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# **Graduate Program Student Handbook**

## **2025-2026**

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## Welcome from the Assistant Dean



As the Assistant Dean of Nursing, I am proud to support your pursuit of advanced education in a field that plays such a vital role in the health and well-being of our communities. On behalf of the faculty and staff of the University of Arkansas at Monticello (UAM), I welcome you to our Master of Science in Nursing (MSN) program. At our School of Nursing (SON), you will find excellent nurse educators who will help you in meeting your academic and career goals. We are thrilled you are now part of our family and a student of the first MSN program in Arkansas with a focus on public health. With the complexity of nursing changing and a paradigm shifting to focus delivery of care toward preserving the health and well-being of the public, now is the perfect time to advance your education.

Public health nursing calls for leaders who are not only clinically competent, but also socially aware, evidence-driven, and deeply committed to health equity. Our program is designed to equip you with the knowledge, skills, and perspective to address complex health challenges locally and globally.

Throughout your time with us, you will engage with expert faculty, interdisciplinary coursework, and meaningful field experiences that will shape your practice and expand your impact. You will work extensively with other graduate prepared nurses, policy developers, government leaders, and community members to determine and implement action necessary to promote public health. This handbook will serve as a key guide, outlining program expectations, academic policies, and resources available to support your success as you are empowered to serve as a community investigator, public health data analyzer, and a disease control educator, increasing your nursing knowledge and preventative health care.

*Amanda Smith*

Amanda Smith, MSN, RN

Assistant Dean and Assistant Professor

## **Welcome from the MSN Program Coordinator**



Congratulations on your admission to the University of Arkansas at Monticello School of Nursing Graduate Program. Choosing to continue your education will provide you with many opportunities to enhance your professional career. The UAM SON is committed to providing a supportive learning community that promotes student success and lifelong learning. We look forward to helping you achieve your educational goals.

Dr. Christine Felts, PhD, RN  
Professor

## **Communication**

This handbook may be updated, as necessary. Students are notified of handbook changes by messages sent through campus electronic mail. All students enrolled in the UAM SON are expected to monitor their UAM email on a routine basis. Email communications will be sent to the student's UAM email account. Students should use their UAM email account for all communications with UAM SON faculty and staff.

## **Accreditation**

The University of Arkansas at Monticello Master's Degree in Nursing Program (delivered via distance education) holds initial accreditation from the National League for Nursing Commission for Nursing Education Accreditation (NLN CNEA), located at 2600 Virginia Avenue, NW, Washington, DC 20037. 202-909-2487.

## **Mission and Philosophy**

### **Mission**

The mission of the SON is to strive for excellence in the preparation of nursing graduates to develop the knowledge, skills, and attitudes to advance the discipline of nursing.

The MSN Program strives for excellence in the preparation of advanced nursing graduates through the following goals:

- demonstrate excellence through practicum experiences with populations across the lifespan;
- demonstrate nursing judgment to guide nursing practice specializing in public health, and
- demonstrate leadership through a commitment to professional practice, lifelong learning, and implementation of evidence-based practice.

### **Philosophy**

The University of Arkansas SON faculty believes that master's prepared nurses specializing in the field of public health use nursing knowledge to influence health policy, research, and professional practice in many academic and workplace settings. The program framework is based on the curricular elements and expected outcomes identified by the American Association of Colleges of Nursing (AACN) the Essentials: Core Competencies for Professional Nursing Education (<https://www.aacnnursing.org/AACN-Essentials>). The program emphasizes master's prepared nurses as public health nurse leaders, interprofessional team members, and scholars who advance the nursing profession.

### **Public Health Nurse Role**

According to the American Association of Colleges of Nursing (AACN, 2022), a graduate degree will prepare the nursing graduate for a wide variety of specialty practice areas, including the public health nurse specialty. The AACN (2022) states the following:

Public health nurses focus on preserving the health and well-being of the public. These specialists are licensed professional nurses who participate in activities related to population health, health promotion, disease prevention and control, and community education. Though their responsibilities vary by role and location, master's- and doctorally-prepared public health nurses often manage clinics in various state and community settings (e.g., immunizations, well-child, health screenings), investigate communicable disease cases to determine sources and implement action necessary to curtail the spread of disease; analyze data to identify needs and service gaps for individuals, families, and communities; provide education regarding disease control and prevention as well as general preventive health care to individuals and groups; and implement programs that address environmental and population health risks. These nurses work collaboratively with community leaders, government officials, teachers, parents, and other providers in areas related to community and population health. (para. 19)

## **MSN Program Outcomes**

### **Graduate Program Strands with Outcomes**

At the completion of the Master of Science in Nursing program, the graduate will demonstrate competency in the following seven strands: (1) critical thinking, (2) research, (3) nursing process with a focus on public health, (4) leadership, (5) communication, (6) teaching/learning principles, and (7) professionalism. The student achieves program outcomes through the following student learning outcomes:

Strands	Outcomes
Critical thinking	Synthesize theoretical and empirical knowledge from nursing and other healthcare team members that are vital for nursing judgement and practice.
Research	Translate evidence to develop health care practices in a culturally and ethnically diverse global society.
Nursing Process	Implement the role of master's-prepared nurse as part of the interprofessional team with a focus on improving patient outcomes.
Leadership	Function as a leader and change agent to promote holistic patient-centered care and population health
Communication	Express self professionally both orally and in writing, and with clarity, persuasiveness, and coherence using standard conventions of communication
Teaching/Learning	Integrate scholarship, a spirit of inquiry, and innovation to support healthcare organizations and nursing excellence.
Professionalism	Exemplify professional values and standards, best practices, and the commitment to lifelong learning in the role of the master's prepared nurse.

## UAM School of Nursing Master of Science in Nursing Program Content

Content topics such as theory, research, policy development, leadership, public health, epidemiology, Quality and Safety Education for Nurses (QSEN), and interprofessional practice are taught in this program to expand the students' knowledge base and enrich their nursing practice to improve processes, health care delivery, and outcomes for patients and populations.

### Faculty and Staff

<b>Administration/Faculty</b>			
Amanda Smith, MSN, RN Assistant Dean and Assistant Professor Teaches in the RN-MSN Track	Sorrells 114	870-460-1669	smitha@uamont.edu
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<b>Staff</b>			
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### Graduate Program Information

#### Master of Science in Nursing (with a focus on Public Health) Program

The MSN in Public Health degree is a 37-hour degree and aligns with the professional nursing curricular elements and expected outcomes identified by the American Association of Colleges of Nursing, The Essentials: Core Competencies for Professional Nursing Education (<https://www.aacnnursing.org/AACN-Essentials>). The AACN Essentials (2021) concepts include clinical judgment, communication, compassionate care, diversity, equity, and inclusion, ethics, evidence-based practice, health policy, and social determinants of health. These concepts for nursing practice will be taught by core faculty at UAM as well as contracted adjunct faculty. This program includes instruction in community and rural health, disease prevention, health education, community health assessment, nursing theory, epidemiology, public health statistics and evidence-based nursing practice, public health principles, preventive medicine, public health policy and regulations, public health care services and related administrative functions, public health economics and budgeting, social determinants, and nursing professional standards and ethics.

The program prepares RNs to respond to the complex social, legal, ethical, and public health policy implications affecting the public. The degree is offered as a full-time and part-time track and is available to RNs with a technical nursing diploma, Associate of Applied Science (AAS) in Nursing and a Bachelor of Science in Nursing (BSN) degree.



RNs entering the program with either a technical nursing diploma or an AAS in Nursing degree will receive their undergraduate BSN degree at the completion of undergraduate coursework. RNs choosing this path will receive 39 credit hours held in escrow until completing all undergraduate coursework and the two designated graduate courses (Advanced Pathophysiology and Advanced Health Assessment). Students entering the RN to MSN program may lack up to 9-credit hours of undergraduate pre-requisite courses. The UAM SON has an RN to BSN program. RNs entering the RN to MSN track will take the same undergraduate BSN courses, except those courses will be offered in an online format. Students entering the RN to MSN track can finish in 36 months (full-time) or the maximum amount of seven years (part-time). If a student in the RN to MSN track opts to stop and earn their BSN, a change in major will be executed. The BSN degree will only be awarded at the completion of the two previously mentioned graduate courses (Advanced Pathophysiology and Advanced Health Assessment).

RNs entering the program with a BSN degree will start graduate coursework during the summer. Students entering this program track can finish in 24 months (full-time) or a maximum amount of five years (part-time).

Upon immediate AAS in Nursing program completion, graduates from the UAM School of Nursing AAS program who are interested in earning their BSN and MSN degree will automatically qualify for advanced placement within the online RN to MSN course sequence. The AAS in Nursing graduate must successfully pass the National Council for Licensure Exam (NCLEX) RN licensure exam with verification of current valid, unencumbered Arkansas RN license by June 30. Failure to obtain an Arkansas RN license by June 30 will result in no further RN to MSN nursing specific course enrollment until Arkansas RN licensure is obtained. Any remaining general education and nursing supportive requirements for the RN to MSN program must be completed prior to completion of course requirements for the BSN degree. All RN to BSN course grades must be a "C" or greater for progression/graduation.

Currently enrolled UAM AAS in Nursing students interested in the rolling enrollment into the online RN to MSN program must request in writing to the Graduate Program Coordinator by March 1. UAM AAS in Nursing students are given priority admission into the RN to MSN program and are required to complete the same general education and supportive courses as students enrolled in the pre-licensure BSN program. This rolling enrollment program allows UAM AASN graduates to complete general education and supportive nursing coursework during enrollment in the online RN to MSN program. UAM AAS in Nursing graduates may progress through the program using a 12-month accelerated option or a 24-month extended option. The nursing sequence of courses begins during Intersession and follows the online plan of study developed for the RN to MSN program.

Upon immediate BSN program completion, graduates from the UAM School of Nursing BSN program who are interested in earning their MSN degree will automatically qualify for advanced placement within the online BSN to MSN course sequence. The BSN graduate must successfully pass the National Council for Licensure Exam (NCLEX) RN licensure exam with verification of current valid, unencumbered Arkansas RN license by June 30. Failure to obtain an Arkansas RN license by June 30 will result in no further BSN to MSN nursing specific course enrollment until Arkansas RN licensure is obtained.

In addition to the MSN degree, we offer a Post-master's Certificate in Public Health Nursing. The 13-credit hour certificate will be available to RNs who already have a master's degree in

nursing and a desire to further their experience. Post-master's nursing certificates allow RNs to grow in their careers and take on more substantial healthcare roles.

## Curriculum Outline by Program Track

**MSN full-time plan of study.** These students have already earned their BSN degree. Courses in each phase must be completed before moving to the next phase. Some courses may be taken with prior phase courses if finishing that phase. All courses will be offered via distance learning. Length and Semester offered may vary.

Course Title and Credit Hours	Length
Theoretical & Ethical Foundations of Advanced Nursing Practice (phase 1) – 3 credits	8 weeks
Epidemiology (phase 1) – 3 credits	8 weeks
Research & Evidence Based Practice in Public Health (phase 1) – 3 credits	8 weeks
Statistics Reasoning in Public Health (phase 1) – 3 credits	15 weeks
Advanced Pathophysiology (phase 2) – 3 credits	8 weeks
Advanced Pharmacology* (phase 2) – 3 credits	8 weeks
Advanced Health Assessment* (phase 2) – 3 credits	8 weeks
Social Determinants of Health (phase 2) – 2 credits	8 weeks
Public Health Policy and Economics* (phase 3) – 4 credits	10 or 15 weeks
Public Healthcare & Education* (phase 3) – 4 credits	10 or 15 weeks
CAPTSTONE Public Health Leadership, Management, and Evaluation* – 6 credits	15 weeks

A grade of B or better is considered passing. Only one “C” is allowed in any course. Further Grades of C, D’s or F’s will not be accepted.

\*Indicates practicum hours are required during the course.

Students must enroll in sequential semester coursework. No semester may be taken off without prior MSN Program Coordinator approval.

**MSN part-time plan of study.** Semester length varies. Student must complete CAPSTONE by month 60 after enrollment. Length and Semester offered may vary.

<b>Course Title and Credit Hours</b>	<b>Length</b>
Theoretical & Ethical Foundations of Advance Nursing Practice – 3 credits (phase 1)	8 weeks
Epidemiology – 3 credits (phase1)	8 weeks
Statistics Reasoning in Public Health– 3 credits (phase 1)	15 weeks
Research & Evidence Based Practice in Public Health– 3 credits (phase 1)	8 weeks
Advanced Pathophysiology– 3 credits (phase 2)	8 weeks
Social Determinants of Health– 2 credits (phase 2)	8 weeks
Advanced Pharmacology*– 3 credits (phase 2)	8 weeks
Advanced Health Assessment*– 3 credits (phase 2)	8 weeks
Public Health Policy and Economics*– 4 credits (phase 3)	10 or 15 weeks
Public Healthcare & Education*– 4 credits (phase 3)	10 or 15 weeks
CAPSTONE– 6 credits Public Health Leadership, Management, and Evaluation*	15 weeks

A grade of B or better is considered passing. Only one “C” is allowed in any course. Further Grades of C, D’s or F’s will not be accepted.

\*Indicates practicum hours are required during the course.

Students must enroll in sequential semester coursework. No semester may be taken off without prior MSN Program Coordinator approval.

**RN to MSN full-time plan of study.** The same courses are offered after completion of the already established BSN courses. RNs entering this track option must have completed 54 hours of undergraduate BSN pre-requisite coursework and will be given 39 credit hours held in escrow toward completion of their BSN degree. The following outline is for the full-time plan of study. All courses will be offered via distance learning. Length and Semester offered may vary.

<b>Course Title and Credit Hours</b>	<b>Length</b>
Role Transition (BSN core course) – 3 credits	4 weeks
Health Promotion (BSN core course) – 4 credits	15 weeks
Healthy Aging (BSN core course) – 4 credits	15 weeks
Population Health (BSN core course) – 3 credits	8 or 15 weeks
Upper-Level Elective (BSN degree requirement) – 3 credits	8 or 15 weeks
Upper-Level Elective (BSN degree requirement) – 3 credits	8 or 15 weeks
Advanced Pathophysiology (MSN course) – 3 credits Undergraduate BSN course waived	8 weeks
Advanced Health Assessment* (MSN course) – 3 credits Undergraduate BSN course waived	8 weeks
Nursing Research (BSN core course) – 3 credits	8 weeks
Leadership and Management in Professional Nursing (BSN core course) – 4 credits	10 or 15 weeks
Theoretical & Ethical Foundations of Advance Nursing Practice (phase 1) – 3 credits	10 weeks
Epidemiology (phase 1) – 3 credits	8 weeks
Research & Evidence Based Practice in Public Health (phase 1) – 3 credits	8 weeks
Statistics Reasoning in Public Health (phase 1) – 3 credits	15 weeks
Advanced Pharmacology* (phase 2) – 3 credits	8 weeks
Social Determinants of Health (phase 2) – 2 credits	8 weeks
Public Health Policy and Economics* (phase 3) – 4 credits	10 or 15 weeks

Public Healthcare & Education* (phase 3) – 4 credits	10 or 15 weeks
CAPSTONE Public Health Leadership, Management, and Evaluation*– 6 credits	15 weeks

A grade of B or better is considered passing. Only one “C” is allowed in any course. Further Grades of C, D’s or F’s will not be accepted.

\*Indicates practicum hours are required during the course.

Students must enroll in sequential semester coursework. No semester may be taken off without prior MSN Program Coordinator approval.

**RN to MSN part-time plan of study.** Semester length varies based on enrollment. Students can finish as early as 60 months and must complete CAPSTONE by month 84 after enrollment. Length and Semester may vary.

<b>Course Title and Credit Hours</b>	<b>Length</b>
Role Transition – 3 credits (BSN core course)	4 weeks
Upper-Level Elective– 3 credits (BSN degree requirement)	8 or 15 weeks
Population Health– 3 credits (BSN core course)	8 or 15 weeks
Advanced Pathophysiology– 3 credits (MSN course) Undergraduate BSN course waived	8 weeks
Advanced Health Assessment*– 3 credits (MSN course) Undergraduate BSN course waived	8 weeks
Nursing Research– 3 credits (BSN core course)	8 weeks
Upper-Level Elective– 3 credits (BSN degree requirement)	8 or 15 weeks
Leadership and Management in Professional Nursing– 4 credits (BSN core course)	10 or 15 weeks
Health Promotion– 4 credits (BSN core course)	15 weeks
Healthy Aging– 4 credits (BSN core course)	15 weeks
Theoretical & Ethical Foundations of Advance Nursing Practice– 3 credits (phase 1)	10 weeks
Epidemiology – 3 credits (phase 1)	8 weeks
Statistics Reasoning in Public Health– 3 credits (phase 1)	15 weeks
Research & Evidence Based Practice in Public Health– 3 credits (phase 1)	8 weeks
Social Determinants of Health– 2 credits (phase 2)	8 weeks

Advanced Pharmacology*– 3 credits (phase 2)	8 weeks
Public Healthcare & Education*– 4 credits (phase 3)	10 or 15 weeks
Public Health Policy and Economics*– 4 credits (phase 3)	10 or 15 weeks
CAPTSTONE– 6 credits Public Health Leadership, Management, and Evaluation*	15 weeks

A grade of B or better is considered passing. Only one “C” is allowed in any course. Further grades of C, D’s or F’s will not be accepted.

\*Indicates practicum hours are required during the course.

Students must enroll in sequential semester coursework. No semester may be taken off without prior MSN Program Coordinator approval.



The **Post-master's Certificate in Public Health Nursing** offers the same courses as the MSN in Public Health degree. RNs must have completed the three direct care courses in their MSN program. The following outline is for the certificate. All courses will be offered via distance learning. Length and Semester may vary

Direct Care Courses - These courses must have been in the earned MS/MSN degree: Advanced Pathophysiology, Advanced Pharmacology, Advanced Health Assessment		
<b>Summer Start</b>		
Social Determinants of Health - 2 credits	8 weeks	Summer (June-July)
Statistics Reasoning in Public Health - 3 credits	15 weeks	Fall
Public Health Policy and Economics* - 4 credits	15 weeks	Fall
Public Healthcare & Education* - 4 credits	15 weeks	Spring
<b>Fall start</b>		
Statistics Reasoning in Public Health - 3 credits	15 weeks	Fall
Public Healthcare & Education* - 4 credits	15 weeks	Spring
Public Health Leadership, Management, and Evaluation* - 6 credits	15 weeks	Spring
<b>*Course has a practicum component:</b> <ul style="list-style-type: none"> <li>Public Health Policy and Economics – 135 hours</li> <li>Public Healthcare &amp; Education – 135 hours</li> <li>Public Health Leadership, Management, and Evaluation – 180 hours</li> </ul> <p style="text-align: right;"><b>Total Credit Hours = 13</b></p> <p style="text-align: right;"><b>Total Practicum Hours = 270-315 hours</b></p>		

A grade of B or better is considered passing. Only one “C” is allowed in any course. Further grades of C, D’s or F’s will not be accepted.

\*Indicates practicum hours are required during the course.

Students must enroll in sequential semester coursework. No semester may be taken off without prior MSN Program Coordinator approval.

## **Instructional Method**

All courses offered in the MSN and RN to MSN program are offered via distance learning through the Blackboard Learning Management System. Distance learning offers both academic rigor and student flexibility and requires self-direction and excellent time management skills. All students are expected to be present in online classes through weekly participation. Refer to the course syllabus for specific distance learning attendance requirements. A variety of learning resources are available through each distance learning course, such as Shadow Health Digital Simulation. Time management is crucial to success in a graduate program. Blackboard technical support is offered by the Office of Instructional Technology and Web services. Additional information and policies regarding distance education can be found in the [UAM Distance Education Student Handbook](#). Google Chrome and Mozilla Firefox are the recommended internet browsers for using Blackboard.

Blackboard is accessed at <https://uamont.blackboard.com/ultra/institution-page>. Students may access Blackboard courses on the first-class day of the semester. Login credentials are the UAM username and password.

## **Advising and Course Enrollment**

Each student will be assigned to a graduate program advisor. The advisor will assist the student with program planning, concerns with academic work, and resources to support student success. The plan of study is developed in conjunction with the academic advisor and should be reviewed each semester prior to enrollment in the following semester. After the advising session, both the advisor and the student sign the plan of study.

The graduate program advisor will enroll students in courses following each semester advising session for the following semester. Courses should be taken in the sequence outlined in the graduate program plan of study. The student is responsible for notifying the advisor for any of the following occurrences:

- A grade of “C” or below is earned in any required graduate course.
- A grade of “D” or below is earned in any required undergraduate course.
- The student needs to withdraw from a course or add a course in any semester.

## **Student Identification**

Students are required to wear photo identification in clinical/practicum areas in accordance with the Arkansas State Board of Nursing Rules and Regulations. Students should request a UAM Graduate Nursing Practicum Student ID by accessing the [Student ID Badge Request](#) on the UAM website. A professional photo with neutral background should be uploaded when completing the request form. Select “nursing student” as the card type and “MSN graduate student” for the student degree title. You can add your RN credentials under special instructions.

## **Financial Aid**

The UAM Financial Aid Office provides information and application materials for grants, loans, and scholarship aid. Graduate students must be enrolled in at least three (3) graduate hours to qualify for a federal direct student loan. Additional information can be found at [Financial Aid](#).

## **SON Scholarships**

A current FAFSA must be on file with UAM prior to scholarships being awarded. The School of Nursing has several nursing specific scholarships available to applicants. After applying to the MSN program, students should then apply for scholarships by completing the [Master of Science in Nursing Scholarship Application](#).

## **Other Student Resources**

The UAM academic calendar and class schedules can be found at <https://www.uamont.edu/academics/class-schedules.html>. The academic calendar contains beginning and ending dates for each semester, course drop dates, university breaks, and graduation dates.

## **Graduate Program Admission Requirements**

### **Admission Requirements**

Program admission will begin each spring and the program will start in the Summer 1 term. The deadline for admission is March 1. Admission review takes place through March and final decisions are made six to eight weeks after the application deadline. The student must have full acceptance to the University and be issued a UAM student ID number prior to making application to the SON. Applicants to the MSN program must meet the following admission requirements:

- Acceptance into UAM with an assigned student ID.
- Unencumbered active RN license in the state of residence. The RN must have a compact license with multi-state tag if completing practicum hours in a non-resident state.
- Grade Point Average (GPA) of 2.75 or above (on a 4-point scale). Students with less than a 2.75 GPA may be considered if program space is available. The GPA is calculated on the last 60 undergraduate credit hours.
- Official transcripts from all colleges/universities attended should be sent to the Office of Admissions AND the SON. The transcripts MUST show conferral of a nursing degree (diploma in nursing, associate degree in nursing, or bachelor degree in nursing).
- Letter grade of “C” or better in a basic undergraduate statistics course.
- One year of RN working experience is required. The requirement is waived for RNs entering the RN to MSN track if the student is working while in the program.
- Complete electronic SON application to the MSN in Public Health program.
- Two recommendation forms. See [MSN Admission Guidelines](#) for specifics.

Admission to the MSN program is competitive and applicants are ranked by the GPA calculated from the last 60 hours of undergraduate coursework. There is no standardized entrance exam for application.

### **Experiential Learning Credit**

Experiential Learning is one of the ways a graduate student may be awarded appropriate credit for demonstration of knowledge gained from life experience or professional experiences outside the classroom. This learning may result from a professional certification, in-service training or

experience acquired during your nursing career. The University may award up to six credit hours of experiential learning credit toward a graduate degree. Credit will only be awarded for courses that include practicum hours, with no more than 2 credit hours of experiential learning credit awarded per course. There is a fee associated with requesting the experience as credit. Any student interested in experiential learning credit should contact the MSN Program Coordinator.

## **Practicum Compliance Requirements**

### **Clinical Legal Documents**

Students are required to complete the following prior to beginning the practicum experience:

1. Criminal background check
2. Drug screen
3. Documentation of:
  - a. Immunization status as outline below
  - b. Current CPR certification
  - c. Current, unencumbered license to practice as a registered nurse in the state where practicum hours will be completed
4. Any other requirements of the clinical agency where practicum will occur

Student must be compliant with all requirements for practicum courses before registering for courses (April 1<sup>st</sup> for summer practicum). Students should upload required documentation into the student screening and compliance system (Sentry):

- Copies of required immunizations (see list below).
- CPR certification and TB Test results prior to expiration while enrolled in practicum courses.

Note: It is the student's responsibility to complete clinical compliance prior to beginning the practicum.

All students must complete the SON Authorization to Release Required Clinical Information form located on Sentry student compliance system.

### **Background Check**

All students must satisfactorily complete a criminal background check prior to enrolling in a practicum course (April 1<sup>st</sup> for summer practicum) and as required by the clinical practicum facility. Results must be received prior to beginning the practicum experience. Many of the health care facilities affiliated with UAM SON require student background checks and drug screening. A background check may take several weeks to complete. The background checks are conducted by PreCheck, a national screening and compliance company. Detailed instructions for requesting the background check through PreCheck will be emailed to students.

Results of the background check are reported to the SON MSN Program Coordinator. An unsatisfactory background check may result in dismissal from the nursing program.

The background check must be completed when the student is enrolled in the first practicum course. Background checks are at the expense of the student and remain confidential.

The SON may be required to report information revealed in the background check as noted in the Arkansas State Board of Nursing Rules, Section II, A1. The SON will report information revealed on the background check of students licensed to practice in another state to the appropriate state board of nursing and will follow all stipulations placed on the student as prescribed by the student's state board of nursing.

## **Drug Screen**

The purposes of the SON drug screen policy are to comply with regulations of health care agencies, to provide optimal care to patients, and to support the university and SON zero tolerance policy related to illicit use of substance, as stated in the [UAM Student Handbook](#).

A negative drug screen is required prior to enrolling in a practicum course (April 1<sup>st</sup> for summer practicum) and is also required upon request of faculty, preceptor, or clinical site. A ten-panel drug screen (including screening for amphetamines, barbiturates, benzodiazepines, cocaine metabolite, marijuana metabolite, methadone, methaqualone, opiate, phencyclidine, and propoxyphene) will be completed and submitted to the MSN Program Coordinator.

Student failures to submit to a drug screen, attempting to tamper with, contaminate, or switch a sample will result in the automatic dismissal from the nursing program and will be reported to the university Dean of Students in Student Affairs.

- Students may be required to repeat the drug screening at their own costs.
- Drug screens and/or alcohol tests may be required at random and for cause.

## **Positive Drug Screen Results**

- A positive drug screen or alcohol test in a graduate student will result in the student's removal from the program.
- To be considered for re-admission to the SON, the student must submit a Petition to the MSN Program Director.
- Re-admission to the nursing program is not guaranteed.
- If a student with a positive drug or alcohol test is re-admitted to the nursing program, random drug and/or alcohol screens will be performed at the student's expense throughout the program.
- A second positive test will render the licensed student ineligible to continue or re-enroll in the program.
- **Graduate Students who are licensed to practice in the state of Arkansas:** Positive drug screen results will be reported to the Arkansas State Board of Nursing as required in the Arkansas State Board of Nursing Rules, Section II, A1. The SON will follow all stipulations placed on the student as prescribed by the Arkansas State Board of Nursing.
- **Graduate Students who are licensed to practice in another state:** The SON will report positive drug screens of students licensed to practice in another state to the appropriate state board of nursing and will follow all stipulations placed on the student as prescribed by student's state board of nursing.

## **Immunizations**

### **Guidelines established by the Centers for Disease Control (CDC) and Prevention**

1. HEPATITIS B VACCINE with dates of each injection or declination completed. Three (3) HBV injections are needed. At least the first two of three injections must have been completed and received before clinical practice in a student role. The third HBV vaccine must be received and documented before beginning the first practicum semester.
2. TUBERCULOSIS SKIN TEST with date and results or T-Spot TB test results.
  - a. If a TB skin test is positive it should be verified with a T-Spot.
  - b. If the T-spot is positive or if only a positive skin test is submitted, a chest x-ray must be completed and updated yearly.
  - c. If a skin test is positive and the T-spot is negative, a T-Spot must be updated yearly
  - d. Students that present with documentation of completed treatment should have an annual review of symptoms by physician/advanced practice nurse and provide to UAMSON.
3. MEASLES, MUMPS, and RUBELLA: Date of illness, serologic evidence of immunity, or vaccination dates as recommended by CDC.
4. TETANUS-DIPHTHERIA-PERTUSSUS (Tdap) VACCINE: Routine booster of Td vaccine should be given at 10-year intervals.
5. VARICELLA (chicken pox): A two Injection series; Reliable history of varicella disease, a positive titer, evidence of immunity, or vaccination dates.
6. COVID-19 Vaccinations: UAM does not mandate that students who are enrolled in SON programs receive a COVID-19 vaccine series (and any recommended boosters), however they are strongly encouraged to do so. Clinical facilities that partner with UAM establish their own worksite policies, and they may require that faculty members and students be fully vaccinated for COVID-19 in order to work in the facility or be assigned to specific areas. Therefore, students electing not to receive the COVID-19 vaccine series or boosters may not be able to complete program requirements, which will result in non-progression through the program. Clinical facilities may also request information regarding COVID-19 vaccination status for any student and faculty assigned to the site. Faculty and students who have received the COVID-19 vaccine should submit a copy for their file.
7. Any other immunization that may be required by clinical agencies or CDC guidelines.

### **CPR Certification**

Basic Life Support for Healthcare Providers (American Heart Association). A copy of your certification should be uploaded to Sentry.

### **Professional Liability Insurance**

Professional liability insurance is required for clinical practice in a student role and is provided through the University of Arkansas to nursing students through an established student fee. Coverage applies to performance of duties as a nursing student in a clinical course. A copy of the professional liability insurance policy is on file in the UAM SON office.

### **Nursing Licenses**

Students must obtain verification of current Registered Nurse (RN) license from the issuing board of nursing where practicum will occur. To verify a license, student should visit their state board of nursing website, verification of license, find license information, save to computer, and upload the license verification into Sentry.

### **Infection Control Precautions Policy**

All nursing students are assigned to care for people with a wide variety of diagnoses, including airborne and blood borne illnesses. Graduate students are NOT insured by the University or the practicum facilities for injury and illness exposures which occur during practicum. The UAM School of Nursing strongly recommends that each student obtain personal health insurance. Due to the nature of nursing, students are put in situations which may place him/her at risk for exposure to infectious diseases. This is an occupational risk for persons working in the health care field. Compliance with standards of infection control as they apply to professional conduct is the responsibility of licensed health care workers and those under the jurisdiction of that professional. The School of Nursing faculty has adopted the Centers for Disease Control and Prevention (CDC) infection control guidelines known as Standard Precautions (SP) to assist students and faculty to practice safely in the practicum area. Students are expected to adhere to SP during practicum experiences. Students must wear appropriate personal protective equipment (PPE) when exposed to any body fluids and airborne pathogens. Any exposure to body fluids while in practicum must be immediately reported to the preceptor and course instructor. The course instructor will follow the procedure for exposure outline by the health care facility. Any follow-up care needed due to exposure to infectious disease is the responsibility of the student.

### **Academic and Professional Standards**

Students are responsible for meeting the standard of academic and professional performance specified by the graduate program. These standards include, but are not limited to, the following:

- Graduate Practicum Expectations
- Maintenance of an unencumbered registered nurse license
- Compliance with the nurse practice act(s) which regulate the student's license(s)

### **Practicum Expectations**

Students are expected to be familiar with the following practice and competency standards as applicable to practice:

The ANA Scope and Standards of Practice (American Nurses Association, 2021)

The ANA Guide to the Code of Ethics for Nurses (ANA, 2015)

The Joint Commission National Patient Safety Goals

Agency Policies and Procedures

Public Health Code of Ethics (American Public Health Association)

Public Health Nursing Scope and Standards of Practice (American Nurses Association, 2022)

Graduate QSEN Competencies (QSEN Institute, 2012)

### **Guidelines for Planning Practicum Experiences**

These general guidelines are provided to assist students in planning practicum experiences. Each practicum course requires that a specific number of hours be completed in an approved public health practicum setting. The course syllabus will indicate the specific number of required practicum hours.

Please keep in mind that practicum experiences can only occur while students are regularly enrolled in courses. Students cannot complete practicum experience outside of the regular semester, and practicum experience should not be planned during official university holidays. Before beginning any practicum experience, it is your responsibility to review the course objectives and practicum requirements with your preceptor.

You will log practicum hours according to the guidelines provided in the course syllabus.

Students are responsible for following the procedures of each institution regarding onboarding as a student. Even if employed by an institution, there may be additional paperwork to complete. Be sure to check with the educational director, HR, or student coordinator (as appropriate) in each practicum site in which you have experience to determine what additional paperwork may be needed before you begin your experience.

### **Participant Responsibilities in Graduate Practicum**

To assure quality in the learning experiences of students in the professional program of studies, assignments are designed to facilitate development of advanced nursing roles.

#### **Faculty Responsibilities**

- Assume responsibility for understanding course requirements and outcomes.
- Ensure overall coordination of the experience.
- Provide student with orientation to course expectations/requirements.
- Establish and maintain communication with preceptor and student.
- Meet (virtually or face-to-face) with the student according to an arranged schedule to review progress in meeting course outcomes and goals for personal and professional growth.
- Evaluate student practicum performance utilizing data provided by preceptor and student.
- Provide overall evaluation of the practicum experience through collaboration with the agency, preceptor, and student.

#### **Preceptor Responsibilities**



- Review the UAM SON Graduate Program Preceptor Handbook for orientation to the preceptor role.
- Complete the electronic UAM SON Practicum Preceptor Form and Contract Agreement to Precept prior to the start of the practicum experience.
- Provide the Graduate Program Coordinator with a current curriculum vitae or resume which reflects affiliation with the practicum site.
- Assume responsibility for understanding course/practicum requirements and learning outcomes.
- Meet with the student to determine the practicum schedule. Required practicum hours vary by course.
- Orient the student to practicum site and staff including identification of facility policies, procedures, and protocols during the first practicum week.
- Review the course and student learning outcomes provided by the student and indicate acceptance of student learning outcomes.
- Collaborate with student to develop learning experiences to achieve course and student learning outcomes.
- Facilitate a learning environment that promotes critical thinking and decision making in the graduate nurse role.
- Assume the teaching, supervisory, and function of the preceptor role to facilitate achievement of course and student learning outcomes.
- Communicate ongoing student progress to the student and practicum faculty.
- Demonstrates professional roles and practice responsibilities in public health.
- Contact practicum faculty as needed to clarify any issues or concerns.
- Validate student practicum hours on the Preceptor Feedback of Student Performance electronic form.
- Complete and submit Preceptor Feedback of Student Performance using the electronic feedback form.

**Please note:** A copy of the preceptor agreement, preceptor form, preceptor vitae or resume, credentials, site agreement, and proof of preceptor orientation must be on file in the UAMSON before the practicum experience can commence on site.

### **Student Responsibilities**

- Assume responsibility for securing preceptors and sites for clinical experiences and ensure valid preceptor and site agreements are attained. For each clinical experience, students should obtain a signed Preceptor Agreement, Preceptor Form, and a current curriculum vita or resume from each preceptor which reflects the preceptor's affiliation with the clinical site.

**Please Note:** Preceptor and site requests for summer semester are due April 1; requests for fall semester are due July 1; requests for spring semester are due November 1.

- Assume responsibility for understanding course requirements and outcomes.

- Develop personal practicum objectives in collaboration with preceptor and communicate personal practicum objectives to course faculty.
- Obtain course faculty approval prior to beginning practicum experience.
- Assume responsibility for accomplishing personal practicum objectives.
- Maintain open communication with practicum preceptor and faculty to promote achievement of practicum objectives.
- Complete practicum site required orientation and confidentiality/HIPAA compliance requirements prior to beginning practicum experience.
- Adhere to the Professional Appearance policy as found in the “Professional Appearance/Dress Code Guidelines” section of this handbook, including any specific practicum site requirements related to appropriate dress during the practicum experience.
- Maintain punctuality and adhere to established practicum calendar as predetermined with preceptor; notify preceptor and course faculty at least 24 hours prior to the scheduled experience when schedule cannot be met.
- Assume responsibility for scheduling and maintaining conferences with faculty.
- Maintain practicum journal and review with faculty on a scheduled basis.
- Complete self-evaluation at the end of each course.
- Complete a practicum preceptor feedback.

### **Preceptor Guidelines/Qualifications**

Graduate students work closely with preceptors for guided practice. Positive learning experiences are best assured when students select their own preceptors and sites. This fosters development of networking skills in the student and assures preceptor availability at a time and geographic location suitable to the student's needs. Student preceptors should be prepared at the master's level or above. Preceptors should be experientially prepared to guide students in the respective area of practicum course focus.

#### **Preceptor Qualifications**

- Must be master's prepared or higher for 5000 level practicum courses.
- Must be bachelorette prepared or higher for 4000 level practicum courses.
- Must hold an unencumbered RN license to practice in the state in which he/she practices.
- Must submit license, credentials, and curriculum vita to UAM SON.
- Must have at least two years of experience in the clinical practice area.

Practicum experiences, sites, and preceptors will be negotiated between the student, preceptor, course faculty, and MSN Program Coordinator. Preceptor variants will be at the discretion of the MSN Program Coordinator.

### **Practicum Site Placement Requests**

All graduate nursing students will need clinical practicum hours. To begin practicum experiences, legal documents need to be completed. Clinical Affiliation Agreements (CAA) and preceptor agreements must be processed by the School of Nursing prior to the student participating in any clinical practicum experiences.

The University and School of Nursing have numerous current ongoing facility CAAs with many health care systems and hospitals in Arkansas. Facility/agency CAA approval can take 6 or more weeks to process, especially if the systems require their own CAA rather than the UAM CAA. Submitting required clinical documents before the due dates will help expedite approval. See the Blackboard Graduate Student organization page for practicum experience CAA request form and preceptor packet.

### **Professional Appearance/Dress Code Guidelines**

The primary purposes of professional attire guidelines are for identification, cleanliness, neatness and to project a professional image to practicum agencies and clients.

As a graduate student, you are assuming new roles and responsibilities. Your public presentation (i.e., your dress, make-up, hair style, facial expressions, verbal and non-verbal communication, demeanor) projects an image to clients and colleagues. A positive professional image will promote the respect, power, and authority you deserve. Your image speaks for you before people can get acquainted with you or determine your level of expertise. Your appearance also reflects the School of Nursing and influences the school's reputation and image.

When you go into a practicum setting, you are being observed by clients, family members, nurses, administrators, and physicians. Your appearance affects their impression of your potential for success. Professional dress and behavior are expected. Many agencies have dress codes that exceed UAMSON guidelines. Students will comply with the dress code of the agencies in which practicum will occur. Any questions should be discussed and clarified with the practicum preceptor prior to participation.

**Business Attire** – Professional business attire is expected whenever you are representing UAMSON. Some practicum situations and activities may require the student to wear business attire with or without wearing a lab coat.

**Lab Coat** – Unless otherwise specified by the practicum site, a clean, white lab coat should be worn when the student is engaged in UAM practicum activities.

**Name Badge** – Complete the following steps to order your official name badge that is required for all practicum experiences:

- 1) Go to [Student ID Badge Request](#) on the UAM website
- 2) A professional photo with neutral background should be uploaded when completing the request form.
- 3) Select “nursing student” as the card type and “MSN graduate student” for the student degree title. You can add your RN credentials under special instructions.

### **MSN Capstone Project Overview**

The MSN Capstone Project integrates the best evidence to improve quality of nursing care in public health settings. Students are expected to determine areas of needed change, plan actions for implementation, and make recommendations to improve practice in public health. In addition, the recommendations will be disseminated through a variety of outlets to appropriate populations of interest.

See the MSN Project Guidelines found on the Graduate Nursing Program Organization in Blackboard.

## **Academic Policies and Procedures**

### **Academic Conduct Code**

The University of Arkansas at Monticello upholds academic integrity as foundational to appropriate conduct within the university setting. Academic dishonesty comprises any action that undermines the professional standards and integrity of the academic programs at UAM.

The UAMSON subscribes to the definition of academic dishonesty and associated penalties indicated for Graduate Programs in the UAM Catalog. Academic dishonesty includes, but is not limited to 1) Cheating, 2) Plagiarism, and 3) misuse of University documents.

### **Artificial Intelligence (AI) Policy**

Artificial Intelligence (AI): Any use of AI for course work that is not the creation of the student is considered in violation of UAM's Academic Integrity policy and appropriate consequences will follow. If you are ever unsure whether the task allows AI, ask, rather than risking it.

### **Civility and Professional Conduct**

To articulate and cultivate habits for being a member of the UAM SON community, we have adopted the following statement and community norms to help guide its members in their interactions.

The UAMSON is dedicated to creating and maintaining a civil and professional community of success that supports respectful discourse, openness to opposing points of view, and passionate dialogue with an intention to secure common ground.

To achieve civility and professionalism within the program and facilitate a culture of success, it is essential for its members to uphold the following norms:

- Assume goodwill – approaching situations positively
- Communicate respectfully – listening actively and being timely
- Send the mail to the right address – taking the problem to the person involved and not going around or behind the involved person or up the chain of command without first attempting resolution with the involved person
- We are all responsible for creating a civil, professional, and inclusive learning environment

Actions that are uncivil will result in written student counseling.

### **Academic Progression**

To progress in the program, students must adhere to:

- Governance and policies of the Graduate school found in the UAM Catalog.
- Academic and Professional Standards (as outlined in this handbook)
- Clinical Compliance Requirements (as outlined in this handbook)
- Maintenance of an unencumbered registered nurse license

- Compliance with the nurse practice act(s) which regulate(s) the student's license(s)

### **Grade Requirements**

- A grade of "C" or lower may be earned in a graduate nursing course only once.
- If a second "C" or lower is earned in a graduate nursing course, the student will not be allowed to progress in the program and will not be allowed to return to the program.
- A student may only repeat a nursing course in which a "C" or lower has been received one time throughout the program. A student may only withdraw from a course one time.
- Grades of "D" or "F" are not accepted for credit.

### **Testing Policy**

The graduate program utilizes several resources to maintain academic integrity. Students taking online tests should develop a plan to ensure consistent internet service. If your personal internet is slow or known to fail, you should consider using your local library or other consistent internet source.

### **Voluntary Withdrawal**

Students who desire to withdraw from the program for personal reasons must notify the professor and Graduate Program Coordinator of their intentions. After speaking with the Graduate Program Coordinator, the student should email the SON Dean.

### **Dismissal**

Failure to comply with the stated Academic and Professional Standards outlined in this handbook will result in dismissal from the program.

### **Readmission**

Students who voluntarily withdraw, or who do not maintain continuous enrollment must apply to both UAM and the UAM SON for readmission if they desire to continue in the program. Students must be eligible to be considered for readmission. Students must meet the minimum GPA requirement and must submit a new plan of study.

### **Time Limit for Degree Completion**

According to the UAM Catalog, it is a requirement of the UAM SON that RN to MSN students complete their degree within seven consecutive calendar years from the semester in which the student was admitted to the program and MSN students complete the degree within five consecutive calendar years from the semester in which the student was admitted to the program.

### **Graduation**

Students must complete an application for graduation according to the following schedule:

<b>Graduation</b>	<b>Application Deadline</b>
December	April 15 <sup>th</sup>
May	November 12 <sup>th</sup>

**Completion of MSN Capstone Project:**

Projects must be satisfactorily defended prior to graduation. Final project requirements must be submitted to the MSN Program Coordinator two weeks prior to defense.

**Complaint/Grievance Procedure**

Students are expected to follow the chain of command to resolve issues or complaints. This means that the first action should always be to address the concern with the course professor. If a resolution cannot be reached, the Graduate Program Coordinator should be contacted. Finally, if the issue remains unresolved, the UAMSON Dean should be contacted.

**Appeal Process**

A student appealing a grade or other disciplinary action is required to adhere to the following process:

1. Submit a written request for a conference to the instructor whose grade or disciplinary action is in question.
2. If the problem is not resolved with the instructor, the student should schedule an appointment with the Graduate Program Coordinator.
3. If resolution is still not reached, the student will meet with the School of Nursing dean.
4. The student may then appeal to the Graduate Program Review (GPR) Committee. The student should submit a written request for a hearing to the Committee Chair within 72 hours of the conference with the dean. The GPR Committee Chair will schedule a special meeting within five (5) business days if no regular meeting is scheduled.
5. The student may then appeal the GPR Committee decision to the UAM Graduate Council using the procedure outlined in the UAM catalog.

**Graduate Program Review Committee**

Graduate students can participate in program governance by serving on the Graduate Program Review (GPR) Committee. Students may participate remotely or attend meetings on campus. One student representative from each cohort shall be elected by the student body from the MSN program to serve on the committee. Voting within SON committees rests with faculty and the dean. The GPRC meets at least twice each semester.

The GPR Committee plans, revises, and evaluates the curriculum to assure quality education. The GPR Committee assures the program of learning adheres to the criteria established by the Arkansas State Board of Nursing, the Commission for Nursing Education Accreditation (CNEA), and the American Nurses Association.

The GPR Committee also serves to review and make recommendations regarding supplies, audio-visual materials, computer software, and library holdings for the Graduate Program.

Additionally, the GPR Committee reviews student appeals, grievances, and/or disciplinary actions. The student representative will be excused during these proceedings.

## **Professional Organizations**

### **Sigma Theta Tau International Honor Society of Nursing**

Students in graduate programs shall be eligible for membership if they have achieved excellence according to the standards approved by the Society.

Graduate students must have a cumulative GPA of at least 3.5. GPAs should be computed according to the policies of the university. Complete at least ¼ (one quarter) of the program of study. Refers to the total number of semester hours, not limited to nursing courses only.

### **National Professional Organizations**

Many national organizations exist related to the student's specialty and offer reduced memberships to students.

- American Nurses Association <https://www.nursingworld.org/>
- Association of Public Health Nurses <https://www.phnurse.org>

### **Netiquette Guide for Online Courses**

Netiquette is online etiquette. It is important that all participants in online courses be aware of proper online behavior and respect each other.

It is expected that all participants use appropriate language for an educational environment, as follows:

- Use complete sentences
- Use proper spelling and grammar
- Avoid slang and uncommon abbreviations
- Do not use obscene or threatening language

Remember that the University of Arkansas at Monticello values diversity and encourages discourse. Be respectful of differences while engaging in online discussions. For more information about Netiquette, see the Core Rules for Netiquette by Virginia Shea.

### **Graduate Student Confidentiality Agreement**

Students are required to submit the electronic Confidentiality Agreement. The link to this statement will be provided to you by the Graduate Program Coordinator.

### **Graduate Student Handbook Statement of Understanding**

Students are required to complete the electronic Statement of Understanding. The link to this statement will be provided to you by the Graduate Program Coordinator.

## References

- American Association of Colleges of Nursing. (2022). *Master's education*.  
<https://www.aacnnursing.org/Nursing-Education-Programs/Masters-Education>.
- National League for Nursing. (2012). *Outcomes and competencies for graduates of practical/vocational, diploma, baccalaureate, master's practice doctorate, and research doctorate programs in nursing*. Wolters Kluwer.



## **Appendices**

## Appendix A

**Congruency Table between MSN Program Outcomes with Program SLOs and  
ANA Public Health Nursing Standards of Practice**

<b>Program Outcomes</b>	<b>Program SLOs</b>	<b>ANA Public Health Nursing Standards of Practice</b>
<b>At the completion of the Master of Science in Nursing (MSN) program, the graduate will demonstrate:</b>	<b>The student achieves program outcomes through the following student learning outcomes:</b>	<b>The student achieves the following competencies through course assignments that meet program SLOs. For detailed competencies see ANA Public Health Nursing Scope and Standards of Practice (2022).</b>
Critical thinking	Synthesize theoretical and empirical knowledge from nursing and other healthcare team members that are vital for nursing judgement and practice.	<p>Standard 1. Assessment Competencies 1.1 – 1.13 1.14A - 1.22A</p> <p>Standard 2. Diagnosis Competencies 2.1-2.6 2.7A - 2.8A</p> <p>Standard 3. Outcomes Identification Competencies 3.1-3.9 3.10A - 3.20A</p> <p>Standard 4. Planning Competencies 4.1 – 4.13 4.14A - 4.23A</p> <p>Standard 5. Implementation Competencies 5.1 – 5.7 5.8A - 5.9A</p> <p>Standard 5A. Coordination of Care Competencies 5A.1- 5A.13 5A.14.A -5A.21A</p> <p>Standard 5B. Health Teaching and Health Promotion Competencies 5B.1 – 5B.6 5B,7A – 5B.12A</p> <p>Standard 5C. Consultation Competencies 5C.1 – 5C.12 5C.13A - 5C.31A</p>

<b>Program Outcomes</b>	<b>Program SLOs</b>	<b>ANA Public Health Nursing Standards of Practice</b>
<b>At the completion of the Master of Science in Nursing (MSN) program, the graduate will demonstrate:</b>	<b>The student achieves program outcomes through the following student learning outcomes:</b>	<b>The student achieves the following competencies through course assignments that meet program SLOs. For detailed competencies see ANA Public Health Nursing Scope and Standards of Practice (2022).</b>
		Standard 5D. Policy and Regulatory Activities Competencies 5D.1 – 5D.8 5D.9A - 5D.17A  Standard 6. Evaluation Competencies 6.1 – 6.13 6.14A - 6.27A
Research	Translate evidence to develop health care practices in a global society.	Standard 3. Outcomes Identification Competencies 3.1-3.9 3.10A - 3.20A  Standard 4. Planning Competencies 4.1 – 4.13 4.14A - 4.23A  Standard 5. Implementation Competencies 5.1 – 5.7 5.8A - 5.9A  Standard 5A. Coordination of Care Competencies 5A.1- 5A.13 5A.14.A -5A.21A  Standard 6. Evaluation Competencies 6.1 – 6.13 6.14A - 6.27A
Nursing Process	Implement the role of master's-prepared nurse as part of the interprofessional team with a focus on improving patient outcomes.	Standard 1. Assessment Competencies 1.1 – 1.13 1.14A - 1.22A  Standard 2. Diagnosis

<b>Program Outcomes</b>  <b>At the completion of the Master of Science in Nursing (MSN) program, the graduate will demonstrate:</b>	<b>Program SLOs</b>  <b>The student achieves program outcomes through the following student learning outcomes:</b>	<b>ANA Public Health Nursing Standards of Practice</b>  <b>The student achieves the following competencies through course assignments that meet program SLOs.</b> <b>For detailed competencies see ANA Public Health Nursing Scope and Standards of Practice (2022).</b>
		Competencies 2.1-2.6 2.7A - 2.8A  Standard 3. Outcomes Identification Competencies 3.1-3.9 3.10A - 3.20A  Standard 4. Planning Competencies 4.1 – 4.13 4.14A - 4.23A  Standard 5. Implementation Competencies 5.1 – 5.7 5.8A - 5.9A  Standard 5A. Coordination of Care Competencies 5A.1- 5A.13 5A.14.A -5A.21A  Standard 6. Evaluation Competencies 6.1 – 6.13 6.14A - 6.27A
<b>Leadership</b>	<b>Function as a leader and change agent to promote holistic patient-centered care and population health.</b>	<b>Standard 5C. Consultation</b> <b>Competencies 5C.1 – 5C.12</b> <b>5C.13A - 5C.31A</b>  <b>Standard 5D. Policy and Regulatory Activities</b> <b>Competencies 5D.1 – 5D.8</b> <b>5D.9A - 5D.17A</b>
<b>Communication</b>	<b>Express self professionally both orally and in writing, and with clarity, persuasiveness, and coherence using standard conventions of communication.</b>	<b>Standard 5A. Coordination of Care</b> <b>Competencies 5A.1- 5A.13</b> <b>5A.14A - 5A.21A</b>  <b>Standard 5B. Health Teaching and Health Promotion</b>

<b>Program Outcomes</b>	<b>Program SLOs</b>	<b>ANA Public Health Nursing Standards of Practice</b>
<b>At the completion of the Master of Science in Nursing (MSN) program, the graduate will demonstrate:</b>	<b>The student achieves program outcomes through the following student learning outcomes:</b>	<b>The student achieves the following competencies through course assignments that meet program SLOs. For detailed competencies see ANA Public Health Nursing Scope and Standards of Practice (2022).</b>
		Competencies 5B.1 – 5B.6 5B.7A - 5B.12A  Standard 5C. Consultation Competencies 5C.1 – 5C.12 5C.13A - 5C.31A
Teaching/Learning	Integrate scholarship, a spirit of inquiry, and innovation to support healthcare organizations and nursing excellence.	Standard 5B. Health Teaching and Health Promotion Competencies 5B.1 – 5B.6 5B.7A - 5B.12A  Standard 5D. Policy and Regulatory Activities Competencies 5D.1 – 5D.8 5D.9A - 5D.17A
Professionalism	Exemplify professional values and standards, best practices, and the commitment to lifelong learning in the role of the master's prepared nurse.	Standard 4. Planning Competencies 4.1 – 4.13 4.14A - 4.23A  Standard 5C. Consultation Competencies 5C.1 – 5C.12 5C.13A - 5C.31A

## Appendix B

**Congruency Table between MSN Program Outcomes with SLOs and NLN Core Values**

<b>Program Outcomes</b>	<b>Program SLOs</b>	<b>NLN Core Value(s)</b>	<b>MSN Course</b>	<b>Course Assignment(s)</b>
<b>At the completion of the Master of Science in Nursing (MSN) program, the graduate will demonstrate:</b>	<b>The student achieves program outcomes through the following student learning outcomes:</b>			
Critical thinking	Synthesize theoretical and empirical knowledge from nursing and other healthcare team members that are vital for nursing judgement and practice.	<p>Caring (person-centered)</p> <p>Integrity (decision making)</p> <p>Diversity &amp; Inclusion (understanding differences)</p> <p>Excellence (commitment to understanding)</p>	<ul style="list-style-type: none"> <li>• Role Transition</li> <li>• Health Promotion</li> <li>• Nursing Research</li> <li>• Healthy Aging</li> <li>• Population Health</li> <li>• Leadership and Management in Professional Nursing</li> <li>• Theoretical &amp; Ethical Foundations of Advanced Nursing Practice</li> <li>• Epidemiology</li> <li>• Research &amp; Evidenced Based Practice in Public Health</li> <li>• Statistical Reasoning in Public Health</li> <li>• Advanced Pathophysiology</li> <li>• Advanced Pharmacology</li> <li>• Advanced Health Assessment</li> </ul>	<p>RN-MSN Discussion board, case studies, individual plan of care, community assessment with plan of care, teaching plans, practicum journals, change paper, ethical dilemma presentation, literature review paper and poster presentation, research critique paper</p> <p>BSN-MSN Discussion board, case studies, Shadow Health virtual assessment, quizzes,</p>

<b>Program Outcomes</b>	<b>Program SLOs</b>	<b>NLN Core Value(s)</b>	<b>MSN Course</b>	<b>Course Assignment(s)</b>
<b>At the completion of the Master of Science in Nursing (MSN) program, the graduate will demonstrate:</b>	<b>The student achieves program outcomes through the following student learning outcomes:</b>			
			<ul style="list-style-type: none"> <li>• Social Determinants of Health</li> <li>• Public Health Policy and Economics with Practicum</li> <li>• Public Healthcare &amp; Education with Practicum</li> <li>• Public Health Leadership, Management, &amp; Evaluation with Practicum</li> </ul>	Epiville SARS simulation modules
Research	Translate evidence to develop health care practices in a global society.	<p>Caring (acting on EBP findings)</p> <p>Integrity (ethical decision making)</p> <p>Diversity &amp; Inclusion (encompasses many identifies and behaviors)</p>	<ul style="list-style-type: none"> <li>• Role Transition</li> <li>• Health Promotion</li> <li>• Nursing Research</li> <li>• Healthy Aging</li> <li>• Population Health</li> <li>• Leadership and Management in Professional Nursing</li> <li>• Theoretical &amp; Ethical Foundations of Advanced Nursing Practice</li> <li>• Epidemiology</li> <li>• Research &amp; Evidenced Based Practice in Public Health</li> </ul>	<p>RN-MSN Evidence-based practice summaries, discussion board, case studies, practicum journals, change paper, literature review paper and poster presentation, research critique paper</p> <p>BSN-MSN Discussion board, case studies, evidence-based</p>

<b>Program Outcomes</b>	<b>Program SLOs</b>	<b>NLN Core Value(s)</b>	<b>MSN Course</b>	<b>Course Assignment(s)</b>
<b>At the completion of the Master of Science in Nursing (MSN) program, the graduate will demonstrate:</b>	<b>The student achieves program outcomes through the following student learning outcomes:</b>			
		Excellence (co-creation of ingenuity)	<ul style="list-style-type: none"> <li>• Statistical Reasoning in Public Health</li> <li>• Advanced Pathophysiology</li> <li>• Advanced Pharmacology</li> <li>• Public Health Policy and Economics with Practicum</li> <li>• Public Health Leadership, Management, &amp; Evaluation with Practicum</li> </ul>	practice proposal, quantitative research critique, descriptive epidemiology paper
Nursing Process	Implement the role of master's-prepared nurse as part of the interprofessional team with a focus on improving patient outcomes.	<p>Caring (considers whole person)</p> <p>Integrity (respect of dignity and wholeness)</p> <p>Diversity &amp; Inclusion (affirming uniqueness)</p>	<ul style="list-style-type: none"> <li>• Health Promotion</li> <li>• Healthy Aging</li> <li>• Population Health</li> <li>• Leadership and Management in Professional Nursing</li> <li>• Theoretical &amp; Ethical Foundations of Advanced Nursing Practice</li> <li>• Research &amp; Evidenced Based Practice in Public Health</li> </ul>	<p>RN-MSN Individual plan of care, community assessment with plan of care, teaching plan</p> <p>BSN-MSN Discussion board, Shadow Health virtual assessment, evidence-based practice proposal, quantitative research critique</p>



<b>Program Outcomes</b>	<b>Program SLOs</b>	<b>NLN Core Value(s)</b>	<b>MSN Course</b>	<b>Course Assignment(s)</b>
<b>At the completion of the Master of Science in Nursing (MSN) program, the graduate will demonstrate:</b>	<b>The student achieves program outcomes through the following student learning outcomes:</b>			
		Excellence (commitment to improvement)	<ul style="list-style-type: none"> <li>• Statistical Reasoning in Public Health</li> <li>• Advanced Pathophysiology</li> <li>• Advanced Pharmacology</li> <li>• Advanced Health Assessment</li> <li>• Social Determinants of Health</li> <li>• Public Health Policy and Economics with Practicum</li> <li>• Public Healthcare &amp; Education with Practicum</li> <li>• Public Health Leadership, Management, &amp; Evaluation with Practicum</li> </ul>	
Leadership	Function as a leader and change agent to promote holistic patient-centered care and population health	Caring (understanding other's needs)  Integrity (ethics)	<ul style="list-style-type: none"> <li>• Role Transition</li> <li>• Health Promotion</li> <li>• Healthy Aging</li> <li>• Nursing Research</li> <li>• Population Health</li> <li>• Leadership and Management in Professional Nursing</li> </ul>	RN-MSN Discussion board, practicum journals, change paper, ethical dilemma presentation, literature review poster presentation

<b>Program Outcomes</b>	<b>Program SLOs</b>	<b>NLN Core Value(s)</b>	<b>MSN Course</b>	<b>Course Assignment(s)</b>
<b>At the completion of the Master of Science in Nursing (MSN) program, the graduate will demonstrate:</b>	<b>The student achieves program outcomes through the following student learning outcomes:</b>			
		<p>Diversity &amp; Inclusion (moving beyond tolerance)</p> <p>Excellence (embracing transformation)</p>	<ul style="list-style-type: none"> <li>• Theoretical &amp; Ethical Foundations of Advanced Nursing Practice</li> <li>• Research &amp; Evidenced Based Practice in Public Health</li> <li>• Statistical Reasoning in Public Health</li> <li>• Advanced Pathophysiology</li> <li>• Advanced Pharmacology</li> <li>• Social Determinants of Health</li> <li>• Public Health Policy and Economics with Practicum</li> <li>• Public Healthcare &amp; Education with Practicum</li> <li>• Public Health Leadership, Management, &amp; Evaluation with Practicum</li> </ul>	BSN-MSN Discussion board, practicum journals
Communication	Express self professionally both orally and in writing, and with	Caring (acting on EBP findings)	<ul style="list-style-type: none"> <li>• Role Transition</li> <li>• Health Promotion</li> <li>• Nursing Research</li> <li>• Healthy Aging</li> </ul>	RN-MSN Discussion board, process recordings, practicum journals, teaching plans,

<b>Program Outcomes</b>	<b>Program SLOs</b>	<b>NLN Core Value(s)</b>	<b>MSN Course</b>	<b>Course Assignment(s)</b>
<b>At the completion of the Master of Science in Nursing (MSN) program, the graduate will demonstrate:</b>	<b>The student achieves program outcomes through the following student learning outcomes:</b>			
	clarity, persuasiveness, and coherence using standard conventions of communication	<p>Integrity (ethical decision making)</p> <p>Diversity &amp; Inclusion (encompasses many identifies and behaviors)</p> <p>Excellence (implementing transformative strategies)</p>	<ul style="list-style-type: none"> <li>• Population Health</li> <li>• Leadership and Management in Professional Nursing</li> <li>• Theoretical &amp; Ethical Foundations of Advanced Nursing Practice</li> <li>• Epidemiology</li> <li>• Research &amp; Evidenced Based Practice in Public Health</li> <li>• Statistical Reasoning in Public Health</li> <li>• Advanced Pathophysiology</li> <li>• Advanced Pharmacology</li> <li>• Advanced Health Assessment</li> <li>• Social Determinants of Health</li> <li>• Public Health Policy and Economics with Practicum</li> <li>• Public Healthcare &amp; Education with Practicum</li> </ul>	<p>individual plan of care, community assessment presentation, literature review paper and poster presentation, research critique paper</p> <p>BSN-MSN Discussion board, practicum journals, case studies, epidemiology in the media paper, descriptive epidemiology paper,</p>

<b>Program Outcomes</b>	<b>Program SLOs</b>	<b>NLN Core Value(s)</b>	<b>MSN Course</b>	<b>Course Assignment(s)</b>
<b>At the completion of the Master of Science in Nursing (MSN) program, the graduate will demonstrate:</b>	<b>The student achieves program outcomes through the following student learning outcomes:</b>			
			<ul style="list-style-type: none"> <li>Public Health Leadership, Management, &amp; Evaluation with Practicum</li> </ul>	
Teaching /Learning	Integrate scholarship, a spirit of inquiry, and innovation to support healthcare organizations and nursing excellence.	<p>Caring (person-centered)</p> <p>Integrity (respect without limitations)</p> <p>Diversity &amp; Inclusion (affirming differences in beliefs)</p> <p>Excellence (commitment to continuous growth)</p>	<ul style="list-style-type: none"> <li>Health Promotion</li> <li>Healthy Aging</li> <li>Population Health</li> <li>Leadership and Management in Professional Nursing</li> <li>Theoretical &amp; Ethical Foundations of Advanced Nursing Practice</li> <li>Research &amp; Evidenced Based Practice in Public Health</li> <li>Statistical Reasoning in Public Health</li> <li>Advanced Pathophysiology</li> <li>Advanced Pharmacology</li> <li>Advanced Health Assessment</li> <li>Public Healthcare &amp; Education with Practicum</li> </ul>	<p>RN-MSN</p> <p>Change paper, teaching plans, community assessment</p> <p>BSN-MSN</p> <p>Ethical dilemma manuscript, descriptive epidemiology paper, evidence-based practice proposal, practicum journals</p>

<b>Program Outcomes</b>	<b>Program SLOs</b>	<b>NLN Core Value(s)</b>	<b>MSN Course</b>	<b>Course Assignment(s)</b>
<b>At the completion of the Master of Science in Nursing (MSN) program, the graduate will demonstrate:</b>	<b>The student achieves program outcomes through the following student learning outcomes:</b>			
			<ul style="list-style-type: none"> <li>Public Health Leadership, Management, &amp; Evaluation with Practicum</li> </ul>	
Professionalism	Exemplify professional values and standards, best practices, and the commitment to lifelong learning in the role of the master's prepared nurse.	<p>Caring (acting on behalf of stakeholders)</p> <p>Integrity (humility)</p> <p>Diversity &amp; Inclusion (self-awareness)</p> <p>Excellence (commitment to continuous growth)</p>	<ul style="list-style-type: none"> <li>Role Transition</li> <li>Health Promotion</li> <li>Nursing Research</li> <li>Healthy Aging</li> <li>Population Health</li> <li>Leadership and Management in Professional Nursing</li> <li>Theoretical &amp; Ethical Foundations of Advanced Nursing Practice</li> <li>Research &amp; Evidenced Based Practice in Public Health</li> <li>Statistical Reasoning in Public Health</li> <li>Advanced Pathophysiology</li> <li>Advanced Pharmacology</li> <li>Advanced Health Assessment</li> <li>Social Determinants of Health</li> </ul>	<p>RN-MSN Practicum journals, change paper, evidence-based practice summaries, literature reviews, ethical dilemma presentation</p> <p>BSN-MSN Research ethics simulation, ethical dilemma manuscript, practicum journals</p>

<b>Program Outcomes</b>	<b>Program SLOs</b>	<b>NLN Core Value(s)</b>	<b>MSN Course</b>	<b>Course Assignment(s)</b>
<b>At the completion of the Master of Science in Nursing (MSN) program, the graduate will demonstrate:</b>	<b>The student achieves program outcomes through the following student learning outcomes:</b>			
			<ul style="list-style-type: none"> <li>• Public Health Policy and Economics with Practicum</li> <li>• Public Healthcare &amp; Education with Practicum</li> <li>• Public Health Leadership, Management, &amp; Evaluation with Practicum</li> </ul>	

**CARING: promoting health, healing, and hope in response to the human condition**

A culture of caring, as a fundamental part of the nursing profession, characterizes our concern and consideration for the whole person, our commitment to the common good, and our outreach to those who are vulnerable. All organizational activities are managed in a participative and person-centered way, demonstrating an ability to understand the needs of others and a commitment to act always in the best interests of all stakeholders.

**INTEGRITY: respecting the dignity and moral wholeness of every person without conditions or limitation**

A culture of integrity is evident when organizational principles of open communication, ethical decision-making, and humility are encouraged, expected, and demonstrated consistently. Not only is doing the right thing simply how we do business, but our actions reveal our commitment to truth telling and to how we always see ourselves from the perspective of others in a larger community.

**DIVERSITY & INCLUSION: affirming the uniqueness of and differences among persons, ideas, values, and ethnicities**

A culture of inclusive excellence encompasses many identities, influenced by the intersections of race, ethnicity, gender, sexual orientation, socio-economic status, age, physical abilities, religious and political beliefs, or other ideologies. It also addresses behaviors across academic and health enterprises. Differences affect innovation so we must work to understand both ourselves and one another. And by acknowledging the legitimacy of us all, we move beyond tolerance to celebrating the richness that differences bring forth.

**EXCELLENCE: co-creating and implementing transformative strategies with daring ingenuity**

A culture of excellence reflects a commitment to continuous growth, improvement, and understanding. It is a culture where transformation is embraced, and the status quo and mediocrity are not tolerated.

## Appendix C

**Congruency Table between MSN Program Outcomes with SLOs**

<b>Program Outcomes</b>	<b>Program SLOs</b>	<b>MSN Course</b>	<b>Course Assignment(s)</b>
<b>At the completion of the Master of Science in Nursing (MSN) program, the graduate will demonstrate:</b>	<b>The student achieves program outcomes through the following student learning outcomes:</b>		
Critical thinking	Synthesize theoretical and empirical knowledge from nursing and other healthcare team members that are vital for nursing judgement and practice.	<ul style="list-style-type: none"> <li>• Role Transition</li> <li>• Health Promotion</li> <li>• Nursing Research</li> <li>• Healthy Aging</li> <li>• Population Health</li> <li>• Leadership and Management in Professional Nursing</li> <li>• Theoretical &amp; Ethical Foundations of Advanced Nursing Practice</li> <li>• Epidemiology</li> <li>• Research &amp; Evidenced Based Practice in Public Health</li> <li>• Statistical Reasoning in Public Health</li> <li>• Advanced Pathophysiology</li> <li>• Advanced Pharmacology</li> <li>• Advanced Health Assessment</li> </ul>	<p>RN-MSN Discussion board, case studies, individual plan of care, community assessment with plan of care, teaching plans, practicum journals, change paper, ethical dilemma presentation, literature review paper and poster presentation, research critique paper</p> <p>BSN-MSN Discussion board, case studies, Shadow Health virtual assessment, quizzes, Epiville SARS simulation modules</p>



<b>Program Outcomes</b>	<b>Program SLOs</b>	<b>MSN Course</b>	<b>Course Assignment(s)</b>
<b>At the completion of the Master of Science in Nursing (MSN) program, the graduate will demonstrate:</b>	<b>The student achieves program outcomes through the following student learning outcomes:</b>		
		<ul style="list-style-type: none"> <li>• Social Determinants of Health</li> <li>• Public Health Policy and Economics with Practicum</li> <li>• Public Healthcare &amp; Education with Practicum</li> <li>• Public Health Leadership, Management, &amp; Evaluation with Practicum</li> </ul>	
Research	Translate evidence to develop health care practices in a global society.	<ul style="list-style-type: none"> <li>• Role Transition</li> <li>• Health Promotion</li> <li>• Nursing Research</li> <li>• Healthy Aging</li> <li>• Population Health</li> <li>• Leadership and Management in Professional Nursing</li> <li>• Theoretical &amp; Ethical Foundations of Advanced Nursing Practice</li> <li>• Epidemiology</li> <li>• Research &amp; Evidenced Based Practice in Public Health</li> <li>• Statistical Reasoning in Public Health</li> <li>• Advanced Pathophysiology</li> </ul>	<p>RN-MSN Evidence-based practice summaries, discussion board, case studies, practicum journals, change paper, literature review paper and poster presentation, research critique paper</p> <p>BSN-MSN Discussion board, case studies, evidence-based practice proposal, quantitative research critique, descriptive epidemiology paper</p>

<b>Program Outcomes</b>	<b>Program SLOs</b>	<b>MSN Course</b>	<b>Course Assignment(s)</b>
<b>At the completion of the Master of Science in Nursing (MSN) program, the graduate will demonstrate:</b>	<b>The student achieves program outcomes through the following student learning outcomes:</b>		
		<ul style="list-style-type: none"> <li>• Advanced Pharmacology</li> <li>• Public Health Policy and Economics with Practicum</li> <li>• Public Health Leadership, Management, &amp; Evaluation with Practicum</li> </ul>	
Nursing Process	Implement the role of master's-prepared nurse as part of the interprofessional team with a focus on improving patient outcomes.	<ul style="list-style-type: none"> <li>• Health Promotion</li> <li>• Healthy Aging</li> <li>• Population Health</li> <li>• Leadership and Management in Professional Nursing</li> <li>• Theoretical &amp; Ethical Foundations of Advanced Nursing Practice</li> <li>• Research &amp; Evidenced Based Practice in Public Health</li> <li>• Statistical Reasoning in Public Health</li> <li>• Advanced Pathophysiology</li> <li>• Advanced Pharmacology</li> <li>• Advanced Health Assessment</li> <li>• Social Determinants of Health</li> </ul>	<p>RN-MSN Individual plan of care, community assessment with plan of care, teaching plan</p> <p>BSN-MSN Discussion board, Shadow Health virtual assessment, evidence-based practice proposal, quantitative research critique</p>

<b>Program Outcomes</b>	<b>Program SLOs</b>	<b>MSN Course</b>	<b>Course Assignment(s)</b>
<b>At the completion of the Master of Science in Nursing (MSN) program, the graduate will demonstrate:</b>	<b>The student achieves program outcomes through the following student learning outcomes:</b>		
		<ul style="list-style-type: none"> <li>• Public Health Policy and Economics with Practicum</li> <li>• Public Healthcare &amp; Education with Practicum</li> <li>• Public Health Leadership, Management, &amp; Evaluation with Practicum</li> </ul>	
Leadership	Function as a leader and change agent to promote holistic patient-centered care and population health	<ul style="list-style-type: none"> <li>• Role Transition</li> <li>• Health Promotion</li> <li>• Healthy Aging</li> <li>• Nursing Research</li> <li>• Population Health</li> <li>• Leadership and Management in Professional Nursing</li> <li>• Theoretical &amp; Ethical Foundations of Advanced Nursing Practice</li> <li>• Research &amp; Evidenced Based Practice in Public Health</li> <li>• Statistical Reasoning in Public Health</li> <li>• Advanced Pathophysiology</li> <li>• Advanced Pharmacology</li> <li>• Social Determinants of Health</li> </ul>	<p>RN-MSN Discussion board, practicum journals, change paper, ethical dilemma presentation, literature review poster presentation</p> <p>BSN-MSN Discussion board, practicum journals</p>

<b>Program Outcomes</b>	<b>Program SLOs</b>	<b>MSN Course</b>	<b>Course Assignment(s)</b>
<b>At the completion of the Master of Science in Nursing (MSN) program, the graduate will demonstrate:</b>	<b>The student achieves program outcomes through the following student learning outcomes:</b>		
		<ul style="list-style-type: none"> <li>• Public Health Policy and Economics with Practicum</li> <li>• Public Healthcare &amp; Education with Practicum</li> <li>• Public Health Leadership, Management, &amp; Evaluation with Practicum</li> </ul>	
Communication	Express self professionally both orally and in writing, and with clarity, persuasiveness, and coherence using standard conventions of communication	<ul style="list-style-type: none"> <li>• Role Transition</li> <li>• Health Promotion</li> <li>• Nursing Research</li> <li>• Healthy Aging</li> <li>• Population Health</li> <li>• Leadership and Management in Professional Nursing</li> <li>• Theoretical &amp; Ethical Foundations of Advanced Nursing Practice</li> <li>• Epidemiology</li> <li>• Research &amp; Evidenced Based Practice in Public Health</li> <li>• Statistical Reasoning in Public Health</li> <li>• Advanced Pathophysiology</li> <li>• Advanced Pharmacology</li> </ul>	<p><b>RN-MSN</b> Discussion board, process recordings, practicum journals, teaching plans, individual plan of care, community assessment presentation, literature review paper and poster presentation, research critique paper</p> <p><b>BSN-MSN</b> Discussion board, practicum journals, case studies, epidemiology in the media paper, descriptive epidemiology paper,</p>

<b>Program Outcomes</b>	<b>Program SLOs</b>	<b>MSN Course</b>	<b>Course Assignment(s)</b>
<b>At the completion of the Master of Science in Nursing (MSN) program, the graduate will demonstrate:</b>	<b>The student achieves program outcomes through the following student learning outcomes:</b>		
		<ul style="list-style-type: none"> <li>• Advanced Health Assessment</li> <li>• Social Determinants of Health</li> <li>• Public Health Policy and Economics with Practicum</li> <li>• Public Healthcare &amp; Education with Practicum</li> <li>• Public Health Leadership, Management, &amp; Evaluation with Practicum</li> </ul>	
Teaching /Learning	Integrate scholarship, a spirit of inquiry, and innovation to support healthcare organizations and nursing excellence.	<ul style="list-style-type: none"> <li>• Health Promotion</li> <li>• Healthy Aging</li> <li>• Population Health</li> <li>• Leadership and Management in Professional Nursing</li> <li>• Theoretical &amp; Ethical Foundations of Advanced Nursing Practice</li> <li>• Research &amp; Evidenced Based Practice in Public Health</li> <li>• Statistical Reasoning in Public Health</li> <li>• Advanced Pathophysiology</li> <li>• Advanced Pharmacology</li> </ul>	<p>RN-MSN Change paper, teaching plans, community assessment</p> <p>BSN-MSN Ethical dilemma manuscript, descriptive epidemiology paper, evidence-based practice proposal, practicum journals</p>

<b>Program Outcomes</b>	<b>Program SLOs</b>	<b>MSN Course</b>	<b>Course Assignment(s)</b>
<b>At the completion of the Master of Science in Nursing (MSN) program, the graduate will demonstrate:</b>	<b>The student achieves program outcomes through the following student learning outcomes:</b>		
		<ul style="list-style-type: none"> <li>• Advanced Health Assessment</li> <li>• Public Healthcare &amp; Education with Practicum</li> <li>• Public Health Leadership, Management, &amp; Evaluation with Practicum</li> </ul>	
Professionalism	Exemplify professional values and standards, best practices, and the commitment to lifelong learning in the role of the master's prepared nurse.	<ul style="list-style-type: none"> <li>• Role Transition</li> <li>• Health Promotion</li> <li>• Nursing Research</li> <li>• Healthy Aging</li> <li>• Population Health</li> <li>• Leadership and Management in Professional Nursing</li> <li>• Theoretical &amp; Ethical Foundations of Advanced Nursing Practice</li> <li>• Research &amp; Evidenced Based Practice in Public Health</li> <li>• Statistical Reasoning in Public Health</li> <li>• Advanced Pathophysiology</li> <li>• Advanced Pharmacology</li> <li>• Advanced Health Assessment</li> <li>• Social Determinants of Health</li> </ul>	<p>RN-MSN Practicum journals, change paper, evidence-based practice summaries, literature reviews, ethical dilemma presentation</p> <p>BSN-MSN Research ethics simulation, ethical dilemma manuscript, practicum journals</p>

Program Outcomes	Program SLOs	MSN Course	Course Assignment(s)
At the completion of the Master of Science in Nursing (MSN) program, the graduate will demonstrate:	The student achieves program outcomes through the following student learning outcomes:		
		<ul style="list-style-type: none"> <li>• Public Health Policy and Economics with Practicum</li> <li>• Public Healthcare &amp; Education with Practicum</li> <li>• Public Health Leadership, Management, &amp; Evaluation with Practicum</li> </ul>	

## Appendix D

### AACN Essentials

American Association of Colleges of Nursing. (2021). The Essentials: Core Competencies for Professional Nursing Education. Available from: <https://www.aacnnursing.org/AACN-Essentials>

#### Domains for Nursing:

- Domain 1: Knowledge for Nursing Practice  
Descriptor: Integration, translation, and application of established and evolving disciplinary nursing knowledge and ways of knowing, as well as knowledge from other disciplines, including a foundation in liberal arts and natural and social sciences. This distinguishes the practice of professional nursing and forms the basis for clinical judgment and innovation in nursing practice.
- Domain 2: Person-Centered Care  
Descriptor: Person-centered care focuses on the individual within multiple complicated contexts, including family and/or important others. Person-centered care is holistic, individualized, just, respectful, compassionate, coordinated, evidence-based, and developmentally appropriate. Person-centered care builds on a scientific body of knowledge that guides nursing practice regardless of specialty or functional area.
- Domain 3: Population Health  
Descriptor: Population health spans the healthcare delivery continuum from public health prevention to disease management of populations and describes collaborative activities with both traditional and non-traditional partnerships from affected communities, public health, industry, academia, health care, local government entities, and others for the improvement of equitable population health outcomes.
- Domain 4: Scholarship for Nursing Discipline  
Descriptor: The generation, synthesis, translation, application, and dissemination of nursing knowledge to improve health and transform health care.
- Domain 5: Quality and Safety  
Descriptor: Employment of established and emerging principles of safety and improvement science. Quality and safety, as core values of nursing practice, enhance quality and minimize risk of harm to patients and providers through both system effectiveness and individual performance.
- Domain 6: Interprofessional Partnerships  
Descriptor: Intentional collaboration across professions and with care team members, patients, families, communities, and other stakeholders to optimize care, enhance the healthcare experience, and strengthen outcomes.
- Domain 7: Systems-Based Practice  
Descriptor: Responding to and leading within complex systems of health care. Nurses effectively and proactively coordinate resources to provide safe, quality, equitable care to diverse populations.
- Domain 8: Informatics and Healthcare Technologies



Descriptor: Information and communication technologies and informatics processes are used to provide care, gather data, form information to drive decision making, and support professionals as they expand knowledge and wisdom for practice. Informatics processes and technologies are used to manage and improve the delivery of safe, high-quality, and efficient healthcare services in accordance with best practice and professional and regulatory standards.

- Domain 9: Professionalism

Descriptor: Formation and cultivation of a sustainable professional nursing identity, accountability, perspective, collaborative disposition, and comportment that reflects nursing's characteristics and values.

- Domain 10: Personal, Professional, and Leadership Development Descriptor: Participation in activities and self-reflection that foster personal health, resilience, and well-being, lifelong learning, and support the acquisition of nursing expertise and assertion of leadership.

Concepts for Nursing Practice:

- Clinical Judgment
- Communication
- Compassionate Care
- Diversity, Equity, and Inclusion
- Ethics
- Evidence-Based Practice
- Health Policy
- Social Determinants of Health

**Congruency Table between MSN Program Outcomes with Program SLOs and AACN Concepts and Domains**

<b>Program Outcomes</b> At the completion of the Masters of Science in Nursing (MSN) program, the graduate will demonstrate:	<b>Program SLOs</b> The student achieves program outcomes through the following student learning outcomes:	<b>AACN Concepts and Domains</b> The student achieves the following core competencies through course assignments that meet program SLOs. For a list of Sub-Competencies, see website listed on the first page above
Critical thinking	Synthesize theoretical and empirical knowledge from nursing and other healthcare team members that are vital for nursing judgement and practice.	<p><b>Concepts:</b> Clinical Judgment, Communication, Ethics</p> <p><b>Domains:</b></p> <p>#1 - Knowledge for Nursing Practice                      Competency: 1.1 Demonstrate an understanding of the discipline of nursing's distinct perspective and where shared perspectives exist with other disciplines                      Sub-competencies: 1.1e, 1.1f, 1.1g                      Competency: 1.2 Apply theory and research-based knowledge from nursing, the arts, humanities, and other sciences.                      Sub-competencies: 1.2f, 1.2g, 1.2h, 1.2i, 1.2j                      Competency: Demonstrate clinical judgment founded on a broad knowledge base.                      Sub-competencies: 1.3d, 1.3e, 1.3f</p> <p>#4 - Scholarship for Nursing Discipline                      Competency: 4.1 Advance the scholarship of nursing.                      Sub-competencies: 4.1h, 4.1i, 4.1j, 4.1k, 4.1l, 4.1m                      Competency: 4.2 Integrate best evidence into nursing practice.                      Sub-competencies: 4.2f, 4.2g, 4.2h, 4.2i, 4.2j, 4.2k                      Competency: 4.3 Promote the ethical conduct of scholarly activities.                      Sub-competencies: 4.3e, 4.3f, 4.3g, 4.3h, 4.3i</p> <p>#6 – Interprofessional Partnerships                      Competency: 6.1 Communicate in a manner that facilitates a partnership approach to quality care delivery.                      Sub-competencies: 6.1g, 6.1h, 6.1i, 6.1j, 6.1k, 6.1l                      Competency: 6.2 Perform effectively in different team roles,</p>

		<p>using principles and values of team dynamics.  Sub-competencies: 6.2g, 6.2h, 6.2i, 6.2j  Competency: 6.3 Use knowledge of nursing and other professions to address healthcare needs.  Sub-competencies: 6.3d  Competency: 6.4 Work with other professions to maintain a climate of mutual learning, respect, and shared values.  Sub-competencies: 6.4e, 6.4f, 6.4g, 6.4h, 6.4i</p> <p>#8 - Informatics and Healthcare Technologies  Competency: 8.1 Describe the various information and communication technology tools used in the care of patients, communities, and populations.  Sub-competencies: 8.1g, 8.1h, 8.1i, 8.1j, 8.1k  Competency: 8.2 Use information and communication technology to gather data, create information, and generate knowledge.  Sub-competencies: 8.2f, 8.2g, 8.2h, 8.2i, 8.2j  Competency: 8.3 Use information and communication technologies and informatics processes to deliver safe nursing care to diverse populations in a variety of settings.  Sub-competencies: 8.3g, 8.3h, 8.3i, 8.3j, 8.3k  Competency: 8.4 Use information and communication technology to support documentation of care and communication among providers, patients, and all system levels.  Sub-competencies: 8.4e, 8.4f, 8.4g  Competency: 8.5 Use information and communication technologies in accordance with ethical, legal, professional, and regulatory standards, and workplace policies in the delivery of care.  Sub-competencies: 8.5g, 8.5h, 8.5i, 8.5j, 8.5k, 8.5l</p>
Research	Translate evidence to develop health care practices in a global society.	<b>Concepts:</b> Communication, Ethics, Evidence-Based Practice <b>Domains:</b>

		<p>#1 - Knowledge for Nursing Practice  Competency: 1.1 Demonstrate an understanding of the discipline of nursing's distinct perspective and where shared perspectives exist with other disciplines  Sub-competencies: 1.1e, 1.1f, 1.1g  Competency: 1.2 Apply theory and research-based knowledge from nursing, the arts, humanities, and other sciences.  Sub-competencies: 1.2f, 1.2g, 1.2h, 1.2i, 1.2j  Competency: Demonstrate clinical judgment founded on a broad knowledge base.  Sub-competencies: 1.3d, 1.3e, 1.3f</p> <p>#4 - Scholarship for Nursing Discipline  Competency: 4.1 Advance the scholarship of nursing.  Sub-competencies: 4.1h, 4.1i, 4.1j, 4.1k, 4.1l, 4.1m  Competency: 4.2 Integrate best evidence into nursing practice.  Sub-competencies: 4.2f, 4.2g, 4.2h, 4.2i, 4.2j, 4.2k  Competency: 4.3 Promote the ethical conduct of scholarly activities.  Sub-competencies: 4.3e, 4.3f, 4.3g, 4.3h, 4.3i</p> <p>#6 – Interprofessional Partnerships  Competency: 6.1 Communicate in a manner that facilitates a partnership approach to quality care delivery.  Sub-competencies: 6.1g, 6.1h, 6.1i, 6.1j, 6.1k, 6.1l  Competency: 6.2 Perform effectively in different team roles, using principles and values of team dynamics.  Sub-competencies: 6.2g, 6.2h, 6.2i, 6.2j  Competency: 6.3 Use knowledge of nursing and other professions to address healthcare needs.  Sub-competencies: 6.3d  Competency: 6.4 Work with other professions to maintain a climate of mutual learning, respect, and shared values.  Sub-competencies: 6.4e, 6.4f, 6.4g, 6.4h, 6.4i</p> <p>#8 - Informatics and Healthcare Technologies  Competency: 8.1 Describe the various information and</p>
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		<p>communication technology tools used in the care of patients, communities, and populations.</p> <p>Sub-competencies: 8.1g, 8.1h, 8.1i, 8.1j, 8.1k</p> <p>Competency: 8.2 Use information and communication technology to gather data, create information, and generate knowledge.</p> <p>Sub-competencies: 8.2f, 8.2g, 8.2h, 8.2i, 8.2j</p> <p>Competency: 8.3 Use information and communication technologies and informatics processes to deliver safe nursing care to diverse populations in a variety of settings.</p> <p>Sub-competencies: 8.3g, 8.3h, 8.3i, 8.3j, 8.3k</p> <p>Competency: 8.4 Use information and communication technology to support documentation of care and communication among providers, patients, and all system levels.</p> <p>Sub-competencies: 8.4e, 8.4f, 8.4g</p> <p>Competency: 8.5 Use information and communication technologies in accordance with ethical, legal, professional, and regulatory standards, and workplace policies in the delivery of care.</p> <p>Sub-competencies: 8.5g, 8.5h, 8.5i, 8.5j, 8.5k, 8.5l</p>
Nursing Process	Implement the role of master's-prepared nurse as part of the interprofessional team with a focus on improving patient outcomes.	<p><b>Concepts:</b> Clinical Judgment, Communication, Compassionate Care, Diversity, Equity, and Inclusion, Ethics, Evidence-Based Practice, Social Determinants of Health</p> <p><b>Domains:</b></p> <p>#1 - Knowledge for Nursing Practice</p> <p>Competency: 1.1 Demonstrate an understanding of the discipline of nursing's distinct perspective and where shared perspectives exist with other disciplines</p> <p>Sub-competencies: 1.1e, 1.1f, 1.1g</p> <p>Competency: 1.2 Apply theory and research-based knowledge from nursing, the arts, humanities, and other sciences.</p> <p>Sub-competencies: 1.2f, 1.2g, 1.2h, 1.2i, 1.2j</p> <p>Competency: Demonstrate clinical judgment founded on a</p>

		<p>broad knowledge base. Sub-competencies: 1.3d, 1.3e, 1.3f</p> <p>#2 - Person-Centered Care</p> <p>Competency: 2.1 Engage with the individual in establishing a caring relationship. Sub-competencies: 2.1d, 2.1e</p> <p>Competency: 2.2 Communicate effectively with individuals. Sub-competencies: 2.2g, 2.2h, 2.2i, 2.2j</p> <p>Competency: 2.3 Integrate assessment skills in practice. Sub-competencies: 2.3h</p> <p>Competency: 2.4 Diagnose actual or potential health problems and needs. Competency: 2.5 Develop of plan of care. Sub-competencies: 2.5h, 2.5i, 2.5j, 2.5k</p> <p>Competency: 2.6 Demonstrate accountability for care delivery. Sub-competencies: 2.6e, 2.6f, 2.6g, 2.6h, 2.6i, 2.6j</p> <p>Competency: 2.7 Evaluate outcomes of care. Sub-competencies: 2.7d, 2.7e, 2.7f</p> <p>Competency: Promote self-care management Sub-competencies: 2.8f, 2.8g, 2.8h, 2.8i, 2.8j</p> <p>Competency: Provide care coordination. Sub-competencies: 2.9f, 2.9g, 2.9h, 2.9i, 2.9j</p> <p>#3 – Population Health</p> <p>Competency: 3.1 Manage population health. Sub-competencies: 3.1j, 3.1k, 3.1l, 3.1m, 3.1n</p> <p>Competency: 3.2 Engage in effective partnerships. Sub-competencies: 3.2d, 3.2e, 3.2f, 3.2g, 3.2h</p> <p>Competency: 3.3 Consider the socioeconomic impact of the delivery of health care. Sub-competencies: 3.3c, 3.3d, 3.3e, 3.3f</p> <p>Competency: 3.4 Advance equitable population health policy. Sub-competencies: 3.4f, 3.4g, 3.4h, 3.4i, 3.4j, 3.4k, 3.4l</p> <p>Competency: 3.5 Demonstrate advocacy strategies. Sub-competencies: 3.5f, 3.5g, 3.5h, 3.5i</p> <p>Competency: 3.6 Advance preparedness to protect population</p>
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		<p>health during disasters and public health emergencies. Sub-competencies: 3.6f, 3.6g, 3.6h, 3.6i, 3.6j</p> <p>#4 - Scholarship for Nursing Discipline Competency: 4.1 Advance the scholarship of nursing. Sub-competencies: 4.1h, 4.1i, 4.1j, 4.1k, 4.1l, 4.1m Competency: 4.2 Integrate best evidence into nursing practice. Sub-competencies: 4.2f, 4.2g, 4.2h, 4.2i, 4.2j, 4.2k Competency: 4.3 Promote the ethical conduct of scholarly activities. Sub-competencies: 4.3e, 4.3f, 4.3g, 4.3h, 4.3i</p> <p>#5 - Quality and Safety Competency: 5.1 Apply quality improvement principles in care delivery. Sub-competencies: 5.1i, 5.1j, 5.1k, 5.1l, 5.1m, 5.1n, 5.1o Competency: 5.2 Contribute to a culture of patient safety. Sub-competencies: 5.2g, 5.2h, 5.2i, 5.2j Competency: 5.3 Contribute to a culture of provider and work environment safety. Sub-competencies: 5.3e, 5.3f, 5.3g, 5.3h</p> <p>#6 - Interprofessional Partnerships Competency: 6.1 Communicate in a manner that facilitates a partnership approach to quality care delivery. Sub-competency: 6.1g, 6.1h, 6.1i, 6.1j, 6.1k, 6.1l Competency: 6.2 Perform effectively in different team roles, using principles and values of team dynamics. Sub-competencies: 6.2g, 6.2h, 6.2i, 6.2j Competency: 6.3 Use knowledge of nursing and other professions to address healthcare needs. Sub-competencies: 6.3d Competency: 6.4 Work with other professions to maintain a climate of mutual learning, respect, and shared values. Sub-competencies: 6.4e, 6.4f, 6.4g, 6.4h, 6.4i</p>
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		<p>#7 – Systems-Based Practice</p> <p>Competency: 7.1 Apply knowledge of systems to work effectively across the continuum of care.</p> <p>Sub-competencies: 7.1e, 7.1f, 7.1g, 7.1h</p> <p>Competency: 7.2 Incorporate consideration of cost-effectiveness of care.</p> <p>Sub-Competencies: 7.2g, 7.2h, 7.2i, 7.2j, 7.2k, 7.2l</p> <p>Competencies: 7.3 Optimize system effectiveness through application of innovation and evidence-based practice.</p> <p>Sub-competencies: 7.3e, 7.3f, 7.3g, 7.3h</p> <p>#8 - Informatics and Healthcare Technologies</p> <p>Competency: 8.1 Describe the various information and communication technology tools used in the care of patients, communities, and populations.</p> <p>Sub-competencies: 8.1g, 8.1h, 8.1i, 8.1j, 8.1k</p> <p>Competency: 8.2 Use information and communication technology to gather data, create information, and generate knowledge.</p> <p>Sub-competencies: 8.2f, 8.2g, 8.2h, 8.2i, 8.2j</p> <p>Competency: 8.3 Use information and communication technologies and informatics processes to deliver safe nursing care to diverse populations in a variety of settings.</p> <p>Sub-competencies: 8.3g, 8.3h, 8.3i, 8.3j, 8.3k</p> <p>Competency: 8.4 Use information and communication technology to support documentation of care and communication among providers, patients, and all system levels.</p> <p>Sub-competencies: 8.4e, 8.4f, 8.4g</p> <p>Competency: 8.5 Use information and communication technologies in accordance with ethical, legal, professional, and regulatory standards, and workplace policies in the delivery of care.</p> <p>Sub-competencies: 8.5g, 8.5h, 8.5i, 8.5j, 8.5k, 8.5l</p> <p>#9 – Professionalism</p>
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Leadership	Function as a leader and change agent to promote holistic patient-centered care and population health	<p><b>Concepts:</b> Communication, Diversity, Equity, and Inclusion, Ethics, Evidence-Based Practice, Health Policy, Social Determinants of Health</p> <p><b>Domains:</b></p> <p>#1 - Knowledge for Nursing Practice</p> <p>Competency: 1.1 Demonstrate an understanding of the discipline of nursing's distinct perspective and where shared perspectives exist with other disciplines  Sub-competencies: 1.1e, 1.1f, 1.1g</p> <p>Competency: 1.2 Apply theory and research-based knowledge from nursing, the arts, humanities, and other sciences.  Sub-competencies: 1.2f, 1.2g, 1.2h, 1.2i, 1.2j</p> <p>Competency: Demonstrate clinical judgment founded on a broad knowledge base.  Sub-competencies: 1.3d, 1.3e, 1.3f</p> <p>#3 – Population Health</p>

		<p>Competency: 3.1 Manage population health.  Sub-competencies: 3.1j, 3.1k, 3.1l, 3.1m, 3.1n</p> <p>Competency: 3.2 Engage in effective partnerships.  Sub-competencies: 3.2d, 3.2e, 3.2f, 3.2g, 3.2h</p> <p>Competency: 3.3 Consider the socioeconomic impact of the delivery of health care.  Sub-competencies: 3.3c, 3.3d, 3.3e, 3.3f</p> <p>Competency: 3.4 Advance equitable population health policy.  Sub-competencies: 3.4f, 3.4g, 3.4h, 3.4i, 3.4j, 3.4k, 3.4l</p> <p>Competency: 3.5 Demonstrate advocacy strategies.  Sub-competencies: 3.5f, 3.5g, 3.5h, 3.5i</p> <p>Competency: 3.6 Advance preparedness to protect population health during disasters and public health emergencies.  Sub-competencies: 3.6f, 3.6g, 3.6h, 3.6i, 3.6j</p> <p>#4 - Scholarship for Nursing Discipline</p> <p>Competency: 4.1 Advance the scholarship of nursing.  Sub-competencies: 4.1h, 4.1i, 4.1j, 4.1k, 4.1l, 4.1m</p> <p>Competency: 4.2 Integrate best evidence into nursing practice.  Sub-competencies: 4.2f, 4.2g, 4.2h, 4.2i, 4.2j, 4.2k</p> <p>Competency: 4.3 Promote the ethical conduct of scholarly activities.  Sub-competencies: 4.3e, 4.3f, 4.3g, 4.3h, 4.3i</p> <p>#5 - Quality and Safety</p> <p>Competency: 5.1 Apply quality improvement principles in care delivery.  Sub-competencies: 5.1i, 5.1j, 5.1k, 5.1l, 5.1m, 5.1n, 5.1o</p> <p>Competency: 5.2 Contribute to a culture of patient safety.  Sub-competencies: 5.2g, 5.2h, 5.2i, 5.2j</p> <p>Competency: 5.3 Contribute to a culture of provider and work environment safety.  Sub-competencies: 5.3e, 5.3f, 5.3g, 5.3h</p> <p>#6 – Interprofessional Partnerships</p> <p>Competency: 6.1 Communicate in a manner that facilitates a</p>
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		<p>partnership approach to quality care delivery.  Sub-competencies: 6.1g, 6.1h, 6.1i, 6.1j, 6.1k, 6.1l  Competency: 6.2 Perform effectively in different team roles, using principles and values of team dynamics.  Sub-competencies: 6.2g, 6.2h, 6.2i, 6.2j  Competency: 6.3 Use knowledge of nursing and other professions to address healthcare needs.  Sub-competencies: 6.3d  Competency: 6.4 Work with other professions to maintain a climate of mutual learning, respect, and shared values.  Sub-competencies: 6.4e, 6.4f, 6.4g, 6.4h, 6.4i</p> <p>#7 – Systems-Based Practice  Competency: 7.1 Apply knowledge of systems to work effectively across the continuum of care.  Sub-competencies: 7.1e, 7.1f, 7.1g, 7.1h  Competency: 7.2 Incorporate consideration of cost-effectiveness of care.  Sub-Competencies: 7.2g, 7.2h, 7.2i, 7.2j, 7.2k, 7.2l  Competencies: 7.3 Optimize system effectiveness through application of innovation and evidence-based practice.  Sub-competencies: 7.3e, 7.3f, 7.3g, 7.3h</p> <p>#10 - Personal, Professional, and Leadership Development  Competency: 10.1 Demonstrate a commitment to personal health and well-being.  Sub-competencies: 10.1c, 10.1d  Competency: 10.2 Demonstrate a spirit of inquiry that fosters flexibility and professional maturity.  Sub-competencies: 10.2g, 10.2h, 10.2i, 10.2j  Competency: 10.3 Develop capacity for leadership.  Sub-competencies: 10.3j, 10.3k, 10.3l, 10.3m, 10.3n, 10.3o, 10.3p, 10.3q</p>
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Communication	Express self professionally both orally and in writing, and with clarity, persuasiveness, and coherence using standard conventions of communication	<p><b>Concepts:</b> Communication, Ethics, Diversity, Equity, and Inclusion, Social Determinants of Health</p> <p><b>Domains:</b></p> <p>#1 - Knowledge for Nursing Practice</p> <p>Competency: 1.1 Demonstrate an understanding of the discipline of nursing's distinct perspective and where shared perspectives exist with other disciplines</p> <p>Sub-competencies: 1.1e, 1.1f, 1.1g</p> <p>Competency: 1.2 Apply theory and research-based knowledge from nursing, the arts, humanities, and other sciences.</p> <p>Sub-competencies: 1.2f, 1.2g, 1.2h, 1.2i, 1.2j</p> <p>Competency: Demonstrate clinical judgment founded on a broad knowledge base.</p> <p>Sub-competencies: 1.3d, 1.3e, 1.3f</p> <p>#6 – Interprofessional Partnerships</p> <p>Competency: 6.1 Communicate in a manner that facilitates a partnership approach to quality care delivery.</p> <p>Sub-competencies: 6.1g, 6.1h, 6.1i, 6.1j, 6.1k, 6.1l</p> <p>Competency: 6.2 Perform effectively in different team roles, using principles and values of team dynamics.</p> <p>Sub-competencies: 6.2g, 6.2h, 6.2i, 6.2j</p> <p>Competency: 6.3 Use knowledge of nursing and other professions to address healthcare needs.</p> <p>Sub-competencies: 6.3d</p> <p>Competency: 6.4 Work with other professions to maintain a climate of mutual learning, respect, and shared values.</p> <p>Sub-competencies: 6.4e, 6.4f, 6.4g, 6.4h, 6.4i</p> <p>#7 – Systems-Based Practice</p> <p>Competency: 7.1 Apply knowledge of systems to work effectively across the continuum of care.</p> <p>Sub-competencies: 7.1e, 7.1f, 7.1g, 7.1h</p> <p>Competency: 7.2 Incorporate consideration of cost-effectiveness of care.</p> <p>Sub-Competencies: 7.2g, 7.2h, 7.2i, 7.2j, 7.2k, 7.2l</p>
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		<p>Competencies: 7.3 Optimize system effectiveness through application of innovation and evidence-based practice. Sub-competencies: 7.3e, 7.3f, 7.3g, 7.3h</p> <p>#8 - Informatics and Healthcare Technologies Competency: 8.1 Describe the various information and communication technology tools used in the care of patients, communities, and populations. Sub-competencies: 8.1g, 8.1h, 8.1i, 8.1j, 8.1k Competency: 8.2 Use information and communication technology to gather data, create information, and generate knowledge. Sub-competencies: 8.2f, 8.2g, 8.2h, 8.2i, 8.2j Competency: 8.3 Use information and communication technologies and informatics processes to deliver safe nursing care to diverse populations in a variety of settings. Sub-competencies: 8.3g, 8.3h, 8.3i, 8.3j, 8.3k Competency: 8.4 Use information and communication technology to support documentation of care and communication among providers, patients, and all system levels. Sub-competencies: 8.4e, 8.4f, 8.4g Competency: 8.5 Use information and communication technologies in accordance with ethical, legal, professional, and regulatory standards, and workplace policies in the delivery of care. Sub-competencies: 8.5g, 8.5h, 8.5i, 8.5j, 8.5k, 8.5l</p>
Teaching/Learning	Integrate scholarship, a spirit of inquiry, and innovation to support healthcare organizations and nursing excellence.	<p><b>Concepts:</b> Communication, Diversity, Equity, and Inclusion, Evidence-Based Practice, Social Determinants of Health <b>Domains:</b> #1 - Knowledge for Nursing Practice Competency: 1.1 Demonstrate an understanding of the discipline of nursing's distinct perspective and where shared perspectives exist with other disciplines Sub-competencies: 1.1e, 1.1f, 1.1g</p>

		<p>Competency: 1.2 Apply theory and research-based knowledge from nursing, the arts, humanities, and other sciences.  Sub-competencies: 1.2f, 1.2g, 1.2h, 1.2i, 1.2j</p> <p>Competency: Demonstrate clinical judgment founded on a broad knowledge base.  Sub-competencies: 1.3d, 1.3e, 1.3f</p> <p>#4 - Scholarship for the Nursing Discipline  Competency: 4.1 Advance the scholarship of nursing.  Sub-competencies: 4.1h, 4.1i, 4.1j, 4.1k, 4.1l, 4.1m  Competency: 4.2 Integrate best evidence into nursing practice.  Sub-competencies: 4.2f, 4.2g, 4.2h, 4.2i, 4.2j, 4.2k  Competency: 4.3 Promote the ethical conduct of scholarly activities.  Sub-competencies: 4.3e, 4.3f, 4.3g, 4.3h, 4.3i</p> <p>#7 – Systems-Based Practice  Competency: 7.1 Apply knowledge of systems to work effectively across the continuum of care.  Sub-competencies: 7.1e, 7.1f, 7.1g, 7.1h  Competency: 7.2 Incorporate consideration of cost-effectiveness of care.  Sub-Competencies: 7.2g, 7.2h, 7.2i, 7.2j, 7.2k, 7.2l  Competencies: 7.3 Optimize system effectiveness through application of innovation and evidence-based practice.  Sub-competencies: 7.3e, 7.3f, 7.3g, 7.3h</p>
Professionalism	Exemplify professional values and standards, best practices, and the commitment to lifelong learning in the role of the master's prepared nurse.	<p><b>Concepts:</b> Clinical Judgment, Communication, Compassionate Care, Diversity, Equity, and Inclusion, Ethics, Evidence-Based Practice, Social Determinants of Health</p> <p><b>Domains:</b></p> <p>#1 - Knowledge for Nursing Practice  Competency: 1.1 Demonstrate an understanding of the discipline of nursing's distinct perspective and where shared perspectives exist with other disciplines  Sub-competencies: 1.1e, 1.1f, 1.1g  Competency: 1.2 Apply theory and research-based knowledge</p>

		<p>from nursing, the arts, humanities, and other sciences.  Sub-competencies: 1.2f, 1.2g, 1.2h, 1.2i, 1.2j  Competency: Demonstrate clinical judgment founded on a broad knowledge base.  Sub-competencies: 1.3d, 1.3e, 1.3f</p> <p>#4 - Scholarship for Nursing Discipline  Competency: 4.1 Advance the scholarship of nursing.  Sub-competencies: 4.1h, 4.1i, 4.1j, 4.1k, 4.1l, 4.1m  Competency: 4.2 Integrate best evidence into nursing practice.  Sub-competencies: 4.2f, 4.2g, 4.2h, 4.2i, 4.2j, 4.2k  Competency: 4.3 Promote the ethical conduct of scholarly activities.  Sub-competencies: 4.3e, 4.3f, 4.3g, 4.3h, 4.3i</p> <p>#9 – Professionalism  Competency: 9.1 Demonstrate an ethical comportment in one's practice reflective of nursing's mission to society.  Sub-competencies: 9.1h, 9.1i, 9.1j, 9.1k  Competency: 9.2 Employ participatory approach to nursing care.  Sub-competencies: 9.2h, 9.2i, 9.2j, 9.2k, 9.2l  Competency: 9.3 Demonstrate accountability to the individual, society, and the profession.  Sub-competencies: 9.3i, 9.3j, 9.3k, 9.3l, 9.3m, 9.3n, 9.3o  Competency: 9.4 Comply with relevant laws, policies, and regulations.  Sub-competencies: 9.4d, 9.4e, 9.4f, 9.4g, 9.4h  Competency: 9.5 Demonstrate the professional identity of nursing.  Sub-competencies: 9.5f, 9.5g, 9.5h, 9.5i  Competency: 9.6 Integrate diversity, equity, and inclusion as core to one's professional identity.  Sub-competencies: 9.6d, 9.6e, 9.6f, 9.6g, 9.6h, 9.6i</p> <p>#10 - Personal, Professional, and Leadership Development</p>
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		<p>Competency: 10.1 Demonstrate a commitment to personal health and well-being.</p> <p>Sub-competencies: 10.1c, 10.1d</p> <p>Competency: 10.2 Demonstrate a spirit of inquiry that fosters flexibility and professional maturity.</p> <p>Sub-competencies: 10.2g, 10.2h, 10.2i, 10.2j</p> <p>Competency: 10.3 Develop capacity for leadership.</p> <p>Sub-competencies: 10.3j, 10.3k, 10.3l, 10.3m, 10.3n, 10.3o, 10.3p, 10.3q</p>
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## Appendix E

### National Academy of Medicine (NAM) Competencies

Institute of Medicine (US) Committee on the Health Professions Education Summit; Greiner AC, Knebel E, editors. Health Professions Education: A Bridge to Quality. Washington (DC): National Academies Press (US); 2003. Chapter 3, The Core Competencies Needed for Health Care Professionals. Available from: <https://www.ncbi.nlm.nih.gov/books/NBK221519/>

- Provide patient-centered care—identify, respect, and care about patients’ differences, values, preferences, and expressed needs; relieve pain and suffering; coordinate continuous care; listen to, clearly inform, communicate with, and educate patients; share decision making and management; and continuously advocate disease prevention, wellness, and promotion of healthy lifestyles, including a focus on population health.
- Teamwork and collaboration—cooperate, collaborate, communicate, and integrate care in teams to ensure that care is continuous and reliable.
- Employ evidence-based practice—integrate best research with clinical expertise and patient values for optimum care and participate in learning and research activities to the extent feasible.
- Apply quality improvement—identify errors and hazards in care; understand and implement basic safety design principles, such as standardization and simplification; continually understand and measure quality of care in terms of structure, process, and outcomes in relation to patient and community needs; design and test interventions to change processes and systems of care, with the objective of improving quality.
- Utilize informatics—communicate, manage knowledge, mitigate error, and support decision making using information technology.

### QSEN Competencies - <https://qsen.org/competencies/pre-licensure-ksas/>

1. Patient-Centered Care: Recognize the patient or designee as the source of control and full partner in providing compassionate and coordinated care based on respect for patient’s preferences, values, and needs.
2. Teamwork and Collaboration: Function effectively within nursing and inter-professional teams, fostering open communication, mutual respect, and shared decision-making to achieve quality patient care.
3. Evidenced-Based Practice (EBP): Integrate best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal health care.
4. Quality Improvement: Use data to monitor the outcomes of care processes and use improvement methods to design and test changes to continuously improve the quality and safety of health care systems.

5. Safety: Minimized the risk of harm to patients and providers through both system effectiveness and individual performance.
6. Informatics: Use information and technology to communicate, manage knowledge, mitigate error, and support decision making.

## Congruency Table

### MSN Program Outcomes with Program SLOs, Curriculum, NAM and QSEN

<b>Program Outcomes</b> At the completion of the Masters of Science in Nursing (MSN) program, the graduate will demonstrate:	<b>Program SLOs</b> The student achieves program outcomes through the following student learning outcomes:	<b>Curriculum Courses</b> The student achieves program SLOs through the following curriculum courses:	<b>NAM Competencies</b> The student achieves the following IOM competencies through course assignments that meet program SLOs.	<b>QSEN Competencies</b> The student achieves the following QSEN competencies through course assignments that meet program SLOs.
Critical thinking	Synthesize theoretical and empirical knowledge from nursing and other healthcare team members that are vital for nursing judgement and practice.	<ul style="list-style-type: none"> <li>• Role Transition</li> <li>• Health Promotion</li> <li>• Healthy Aging</li> <li>• Nursing Research</li> <li>• Population Health</li> <li>• Leadership and Management in Professional Nursing</li> <li>• Theoretical &amp; Ethical Foundations of Advanced Nursing Practice</li> <li>• Epidemiology</li> <li>• Research &amp; Evidenced Based Practice in Public Health</li> <li>• Statistical Reasoning in Public Health</li> <li>• Advanced Pathophysiology</li> <li>• Advanced Pharmacology</li> <li>• Advanced Health Assessment</li> <li>• Social Determinants of Health</li> <li>• Public Health Policy and Economics with Practicum</li> <li>• Public Healthcare &amp; Education with Practicum</li> <li>• Public Health Leadership, Management, &amp; Evaluation with Practicum</li> </ul>	<ul style="list-style-type: none"> <li>• Patient-Centered Care</li> <li>• Teamwork and Collaboration</li> <li>• Evidenced-Based Practice</li> <li>• Quality Improvement</li> <li>• Informatics</li> </ul>	<ul style="list-style-type: none"> <li>• Patient-Centered Care</li> <li>• Teamwork and Collaboration</li> <li>• Evidenced-Based Practice</li> <li>• Quality Improvement</li> <li>• Safety</li> <li>• Informatics</li> </ul>
Research	Translate evidence to develop health care practices in a global society.	<ul style="list-style-type: none"> <li>• Role Transition</li> <li>• Health Promotion</li> <li>• Healthy Aging</li> <li>• Nursing Research</li> <li>• Population Health</li> <li>• Leadership and Management in Professional Nursing</li> </ul>	<ul style="list-style-type: none"> <li>• Patient-Centered Care</li> <li>• Teamwork and Collaboration</li> <li>• Evidenced-Based Practice</li> </ul>	<ul style="list-style-type: none"> <li>• Patient-Centered Care</li> <li>• Teamwork and Collaboration</li> <li>• Evidenced-Based Practice</li> </ul>

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		<ul style="list-style-type: none"> <li>• Theoretical &amp; Ethical Foundations of Advanced Nursing Practice</li> <li>• Epidemiology</li> <li>• Research &amp; Evidenced Based Practice in Public Health</li> <li>• Statistical Reasoning in Public Health</li> <li>• Advanced Pathophysiology</li> <li>• Advanced Pharmacology</li> <li>• Public Healthcare &amp; Education with Practicum</li> <li>• Public Health Policy and Economics with Practicum</li> <li>• Public Health Leadership, Management, &amp; Evaluation with Practicum</li> </ul>	<ul style="list-style-type: none"> <li>• Quality Improvement</li> <li>• Informatics</li> </ul>	<ul style="list-style-type: none"> <li>• Quality Improvement</li> <li>• Safety</li> <li>• Informatics</li> </ul>
Nursing Process	Implement the role of master's-prepared nurse as part of the interprofessional team with a focus on improving patient outcomes.	<ul style="list-style-type: none"> <li>• Healthy Aging</li> <li>• Health Promotion</li> <li>• Population Health</li> <li>• Nursing Research</li> <li>• Theoretical &amp; Ethical Foundations of Advanced Nursing Practice</li> <li>• Research &amp; Evidenced Based Practice in Public Health</li> <li>• Statistical Reasoning in Public Health</li> <li>• Advanced Pathophysiology</li> <li>• Advanced Pharmacology</li> <li>• Advanced Health Assessment</li> <li>• Social Determinants of Health</li> <li>• Public Health Policy and Economics with Practicum</li> <li>• Public Healthcare &amp; Education with Practicum</li> </ul>	<ul style="list-style-type: none"> <li>• Patient-Centered Care</li> <li>• Teamwork and Collaboration</li> <li>• Evidenced-Based Practice</li> <li>• Quality Improvement</li> <li>• Informatics</li> </ul>	<ul style="list-style-type: none"> <li>• Patient-Centered Care</li> <li>• Teamwork and Collaboration</li> <li>• Evidenced-Based Practice</li> <li>• Quality Improvement</li> <li>• Safety</li> <li>• Informatics</li> </ul>

## Congruency Table

### MSN Program Outcomes with Program SLOs, Curriculum, NAM and QSEN

<b>Program Outcomes</b> At the completion of the Masters of Science in Nursing (MSN) program, the graduate will demonstrate:	<b>Program SLOs</b> The student achieves program outcomes through the following student learning outcomes:	<b>Curriculum Courses</b> The student achieves program SLOs through the following curriculum courses:	<b>NAM Competencies</b> The student achieves the following IOM competencies through course assignments that meet program SLOs.	<b>QSEN Competencies</b> The student achieves the following QSEN competencies through course assignments that meet program SLOs.
		<ul style="list-style-type: none"> <li>Public Health Leadership, Management, &amp; Evaluation with Practicum</li> </ul>		
Leadership	Function as a leader and change agent to promote holistic patient-centered care and population health.	<ul style="list-style-type: none"> <li>Role Transition</li> <li>Health Promotion</li> <li>Healthy Aging</li> <li>Nursing Research</li> <li>Population Health</li> <li>Leadership and Management in Professional Nursing</li> <li>Theoretical &amp; Ethical Foundations of Advanced Nursing Practice</li> <li>Research &amp; Evidenced Based Practice in Public Health</li> <li>Statistical Reasoning in Public Health</li> <li>Advanced Pathophysiology</li> <li>Advanced Pharmacology</li> <li>Social Determinants of Health</li> <li>Public Health Policy and Economics with Practicum</li> <li>Public Healthcare &amp; Education with Practicum</li> <li>Public Health Leadership, Management, &amp; Evaluation with Practicum</li> </ul>	<ul style="list-style-type: none"> <li>Patient-Centered Care</li> <li>Teamwork and Collaboration</li> <li>Evidenced-Based Practice</li> <li>Quality Improvement</li> <li>Informatics</li> </ul>	<ul style="list-style-type: none"> <li>Patient-Centered Care</li> <li>Teamwork and Collaboration</li> <li>Evidenced-Based Practice</li> <li>Quality Improvement</li> <li>Safety</li> <li>Informatics</li> </ul>
Communication	Express self professionally both orally and in writing, and with clarity, persuasiveness,	<ul style="list-style-type: none"> <li>Role Transition</li> <li>Health Promotion</li> <li>Healthy Aging</li> <li>Nursing Research</li> <li>Population Health</li> <li>Leadership and Management in Professional Nursing</li> </ul>	<ul style="list-style-type: none"> <li>Patient-Centered Care</li> <li>Teamwork and Collaboration</li> <li>Evidenced-Based Practice</li> </ul>	<ul style="list-style-type: none"> <li>Patient-Centered Care</li> <li>Teamwork and Collaboration</li> <li>Evidenced-Based Practice</li> </ul>

## Congruency Table

### MSN Program Outcomes with Program SLOs, Curriculum, NAM and QSEN

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	and coherence using standard conventions of communication.	<ul style="list-style-type: none"> <li>• Theoretical &amp; Ethical Foundations of Advanced Nursing Practice</li> <li>• Epidemiology</li> <li>• Research &amp; Evidenced Based Practice in Public Health</li> <li>• Statistical Reasoning in Public Health</li> <li>• Advanced Pathophysiology</li> <li>• Advanced Pharmacology</li> <li>• Advanced Health Assessment</li> <li>• Social Determinants of Health</li> <li>• Public Health Policy and Economics with Practicum</li> <li>• Public Healthcare &amp; Education with Practicum</li> <li>• Public Health Leadership, Management, &amp; Evaluation with Practicum</li> </ul>	<ul style="list-style-type: none"> <li>• Quality Improvement</li> <li>• Informatics</li> </ul>	<ul style="list-style-type: none"> <li>• Quality Improvement</li> <li>• Safety</li> <li>• Informatics</li> </ul>
Teaching/ Learning	Integrate scholarship, a spirit of inquiry, and innovation to support healthcare organizations and nursing excellence.	<ul style="list-style-type: none"> <li>• Role Transition</li> <li>• Health Promotion</li> <li>• Healthy Aging</li> <li>• Nursing Research</li> <li>• Population Health</li> <li>• Leadership and Management in Professional Nursing</li> <li>• Theoretical &amp; Ethical Foundations of Advanced Nursing Practice</li> <li>• Research &amp; Evidenced Based Practice in Public Health</li> <li>• Statistical Reasoning in Public Health</li> <li>• Advanced Pathophysiology</li> <li>• Advanced Pharmacology</li> </ul>	<ul style="list-style-type: none"> <li>• Patient-Centered Care</li> <li>• Teamwork and Collaboration</li> <li>• Evidenced-Based Practice</li> <li>• Quality Improvement</li> <li>• Informatics</li> </ul>	<ul style="list-style-type: none"> <li>• Patient-Centered Care</li> <li>• Teamwork and Collaboration</li> <li>• Evidenced-Based Practice</li> <li>• Quality Improvement</li> <li>• Safety</li> <li>• Informatics</li> </ul>

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		<ul style="list-style-type: none"> <li>Advanced Health Assessment</li> <li>Public Healthcare &amp; Education with Practicum</li> <li>Public Health Leadership, Management, &amp; Evaluation with Practicum</li> </ul>		
Professionalism	Exemplify professional values and standards, best practices, and the commitment to lifelong learning in the role of the master's prepared nurse.	<ul style="list-style-type: none"> <li>Role Transition</li> <li>Health Promotion</li> <li>Healthy Aging</li> <li>Nursing Research</li> <li>Population Health</li> <li>Leadership and Management in Professional Nursing</li> <li>Theoretical &amp; Ethical Foundations of Advanced Nursing Practice</li> <li>Research &amp; Evidenced Based Practice in Public Health</li> <li>Statistical Reasoning in Public Health</li> <li>Advanced Pathophysiology</li> <li>Advanced Pharmacology</li> <li>Advanced Health Assessment</li> <li>Social Determinants of Health</li> <li>Public Health Policy and Economics with Practicum</li> <li>Public Healthcare &amp; Education with Practicum</li> <li>Public Health Leadership, Management, &amp; Evaluation with Practicum</li> </ul>	<ul style="list-style-type: none"> <li>Patient-Centered Care</li> <li>Teamwork and Collaboration</li> <li>Evidenced-Based Practice</li> <li>Quality Improvement</li> <li>Informatics</li> </ul>	<ul style="list-style-type: none"> <li>Patient-Centered Care</li> <li>Teamwork and Collaboration</li> <li>Evidenced-Based Practice</li> <li>Quality Improvement</li> <li>Safety</li> <li>Informatics</li> </ul>