



**GRADUATE PROGRAM  
HANDBOOK**

**2009-2010**

**MASTER OF SCIENCE (MS)  
With a Major in Nursing**

**DOCTOR OF NURSING PRACTICE (DNP)**

**[www.mnstate.edu/nursing.htm](http://www.mnstate.edu/nursing.htm)**

<i>Nursing Mission</i>	4
<i>Nursing Philosophy</i>	5
<i>Program Outcomes</i>	7
<i>Program Overview</i>	8
<i>Campus Map and Tours</i>	9
<i>Telephone Directory</i>	10
<i>Nursing Faculty</i>	11
<i>General Information and Policies</i>	12
<i>Sample Curriculum Plans</i>	19
<i>Curriculum Worksheet</i>	21
<i>Course Descriptions</i>	22
<i>Enrollment Guidelines for the Master's Paper, Project or Thesis</i>	27
<i>Thesis Option</i>	28
<i>Non-Thesis Options</i>	29
<i>Option 1: Critical Literature Review</i>	29
<i>Final Oral Examination</i>	32
<i>Report of Final Oral Examination</i>	34
<i>Graduate Student Checklist</i>	35
<i>MSUM Degree Time Line</i>	35
<i>Admission Requirements</i>	36

**Disclaimer**

The MSUM graduate nursing program has made every effort to provide information in this Handbook that is accurate and timely for students. However, the program reserves the right to change rules, regulations, procedures, curricula, courses, programs, course content, prerequisites, calendars, and fees at any time. The most current information can be found on the program web site: [www.mnstate.edu/nursing.htm](http://www.mnstate.edu/nursing.htm)

Students must also consult the DNP Handbook, MSUM Graduate Bulletin and MSUM Student Handbook for specific guidance.

### **MSUM School of Nursing and Healthcare Leadership Mission**

Prepare the School of Nursing and healthcare Leadership undergraduate and graduate students for life-long learning, caring service, leadership and global citizenship.

#### **Goals:**

1. Provide School of Nursing and Healthcare Leadership students with curricula, which reflect excellence.
2. Maximize potential for students to become interdisciplinary, ethical, caring leaders with a global perspective.
3. Create an environment that embraces and promotes life-long learning.

### **MSUM Graduate Nursing Mission**

The mission of the program is to provide professional nursing education, to advance knowledge of the discipline, and to serve as a resource for the health care needs of society.

The purpose of the graduate program is to prepare baccalaureate nurses for specialization in the following emphases:

Clinical Nurse Specialist in Adult Health (Master of Science)

Nurse Educator (Master of Science)

Doctor of Nursing Practice (DNP) as part of the MnSCU Collaborative DNP

## MSUM Graduate Nursing Philosophy

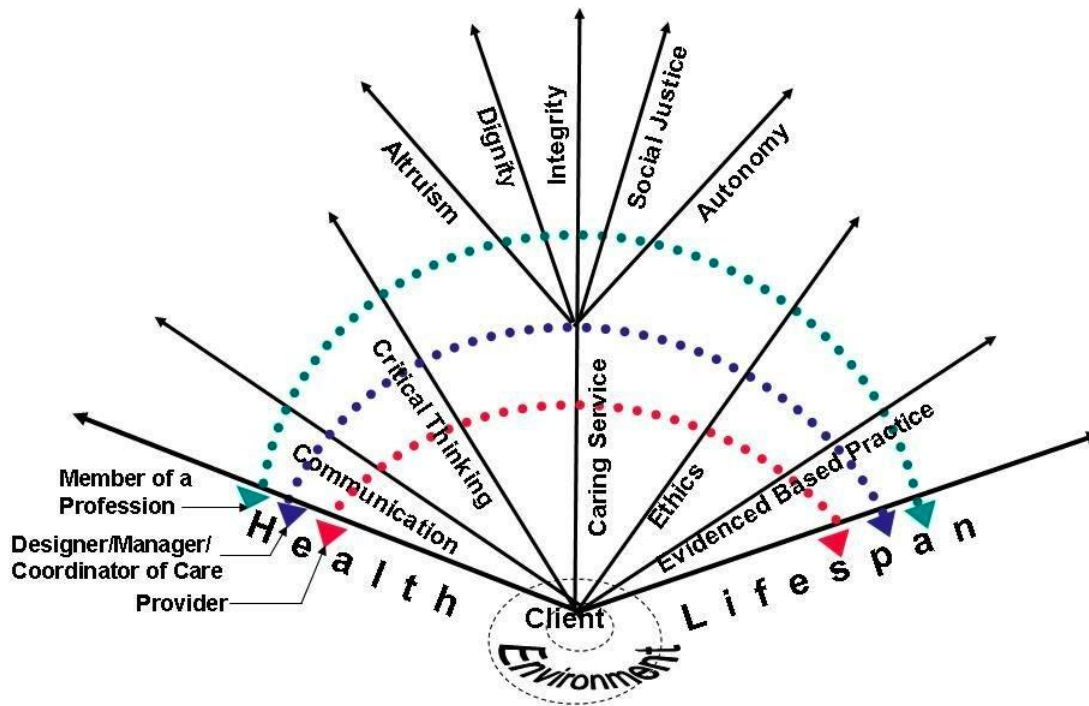
The philosophy of the nursing program embodies a set of beliefs that provide the context in which the mission is realized. The faculty of the MSUM Graduate Nursing program believes:

Nursing is a discipline consisting of four pervasive concepts; person, environment, health and nursing. As a discipline, nursing encompasses the components of nursing science, the art of nursing, personal knowledge, and ethics. The discipline continues to evolve from the interrelationships among nursing theory, research and practice. This evolution involves an expanding body of nursing knowledge that blends with the arts, sciences and humanities to form a framework for nursing practice.

- The person, within the context of nursing is identified as a client; a client may be an individual, family, a group, and/or a community. We believe in the uniqueness and worth of our clients. This belief underlies our philosophies of nursing and education, and values both the commonalities and the diversities characteristic of people.
- Environment is the client's circumstances and surroundings, both internal and external. These include physiological, psychological, cultural, spiritual, economic and social influences, and the client's perception of these influences. We believe that clients, as individuals, families, groups, and/or communities, are in constant interaction with their environments.
- Health is maximized potential and well-being. The goal of nursing is to promote optimal health of our clients along the continuum of life and death.
- The practice of nursing is a dynamic, deliberative and interpersonal process used to provide holistic care to clients. Nursing practice includes health promotion, risk reduction, disease prevention as well as illness and disease management. This practice involves critical thinking within a deliberative decision-making framework. The practice of professional nursing is based on theory and research from nursing and other disciplines; practice, theory and research are interrelated.
- The nurse is prepared to perform multiple roles in diverse settings and is responsive to the changing health care needs of society. The nurse is accountable and responsible for actions taken within these roles.
- We believe that graduate nursing education prepares specialists. Professional nurses participate in activities that contribute to the ongoing development of the body of knowledge of the discipline.
- Learning is a process evidenced by changes in cognitive, affective, and psychomotor behavior. Student learning is best facilitated in an environment of acceptance and freedom of expression that fosters critical thinking, self-understanding, caring and creativity. Faculty provide opportunities for learning through experiences designed to integrate theory with practice, promote a spirit of inquiry, and model and provide opportunities for students to develop critical thinking abilities. Preparation of

professional nurses is achieved through collaborative partnerships in which both the teacher and learner are actively involved and accountable.

- Caring, integral to professional nursing practice, encompasses the nurse's empathy for and connection with the client. Caring is demonstrated in compassionate, sensitive, and appropriate nursing care that preserves human dignity and nurtures the human spirit.



Curriculum Model (2005) Nursing Department,  
Minnesota State University Moorhead ©

## **Program Outcomes**

The outcomes of the graduate program are derived from the nursing mission and philosophy, and are guided by

- The Essentials of Master's Education for Advanced Practice Nursing (AACN, 1996)
- The Essentials of Doctoral Education for Advanced Practice Nursing (AACN, 2006 Draft)
- The Advanced Nursing Practice: Curriculum Guidelines and Program Standards for Nurse Practitioner Education (National Organization of Nurse Practitioner Faculties, 2002)
- Statement on Clinical Nurse Specialist Practice and Education (National Association of Clinical Nurse Specialists, 2004)
- Standards of Clinical Nursing Practice, 2<sup>nd</sup> Edition (American Nurses Association, 1998)
- The Code of Ethics with Interpretive Statements (American Nurses Association, 2001)
- Scope and Standards of Advanced Practice Registered Nursing (1996)
- The Minnesota Board of Nursing Rules
- The North Dakota Board of Nursing Rules
- Core Competencies of Nurse Educators with Task Statements (National League Nursing, 2005)

## **Master of Science Outcomes**

On completion of the Master of Science nursing curriculum, graduates are expected to:

1. Incorporate theoretical contributions and scientific knowledge of the discipline in providing holistic care.
2. Collaborate in scholarly activities of inquiry related to the nursing profession, including the evaluation, application and integration of nursing research in one's practice.
3. Contribute to the improvement of health policy, delivery of health services, and the financing of health care.
4. Analyze ethical, legal, and moral issues related to health and illness in society, with an awareness of one's own position.
5. Develop, implement and modify programs or plans of care for diverse client populations from a health promotion and disease prevention perspective.
6. Demonstrate competency in specialized roles within the context of independent and collaborative nursing practice.

### **Doctor of Nursing Practice Outcomes**

Based on the AACN Essentials of Doctoral Education for Advanced Nursing Practice (2006), five student learning outcomes are expected for the DNP program. These are the ability to:

1. evaluate scientific underpinnings that contribute to translation of nursing research to improve practice.
2. evaluate nursing actions that influence health care outcomes for individuals, families, and populations.
3. use knowledge gained through evaluation of nursing actions that influence health outcomes to improve care delivery, patient outcomes, and systems management.
4. evaluate evidence pertaining to direct care of patients and management of care for individuals, families, systems, and populations.
5. translate evidence gained through evaluation of direct care of patients and management of care for individuals, families, systems, and populations to improve practice and implement health policy.

### **Program Overview**

The graduate nursing program offers two master's level emphases: Clinical Nurse Specialist (CNS) in Adult Health and the Nurse Educator, as well as the Doctorate in Nursing Practice (DNP).

The graduate program is accredited by the Commission on Collegiate Nursing Education (CCNE) and is approved by the North Dakota Board of Nursing. (The Minnesota Board of Nursing does not approve graduate nursing programs.)

### **Campus Map and Tours**

Copies of the campus map may be obtained at the following web site:

<http://www.mnstate.edu/home/campustour/buildings.htm> or Admissions 477-2161

For campus tours, contact Admissions 477-2161

## Telephone Directory

Jane Bergland, PhD, RN .....(218)477-4697  
 Chair, School of Nursing and Healthcare Leadership  
 email: [berglaja@mnstate.edu](mailto:berglaja@mnstate.edu)

Barbara Matthees, PhD, RN, CNE.....(218) 477-2695  
 Graduate program coordinator  
 email: [matthees@mnstate.edu](mailto:matthees@mnstate.edu)

Graduate Nursing Website: [www.mnstate.edu/nursing.htm](http://www.mnstate.edu/nursing.htm)

Bookstore	477-2111
Business Office	477-2221
The Write Site (writing assistance)	477-5937
Computer Technical Assistance (Information Technology)	477-2603
Disability Services	477-5859
Financial Aid and Scholarships	477-2251
Graduate Studies Dept.	477-2344
Hendrix Health Center	477-2211
MSUM Information	477-4000
Library	477-2922
Nursing Department	477-2693 477-5990 - Fax
President Edna Szymanski's Office	477-2243
Records/Registrar	477-2565
Student Counseling	477-2227
Mailing Address	Nursing Department 202 Murray Commons 1104 7 <sup>th</sup> Ave S Moorhead, MN 56563

**Minnesota State University Moorhead Graduate Nursing Faculty****Bergland, Jane, PhD, RN**

Tel: (218) 477-4697

email: [berglaja@mnstate.edu](mailto:berglaja@mnstate.edu)**Giedt, Jane, PhD, RN, CNE**

Tel: (218) 477-4699

email: [giedt@mnstate.edu](mailto:giedt@mnstate.edu)**Matthees, Barbara, PhD, RN, CNE**

Graduate program coordinator

Tel: (218) 477-2695

email: [matthees@mnstate.edu](mailto:matthees@mnstate.edu)**Wright, Tracy, PhD, RN, CNE**

Tel: (218) 799-2336

Email: [wrighttr@mnstate.edu](mailto:wrighttr@mnstate.edu)

## General Information and Policies

### Admissions Requirements

Students are referred to the Graduate Bulletin or graduate studies web site for information about general policies regarding requirements for admission to and progression in graduate school. The Graduate Nursing Program has an additional application form as well as three references required.

If graduate school admission was provisional, conditional or contingent, the student is responsible for fulfilling the requirements for change to full status as soon as possible to be advanced to full status. When the conditions are fulfilled, the student initiates the process for Change of Status. Forms are available in the graduate office.

### International Student Admission policy

The Homeland Security Act of 2002 fundamentally changed the requirements for the international students who wish to study in the United States. The major change that affects an online program is that no more than the equivalent of one on-line/distance education class or 3 credits per session may count towards the 'full course of study' requirement. A full copy of the NAFSA (Association of International Educators) Advisory Manual is available International Student Affairs office [Chapter 3: F-1 Students; Section 3.20.7; Authority cite 8 C.F.R. SS 214.2(f) (6) (i) (G)].

#### Graduate Nursing Policy (MS and DNP)

- a. International students living within the US may be admitted to this program if they have an active Work Visa.
- b. International students living within the US may not be admitted to this program if they have a Student Visa.

### Personal Computer System Requirements

This program makes extensive use of the on-line environment, to most efficiently and effectively cover material and enhance student education. Therefore, it is important for students to utilize appropriate hardware and software to be successful.

#### Hardware

Processor	REcommed Celeron M, Duo Core, Intel Core 2 Duo
Hard Drive	80 GB minimum
RAM	1 GB minimum, 2GB recommended
DVD - ROM	Required, DVD-RW recommended
Color monitor	Required
Network Card	Required, <b>internal</b> wireless compatible with 802.11g or 802.11n
Modem	Required for high speed access via cable or DSL broadband
USB Flashdrive	Recommended
Surge Protector	Recommended
Soundcard	Required for Internet meetings

Headphones with microphone	Required for Internet meetings
Browser	Internet Explorer and Mozilla (free downloads from the web)
Internet access	Broadband DSL (dial up NOT recommended)
Telephone	Landline recommended
Printer	Laser recommended

#### Software \*

Operating System	Microsoft Window XP professional preferred
Programs	Microsoft Office 2003 or Office 2007 (need word processor, PowerPoint, and Excel as minimum programs)
Virus Protection	Required to access campus networks

- *MSUM offers discounted software for current students at eAcademy at <https://appserv.mnstate.edu/authenticate/index.asp?applicationid=1>*
- *Students log in with their Dragon ID and PIN and have access to all of the available software.*

#### Free Plugins by searching web for each program

Adobe Reader	Quicktime
Real Player	Flash

### **Progression and Graduation Requirements; Scholastic Standards**

1. A cumulative graduate nursing GPA of 3.0 is required to continue and graduate from the program. If the GPA falls below 3.0, the student is placed on probation for the next semester in which courses are taken. If the GPA remains below 3.0 at the end of the next semester, the student is withdrawn from the program.
2. No more than two courses with a grade of C (including C+ and C-) may be applied to the program of study.
3. A course with a grade of C (including C+ and C-) may be repeated once or a comparable course from another institution may be transferred in if this transfer does not exceed the allowed number of transfer credits.

The graduate program coordinator and administrative assistant monitor the graduate students GPAs each semester.

### **Practicum and Preceptorship**

The program includes a clinical preceptorship model to provide the advanced practice student the opportunity to obtain expertise in a selected clinical setting. The practicum focus will vary depending upon the student's emphasis (i.e. nurse educator, CNS). The length of clinical varies by number of course credits and uses a 4:1 ratio to calculate the number of clinical hours. For example, a four semester-hour clinical course will require 16 hours per week for fifteen weeks,

or 240 hours for the semester. The CNS student has two required clinical practica in preparation for the advanced practice role. A minimum of 500 supervised, precepted hours is required for eligibility to take the CNS certification examination. The nurse educator student has one required clinical practicum, if the student enters the program with prior teaching experience. If the student does not have prior teaching experience, one of the electives in the nurse educator curriculum should be another practicum.

The preceptor is a licensed, master's prepared nurse, employed in an agency in an advanced practice role. During the practicum, the preceptor serves as a mentor to the graduate student. In situations where a master's prepared nurse is not available or another mentor might be more appropriate for the student's experience, the course instructor or graduate program coordinator will approve an alternative preceptor.

### **Full-time and Part-time Status**

Full-time status is eight graduate credits (fall, spring and summer session). Anything less than eight is part-time, however, a minimum of six credits is required to qualify for financial aid.

### **Student Governance**

Graduate students participate in the governance of the program through attendance at the graduate student online or face-to-face Advisory group meetings that are held each semester by the graduate program coordinator or designee. Students also are encouraged to provide feedback to advisors, faculty and the coordinator.

### **ListServ and mnstate.edu e-mail account**

A listserv is used to send and receive information to all graduate nursing students and faculty. This is the primary mode of communication for the graduate nursing program. Students and faculty will be subscribed to the listserve by the graduate nursing program. Again, it is very important that you have a current email subscribed to the listserv to receive important messages, such as schedule changes or scholarship announcements.

**The mnstate.edu e-mail will be used for all official notifications** and all students are required to obtain this upon their enrollment in courses. [Apply for your account by clicking here.](#) You will receive a MSUM mnstate username and self select a password. Email accounts are accessed through the email link in the red toolbar from the MSUM home page <http://www.mnstate.edu/home/>.

### **Course Registration**

A composite list of course offerings for each semester is found on the graduate nursing web site. Regular electronic registration is available for courses offered at MSUM. Graduate students do not need 'advisor access' codes to register for classes.

### **Advisement**

Each graduate nursing student is assigned an academic advisor from Nursing within the SNHL; however the student may change advisors at any time. Each student is responsible for conferring

with the advisor on a regular basis, usually each semester, to assist with curriculum planning. The curriculum worksheet found in this manual should be completed at your first meeting. When the student is ready to select a committee for the final graduate paper or thesis, and for the final oral examination, the student must select a nursing faculty member for the committee chair. Refer to the section on Examining Committee and MSUM Graduate student handbook for specifics.

### **Health, Education and Licensure Records**

The Program requires that students provide **current** evidence of the following:

- Tuberculin test clearance (annually) or other assurance of freedom from Tb is required prior to attending classes.
- MMR immunization or rubella screening for antibodies. MMR not necessary if student's birth year is prior to 1956.
- Hepatitis B series or documented immunity
- Diphtheria/tetanus immunization
- Certification in cardio-pulmonary resuscitation for health care provider or professional level.
- Professional liability insurance:  
MSUM MS students are covered under the state institution liability insurance.
- Yearly criminal background check .
- RN license in good standing will be verified online with the state board of nursing.

### **Criminal Background Checks**

Criminal background checks are required by the program in the first semester in which students are enrolled and prior to beginning any clinical experiences in the MSUM Graduate Nursing Program. Students receive an e-mail with instructions to complete this process on-line. A student who is disqualified from having patient contact based on results of a background check will be delayed in academic progression until qualified or be ineligible for a degree in this program.

### **Academic Conduct**

The Graduate Program endorses the Minnesota State University Moorhead policies related to academic conduct. Students are expected to know policies on academic conduct and responsibility as well as the institutional academic requirements and procedures (See current MSUM academic standards policy found in the MSUM Student Handbook).

Attendance at class is expected; attendance at practica and classroom laboratory is required. Students must come to practica well prepared to care for their assigned clients and provide safe nursing practice. Students are expected to notify the clinical faculty prior to being absent. Time lost during a practicum must be made up. During practica, students are held responsible for exhibiting the following professional attributes: integrity, honesty, accountability, confidentiality and professional demeanor.

## **Policy on Alcohol and Illegal Substances**

Minnesota State University Moorhead recognizes that the misuse of alcohol and other drugs is a serious problem in our society and our community. This University seeks to create a campus environment which promotes healthy and responsible living that is conducive to the intellectual and personal development of students. The University is committed to establishing and enforcing clear campus policies regarding the use of alcohol and other drugs.

In accordance with state laws, the unlawful or unauthorized use, possession, storage, manufacture, distribution, or sale of alcoholic beverages and any illicit drugs or drug paraphernalia is prohibited in university buildings, any public campus area, housing units, university vehicles, or any university sponsored events either on or off campus.

Students who fail to comply with this policy will be subject to disciplinary and/or legal action. Additionally, students who attend class or clinical activities under the influence of, or suspected of being under the influence of, alcohol or illegal drugs will be asked by the instructor to leave the classroom or clinical setting immediately. Readmission to the classroom or the clinical setting will be at the consent of the instructor.

Refer to the Student policies on Alcohol and Other Drugs (AOD) for additional specific information.

## **Student Appeals Procedure**

Students are encouraged to seek resolution of a problem at the lowest appropriate level. In the Graduate Nursing Program, this means that the student should first discuss the problem with the person(s) directly involved. If this does not satisfactorily resolve the problem, the student should then seek resolution from the faculty, then the appropriate emphasis coordinator, the Graduate Program coordinator and, finally, the Chair of the School of Nursing and Healthcare Leadership.

## **Plan of Study/Graduate Course Plan (Form 1)**

Forms for the graduate course plan can be found on the graduate school's website or the Graduate Studies office. Students should consult with their academic advisor concerning the procedures for filing this plan. The curriculum worksheet previously completed will assist in completing this plan. The Plan is due after completing one semester of classes.

## **Thesis/Non-Thesis Options**

Students must complete a thesis, comprehensive study or project paper that demonstrates synthesis of knowledge acquired through the graduate program. The student may choose a thesis or a non-thesis option. The findings of this work will be presented as part of the final oral examination. See specific guidelines for thesis/non-thesis options. In addition to the required number of library copies, a bound copy of the written document must be submitted to the School of Nursing and Healthcare Leadership office.

## **Assistance with Data Analysis**

Students are responsible for the statistical analysis of any quantitative data and concept analysis of any qualitative data. The student may use any type of software package (SPSS, Excel, Minitabs) approved by the committee chair. The committee chair will also advise on the analysis of the data and/or suggest other sources of assistance. The interpretation of results is the responsibility of the student and committee chair.

### **Examining or Supervisory Committee (Form 2)**

The student, in consultation with the committee chair, selects a committee of at least three members (including the chair) to supervise the development and completion of the thesis or project paper and to conduct the oral examination at the completion of the student's program. The examining committee will consist of 1) a doctorally prepared MSUM nursing faculty member as committee chair, 2) another MSUM doctorally prepared nursing faculty member, and 3) the third member may be someone from outside the institution, with a minimum of a master's degree in their field. There must be at least two registered nurses with graduate degrees and at least two members who hold a doctoral degree on the committee. The chair of the committee must have background, expertise or interest in the topic and/or methodology that the student wishes to pursue. The rest of the committee should be selected according to their ability to contribute to a successful thesis or project.

<approved MSUM Nursing Graduate faculty 10/2007>

All committee members, except an expert from the field, must hold graduate faculty status. If a potential committee member does not have graduate faculty status, temporary status must be obtained. Additional guidelines for selection of the committee are found in the MSUM bulletin or at the graduate school website.

### **Proposal meeting**

**The student is required to meet with their committee as soon as a draft proposal has been prepared.** During this Proposal meeting, the committee will provide input on the subject area, literature review, and methodology. Form 2: Thesis /Project Committee Appointment and Approval is completed at this meeting.

### **Research Involving Human Subjects (Form 4)**

Thesis or project proposals involving human subjects require **advance approval** by the Institutional Review Board (IRB) prior to any data collection. The approval or permission to conduct proposed activities must be obtained from the site where research data or participants will be found prior to approval by the MSUM IRB or Departmental Review Committee (DRC). The proposal may be exempt from review, it may qualify for an expedited review, or may require a review by the full board (IRB). Your committee chair will assist you in making this determination. A copy of the IRB application and accompanying forms can be obtained from the Office of Graduate Studies [www.mnstate.edu/IRB/](http://www.mnstate.edu/IRB/)

The application must be approved by the committee chair and either the DRC or the IRB prior to

any data collection. Form 4: Thesis Topic/Project Approval and IRB Approval Verification is completed after IRB approval is received.

### **Other Graduate Forms**

There are seven graduate forms, but graduate nursing students only complete six. A comprehensive examination (Form 3) is not required in this program. Form 5: Preliminary Graduation Notice, Form 6: Announcement of the Oral Defense and Form 7: Application for Graduate Degree are completed in the final semester of the program. Specific guidance for completion of these forms is found in the MSUM Graduate Bulletin or at the graduate website.

### **Policy on Significant Infectious Diseases**

Student contact with clients in the health care setting is accompanied by risk of exposure to communicable disease as well as responsibility to avoid spreading communicable disease. Obtaining and documenting immunization and disease status is the responsibility of the student as explained in the section on Health, Education and Licensure Records.

If exposed to body fluids:

- Wash the exposed area (not eyes) immediately and thoroughly with soap and water. Cover with a dry sterile dressing if an open wound is present.
- Notify the nursing faculty immediately.
- Complete an incident report (available from the clinical agency); submit one copy to the agency supervisor and one to your clinical faculty.
- Seek medical advice immediately from your choice of provider. Students are not covered under workers' compensation; costs of care are the responsibility of the student.

### **Clinical Assignments**

Students will be assigned to clinical sites according to learning objectives of the clinical course. Client characteristics such as age, race, religion, socio-economic level, or health status will not be a factor in clinical assignment, unless there is an identified need for health services related to one or more of these characteristics.

A student who has a weakened immune status or who is pregnant is advised to inform the graduate program coordinator in writing whenever the condition becomes known. The coordinator and/or the student will discuss the student's altered physical status with clinical faculty so that appropriate modifications of clinical assignments can be made. Such modification will be based on evidence-based practice guidelines and/or written recommendations of the student's health care provider and will be designed to protect any and all parties at potential risk.

### **Library Use**

Graduate nursing students can check out books with their student ID. The first floor of MSUM

has computers for use that don't need a login or password. See the Library website or librarians at the reference desk for assistance. In addition, the student has access to multiple distance services including databases, InterLibrary Loans, and mailed books from the library's holdings. Consult the Library Distance site for more details and contact information

<http://www.mnstate.edu/library/distance.cfm>

## Sample Curriculum Plans

### Clinical Nurse Specialist in Adult Health 2-year and 3-year Sample Curriculum Plans

#### 2-year Full-time Curriculum Plan 42-44 credits

Fall Semester 1 (12 cr)		Spring Semester 2 (9 cr)	
3	N600 Theoretical Perspectives of the Discipline	3	N604 Advanced Nursing Research*
3	N606 Health Care Delivery, Policy, & Finance	2	N610 Health Promotion & Disease Prevention
3	N608 Transcultural and Social Perspectives	2	N614 Advanced Pathophysiology I
3	N612 Advanced Health Assessment	2	N616 Advanced Pathophysiology II
Fall Semester 3 (11-13 cr)		Spring Semester 4 (9-11 cr)	
2	N631 Pharmacology I	3	N641 Adult Health II
2	N632 Pharmacology II	5	N641P Advanced Practicum II (300 hrs)
3	N640 Adult Health I	1-2	N696 Master's Project or N699 Master's Thesis
4	N640P Advanced Practicum I (240 hrs)		
1-2	N696 Master's Project or N699 Master's Thesis		

\*Inferential statistics course (undergraduate or graduate) and N600 are prerequisites

#### Adult Health Clinical Nurse Specialist 3-year Part-time Curriculum Plan 42-44 credits

Fall Semester 1 (6 cr)		Spring Semester 2 (6 cr)	
3	N600 Theoretical Perspectives of the Discipline	2	N610 Health Promotion & Disease Prevention
3	N606 Health Care Delivery, Policy, & Finance	2	N614 Advanced Pathophysiology I
		2	N616 Advanced Pathophysiology II
Fall Semester 3 (6 cr)		Spring Semester 4 (3 cr)	
3	N608 Transcultural and Social Perspectives	3	N604 Advanced Nursing Research*
3	N612 Advanced Health Assessment		
		Summer Session 5 (1-2 cr)	
		1-2 N696 Master's Project or N699 Master's Thesis	
Fall Semester 6 (11 cr)		Spring Semester 7 (9-10 cr)	
2	N631 Pharmacology I	3	N641 Adult Health II
2	N632 Pharmacology II	5	N641P Advanced Practicum II (300 hrs)
3	N640 Adult Health I	1-2	N696 Master's Project or N699 Master's Thesis
4	N640P Advanced Practicum I (240 hrs)		

\*Inferential statistics course (undergraduate or graduate) and N600 are prerequisites

**Nurse Educator  
2-year and 3-year Sample Curriculum Plans**

**2-year Full-time Curriculum Plan  
36 credits**

Fall Semester 1 (9 cr)		Spring Semester 2 (8 cr)	
3	N600 Theoretical Perspectives of the Discipline	3	N604 Advanced Nursing Research*
3	N606 Health Care Delivery, Policy, & Finance	2	N610 Health Promotion & Disease Prevention
3	N608 Transcultural and Social Perspectives	3	N623 Nurse as Educator
		Summer Session 3 (5-6 cr)	
	3 2-3	N622 Teaching: Techn & Info Mgmt Nursing or Education Elective**	
Fall Semester 4 (8-9 cr)		Spring Semester 5 (3-5 cr)	
3	N627	2-3	Nursing or Education Elective**
4	N640P Advanced Practicum I (240 hrs)	1-2	N696 Master's Project or N699 Master's Thesis
1-2	N696 Master's Project or N699 Master's Thesis		

\*Inferential statistics course (undergraduate or graduate) and N600 are prerequisites

\*\* At least one elective must be in education

**Nurse Educator  
3-year Part-time Curriculum Plan  
36 credits**

Fall Semester 1 (6 cr)		Spring Semester 2 (5 cr)	
3	N600 Theoretical Perspectives of the Discipline	2	N610 Health Promotion & Disease Prevention
3	N606 Health Care Delivery, Policy, & Finance	3	N623 Nurse as Educator
Fall Semester 3 (6 cr)		Spring Semester 4 (5-6 cr)	
3	N608 Transcultural and Social Perspectives	3	N604 Advanced Nursing Research*
3	Nursing or Education Elective**	2-3	Nursing or Education Elective**
		Summer Session 5 (3 cr)	
	3	N622 Teaching: Technology & Info Mgmt	
Fall Semester 6 (6-7 cr)		Spring Semester 7 (2-4 cr)	
3	N627 Curriculum & Program Design	2-4	N696 Master's Project or N699 Master's Thesis
4	N640P Advanced Practicum I (240 hrs)		

\*Inferential statistics course (undergraduate or graduate) and N600 are prerequisites

\*\* At least one elective must be in education

### Curriculum Worksheet

Student: \_\_\_\_\_ Specialty Emphasis: \_\_\_\_\_

Advisor: \_\_\_\_\_ Expected Graduation Date: \_\_\_\_\_

Indicate the courses that will be taken each semester. Indicate when plan of study must be submitted; when IRB approval, proposal meeting, and oral examinations must be scheduled; and when other required graduate school forms must be submitted. When completed, a copy of this form must be submitted to the graduate nursing office for placement in the student's file.

Fall Semester 1	Spring Semester 2	Summer Semester 3
Fall Semester 4	Spring Semester 5	Summer Semester 6
Fall Semester 7	Spring Semester 8	Summer Semester 9
Fall Semester 10	Spring Semester 11	Summer Semester 12

## Course Descriptions

NOTE: not all courses are offered annually. Please check with the Graduate nursing coordinator or an advisor for guidance in program planning.

### **NURS 600: Theoretical Perspectives of the Discipline (3)**

This core course is designed to help the student analyze, critique and apply a variety of nursing theories, models and conceptual frameworks in advanced nursing practice.

### **NURS 604: Advanced Nursing Research (3)**

This core course teaches research in nursing including an exploration of the research process and the methodologies appropriate to nursing. The analysis and critique of research studies and reports is a primary method for developing the knowledge and skills relevant to application and implementation of research studies *Prerequisite:* Undergraduate or graduate inferential Statistics course, N600.

### **NURS 606: Health Care Delivery Systems, Policy and Financing (3)**

This core course is focused on how health care delivery systems are configured, how policies are developed, and how health care systems are financed. Students will learn how to interpret selected policies and systems to the general public and how to impact these processes. Budget development, planning personnel and resources from a fiscal perspective, outcome analysis, cost-effectiveness of services and parameters for seeking consultative fiscal advice will be highlighted.

### **NURS 608: Transcultural and Social Perspectives (3)**

This course broadens understanding of diversities in races, cultures, individual, families, communities, populations, lifestyles, gender and age groups. It explores changing demographics, major health needs, health promotion and disease prevention, and mental health issues in all cultures.

### **NURS 610: Health Promotion and Disease Prevention (2)**

This core course critically examines patterns of health behaviors, risk assessment, lifestyles, developmental stages, sociocultural, psychological and spiritual contributions to well-being. Includes data-based assessment and management of preventive health services and common acute and chronic conditions.

### **NURS 612: Advanced Health Assessment (3)**

This course will focus on theory and research based assessment, health histories, complete physical/psychosocial assessments, and developmental assessments. It incorporates communication and interviewing skills.

**NURS 614: Advanced Pathophysiology I: Concepts (2)**

Theory and research-based findings are integrated in the presentation of information regarding pathophysiological responses of body systems to disease processes. Physiological developmental stage expectations are reviewed in relation to synergistic effects and total body responses to system alterations. Prevention of pathophysiological responses is emphasized.

**NURS 616: Advanced Pathophysiology II: Systems (2)**

This course builds on the knowledge of pathophysiological basis of common disease symptoms. It reviews pathological processes of all body systems with an emphasis on tertiary prevention and adaptation to altered physiological states

**NURS 618: Family Theory in Nursing Practice (2)**

This course teaches theory-based family dynamics and their influence on health behaviors, health promotion, and disease prevention. Patterns of health behaviors, lifestyles, developmental stages, and sociocultural, physiological and spiritual contributions to well-being within families.

**NURS 621: Integrative Health Practice (3)**

An overview of integrative therapies with a focus on selected systems of healing and specific modalities widely used by health care consumers. Addresses philosophical and spiritual paradigms, scientific foundation, and evidence of efficacy and safety of integrative health systems and modalities. Assessing use by patients and providers will be emphasized.

**NURS 622: Teaching: Technology and Information Management (3)**

Theoretical basis for information systems and teaching and learning enhanced through the use of technology. Exploration of sources of information including databases for health professions. Emphasis is on helping nurse educators to select appropriate instructional technology to enhance learning. An examination of environmental, social, political and financial factors influencing current technology on the delivery of nursing education.

**NURS 623: The Nurse As Educator (3)**

Provides an opportunity for analysis, synthesis and evaluation of the nurse educator's role and responsibilities incorporates patterns of nursing education, instructional design, and professional, social and political issues influencing nursing education.

**NURS 627: Program/Curriculum Design and Evaluation (3)**

Curriculum philosophies, methods and processes provide a framework for planning nursing education models that create a learner-centered environment; consideration given to program evaluation, data collection methods, and the ethics and standards of evaluation practice; strategies for a relevant curriculum/program are influenced by current health profession issues

and future societal trends. *Prerequisite:* N623

### **NURS 631: Pharmacology I (2)**

Information relative to therapeutic management guidelines for treatment of selected disease processes will be presented. Drug information by classification and basic principles of pharmacodynamics and pharmacokinetics, clinical uses, mechanisms of action, contraindications, adverse reactions, drug interactions, and client education implications will be presented. Students will be instructed in how to best prescribe pharmacological modalities, how to monitor and manage prescribed treatments. Implications for uses with pediatric and geriatric populations will also be included.

### **NURS 632: Pharmacology II (2)**

Continuation of content presented in Pharmacology I. Information relative to therapeutic management guidelines for treatment of selected disease processes will be presented. Drug information by classification and basic principles of pharmacodynamics and pharmacokinetics, clinical uses, mechanisms of action, contraindications, adverse reactions, drug interactions, and client education implications will be presented. Students will be instructed in how to best prescribe pharmacological modalities, how to monitor and manage prescribed treatments. Implications for uses with pediatric and geriatric populations will also be included. Guidelines for prescriptive privilege application will be presented. *Prerequisite:* NURS 631

### **NURS 640: Adult Nursing I (3)**

Evaluation and synthesis of advanced pathophysiology concepts applied to nursing and health-related theories, and research related to client outcomes. Health and illness phenomena, symptom management, and nursing interventions will be studied. Clinical decision-making consultation/management and teaching/learning theories are emphasized. *Prerequisite:* NURS 614, 616

### **NURS 640P: Advanced Practicum I (3-6)**

This course provides the student opportunities for application of knowledge and skills in self selected settings. Students will have the opportunity to observe and participate with a preceptor practicing in either the academic or clinical specialty area. The course focuses on the expanded role expectations for registered nurses prepared at the graduate level in nursing education and other specialized emphases. *Prerequisite:* NURS 623, or *Corequisite:* NURS 640

### **NURS 641: Adult Nursing II (3)**

Continuation of Adult Nursing I. Focus on evaluation of client outcomes of symptom management. Pathophysiological concepts, nursing and health-related theories, and research related to adult client health and illness phenomena are analyzed. Emphasis on clinical decision-making, teaching/learning theory and formulation of researchable questions for advanced nursing

practice as a CNS for adults. *Prerequisite:* NURS 640.

### **NURS 641P: Advanced Practicum II (3-6)**

Provides opportunities for a capstone experience in a client care setting. Extended practicum in the student's area or specialization allows a chance to more fully integrate skills and knowledge learned throughout the program. Emphasis is on consultation, program planning, education, health promotion, and prevention of disease. *Prerequisite:* NURS 640P.

### **NURS 690: Special Topics (1-3)**

Special topics related to specific areas of study. The course may be interdisciplinary in nature, and may be repeated when the topic varies.

### **NURS 696: Master's Project (2)**

A project is selected that will contribute to the student's preparation for advanced practice in nursing. The project is selected from one of three options: a critical literature review, a problem-solving project, or a practice improvement project. A written paper and final oral examination is required. *Prerequisite:* NURS 600 and 604.

### **NURS 697 Independent Study (1-4)**

Seminar and/or individual study in an area not covered in regular coursework or in a topic which the student(s) wish to study in greater depth.

### **NURS 698: Continuing Registration (1)**

Continuing enrollment in graduate studies. This option is used for registration after completion of all course requirements or when not otherwise actively enrolled. This course may not be used to meet any program or graduation requirement. *Prerequisite:* NURS 696 or 699.

### **NURS 699: Thesis for Nursing (4)**

Major study in selected area with an emphasis in research. The thesis research is carried out under the supervision of a nursing faculty advisor. A written thesis and a final oral examination are required. *Prerequisite:* NURS 600 and 604

### **Enrollment Guidelines for the Master's Paper, Project or Thesis**

#### Master's Paper/Project: Nursing 696 2 credits

1. Students register for Nursing 696 for 1 or 2 credits for each semester they are working on their project with their committee chair, in the course section assigned to their committee chair.
2. Students who do not complete the work by the time 2 credits are earned and are not currently registered in other courses must register for 1 credit of Nursing 698 Continuing Registration every semester until the oral examination and all other degree requirements are completed. (If registered in other courses, this is not required). There is a tuition charge for each credit of Nursing 698.
3. If Paper/project activities are not completed in one semester, a grade of I is recorded. When the final oral examination is taken, the grade is changed to P/F.

#### Master's Thesis: Nursing 699 4 credits

1. Students register for a 1-4 credits of Nursing 699 for each semester they are working on their thesis with their committee chair, in the course section assigned to their committee chair. (Note: students can only register for Nursing 699 one time.)
2. Students who do not complete the work by the time 4 credits are earned, within the semester, and are not currently registered in other courses must register for 1 credit of Nursing 698 Continuing Registration each semester until they complete their work and schedule their oral examination is completed. (If registered in other courses, this is not required). There is a tuition charge for each credit of Nursing 698. If thesis activities are not completed in the last semester of enrollment, a grade of I in N699 is recorded. When the final oral examination is taken, the grade is changed to P/F.
3. N699 is graded P/F at the end of each semester. If no work has been completed and there has been no contact with the committee chair, a grade of F is recorded.

## **Thesis Option**

### Nurs 699 Master's Thesis – 4 credits

The purpose of the thesis is to develop and initiate a research study, utilizing all the steps of the research process. The thesis must either contribute new knowledge to the discipline of nursing or expand existing knowledge in an area of study. This may be a replication of other scholarly work, or may be a study utilizing secondary data, but the work must be original.

The thesis is viewed as a scholarly work, and must use the criteria for APA style. Additionally, the thesis must meet the criteria defined by the institution at which the student resides. The thesis must include the following elements in a five-chapter format appropriate to the research design:

- I. The Research Problem
  - a. Introduction
  - b. Statement of the Problem
  - c. Purpose of the Study
  - d. Significance for nursing
  - e. Limitations
  
- II. Literature Review and Study Framework
  - a. Review of related literature
  - b. Theoretical framework
  - c. Research questions and/or hypotheses
  - d. Conceptual and operational definitions
  - e. Assumptions
  
- III. Methodology
  - a. Research design
  - b. Population and sample
  - c. Institutional Review Board Approval
  - d. Data Collection
  - e. Plan for data analysis
  
- IV. Results
  - a. Demographic Information
  - b. Research questions and/or hypotheses
  
- V. Discussion and Conclusions
  - a. Interpretation of Results
  - b. Limitations
  - c. Implications for Nursing Practice
  - d. Recommendations for further research

## **Non-Thesis Options**

Nurs 696 Master's Project-2 credits

### **Option 1: Critical Literature Review**

The purpose of the Critical Literature Review (CLR) is to evaluate the student's ability to critically analyze a controversial and significant topic or issue; and to discuss implications for nursing practice from this analysis. Areas to be addressed include:

- I. The Topic or Issue: Presentation and Exposition
  - A. Identifies a significant topic or issue in the literature, provides rationale within a conceptual approach, and how the critical literature review is organized.
- II. Literature Review: Critical Analysis
  - A. Demonstrates a theoretical approach to the topic and critically analyzes relevant research.
  - B. Builds a case for depicting major gaps or accomplishments in the literature.
- III. Discussion and Application
  - A. Interprets and discusses practice implications and need for future research via a synopsis of the literature review.

### **Option 2: Problem Solving Project**

The purpose of the Problem Solving Project (PSP) is to evaluate the student's ability to effectively address a nursing problem in the student's area of specialization.

- I. Problem and Its Environmental Context
  - A. Clearly identify a significant problem in your area of nursing specialization.
  - B. Describe the characteristics of the environment within which the problem exists.
- II. Literature Review: Research, Narrative, and Theory
  - A. Document the nature of the problem and current approaches to its resolution.
  - B. Identify theoretical construct(s) underlying the nature of the problem and/or its resolution.
- III. Intervention and Implementation
  - A. Propose a nursing intervention to resolve or reduce the problem.
  - B. Implement the planned intervention.
- IV. Evaluation
  - A. Evaluate the nursing intervention.
  - B. Use the evaluation findings to generate recommendations for improved nursing practice.

### **Option 3: Research Design and Implementation of Practice Improvement Project**

The purpose of the Research Design and Implementation of Practice Improvement Project (PIP) is to design and implement a population-based practice improvement project to address identified practice-related problems or questions. This option strongly emphasizes collaboration between advanced practice nurses and community agencies.

\*Small project teams of 2-4 students will accomplish the projects working with an agency using practice data to provide answers, which are responsive to information, needs of clinicians, administrators, and policy makers for improvement of programs or practices. These group projects can take the form of either assessment or outcome evaluation.

- I. Development of the PIP
  - A. Identify a problem of interest to an agency.
  - B. Describe the identified problem including its etiology and significance to the agency. Include relevant cultural, ethical, political and social issues associated with the problem.
  - C. Utilize a conceptual framework to design and analyze the project
  - D. Synthesize the literature related to the problem.
  - E. Develop a goal for practice improvement.
  
- II. Implementation and Evaluation of the PIP
  - A. Implement the planned PIP.
  - B. Evaluate the PIP using appropriate methods.
  
- III. Dissemination of findings to clients, organizations, and policy-makers
  - A. Submit interim and final reports.
  - B. Present findings using approaches appropriate to the audience.
  
- IV. Evaluation of the collaborative process involved in the PIP
  - A. Collaborate in the development of a group contract to fulfill project obligations.
  - B. Evaluate the collaborative skills of self, team members, and the agency.

\*It is expected that all students in each team will participate actively in the discussions and decision-making regarding the project plan. This includes project planning, a collaborative jointly authored final paper and individual oral presentations. They will be informed about all aspects of the project, and knowledgeable about the rationale for decisions made, so that any student could be expected to respond to questions about the project. It is possible that a project be successfully completed; yet one or more of the students in the team not receive a passing grade if their contributions have been insufficient in quality and/or quantity.

Front page of the Thesis/Project shall follow this framework:

**Minnesota State University Moorhead  
College of Education and Human Services  
School of Nursing and HealthCare Leadership  
Graduate Nursing Programs**

\_\_\_Master's Thesis            \_\_\_Master's Project            \_\_\_DNP Clinical Capstone Project

\_\_\_Master of Science (MS) with a major in nursing

    \_\_\_Adult Health Clinical Nurse Specialist

    \_\_\_Nurse Educator

\_\_\_Doctor of Nursing Practice (DNP)

Title:

Author: (first name, middle name or initial, last name)

Date of completion: (Month and year)

Committee names

Chair:

Member:

Member:

Member:

### **Final Oral Examination (MS)**

The purpose of the final oral examination is to give the MS degree candidate the opportunity to: a) present the findings of the culminating scholarly project, b) demonstrate his/her ability to explain and define the culminating scholarly project and its contribution to the discipline, c) demonstrate mastery of the essentials of his/her plan of study and readiness for specialty role in nursing, and d) elicit final approval of the culminating scholarly project.

1. To schedule the final oral examination, a student must be enrolled in or have completed at least 75% of the total credits required for the degree.
2. The final oral examination follows the completion of and precedes the acceptance/approval of the culminating scholarly work thesis or project paper.
3. The final examination is conducted by the student's Examining Committee.
4. The examination, approximately 60 minutes in length, proceeds as follows:
  - a. The examination begins promptly at the designated time with introductions as appropriate.
  - b. The chair invites the candidate to give a brief summary of her/his culminating scholarly work.
  - c. The beginning of the examination focuses on the culminating scholarly work of the candidate. The candidate is expected to be prepared to defend all elements of the culminating scholarly work.
  - d. Following questions focusing on the culminating scholarly work, the committee asks eight to ten questions pertinent to the core curriculum and specialty area of study.
  - e. The student is then excused and asked to wait in a nearby area for the committee's decision.
5. The committee then decides if the student's written work is accepted with or without revision and if the student passes or fails the final examination.
  - a. If the committee members agree that the culminating scholarly paper and oral examination are acceptable, the student passes and the final paper work is completed.
  - b. If the committee members agree that the final oral examination was successful but the written thesis/paper requires revision, the student must make and submit the revisions prior to the paper work indicating pass on examination and thesis/paper is completed. The committee determines whether the needed revisions are minor or major. If minor, the major advisor (chair) reads and approves the revisions as specified. If major the entire committee must read and approve for degree candidacy to proceed.

- c. If the committee members agree that the written work is acceptable and no more than one member dissents to a pass determination of the oral exam, the student must address in writing the dissenting member's concerns to the satisfaction of the committee chair and the Director of Graduate Studies prior to completion of the institutional specific paper work for notifying the appropriate office of the student's pass grade.
  - d. If the committee members agree that the written work is acceptable but there is a negative vote by more than one member of the committee, the student fails the examination. Failure on the examination signifies failure to proceed in the degree candidacy process. A student may repeat the examination only by appeal to the department of nursing.
7. The committee completes the paper work necessary for the student to proceed in the degree candidacy process or notifies the appropriate office of the student's failure.

### Report of Final Oral Examination

Student: \_\_\_\_\_

Committee Member: \_\_\_\_\_

Date: \_\_\_\_\_

Graduate Outcome	Sample oral exam item	Level of Performance (check one)
1. Incorporates theoretical contributions and scientific knowledge of the discipline in providing holistic care.	You have made some recommendations for care for people in your area of interest. What theoretical and research support do you have for these recommendations?	<input type="checkbox"/> Exemplary <input type="checkbox"/> Competent <input type="checkbox"/> Emerging
2. Collaborates in scholarly activities of inquiry related to the nursing profession, including the evaluation, application and integration of nursing research in one's practice.	You have identified some direct patient care recommendations based on your results. What implications for advanced nursing practice other than direct patient care might you recommend (e.g., designer, manager, coordinator of care)?	<input type="checkbox"/> Exemplary <input type="checkbox"/> Competent <input type="checkbox"/> Emerging
3. Contributes to the improvement of health policy, delivery of health services and financing of health care.	How do your recommendations address policy, delivery or financing to improve health care?	<input type="checkbox"/> Exemplary <input type="checkbox"/> Competent <input type="checkbox"/> Emerging
4. Analyzes ethical, legal and moral issues related to health and illness in society with an awareness of one's own position.	You have identified some educational and behavioral recommendations for patients, based on your study. In educational and behavioral interventions, we often work to achieve changes in client behavior (such as diet, exercise, substance use.) Do you see any potential areas of conflict between these recommendations and the patient's right to self-determination?	<input type="checkbox"/> Exemplary <input type="checkbox"/> Competent <input type="checkbox"/> Emerging
5. Develops, implements and modifies plans of care for diverse client populations from a health promotion and disease prevention perspective.	How did your methods of study of the population of interest contrast with provision of clinical care of individuals and families? How did your recommendations for health promotion and disease prevention for the population differ from those use in clinical care to individuals and families?	<input type="checkbox"/> Exemplary <input type="checkbox"/> Competent <input type="checkbox"/> Emerging

## Graduate Student Checklist

For additional explanation and due dates, see the graduate nursing student handbook and graduate bulletin or website. Forms are available on-line or at the Graduate Studies office. **Student is responsible to deliver all signed approval forms to the graduate office.**

- Meet with academic advisor to plan curriculum no later than the first semester of study
- Select master's paper/project or master's thesis option and topic
- Identify possible members of Examining or Supervisory Committee
  - Chair \_\_\_\_\_
  - Nursing faculty \_\_\_\_\_
  - Non-nursing faculty \_\_\_\_\_
- Prepare and submit Graduate Course Plan (Graduate Form 1)
- Prepare and submit Examining Committee, Topic Approval Form (Graduate Form 2)
- Request change of advisor if chair of examining/supervisory committee is NOT the advisor assigned on admission. Submit form to graduate nursing program coordinator.
- Proposal meeting held to consult with Examining Committee on the Thesis/Project plans.
- Prepare and submit Human Subjects Review forms to Institutional Review Board. (Graduate form 4 submitted upon approval of IRB or DRC.)
- Complete coursework listed on course plan or program of study. If necessary, submit Request for Change in plan/program of study
- Conduct activities of paper/project or thesis; must be enrolled for paper/project or thesis credits each semester until oral examination is completed
- Prepare near-final written document to satisfaction of committee chair
- Select date for final oral examination (Must be at least two weeks prior to graduation)
- Prepare and submit announcement of Final Oral Examination (Must be submitted *at least two weeks* prior to the examination date) (Submit Graduate form 6)
- Submit copy of near-final written document to all committee members *at least 2 weeks* prior to the oral examination
- Submit Application for Graduate Degree and Final Graduation Checklist at least 4 weeks prior to graduation. (Graduate form 5)
- Order academic apparel from bookstore at least 8 weeks prior to graduation
- Oral examination with full committee held (Student brings Graduate form 7 to this meeting)
- Submit draft of near-final document to library for approval of format. Format guidelines are found in the graduate bulletin.
- Following approval, submit at least 3 copies to library for binding, along with Graduate Form 7.
- Submit a bound copy of the thesis or paper to the Nursing office.

## **Degree Time Line**

1. Form 1: Proposed Graduate Course Plan
  - a. Due after completion of first two semesters of classes
  - b. No courses may be older than seven years at time of graduation
2. Form 2: Thesis/Project Committee Appointment and Approval
  - a. Student selects committee chair and then selects remaining committee members
  - b. All committee members must have graduate status.
  - c. Due when committee is formed and has given approval of topic
3. Form 3: Comprehensive Examination not completed by graduate nursing student
4. Form 4: Thesis/Project Topic Approval and IRB Approval Verification
  - a. Due after Departmental Review Committee (DRC) or Institutional Review Board (IRB) approval of proposal
5. Order academic regalia (apparel) for graduation at least eight weeks prior to commencement. If ordering apparel elsewhere, submit hood to Graduate Studies office at least one week prior to commencement.
6. Form 5: Preliminary Application for Graduation
  - a. Due six weeks prior to commencement
  - b. For May graduation, all degree requirements must be completed by the end of summer session.
  - c. For December graduation, all degree requirements must be completed by the end of the fall semester.
7. Form 6: Announcement of Oral Defense
  - a. Student schedules date of oral defense with committee members
  - b. Due two weeks prior to date of oral defense
8. Form 7: Application for Graduate Degree
  - a. Due one week prior to commencement after successful completion of oral exam and after final submission of thesis or project paper

### **Admission Criteria**

- Baccalaureate degree in nursing from a nationally accredited program. Registered Nurses with a non-nursing baccalaureate degree must demonstrate baccalaureate nursing competencies.
- A minimum 3.0 GPA on a 4.0 scale in baccalaureate nursing courses.
- Current registered nurse licensure in good standing.
- International students must hold current Work visa.

### **Application Procedure**

- Complete the MSUM Graduate Studies Application
- Complete the Master of Science Nursing Program Application that includes:
  - Nursing Program Application Form
  - Three references: two from professional colleagues that address clinical competence and potential for graduate education and one personal reference.
  - Written narrative of professional experience and future professional goals.
- Request official transcripts from all colleges attended to be sent to Graduate Studies
- Submit all materials, except official transcripts, in one packet to:  
Graduate Studies Office  
Minnesota State University Moorhead  
1104 South 7<sup>th</sup> Avenue  
Moorhead, MN 56563

### **Graduate Nursing Program Requirements After Admission**

- Evidence of current immunizations and TB testing required. See Handbook section, “Health, Education, and Licensure Records”
- Yearly criminal background check.
- Professional liability insurance, if desired. Students are covered under the state institution liability insurance.
- Current CPR certification (health care provider or professional level).
- Current RN license in good standing will be verified online with state board of nursing

## Graduate Nursing Program Admission Requirements for RN with Non-nursing Baccalaureate Degree

1. Baccalaureate degree with a minimum of 3.0 GPA
2. Current unencumbered RN license to practice in the United States
3. At least one year of registered nursing experience in the past three years
4. Demonstration of AACN essential baccalaureate nursing competencies\* in **public health, management/leadership, and research** in one or more of the following ways:
  - a. Upper division nursing courses in public health, management/leadership, and/or research
  - b. Successful completion of standardized subject-specific examination
  - c. Successful completion of standardized comprehensive baccalaureate nursing examination

\*Public Health competencies include knowledge and skills in:

- Health assessment of family
- Community health risk assessment for diverse populations
- Utilization of data from organizations and systems in planning and delivering care
- Strategies for health promotion, risk reduction, and disease prevention across the life span
- Risk reduction strategies to address social and public health issues, including societal and domestic violence, family abuse, sexual abuse, and substance abuse
- Initiation of community partnerships to establish health promotion goals and implement strategies to meet those goals
- Organization, management, and evaluation of the development of strategies to promote healthy communities
- Understanding of global environment in which health care is provided
- Modification of patient care in response to global environmental factors or seek appropriate consultation in order to do so
- Understand effects of health and social policies on persons from diverse backgrounds

\*Management/leadership competencies include knowledge and skills in:

- Assessment of environments in which health care is being provided
- Understanding how health care delivery systems are organized and financed, and the effect on patient care
- Identification of the economic, legal, and political factors that influence health care delivery
- Participation in efforts to influence health care policy on behalf of patients or the profession
- Incorporation of knowledge of cost factors in delivering care
- Understand the effect of legal and regulatory processes on nursing practice and health care delivery
- Delegation and supervision of nursing care given by others while retaining accountability for quality of care given to the patient
- Organization, management, and evaluation of the functioning of a team or unit
- Evaluation methods to analyze the quality of nursing care
- Utilization of cost-benefit analysis and variance data in providing and evaluating care
- Advocacy for professional standards of practice using organizational and political processes
- Negotiation and advocacy for the role of the professional nurse as a member of the

interdisciplinary health care team

- Participation in professional organizations, working to support agendas that enhance both high quality, cost-effective health care, and the advancement of the profession

\*Research competencies include knowledge and skills in:

- Application research-based knowledge from nursing and the sciences as the basis for practice
- Access and utilization of data and information from a wide range of resources
- Use of information technologies to enhance one's own knowledge base
- Participation in research that focuses on the efficacy and effectiveness of nursing interventions

*Essentials of baccalaureate education for professional nursing practice.* 1998. Washington, DC: American Association of Colleges of Nursing.