



BRADLEY University

Department of Nursing

Graduate Student Handbook



The Master's Degree Program in nursing, Post-Graduate APRN Certificate Program, Doctor of Nursing Practice Program are accredited by the Commission on Collegiate Nursing Education, 655 K Street NW, Washington, DC 20001, (202) 887-6791. <http://www.ccnaccreditation.org>

Welcome from the Associate Dean and Director of Nursing

Welcome Graduate Nursing Students! The Graduate Student Handbook has been developed to provide guidelines to foster your success. Throughout the handbook, selected guidelines may specifically apply to students enrolled in the online programs versus the on-campus programs.

The purpose of this handbook is to communicate expectations, department policies and other pertinent information to students enrolled in graduate nursing programs. Although every member of the nursing faculty is available to answer student questions, this publication should serve as a readily accessible source of information. This document is reviewed annually in October by the Policies and Bylaws Committee and updated as needed. Upon admission, each nursing student will have access to the Bradley University Department of Nursing Graduate Student Handbook via MyOnline. Students will be asked to sign a verification of receipt.

On behalf of the faculty and staff, we are excited you chose to be a part of such a prestige program. We welcome you to the world of nursing education and wish you the best during your academic pursuit.

Respectfully,

Dr. Jessica Clark
Associate Dean and Director
Bradley University Department of Nursing

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Section I: PROGRAM EXPECTATIONS AND STRUCTURE

BRADLEY UNIVERSITY

MISSION

Bradley University empowers students for immediate and sustained success in their personal and professional endeavors by combining professional preparation, liberal arts and sciences, and co-curricular experiences. Alongside our dedication to students, we embrace the generation, application, and interpretation of knowledge.

VISION

Bradley University is the leader in student engagement.

DEPARTMENT OF NURSING

MISSION

The mission of the Department of Nursing is to prepare baccalaureate and graduate level nurses. Through faculty and student collaboration, dynamic learning environments, and mentoring, nursing graduates are prepared to be the next generation of nursing leaders and lifelong learners that will meet a global society's health care needs.

VISION

The Department of Nursing will be a center for excellence in the preparation of professional nurses for a changing global society. Within the comprehensive university setting, the Department of Nursing will provide a dynamic personalized nursing education.

CORE VALUES

Excellence:

Students are provided with distinctive educational programs and a supportive environment to fulfill their intellectual, aesthetic, and professional needs.

Leadership:

Students are prepared to utilize evidence-based practice to manage patient care, promote quality improvement, and to lead inter-professional teams.

Innovation:

Students are prepared to integrate knowledge, skills and attitudes to improve patient outcomes and foster a culture of safety.

Globalization:

A liberal education provides a foundation for lifelong learning and prepares professional nurses to practice in a global society.

Collaboration:

Students are prepared to participate as members of the inter-professional team to deliver patient centered care.

Community:

Students are prepared to use evidence-based practice in implementation of the nursing process to assist individuals, families, groups, communities, and populations across the lifespan in achieving optimal health.

**Bradley University
Department of Nursing
Honor Code**

As a Bradley University Nursing Student

I will follow and honor the code of conduct as expressed in the [Bradley Student Handbook](#)
(via “policy violations section”: no cheating, plagiarism, etc....)

I will be honest and trustworthy in all of my interactions.

I will show respect in word and deed for myself, instructors, colleagues, and community members.

I will act responsibly in all of my educational endeavors.

I will be accountable for all of my actions.

I understand that the violation of this code may result in serious consequences.

CIVILITY STATEMENT

As Bradley University Department of Nursing faculty, staff, and students, we are held to the highest ethical standards in all of our interactions and environments. Any form of incivility is unacceptable. Incivility is defined as disruptive, ill-mannered, or offense behavior contrary to the well-being of the community. This includes any and all forms of verbal and non-verbal disrespect or disregard for others.

A healthy work environment is essential to productivity and learning. Therefore, the Department of Nursing faculty, staff, and students strive to exemplify healthy work behaviors. To ensure a dynamic and respectful environment that fosters patient safety and a sense of community, it is expected that everyone adheres to these guidelines and maintains a high standard of civil, respectful, and professional conduct in all interactions. This policy is in accordance with the Bradley University Faculty Handbook, the Bradley University Classified Handbook, the Bradley University Exempt Handbook (non-faculty), and the Bradley University Student Handbook.

PROFESSIONAL BEHAVIOR POLICY

The Department of Nursing faculty believe that professionalism and professional behaviors are foundational to the practice of nursing. The [Department of Nursing Professional Behaviors Policy](#) outlines expected behaviors.

STATEMENT OF ACCREDITATION

The Master’s Degree Program in nursing, Post-Graduate APRN Certificate Program, and the Doctor of Nursing Practice Program are accredited by the Commission on Collegiate Nursing Education, 655 K Street NW, Washington DC 20001 (202)887-6791
<https://www.aacnursing.org/CCNE>

PROGRAM OF STUDY

The recommended curriculum sequence is published in the [Bradley University Graduate Catalog](#) and on [MyOnline](#) (for students enrolled in online graduate nursing programs). Students are required to be in contact with their nursing academic advisor before dropping any course to determine the impact on educational outcomes.

PROGRAM OUTCOMES

The program outcomes for the master's level nursing programs **MSN Nursing Administration**, **MSN Nursing Education**, and the **online RN to MSN Nursing Administration** were developed by nursing faculty based on the mission and philosophy of the DON, the *Essentials of Master's Education in Nursing* (AACN, 2011), and the QSEN Competencies (see MSN Crosswalk Appendix B). Course content is developed to meet course outcomes (see MSN Nursing Administration & Nursing Education Crosswalk Appendix B)

The **online MSN Family Nurse Practitioner (FNP)** and the **FNP Certificate** program outcomes were developed by nursing faculty based on the mission and philosophy of the DON, the *Essentials of Master's Education in Nursing* (AACN, 2011), the *Nurse Practitioner Core Competencies* (NONPF, 2012), and the QSEN Competencies. Course outcomes flow from program outcomes (see FNP Crosswalk Appendix C). Upon successful completion of the Master's curriculum, students are awarded a Master of Science in Nursing (MSN) with a major in Nursing Administration, Nursing Education, or FNP. Upon successful completion of the certificate curriculum, students are awarded a FNP Certificate. Graduates who earn the MSN FNP or the FNP Certificate will be eligible to take the American Nurses Credentialing Center (ANCC) or the American Academy of Nurse Practitioners (AANP) credentialing examination for FNP. Both FNP programs will launch August 2015 (see MSN FNP Crosswalk appendix C).

The program outcomes for the **online DNP Leadership** track were developed by nursing faculty based on the mission and philosophy of the DON, the *Essentials of Doctoral Education for Advanced Nursing Practice* (AACN, 2006), and the QSEN Competencies (see DNP Crosswalk Appendix D).

The program outcomes for the **online DNP FNP** track were developed by nursing faculty based on the mission and philosophy of the DON, the *Essentials of Doctoral Education for Advanced Nursing Practice* (AACN, 2006), the QSEN Competencies, the *Nurse Practitioner Core Competencies* (NONPF, 2017), and the *Criteria for Evaluation of Nurse Practitioner Programs [National Task Force on Quality Nurse Practitioner Education (NTF, 2016)]* (see DNP Crosswalk Appendix D).

Section II: ACADEMIC REGULATIONS

ACADEMIC ADVISORS

Academic advising is central to the Bradley experience. The goal of the Department of Nursing is to provide meaningful interaction between a Department of Nursing faculty advisor and a student. Every student in the graduate nursing program will be assigned a nursing faculty advisor to assist with academic issues.

The Role of the Nursing Academic Advisor

- Assist with any course or program issues
- Help in defining or refining career goals
- Refer to available resources needed for successful completion of the program

Typical Academic Advisement Discussion Topics

- Academic standing
- Academic grievances
- Access to available resources
- Career options
- Grade concerns
- Petitions

ACADEMIC INTEGRITY POLICY

Bradley University requires that all graduate students read and support the *Policy on Academic Issues including cheating and plagiarism*. Academic Integrity is a core value of our community of learners. Every member of the academic community (students, faculty, and staff) is expected to maintain high standards of integrity in all facets of work and study. The *Policy on Academic Issues* describes appropriate academic conduct in research, writing, assessment, and ethics.

Academic dishonesty is not tolerated at Bradley University. The penalties can be severe and include:

- Failing the assignment
- Failing the course
- Referral to University Judicial System and the disciplinary sanctions for violation of University regulations.

Students are urged to discuss questions regarding academic integrity with instructors, advisors, or with the Director of Nursing.

Review the [Student Conduct Code and Policy and DON Academic Integrity Violation Policy](#).

STUDENT SUPPORT COACH

Every student in the online nursing programs will be assigned a student support coach to assist with nonacademic issues.

COURSE AND INSTRUCTOR EVALUATION

Students will be given the opportunity to evaluate faculty members and nursing courses. Faculty members review the completed evaluation forms after course grades have been posted. Information from evaluations is used for instructional improvement and program evaluation.

FACULTY OFFICE HOURS

Students will be informed of faculty office hours each semester. Faculty teaching online courses will announce the process for virtual office hours.

CONFIDENTIAL STUDENT DATA

The faculty and staff of the Department of Nursing adhere to the policies regarding confidential student data as outlined in the Family Educational Rights and Privacy Act (FERPA) regulations. See the Bradley University Registrar's website for more information regarding FERPA.

<http://www.bradley.edu/registrar/>

ADMISSION, PROGRESSION, PROBATION & DISMISSAL POLICY

The Department of Nursing adheres to the policies in the *Bradley University Graduate Catalog* and the [Graduate Nursing Academic Progression, Withdrawal, and Dismissal](#) Policy.

REPEATING OR RE-ENROLLING IN A NURSING COURSE

The Department of Nursing adheres to the policies in the [Graduate Nursing Academic Progression, Withdrawal, and Dismissal](#) Policy.

LATE WORK POLICY

All assigned course work is due on dates assigned. Late assignments will have 10% of the total possible points deducted for each day late unless prior arrangements have been made. Prior arrangements must be made before the due date, not on the due date. Extensions are granted at the discretion of the instructor.

GRADUATE STUDENT COMPREHENSIVE ASSESSMENT

To qualify for graduation the Graduate School requires a comprehensive assessment of the student's total experience as it relates to fulfilling the objectives of the program of study.

MSN Nursing Administration and Nursing Education Programs – successful completion of the final EBP proposal (NUR 697) will fulfill the comprehensive assessment requirement.

MSN FNP Program – the APEA Predictor Exam taken twice during NUR 690, will fulfill the comprehensive assessment requirement. Students must achieve a passing score (national average for the exam). Students who do not achieve a passing score by the second predictor exam will be required to provide proof of being enrolled in an FNP certification review course. Upon receipt of enrollment verification, students will be approved for graduation.

DNP FNP and DNP Leadership Programs – successful completion of the final DNP project proposal will fulfill the comprehensive assessment requirement.

Certificate students are not required to complete a comprehensive assessment

LICENSURE/CERTIFICATION

Graduation from the Nursing Program does not guarantee state licensure and/or national certification.

STUDENTS SEEKING ACCOMODATIONS

The office of Student Access Services (SAS) provides services to meet the individual needs of students in accord with their disability and its academic implications. Based on the student's documentation of disability, SAS works with the student and collaborates with faculty to ensure the provision of reasonable and appropriate accommodations and academic adjustments. Students must complete a registration process to receive academic accommodations or adjustments. In order to fully evaluate a student's application and to determine eligibility for services, documentation of the student's disability is required.

The SAS is located in 100 Heitz Hall. They can be reached at **309-677-3654**. You can fax information to **309-677-3685**. For further information please visit: [Office of Student Access Services](#)

STUDENT GREIVANCE

The Department of Nursing adheres to the policies in the [Bradley University Graduate Catalog](#). Students may also make informal complaints, concerns, or compliments anonymously directly to nursing leadership by completing the [Opportunity for Improvement Form](#).

EPSILON EPSILON CHAPTER, SIGMA THETA TAU INTERNATIONAL HONOR SOCIETY OF NURSING

Bradley's *Epsilon Epsilon* chapter of the *Sigma Theta Tau International Honor Society of Nursing* invites graduate students who have demonstrated superior scholastic achievement and have shown evidence of leadership ability to become members. The purposes of the organization are to recognize superior achievement, recognize the development of leadership qualities, foster high professional standards, encourage creative work, and strengthen commitment to the ideals and purposes of the profession which are consistent with the International Honor Society of Nursing, Sigma Theta Tau.

HIPAA COMPLIANCE POLICY

All those in healthcare must now comply with the federal regulations of The Administration Simplification Subtitle of the Health Insurance Portability & Accountability Act of 1996 (HIPAA). This Act requires that individually identifiable patient information be disclosed on a need to know basis only. Care must be taken to minimize incidental disclosures and must disclose only minimal amounts of information necessary to accomplish the task. The minimum disclosure standard, however, does not apply to requests for information by a healthcare provider for treatment purposes. For example, when administering a medication, the healthcare provider would have full access to the medical record. This is covered by the patient's consent for treatment.

In order to protect patient/client privacy, all information that could identify the patient/client must be removed from student papers, such as care plans and case studies. Information to be removed includes the individual's name, initials, address, phone number, fax number and Social Security number. Student papers may not be copied for careless circulation and handling. Written documents containing private health information must be either carefully stored or shredded to prevent the circulation of confidential patient information. Confidentiality and privacy also extends to oral communications which extend beyond the need to know for treatment and/or educational purposes.

Clinical agencies are also mandated to follow HIPAA regulations. Students will therefore be required to meet any and all of the clinical agency's requirements as part of the clinical affiliation.

Students are required to sign the Department of Nursing's HIPAA Compliance Agreement form annually after review of the [DON HIPAA Compliance Policy](#). This signed form will be kept in the student's file.

See Appendix A for the DON's HIPAA Compliance Incident Report Form

SOCIAL MEDIA

Nursing students need to recognize that they are contributing to the global image of nursing when they post to social networking sites. The Department of Nursing [Social Media Policy](#) outlines guidelines for the use of social media.

SUBSTANCE ABUSE

In addition to adherence to Bradley University's [Standards of Conduct & University Policies](#) with regard to substance abuse, the Department of Nursing also reserves the right to suspend, or immediately dismiss any student found to be in violation of the policy. While the process of adjudicating violations is in process, students will be prohibited from attending practicum experiences. In addition, review [the Clinically Impaired Student Policy and Procedures](#).

STUDENT SHARED GOVERNANCE

Students have the opportunity to participate in shared governance through the Graduate Level Curriculum Committee and DON Department Meetings. Academic advisors will post an announcement on each Program Sakai site twice per semester to solicit student concerns and feedback for graduate faculty to address during Graduate Level meetings in addition to voluntary student representation. General responses to student concerns and feedback will be posted on each Program Sakai site by the academic advisors. In addition, one graduate student and an alternate are elected from the Department of Nursing to serve on the College of Education and Health Sciences Student Advisory Council each academic year.

TECHNOLOGY REQUIREMENTS

1. You can use a Mac or PC and desktop or laptop. iPads and some mobile tablets do not have the operating system features to conduct all activity types in BONGO. Please review the [DON Technology Requirements Policy](#).
2. An Internet connection with at least 300Kbs upload and download speed. If you think your speed is low, you can check at a website like this one: <http://www.speedtest.net/>
3. A wired Internet connection is preferred. We understand that many people use a wireless connection from school, home, or even in a public area like Starbucks. Most of the time, wireless connections are fine. But, there may be times when a wireless connection can momentarily drop data in a connection. This will cause problems if you are uploading a video file or participating in an oral exam. If you find that your wireless connection is unstable, then use a wired connection or a stable wireless connection during upload or record.
4. Your Internet browser must be up-to-date. Your browser should have been installed or updated the browser within the past six months. We have users working with all the major browsers including Firefox (most popular), Internet Explorer, Chrome, Safari, and Opera. If you run into issues using BONGO, start by installing a new browser because your current browser may have too many add-ons or restrictions. The Graduate Nursing Program at Bradley University uses BONGO as a technology platform to facilitate the online learning process. BONGO is designed to work with many different computers, cameras, and Internet browsers, but there are basic requirements that ensure you have a good experience.
5. Your computer must have a current version of Adobe Flash. Visit <http://get.adobe.com/flashplayer/> to check your Flash version and update if needed. If you are using a Mac, check your Flash settings to ensure Flash is allowed to work. All new Mac computers are defaulted to restrict Flash so you must change the settings before BONGO will work. Follow the steps on the Flash Tutorial for Mac article for help with Mac settings.
6. You must have a webcam and microphone available with your computer. Most computers have

'built in' webcams and mics, and if not they can be purchased (under \$20) and added to your computer. Review your computer documentation to find the system settings for mic level and control of the webcam.

7. You may also use an external video camera or smart phone to record video for some assignment types. If using an external video camera you'll need to be familiar with its record function and process for moving the video files from your camera to your computer for upload. Keep in mind you'll want to record in medium to low quality settings. You do not need high quality or high definition video, this will only increase the size of the file and require further editing.

8. If you need to edit a video file to reduce the size or trim the starting or ending point, use a standard program like Microsoft Movie Maker or iMovie. These programs should be on your computer or they are easy to add.

CLINICAL PRACTICUM

ATTENDANCE

The student is expected to arrange and attend EVERY scheduled practicum experience. It is the obligation of the student to avoid scheduling conflicts that prevent the full completion of each practicum session. Special situations will be addressed on an individual basis.

GRADUATE STUDENT LIABILITY INSURANCE

Professional Liability Insurance is provided for each practicum course through course fees.

CLINICAL DRESS CODE

Professional attire with a white lab jacket
Graduate student name badge

CLINICAL LOCATION AND MOVEMENT

While Bradley University's Department of Nursing endeavors to offer all of its programs to as wide an audience as possible, certain programs may not be available in all states. Each state has its own approval processes for out-of-state institutions offering distance education. You are expected to complete your clinical rotations in the approved state from which you were admitted into the program with and/or which you physically reside within.

Circumstances such as moving to an unapproved state, completing your clinical rotations within a bordering state (approved or unapproved) or deployment of U.S. military or their family members outside the continental United States must be communicated to each student's academic advisor and/or department chairperson prior to beginning a new semester. Depending on state approval or contractual affiliation agreements of clinical sites and their coverage of liability, this can impact progression and/or completion of the degree. Licensure requirements for states all differ as well. In order to complete clinical rotations, you may be asked to obtain an active RN license within the state in which you are completing your rotation, even if you do not physically reside there.

CLINICAL REQUIREMENTS

On Campus Programs – See the practicum course syllabi

Online Programs – See the *Nursing Graduate Clinical Packet*

PRACTICUM and PROJECT HOURS

MSN Nursing Administration or Nursing Education Practicum Hours

- Students may not begin practicum hours before the scheduled semester start.
- Documentation of practicum hours must be submitted via Typhon within seven (7) days of each practicum day.
- Students who are given an **Incomplete (IN)** for the semester **must receive approval from the course's faculty prior to completing hours during semester breaks.**
- Students who opt to “**step out**” for a semester **may not** complete practicum hours during this time.

MSN Nursing Administration or Nursing Education EBP Project Hours

- Students completing the EBP Project course (NUR 697) may earn project hours during semester breaks if **they receive approval from their EBP Project faculty advisor prior to completing hours during semester breaks.**
- Students who opt to “**step out**” for a semester **may not** earn project hours during this time.

FNP Practicum Hours

- Students may not begin practicum hours before the scheduled semester start.
- Documentation of practicum hours and patient data must be submitted via Typhon within seven (7) days of each practicum day.
- Students who are given an **Incomplete (IN)** for the semester **must receive approval from the course's Lead faculty prior to completing hours during semester breaks.**
- Students who opt to “**step out**” for a semester **may not** complete practicum hour during this time.

DNP Practicum Hours

- Students may not begin practicum hours before the scheduled semester start.
- Documentation of practicum hours and patient data must be submitted via Typhon within seven (7) days of each practicum day.
- Students who are given an **Incomplete (IN)** for the semester **must receive approval from the course's Lead faculty prior to completing hours during semester breaks.**
- Students who opt to “**step out**” for a semester **may not** complete practicum hour during this time.

DNP Project Hours

- Students completing the DNP Practice Seminar courses (NUR 625, 725, 826 & 827) may earn DNP project hours during semester breaks if they have earned a passing grade for the ending DNP Practice Seminar course and are enrolled in the subsequent DNP Practice Seminar course for the following semester. ***Students must receive approval from their DNP Project faculty mentor prior to completing hours during semester breaks.**
- Students who are given an **In Progress (IP)** for a DNP Practice Seminar course **may only** earn DNP project hours needed to complete the DNP Practice Seminar course IP. They **may not** earn hours toward a subsequent DNP Practice Seminar course until the IP has been completed and they are enrolled in the subsequent DNP Practice Seminar course.
- Students who opt to “**step out**” for a semester **may not** earn DNP project hours during this time.

UNUSUAL INCIDENTS/SENTINEL EVENTS

Any unusual incident or occurrence which results in harm or potential harm to the client, a family member, or substitute familial person, a student, a faculty member, or other members of the health care team, must be reported immediately by the student to the clinical preceptor. The clinical preceptor will notify the course instructor who will notify the Graduate Coordinator and/or FNP Director, who will then report the incident to the Department of Nursing Chairperson.

The student will be referred to the representative of the clinical agency in charge of incidents/injuries to ensure that agency protocols are followed. For sentinel events, the Department of Nursing Chairperson will guide the follow-up process. Costs related to incident or injuries at the agency will be negotiated between the agency and student.

UNSAFE PRACTICE

The faculty of the Department of Nursing has an ethical, academic, and legal responsibility to prepare competent practitioners. In order to protect the public and community from unsafe practice, the Department of Nursing may discipline or dismiss students whose behavior is determined to be unsafe.

Unsafe practice is defined as an act or behavior which threatens or has the potential to threaten the physical, emotional, mental, or environmental safety of the client, a family member or substitute familial person, another student, a faculty member, or other members of the health care team. Guidelines for safe practice include, but are not limited to:

- 1) The Nurse Practice Act for the state in which practicum is completed
- 2) The American Nurses Association [Code of Ethics](#)
- 3) Standards of care developed by regulatory and accrediting bodies, health care institutions, nursing organizations, and other expert sources

Unsafe practice also includes:

- 1) Nursing practice for which a student is not authorized or educated to perform at the time of the incident or
- 2) Attendance at the clinical site under the influence of alcohol or drugs (illicit and/or prescription) that would impair judgment.
- 3) Falsification of verbal report or written/electronic documents

If an incident of unsafe practice is observed, the following procedures will be followed:

A clinical preceptor who becomes aware of unsafe practice will:

- a. Notify the student immediately
- b. Request the student leave the practicum (if appropriate)
- c. Document the incident
- d. Report the incident to the course instructor

The course instructor will immediately notify the Graduate Coordinator and/or FNP Director, who will notify the Department of Nursing Chairperson.

Within five (5) business days of the incident, the appropriate faculty members will meet to review the situation, come to a decision, and notify the student of their decision.

The following actions, determined by the nature of the incident and the student's future potential to practice safely, could be taken:

- 1) Formal reprimand to be included in student's permanent record
- 2) Remedial work to be completed by the student
- 3) Failure in practicum with option to re-enroll
- 4) Referral for physical and/or mental evaluation and treatment
- 5) Dismissal from the nursing program

Dismissal from the nursing program does not constitute dismissal from the University. A student who is not in agreement with the decision of the faculty has the option of pursuing the issue within the framework of the [Bradley University Academic Grievance Policy](#).

CARE FOR PATIENTS WITH COMMUNICABLE DISEASES

Nursing professionals have a fundamental responsibility to provide [Grab your reader's attention with a great quote from the document or use this space to emphasize a key point. To place this text box anywhere on the page, just drag it.]

care for all patients assigned to them and refusal to care for those patients is contrary to the ethics of the nursing profession.

Refer to policies of the agencies where practicum experiences are scheduled. Students will follow BSI guidelines for their practicum sites.

BLOOD AND BODY FLUID EXPOSURE GUIDELINES

In the event of an accidental or other possible exposure to blood or body fluids during practicum, refer to agency policies.

PERSONAL HEALTH

Students who are experiencing health problems and/or taking prescription medications that might affect practicum performance or personal safety must notify their practicum preceptor who will notify the course instructor who will notify the Graduate Coordinator and/or FNP Director, who will then report the incident to the Department of Nursing Chairperson. Health related absences might require a written statement from a healthcare provider, indicating the student's ability to return to practicum.

Appendix A**Bradley University Department of Nursing
HIPAA Compliance Incident Report Form**

This purpose of this form is to report an incident that involves a possible breach of privacy of protected health information.

Today's date: _____

Reporter name: _____

Phone number: _____

Date of incident: _____

Summary of incident (include location of incident and names, if available, of those involved):

Appendix B

Crosswalk MSN Essentials with QSEN Competencies and MSN Nursing Administration and MSN Nursing Education Program Outcomes			
AACN MSN Essentials	QSEN Competencies	MSN Nursing Administration Program Outcomes	MSN – Nursing Education Program Outcomes
		The graduate will:	The graduate will:
Essential I: Background for Practice from Sciences and Humanities 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.	EBP Patient Centered Care Safety	synthesize knowledge from nursing and related sciences to fully analyze, design, implement, and evaluate nursing care	synthesize knowledge from nursing, related sciences, and education to fully analyze, design, implement, and evaluate nursing care
Essential II: Organizational and Systems Leadership Recognizes that organizational and systems leadership are critical to the promotion of high quality and safe patient care.	Teamwork & Collaboration Patient Centered Care Safety	select and implement appropriate advanced leadership skills and critical decision making in the provision of healthcare team coordination, and the oversight and accountability for care delivery and outcomes.	select and implement appropriate advanced leadership skills and critical decision making in the provision of healthcare team coordination, and the oversight and accountability for care delivery and outcomes.
Essential III: Quality Improvement and Safety Able to articulate the methods, tools, performance measures, and standards related to quality, as well as prepared to apply quality principles within an organization.	Teamwork & Collaboration Patient-Centered Care Evidence-Based Practice Quality Improvement Safety	appraise and recommend quality improvement methods, tools, performance measures, and standards to ensure patient safety within an organization.	appraise and recommend quality improvement methods, tools, performance measures, and standards to ensure patient safety.
Essential IV: Translating and Integrating Scholarship into Practice Applies research outcomes within the practice setting, resolves practice problems, works as a change agent, and disseminates results.	Teamwork & Collaboration Patient-Centered Care Evidence-Based Practice Quality Improvement Safety	integrate theory, evidence, clinical judgment, research, and interprofessional perspectives to improve patient outcomes.	integrate theory, evidence, clinical judgment, research, and interprofessional perspectives to improve patient outcomes.
Essential V: Informatics and Healthcare Technologies Uses patient-care technologies to deliver and enhance care and uses communication technologies to integrate and coordinate care.	Patient-Centered Care Evidence-Based Practice Quality Improvement Informatics Safety	analyze current and emerging healthcare information systems and patient care technology to optimize patient safety, cost-effectiveness, and quality health outcomes.	analyze current and emerging healthcare information systems and patient care technology to optimize patient safety, cost-effectiveness, and quality health outcomes.

<p>Essential VI: Health Policy and Advocacy Able to intervene at the system level through the policy development process and to employ advocacy strategies to influence health and health care.</p>	<p>Patient-Centered Care Evidence-Based Practice Quality Improvement Safety</p>	<p>interpret the effect of legal and regulatory processes, and ethical principles on nursing practice, healthcare delivery, and quality patient outcomes.</p>	<p>interpret the effect of legal and regulatory processes, and ethical principles on nursing practice, healthcare delivery, and quality patient outcomes.</p>
<p>Essential VII: Interprofessional Collaboration for Improving Patient and Population Health Outcomes As a member and leader of interprofessional teams, communicates, collaborates, and consults with other health professionals to manage and coordinate care.</p>	<p>Patient-Centered Care Teamwork & Collaboration Evidence-Based Practice Quality Improvement Informatics Safety</p>	<p>collaborate directly with other healthcare professionals to improve patient and population health outcomes.</p>	<p>collaborate directly with other healthcare professionals to improve patient and population health outcomes.</p>
<p>Essential VIII: Clinical Prevention and Population Health for Improving Health 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.</p>	<p>Patient-Centered Care Teamwork & Collaboration Evidence-Based Practice Quality Improvement Informatics Safety</p>	<p>evaluate the effectiveness of health promotion and disease prevention interventions that affect individual and population-based health outcomes.</p>	<p>evaluate the effectiveness of health promotion and disease prevention interventions that affect individual and population-based health outcomes.</p>
<p>Essential IX: Master's-Level Nursing Practice 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.</p>		<p>synthesize leadership theories and evidence-based knowledge in leading the healthcare team in the delivery of quality patient care.</p>	<p>synthesize learning and teaching theories and principles to design, implement, and evaluate health education programs for individuals or groups in a variety of settings.</p>

Appendix C

Crosswalk MSN Essentials with QSEN and NONPF Competencies and MSN FNP and FNP Certificate Program Outcomes			
AACN MSN Essentials (2011)	QSEN Competencies	NONPF Nurse Practitioner Core Competencies (2017)	MSN – FNP Program Outcomes *FNP Certificate Program Outcomes
			The graduate will:
Essential I: Background for Practice from Sciences and Humanities 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.	EBP Patient Centered Care Safety	Scientific Foundation	*synthesize knowledge from nursing and related sciences to fully analyze, design, implement, and evaluate advanced professional nursing care.
Essential II: Organizational and Systems Leadership Recognizes that organizational and systems leadership are critical to the promotion of high quality and safe patient care.	Teamwork & Collaboration Patient Centered Care Safety	Health Delivery Systems Leadership	select and implement appropriate advanced leadership skills and critical decision making in the provision of healthcare team coordination, and the oversight and accountability for advanced professional nursing care delivery and outcomes.
Essential III: Quality Improvement and Safety Able to articulate the methods, tools, performance measures, and standards related to quality, as well as prepared to apply quality principles within an organization.	Teamwork & Collaboration Patient-Centered Care Evidence-Based Practice Quality Improvement Safety	Quality	appraise and recommend quality improvement methods, tools, performance measures, and advanced professional nursing standards to ensure patient safety.
Essential IV: Translating and Integrating Scholarship into Practice Applies research outcomes within the practice setting, resolves practice problems, works as a change agent, and disseminates results.	Teamwork & Collaboration Patient-Centered Care EBP Quality Improvement Safety	Practice Inquiry	integrate theory, evidence, clinical judgment, research, and interprofessional perspectives to improve patient outcomes.
Essential V: Informatics and Healthcare Technologies Uses patient-care technologies to deliver and enhance care and uses communication technologies to integrate and coordinate care.	Patient-Centered Care EBP Quality Improvement Informatics Safety	Technology & Information Literacy	analyze current and emerging healthcare information systems and patient care technology to optimize patient safety, cost-effectiveness, and quality health outcomes.
Essential VI: Health Policy and Advocacy	Patient-Centered Care	Policy	interpret the effect of legal and regulatory processes, and ethical

<p>Able to intervene at the system level through the policy development process and to employ advocacy strategies to influence health and health care.</p>	<p>EBP Quality Improvement Safety</p>	<p>Health Delivery System Ethics</p>	<p>principles on advanced professional nursing practice, healthcare delivery, and quality patient outcomes.</p>
<p>Essential VII: Interprofessional Collaboration for Improving Patient and Population Health Outcomes As a member and leader of interprofessional teams, communicates, collaborates, and consults with other health professionals to manage and coordinate care.</p>	<p>Patient-Centered Care Teamwork & Collaboration EBP Quality Improvement Informatics Safety</p>	<p>Leadership</p>	<p>*collaborate directly with other healthcare professionals to improve patient and population health outcomes.</p>
<p>Essential VIII: Clinical Prevention and Population Health for Improving Health 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.</p>	<p>Patient-Centered Care Teamwork & Collaboration EBP Quality Improvement Informatics Safety</p>	<p>Independent Practice</p>	<p>*evaluate the effectiveness of health promotion and disease prevention interventions that affect individual and population-based health outcomes.</p>
<p>Essential IX: Master's-Level Nursing Practice 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.</p>	<p>Patient-Centered Care Teamwork & Collaboration EBP Quality Improvement Informatics Safety</p>	<p>Independent Practice</p>	<p>*synthesize leadership theories and evidence-based knowledge in leading the healthcare team in the delivery of quality patient care.</p> <p>*provide the full spectrum of health care services to include health promotion, disease prevention, health protection, anticipatory guidance, counseling, disease management, palliative, and end of life care to clients across lifespan.</p>

Appendix D

DNP Program Crosswalk (AACN Essentials_QSEN_NONPF_AONE)					
AACN DNP Essentials	QSEN Competencies	DNP Program Outcomes “The graduate will:”	FNP Program Outcomes “The graduate will:”	NONPF Nurse Practitioner Core Competencies (2017)	AONE Nurse Executive Competencies (2015)
<i>Essential I: Scientific Underpinnings for Practice</i>	Evidence-Based Practice Patient Centered Care Safety	Synthesize knowledge gained from the humanities, the social sciences, the sciences, and mathematics as the base for advanced professional nursing	Synthesize knowledge gained from the humanities, the social sciences, the sciences, and mathematics as the base for advanced professional nursing	Scientific Foundation	
<i>Essential II: Organizational and Systems Leadership for Quality Improvement and Systems Thinking</i>	Quality Improvement	Select and implement appropriate advanced concepts, principles, and theories necessary for application in the delivery of quality health care.	Select and implement appropriate advanced concepts, principles, and theories necessary for application in the delivery of quality health care.	Leadership Quality	Leadership Business skills & Principles
<i>Essential III: Clinical Scholarship and Analytical Methods for Evidence-Based Practice</i>	Evidence-Based Practice Patient Centered Care Safety Quality Improvement Informatics	Synthesize and disseminate evidence to effect practice change that will contribute to the nursing profession and safe, cost-effective health care delivery.	Synthesize and disseminate evidence to effect practice change that will contribute to the nursing profession and safe, cost-effective health care delivery.	Ethics Practice Inquiry	Knowledge of the Health Care Environment

<i>Essential IV: Information Systems/Technology and Patient Care Technology for the Improvement and Transformation of Health Care</i>	Informatics	Provide leadership in the evaluation of healthcare information systems and patient care technology	Provide leadership in the evaluation of healthcare information systems and patient care technology	Technology & Information Literacy	Business Skills & Principles
<i>Essential V: Health Care Policy for Advocacy in Health Care</i>	Teamwork & Collaboration Evidence-Based Practice Quality Improvement	Demonstrate nursing leadership for outcome improvement through strategies for change in policy and practice guidelines.	Demonstrate nursing leadership for outcome improvement through strategies for change in policy and practice guidelines.	Policy	Knowledge of Health Care Environment
<i>Essential VI: Interprofessional Collaboration for Improving Patient and Population Health Outcomes</i>	Teamwork & Collaboration Quality Improvement Safety	Collaborate as a member of the health care team to influence health care policy changes that will improve patient and population health outcomes.	Collaborate as a member of the health care team to influence health care policy changes that will improve patient and population health outcomes.	Practice Inquiry Ethics	Professionalism
<i>Essential VII: Clinical Prevention and Population Health for Improving the Nation's Health</i>	Quality Improvement Safety Patient Centered Care	Foster change in health care practice that will improve the health and status of individuals and communities through equitable and ethical distribution of resources	Foster change in health care practice that will improve the health and status of individuals and communities through equitable and ethical distribution of resources	Health Delivery System	Knowledge of the Health Care Environment

<p>Essential VIII: Advanced Nursing Practice</p>	<p>Patient-Centered Care Teamwork & Collaboration Evidence-Based Practice Quality Improvement Informatics Safety</p>	<p>Demonstrate advanced skills in physical assessment, pharmacology, and therapeutic nursing interventions.</p>	<p>Demonstrate advanced skills in physical assessment, pharmacology, and therapeutic nursing interventions in advance practice nursing.</p> <p>Provide the full spectrum of health care services to include health promotion, disease prevention, health protection, anticipatory guidance, counseling, disease management, palliative, and end of life care to clients across lifespan.</p>	<p>Independent Practice</p>	
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