinking • Creates opportunities for learners to develop their critical thinking and critical reasoning skills • Shows enthusiasm for teaching, learning, and nursing that inspires and motivates students • Demonstrates interest in and respect for learners • Uses personal attributes (e.g. caring, confidence, patience, integrity, and flexibility) that facilitate learning • Develops collegial working relationships with students, faculty colleagues, and clinical agency personnel to promote positive learning environments • Maintains the professional practice knowledge base needed to help learners prepare for contemporary nursing practice • Serves as a role model of professional nursing
Competency II: Facilitate Learner Development and Socialization	• Identifies individual learning styles and unique learning needs of international, adult, multicultural, educationally disadvantages, physically challenged, at risk, and second degree learners • Provides resources to diverse learners that help meet their individual learning needs • Engages in effective advisement and counseling strategies that help learners meet their professional goals • Creates learning environments that are focused on socialization to the role of the nurse and facilitate learners' self-reflection and personal goal setting • Fosters cognitive, psychomotor, and affective development of learners • Recognizes the influence of teaching styles and interpersonal interactions on learner outcomes • Assists learners to develop the ability to engage in thoughtful and constructive self and peer evaluation • Models professional behaviors for learners including, but not limited to, involvement in professional organizations, engagement in lifelong learning activities, dissemination of information through publications and presentations, and advocacy
Competency III:	• Uses extant literature to develop evidence-based assessment and evaluation practices

Nurse Educator Core Competencies	Task Statements
Use Assessment and Evaluation Strategies	• 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
Competency V: Function as a Change Agent and Leader	• 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
Competency VI: Pursue Continuous Quality Improvement in the Nurse Educator Role	• Demonstrates a commitment to life-long learning • Recognizes that career enhancement needs and activities change as experience is gained in the role • Participates in professional develop 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

Nurse Educator Core Competencies	Task Statements
	• 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
Competency VII: Engage in Scholarship	• 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 G: Core Competencies of Nurse Executives
(AONL, 2015, p. 2-8)

Competency I – Communication and Relationship Building
- Effective communication
- Relationship management
- Influence behaviors
- Ability to work with diversity
- Shared decision making
- Community involvement
- Medical staff relationships
- Academic relationships

Competency II – Knowledge of the Healthcare Environment
- Clinical practice knowledge
- Patient care delivery models and work design knowledge
- Healthcare economics knowledge
- Healthcare policy
- Understanding of governance
- Understanding of evidence-based practice
- Outcomes measurement
- Knowledge of, and dedication to, patient safety
- Understanding of utilization and case management
- Knowledge of quality improvement and metrics
- Knowledge of risk management

Competency III – Leadership
- Foundational thinking skills
- Personal journey disciplines
- Ability to use systems thinking
- Succession planning
- Change management

Competency IV – Professionalism
- Personal and professional accountability
- Career planning
- Ethics
- Evidence-based clinical management practices
- Advocacy for the clinical management practices
- Active membership in professional organizations

Competency V – Business Skills
- Understanding of healthcare financing
- Human resources management and development
- Strategic management
- Marketing
- Information management and technology

Appendix H: 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: Interprofessional 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 I: Doctor of Nursing Practice (DNP) Curricular Competencies

Graduates from the Doctor of Nursing Practice (DNP) program at Messiah University 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 communication for leadership of quality, ethical, and safety healthcare 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.

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 healthcare policies from the perspective of nursing and stakeholders for application to healthcare financing, regulation, access, safety, quality, and efficacy in providing high quality nursing care.

6. Integrates effective 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 J: Integrated Core Competencies of the National Organization of Nurse Practitioner Faculties

(NONPF, 2017, p. 2 - 15)

NONPF Competency Area	Nurse Practitioner (NP) Competencies
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	• Integrates appropriate technologies for knowledge management to improve healthcare.
	• 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.

NONPF Competency Area	Nurse Practitioner (NP) Competencies
	• 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.
	   ○ 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.
	   ○ Uses advanced health assessment skills to differentiate between normal, variations of normal, and abnormal findings
	   ○ Employs screening and; diagnostic strategies in the development of diagnoses.
	   ○ Prescribes medications within the scope of practice.
	   ○ 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.
	   ○ Works to establish a relationship with the patient characterized by mutual respect, empathy, and collaboration.
	   ○ Creates a climate of patient-centered care to include confidentiality, privacy, comfort, emotional support, mutual trust, and respect.
	   ○ Incorporates the patient's cultural and spiritual preferences, values, and beliefs into healthcare.

NONPF Competency Area	Nurse Practitioner (NP) Competencies
	o Preserves the patient's control over decision making by negotiating a mutually acceptable plan of care. o Develops strategies to prevent one's own personal biases from interfering with delivery of quality care. o 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.