



Graduate Nursing



STUDENT HANDBOOK

Great Things Await

Department of Nursing | 120 North State Street | Dover, Delaware 19901-8537



Dear Graduate Nursing Student:

Welcome to the Department of Nursing at Wesley College. You have made a major decision to advance your nursing knowledge and level of practice in the community as a clinical nurse specialist focusing on providing advanced nursing care from health promotion and wellness through acute care. I congratulate your motivation to prepare for the demands of the health care delivery system in the next century. Wesley College set the trend in 1995 for educational mobility on the Eastern Shore through the establishment of the RN to MSN graduate program. We are proud to contribute to your professional advancement.

As Director of the Graduate Programs in Nursing, I recognize our talented, credentialed, dedicated faculty who will facilitate your educational mobility. You enter into a fully accredited quality curriculum created and evaluated by the faculty to align your learning needs with current health issues and trends. The educational setting in the graduate nursing program is an environment of mutual learning. We welcome your involvement and suggestions as you progress through the program. While you work closely with your faculty and academic advisor, let this handbook be your guide for basic information and policies.

Best wishes to you, and welcome to the Department of Nursing.

Sincerely,

Nancy D. Rubino, EdD, MN, RN-BC, CNE
Professor of Nursing
Director, Graduate Nursing Programs

302-736-2550

Great Things Await

Department of Nursing | 120 North State Street | Dover, Delaware 19901-8537

TABLE OF CONTENTS

TOPIC	PAGE
ACCREDITATION	1
PHILOSOPHY OF THE COLLEGE.....	2
THE MISSION OF THE COLLEGE	3
PHILOSOPHY OF THE DEPARTMENT OF NURSING	3
MISSION STATEMENT: DEPARTMENT OF NURSING.....	4
RN TO MSN PROGRAM DESIGN.....	5
FIGURE I: PATHWAYS TO COMPREHENSIVE CAREER MOBILITY.....	6
FIGURE II: RN TO MSN CURRICULUM MODEL	7
ADVANCED PRACTICE NURSING ROLE CONSENSUS MODEL	8
CLINICAL NURSE SPECIALIST.....	9
POPULATION FOCUS.....	10
LICENSURE.....	10
COMPARISON OF STUDENT LEARNING OUTCOMES/COMPETENCIES.....	11
INTRODUCTION TO CLINICAL CONCEPTUAL MODEL.....	13
CLINICAL CONCEPTUAL MODEL	13
DEFINITION OF TERMS	13
EXPLANATION OF TERMS RELATED TO CLINICAL CONCEPTUAL MODEL	14
ANTONOVSKY MODEL.....	15
NURSING ACTIONS AS THEY RELATE TO HEALTH PROMOTION.....	16
FIGURE III - CLINICAL ACTION MODEL.....	17
FIGURE IV - ANTONOVSKY ADAPTED MODEL	18
CLINICAL NURSE SPECIALIST RN TO MSN PLAN OF STUDY	20
CLINICAL NURSE SPECIALIST: Student Learning Outcomes Correlation	21

RN TO MSN CORE COURSE DESCRIPTIONS	25
GRADUATE NURSING ELECTIVES COURSE DESCRIPTIONS	28
RN TO MSN COMPLETION PROJECT GUIDELINES	30
STUDENT RESPONSIBILITIES FOR COMPLETION PROJECT	31
GRADES FOR COMPLETION PROJECT	31
CONTINUOUS ENROLLMENT.....	32
COMPLETION PROJECT SUBMISSION PROCEDURE	32
DECLARATION OF INTENT FORM	33
TIMELINE FOR COMPLETION PROJECT	34
GUIDELINES FOR THESIS FORMAT	35
GUIDELINES FOR CAPSTONE PROJECT FORMAT	35
GUIDELINES FOR SCHOLARLY PAPER/CREATIVE PROJECT FORMAT	36
CERTIFY FORM.....	37
TITLE PAGE FORMAT	38
CERTIFICATION OF COMPLETION FORM	39
POST MASTERS CERTIFICATE IN NURSING EDUCATION PLAN OF STUDY	41
POST MASTERS CERTIFICATE DESCRIPTION	41
CORRELATION OF NURSE EDUCATOR COMPETENCIES PMC IN NURSING EDUCATION STUDENT LEARNING OUTCOMES	41
PMC IN NURSING EDUCATION CERTIFICATION	41
PMC IN NURSING EDUCATION COURSE DESCRIPTIONS	42
PMC IN NURSING PRECEPTOR AGREEMENT FORM.....	43
POLICIES AND PROCEDURES	44
RN TO MSN ADMISSION POLICES	44
ADMISSION OF INTERNATIONAL STUDENTS.....	45
TRANSFER STUDENT ADMISSIONS.....	46
SECOND MASTERS DEGREE ADMISSIONS	46

PROGRESSION POLICIES	46
PROGRESSION TO MSN COMPONENT.....	46
CONTINUING REGISTRATION	47
LEAVE OF ABSENCE	47
OPERATIONS POLICIES	47
CLASS ATTENDANCE	47
ALTERNATIVE EDUCATIONAL APPROACH	48
INCOMPLETE GRADE POLICY	48
GRADING POLICY	49
TK20 POLICY	49
ADVISEMENT AND COURSE REGISTRATION	50
Advisement	
Plan of Study	
Course Registration	
COMMUNICATION.....	50
E-mail	
Communication with Faculty	
Communication with Students	
Change of Name, Address, and Telephone Number	
Town Meetings	
STUDENT RESOURCES AND INFORMAITON.....	51
Student I.D. Cards	
Parking Permits	
Grade Reporting	
Information Technology Services	
Accessing the Library	
Ordering Books and Supplies	
MyWesley	
Academic Support Services	
Institutional Review Board	
Tk20 Comprehensive Assessment Solutions	
Practicum and Class Credit Allocation	
Wesley College Chapter Sigma Theta Tau International	
Graduate Assistantships	
Department Meeting Participation	
Copyright	
Literary Rights	
Standard Order of Credentials for the Professional Nurse	
APPENDIX A	
MSN PRECEPTOR INFORMATION	
PRECEPTOR INFORMATION	56
PRECEPTOR AGREEMENT FORM	58
APPENDIX B	
CLINICAL SITE REVIEW	59

APPENDIX C	
SAMPLE CURRICULUM VITAE	60
APPENDIX D	
INTEGRATED PROFESSIONAL PORTFOLIO	63
APPENDIX E	
GRADUATION REQUIREMENTS CHECKLIST	64

Wesley College Master of Science in Nursing Program and the
Post Masters Certificate in Nursing Education are accredited through 2020 by:
Accreditation Commission for Education in Nursing, Inc. (ACEN)

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Suite # 850
Atlanta, Georgia 30326

Phone: 404.975.5000

Fax: 404.975.5020

www.acenursing.org



EQUAL OPPORTUNITY

Wesley College will not discriminate in any employment practice, education program, or activity on the basis of race, color, religion, ethnic or national origin, age, disability, sex, or veteran status. The College fully complies with the requirements of Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendment of 1972, the Rehabilitation Act of 1973, and all other applicable federal, state, and local statutes, ordinances, and regulations.

**NO PORTION OF THIS BOOKLET MAY BE REPRODUCED WITHOUT
THE WRITTEN PERMISSION OF THE DEPARTMENT OF NURSING.**

PHILOSOPHY AND MISSION

The philosophy and mission of Wesley College are clearly stated within the College catalogue and the Student Handbook which are online for all Wesley faculty, staff, and students. For purposes of clarity, the Wesley College Philosophy and Mission are presented for the reader.

PHILOSOPHY OF THE COLLEGE

Wesley College is committed to an educational philosophy that expresses its Christian and its United Methodist traditions. The Wesley College concept of education is based upon several assumptions.

First, education is an intellectual response to a loving God. Such a response should involve the pursuit of truth and knowledge and the development of skills that, together, will facilitate the fulfillment of the individual to serve humanity and the world more effectively.

Second, education is concerned with the whole person. While academic excellence is a primary objective of the College, an education is much more than the sum of all academic work. We encourage all members of the College community to discover and appreciate cultural, aesthetic, and religious realities that are vital to personal growth and development.

Third, education is value centered. Questions of values emerge in a changing society as technological advances influence daily life and help determine the shape of the future. We recognize our responsibility to be involved in the study of ethical issues to make informed choices and be responsive to human needs.

Fourth, education is a human enterprise that serves persons who may benefit from its collective resources. In seeking to reflect the richness of a pluralistic life, the College welcomes persons from all religious, national and ethnic groups. Such a College creates a learning environment that respects each individual.

Fifth, education is a shared responsibility. The College believes that learning is interactive and personal and offers programs that give opportunity for creative expression and the development of leadership. At the same time, the College holds that privileges are inseparable from responsibilities.

THE MISSION OF THE COLLEGE

Wesley College is a United Methodist institution of higher education that seeks to be among the finest student-centered learning communities in the liberal arts tradition. Consistent with our Methodist heritage, the College affirms meaning and purpose in life through justice, compassion, inclusion and social responsibility that enhance community life and respect for the environment. Wesley College exists to liberate and empower its students with the knowledge, skills, ethical attitudes and capacity for critical thinking needed to achieve personal and professional goals and to contribute to the local and global society.

PHILOSOPHY: DEPARTMENT OF NURSING

The Department of Nursing embraces the beliefs of Wesley College. These beliefs philosophically underpin all program development and design within the Department of Nursing. Further beliefs are stated in terms of Master of Science Nursing education, Nursing practice, and health as Nursing has a distinct body of knowledge which guides Nursing practice.

Beliefs fundamental to the Department of Nursing are expressed within the core value of community, and the building of this capacity within the framework of Nursing education and Nursing practice. Nursing education should serve the individual nurse, the profession and the community. Nursing education is a dynamic process that upholds the principles of life-long learning and respects previous knowledge the individual brings to the educational environment. Nursing education provides a unique, wholistic base of theoretic knowledge that prepares the individual to practice in ways that facilitate and promote the health of individuals, families, and communities.

The practice of Nursing is fundamentally client based, and requires a broad and wholistic view of health within the context of community. Nursing practice is collaborative in nature, and requires independent critical thought, a broad theory base, and a scholarly approach to problem solving as well as health promotion.

MISSION STATEMENT: DEPARTMENT OF NURSING

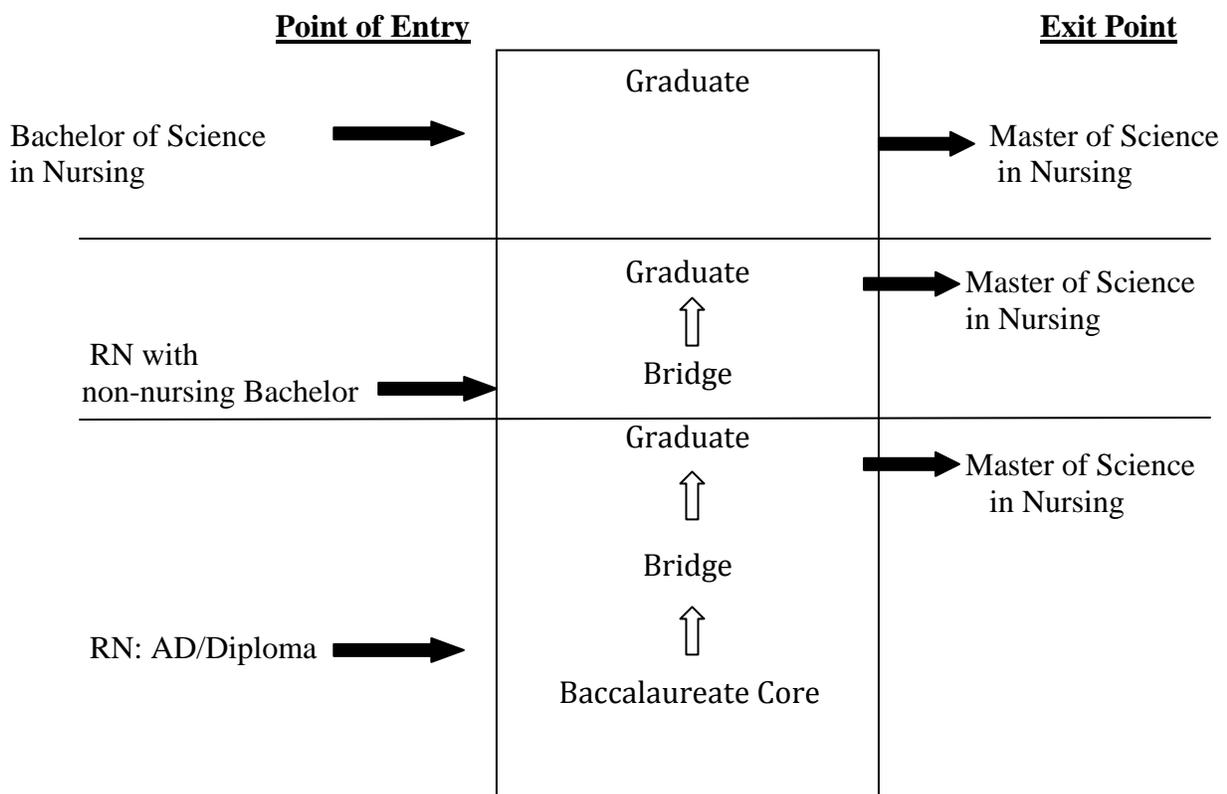
The Department of Nursing mission statement embraces the Wesley College mission and incorporates basic principles of holism, community, lifelong learning and critical thinking into the curriculum design of the basic and advanced nursing programs.

The Wesley College Department of Nursing seeks to prepare graduates to practice holistic nursing at both the beginning and advanced practice level within a global society. We encourage lifelong learning incorporating moral, ethical, and aesthetic principles that contribute to personal and professional development. The Department of Nursing provides an environment, which enhances critical thinking and clinical competence within the totality of nursing practice.

RN TO MSN PROGRAM DESIGN

The Wesley College RN to MSN combines elements of the BSN for RN program with Masters level nursing studies, streamlining progression toward completion of the MSN without compromising educational integrity. Developed with an understanding of the individual’s unique needs and interests and of the adult learners’ attributes of self-accountability and high motivation, the program seeks to provide maximum flexibility and individualization of learner goals and to build upon personal and professional life experiences without repetition of current knowledge and skills. The RN to MSN option is in place in more than 159 prominent colleges and universities across the U.S. and it is quickly becoming the preferred route for the diploma or associate degree nurse who chooses to continue to climb the educational ladder.

Figure 1. WESLEY COLLEGE PATHWAYS TO COMPREHENSIVE CAREER MOBILITY FOR NURSES



Upon completion of this program, you can earn a:

- Bachelor of Science in Nursing from Wesley College
- Master of Science in Nursing from Wesley College

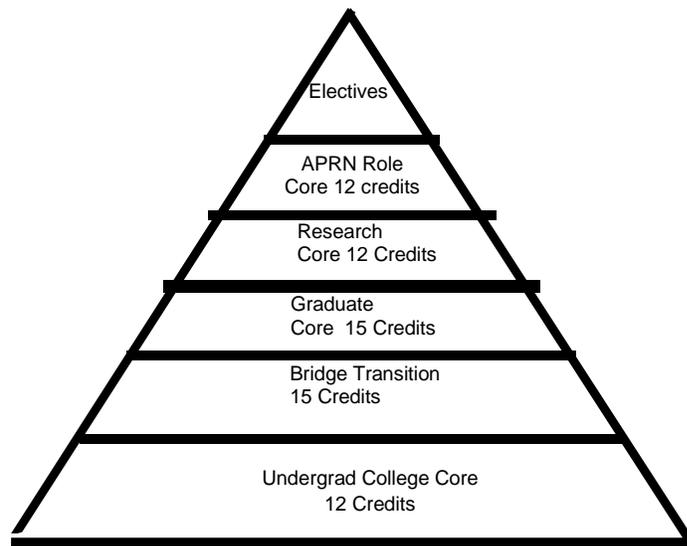
This curriculum provides learning activities that build on prior knowledge and experience. All students must complete key elements of the undergraduate core. The key elements of the baccalaureate core are essential elements of the liberal arts foundation the Nursing Department believes is essential to nursing practice. Three of these core courses must be completed at Wesley College and meet the criteria for 300 level core requirements.

The undergraduate nursing component will be attained through transfer credit evaluation. The ADN and diploma graduates from a nationally accredited program are evaluated based on the Wesley College transfer policy and the non-accredited ADN graduate will be assessed on an individual basis. In addition, the nursing bridge courses are designed to prepare the student for the Master level nursing experience. Each course is organized to focus on the major nursing concepts usually not completed in the student's basic RN program. These concepts include major nursing theorists, evidence based practice, community nursing, health policy, and professional issues. The student must complete a BSN capstone project in the NR507 Theories and Evidence Based Practice course to qualify to earn the dual BSN/MSN degree at the completion of the entire RN to MSN curriculum.

Successful completion of the bridge courses and the BSN capstone moves the RN student into the graduate nursing core. The courses included in the core are based upon the essential graduate nursing curriculum components outlined by the ACEN 2013 Standards and Criteria for the Master's and Post-Master's Certificate and the American Association of Colleges for Nursing (AACN) Essentials of Master Degree programs.

The final graduate components encompass the clinical and optional functional areas of study. These courses are designed to implement the nursing process at the advanced level of nursing practice and will prepare the graduate of the RN to MSN program to provide nursing care that will meet the needs of the health care client as a **Clinical Nurse Specialist**.

Figure 2. Wesley College RN to MSN Curriculum Model



The APRN Role core is:

NR610	Advanced Practice Nursing I	4 credits
NR612	Advanced Practice Nursing II	4 credits
NR616	Advanced Practice Nursing III	4 credits

The Research core is:

NR515	Graduate Research I	3 credits
NR615	Graduate Research II	3 credits
NR620	Thesis/Capstone	6 credits

The Graduate core courses are:

NR510	Health Promotion across the Lifespan	3 credits
NR512	Leadership Role in APN	3 credits
NR601	Advanced Pharmacology	3 credits
NR602	Advanced Pathophysiology	3 credits
NR603	Advanced Physical Assessment	3 credits

The Bridge Transition courses are:

NR504	Population Focused Care	5 credits
NR505	Seminar in Professional Nursing	3 credits
NR507	Theory and Evidenced Based Practice	3 credits
NR508	Health Policy	4 credits

The Undergraduate core courses are:

MA201	Statistics	3 credits
	300 level core course	3 credits
	300 level core course	3 credits
	300 level core course	3 credits

ADVANCED PRACTICE REGISTERED NURSES (APRN) ROLE

The purpose of the Wesley College RN to MSN program is to prepare registered nurses with a clinically based Master of Science degree with a major in nursing who will practice in the advanced practice role as a **Clinical Nurse Specialist**. Today's shortage of nursing leadership in education and advanced practice is at a crisis level and has been documented in health trend research across the country. It is projected that advanced practice nurses will become the nation's primary health care givers and will offer badly needed solutions to prevention and primary care problems. The RN to MSN program will prepare the nurse to assume this exciting new role in this century in a community setting.

Over 350,000 Advanced Practice Registered Nurses (APRN) nationwide are delivering timely, cost-effective, high quality health care. APRN's are registered nurses with advanced educational and clinical skills. **The Consensus Model for APRN Regulation** is a document defining APRN practice, describes the APRN regulatory model, identifies the titles to be used, defines specialty, describes the emergence of new roles and population foci, and presents strategies for implementation.

In this APRN model of regulation there are four roles: certified registered nurse anesthetist (CRNA), certified nurse-midwife (CNM), clinical nurse specialist (CNS), and certified nurse practitioner (CNP). These four roles are given the title of advanced practice registered nurse (APRN). APRNs are educated in one of the four roles and in at least one of six population foci: family/individual across the lifespan, adult-gerontology, pediatrics, neonatal, women's health/gender-related or psych/mental health. APRN education programs, including degree-granting and post-graduate education programs, are accredited. APRN education consists of a broad-based education, including three separate graduate-level courses in advanced physiology/pathophysiology, health assessment and pharmacology as well as appropriate clinical experiences. All developing APRN education programs or tracks go through a pre-approval, pre-accreditation, or accreditation process prior to admitting students. APRN education programs must be housed within graduate programs that are nationally accredited and their graduates must be eligible for national certification used for state licensure.

Consensus Model for APRN Regulation: Licensure, Accreditation, Certification & Education (2008). APRN Joint Dialogue Group Report, July 7, 2008.

For more information visit www.ncsbn.org and https://www.ncsbn.org/APRN_Consensus_Model_FAQs_August_19_2010.pdf and <http://www.nursecredentialing.org/Certification/APRNCorner/APRN-Factsheet> <https://www.ncsbn.org/738.htm>

The Wesley College Department of Nursing aligned the CNS curriculum with the Consensus Model to offer an RN to Master of Science in Nursing degree (MSN) designed for the Registered Nurse (RN) with or without a Bachelor's degree. Students enrolled in the program will have the opportunity to continue their personal and professional growth through liberal arts and science courses and graduate level nursing education. The course of study emphasizes the Department of Nursing's belief that a strong foundation in liberal studies is essential to professional nursing practice. Concomitantly, the program prepares the nurse for advanced practice in a wide variety of health care settings to promote and maintain high level wellness and to improve health care delivery in a rapidly changing society. This RN to MSN is an innovative and creative option that prepares the registered nurse whose basic credential is the hospital school diploma, the collegiate Associate Degree in Nursing or the Collegiate Baccalaureate Degree in Nursing, to assume an advanced practice role as a **clinical nurse specialist**. Course content is organized around the core CNS practice competencies as defined by the National Association of Clinical Nurse Specialists.

Clinical Nurse Specialists (CNS) are RNs with a minimum of a Master's degree. They are clinical experts providing care and consultation for individuals, families, special populations and communities. Clinical Nurse Specialists possess individual competency in research, education and consultative roles. CNS's work in hospitals, clinics, nursing homes, their own offices and other community based settings such as industry, corrections, schools, home care, HMO's and a variety of managed care settings. CNS's are reimbursable and eligible for APRN licensure and prescriptive authority in Delaware.

The National Council of State Boards of Nursing , Inc. defines the CNS as follows:

Clinical Nurse Specialist (CNS)

The CNS is educated at an advanced level to care for patients in one of the six described populations and across the continuum of care. The role of the CNS encompasses the patient, the nurse and nursing practice, as well as the healthcare organization and system. The CNS is responsible and accountable for diagnosis and treatment of health/illness states, disease management, health promotion, and prevention of illness and risk behaviors among individuals, families, groups, and communities. Advanced practice registered nurses (APRN) are a vital part of the health system of the United States. They are registered nurses educated at Masters or post Masters level and in a specific role and patient population. APRNs are prepared by education and certification to assess, diagnose, and manage patient problems, order tests, and prescribe medications.

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The [National Association of Clinical Nurse Specialists](#) provides this explanation of a CNS:

Clinical Nurse Specialists (CNS) are Advanced Practice nurses who hold a master's or doctoral degree in a specialized area of nursing practice. Their area of clinical expertise may be in:

- a population (e.g. pediatrics, geriatrics, women's health);
- a setting (e.g. critical care, emergency room);
- a disease or medical subspecialty (e.g. diabetes, oncology);
- a type of care (e.g. psychiatric, rehabilitation); or
- a type of health problem (e.g. pain, wounds, stress).

In addition to the conventional nursing responsibilities which focus upon helping patients to prevent or resolve illness, a CNS' scope of practice includes diagnosing and treating diseases, injuries and/or disabilities within his/her field of expertise. Clinical Nurse Specialists provide direct patient care, serve as expert consultants for nursing staffs, and take an active hand in improving health care delivery systems. Retrieved from <http://www.nacns.org>

POPULATION FOCUS

To further align the Wesley College RN to MSN program with the APRN Consensus Model, Adult Gerontology was chosen as the population focus. To care for adults across their life span (from young adults to frail elderly) are inherent in the RN to MSN courses.

CERTIFICATION

Those graduates who seek certification must complete the clinical thesis/capstone project (6 credits) in order to meet the 500 clinical hours required by the certification body. Graduates are eligible to sit for the Adult-Gerontology Clinical Nurse Specialist board certification examination which aligns with the Consensus Model for APRN Regulation: Licensure, Accreditation, Certification and Education. Once you successfully pass the exam, you are awarded the credential: Adult-Gerontology Clinical Nurse Specialist-Board Certified (AGCNS-BC).

For further information on certification, see: <http://www.nursecredentialing.org> or <http://www.aacn.org/certification>

LICENSURE

The graduate of the MSN program is eligible for licensure as an Advanced Practice Registered Nurse (APRN) in the state of Delaware. For further information on licensure requirements, see <http://dpr.delaware.gov/boards/nursing/apnlicense.sht>

<p>Wesley College Department of Nursing Master of Science in Nursing Program Comparison Master’s Essential’s; Wesley College RN to MSN Student Learning and Outcomes and Clinical Nurse Specialist Role Specific Competencies</p>
<p>Master’s Essential I : Scientific and Humanistic Background for Practice</p>
<p>MSN Student Learning Outcome: - Synthesize existing nursing theoretical and social frameworks that may serve as a basis for professional nursing practice in community health promotion and wellness. Role Specific Competencies: Direct Care Provider and Coach/Educator</p>
<p>Master’s Essential II : Organizational and Systems Leadership</p>
<p>MSN Student Learning Outcome: - Influence organizational structure in relation to functions and outcomes. Role Specific Competencies: Direct Care Provider, Consultant, Systems Leader - Demonstrate leadership through effective decision making that stimulates change, quality improvement, and safe practice Role Specific Competencies: Systems Leader, Ethical Decision Maker</p>
<p>Master’s Essential III : Quality Improvement and Safety</p>
<p>MSN Student Learning Outcome: - Demonstrate leadership through effective decision making that stimulates change, quality improvement, and safe practice Role Specific Competencies: Systems Leader, Ethical Decision Maker</p>
<p>Master’s Essential IV : Translating and Integrating Scholarship into Practice</p>
<p>MSN Student Learning Outcome: - Measure outcomes utilizing evidence-based research that supports advanced practice nursing in the community setting Role Specific Competencies: Direct Care Provider, Researcher - Generate innovative nursing interventions and practice in varied community health care settings Role Specific Competencies: Direct Care Provider, Consultant, Collaborator</p>
<p>Master’s Essential V : Informatics and Healthcare Technologies</p>
<p>MSN Student Learning Outcome: - Maximize the potential of technologies in the provision of advanced practice interventions that enhance communication, coordination, and integration of care Role Specific Competencies: Consultant, Researcher</p>
<p>Master’s Essential VI : Health Policy and Advocacy</p>
<p>MSN Student Learning Outcome: - Analyze the social, economic, political and cultural forces influencing advocacy with the health care delivery system Role Specific Competencies: Collaborator, Ethical Decision Maker</p>
<p>Master’s Essential VII : Inter-professional Collaboration for Improving Patient and Population Health Outcomes</p>
<p>MSN Student Learning Outcome: - Measure outcomes utilizing evidence-based research that supports advanced practice nursing in the community setting Role Specific Competencies: Direct Care Provider, Researcher - Function independently and collaboratively with other inter-professional teams in the health care</p>

<p>system Role Specific Competencies: Direct Care Provider, Collaborator</p>
<p>Master’s Essential VIII : Clinical Prevention and Population health for Improving Health</p>
<p>MSN Student Learning Outcomes: - Measure outcomes utilizing evidence-based research that supports advanced practice nursing in the community setting Role Specific Competencies: Direct Care Provider, Researcher</p>
<p>Master’s Essential IX : Master’s-Level Nursing Practice</p>
<p>MSN Student Learning Outcome: - Participate in the culture of lifelong learning and professional growth Role Specific Competencies: All competencies</p>

INTRODUCTION TO CLINICAL CONCEPTUAL MODEL

The Conceptual Model used to guide clinical practice in the Master's program is a health promotion model derived from the work of Aaron Antonovsky (1979, 1987). The model poses the question of salutogenesis (the origins of health) and is appropriate for nurses and for the use of the nursing process in the arena of health promotion through acute care.

Four other approaches: (1) structure-function (2) developmental (3) interactional and (4) ecological are used to expand students' use of theory based approaches to assessment.

CLINICAL CONCEPTUAL MODEL

The clinical conceptual framework is based primarily on the work of Aaron Antonovsky. This frame identifies human beings on a health-case/disease continuum with ever expanding potential/capacity. Stressors, stress, and adaptation are central concepts. Emphasis is placed on meaning and orientation to life as core beliefs upon which growth and change are rooted. Adaptation, growth, change and capacity building are emphasized. Salutogenesis (the origin of health) is a core concept as students search for keys to promoting the health of individuals or care aggregates.

DEFINITION OF TERMS

Person	humans of all ages and health levels. People have continually changing potentials for growth.
Health	integrated method of functioning, developing and interacting in meaningful ways with the social and physical environment with the goal of maximizing ones' potential (capacity)
Environment	social, cultural, physical, spiritual surroundings of person (s) – context
Nurse	professionally recognized health and illness care provider
Nursing	The practice of nursing is fundamentally client based, and requires a broad and wholistic view of health within the context of community. Nursing practice is collaborative in nature, and requires independent critical thought, a broad theory base in knowledge, and a scholarly approach to problem solving as well as health promotion.
Advanced Practice Nursing	The advanced practice role implies increased and expanded accountability. The APRN must be prepared to: coordinate care for individuals, families, and communities; form partnerships in decision-making; value that which is culturally diverse; advocate for those who cannot do so for themselves; understand the role of the physical environment in terms of health; manage information, technology, costs of health care while assuming responsibility for on-going professional development

EXPLANATION OF TERMS RELATED TO CLINICAL CONCEPTUAL MODEL

Salutogenesis:	opposite of pathogenesis, origins of wellness
Stressor:	a stressor is the absence of a Generalized Resistance Resource (GRR) which can cause tension.
Stress:	strain that remains when tension is not overcome
Nursing Action:	interventions conducted by the nurse alone or in partnerships with others.

Nursing actions are as follows:

Support	to strengthen, to sustain, to corroborate, to uphold
Manage	to direct or control, to guide, and to set boundaries
Act for	to carry out, to advocate, to serve as a substitute, to perform a function or process for others(s), to supplement resources and to collaborate with others to provide care or resources to facilitate care.
Teach	to instruct or role model with the goal of increasing knowledge and ultimately to empower the client to change behavior, attitudes and values.
Alter the Environment	change the physical or social circumstances in the clients surroundings

ANTONOVSKY MODEL

The following terms refer to the related numbered boxes in the adapted Antonovsky Model and to the Clinical Action Model (Figures 3-8).

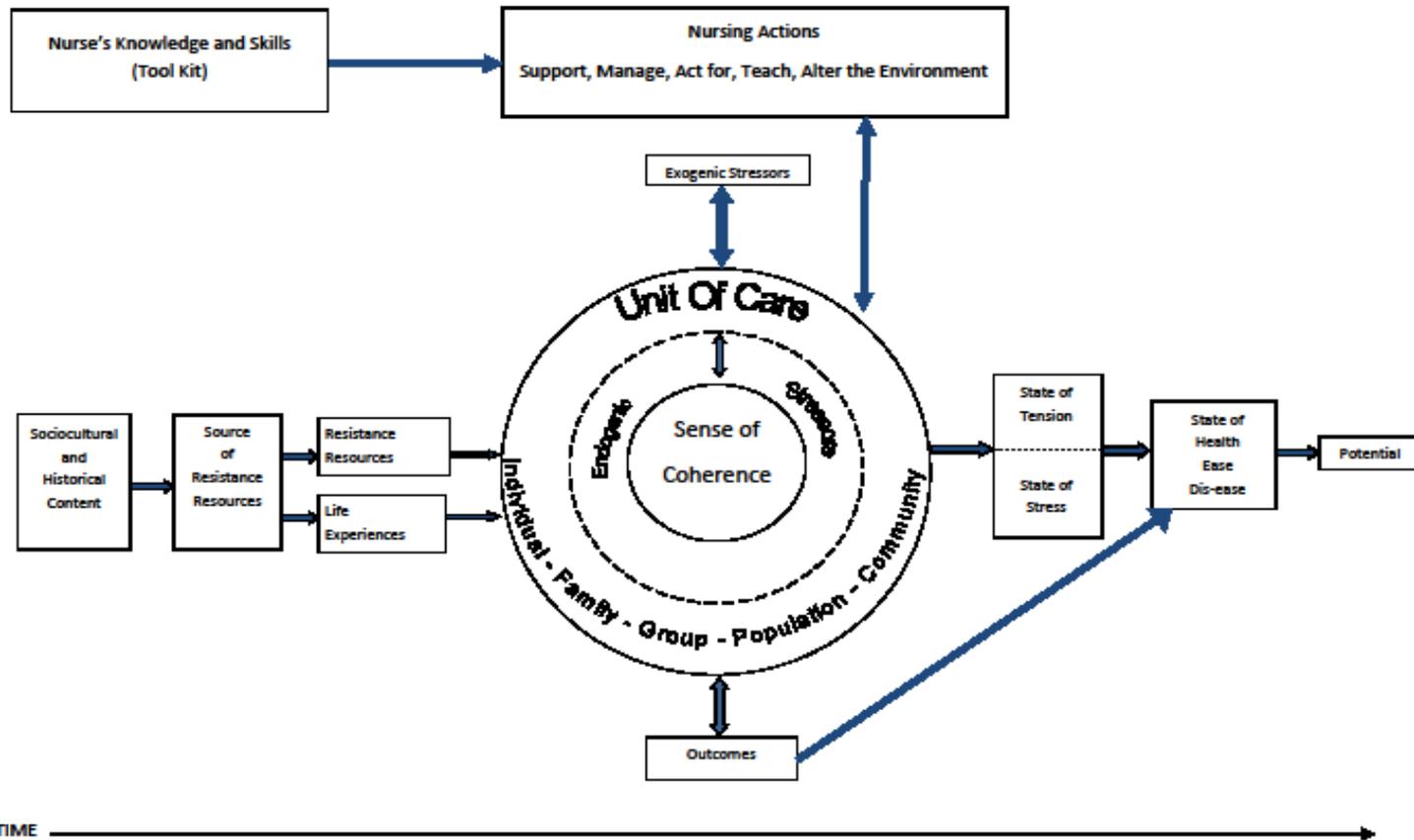
- 1) Sources of Generalized Resistance Resources are: child rearing patterns, social role complexes and idiosyncratic factors which are influenced by the socio-cultural and historical context and chance.
- 2) Generalized Resistance Resources (GRRs) – any characteristic of the person, the group, or the environment that can facilitate effective extension management. GRRs can be: (1) material, (2) knowledge, intelligence, (3) ego identity, (4) coping strategy (rational, flexible, farsighted), (5) social support, ties (6) commitment – continuance, cohesion, control, (7) cultural stability, (8) magic: acts effective as means to an end, (9) religion, philosophy, art: a stable set of answers, (10) preventative health orientation. GRRs can be genetic and/or constitutional.
- 3) Life experiences – one’s life trajectory characterized by (1) consistency, (2) participation in shaping outcome, and (3) underload-overload balance.
- 4) Sense of coherence – a global orientation that expresses the extent to which one has a pervasive, enduring though dynamic feeling of confidence that one’s internal and external environments are predictable and that there is a high probability that things will work out as well as can be expected.
- 5) Endogenic and exogenic stressors – in addition to the absence of GRRs, stressors can originate from outside or within the client (individual, family, group, community).
- 6) State of tension – the response of the client to a stressor. State of tension can be accompanied by either or both negative and positive affect. The consequences to the client of having entered a state of tension can be negative, neutral, or salutary (positive, wellness promoting).
- 7) Successful tension management – salutary outcome.
- 8) Unsuccessful tension management – pathologic outcome (stress).
- 9) State of stress – results from stressor perceived to endanger a sense of well-being; a state that results from unsuccessful tension management.
- 10) Health Ease/Disease – condition of health or disease on continuum.
- 11) Actions – public and/or private health measures; nursing actions.
- 12) Outcomes – results of actions or other variables.
- 13) Evaluation – process of determining the efficacy of outcomes or other variables to achieve health outcome(s).

NURSING ACTIONS AS THEY RELATE TO HEALTH PROMOTION

- Health Promotion** strategies are those related to individual/group lifestyle and personal choices within a social context that can have a strong influence on health (nursing actions – teach, support).
- Health Protection** strategies are those related to environmental or regulatory measures that benefit populations/community (nursing actions – alter the environment, act for).
- Prevention** includes counseling, screening, immunizations or chemoprophylactic intervention for individuals in community setting (nursing actions – support, manage, act for).
- Surveillance** includes the use of case finding and clinical data, epidemiologic findings and clinical monitoring/screening (nursing actions – manage, act for).

CLINICAL ACTION MODEL

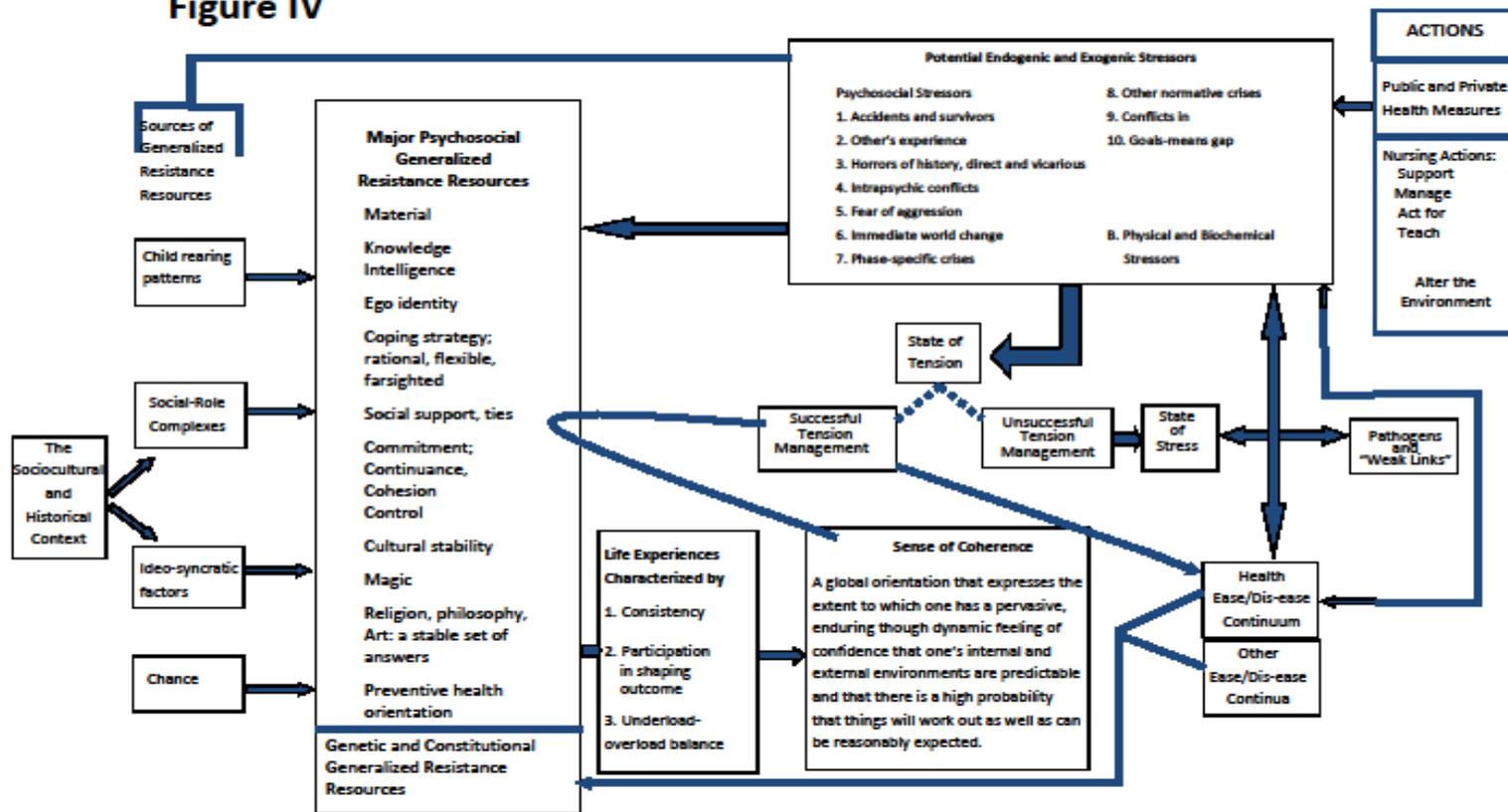
Figure III



Clinical Action Model based on Antonovsky (1979, 1987)

ANTONOVSKY ADAPTED MODEL

Figure IV



Used with Permission

**CLINICAL NURSE SPECIALIST
RN TO MSN PLAN OF STUDY**

**Wesley College Department of Nursing
RN-MSN Sequence - Plan of Study**

Fall	Per Student Plan	Spring
BACCALAUREATE CORE REQUIREMENTS		
For incoming Bridge students with Associates Degree or Diploma in Nursing		
TRANSFER CREDITS FROM THE BASIC NURSING EDUCATION	Statistics	3 credits
COLLEGE TRANSFER POLICY	Depth of Knowledge	9 credits
	Take three courses from the Wesley Core at the 300 level of courses. Must be taken at Wesley.	
Please see the College Catalogue for the courses that meet the requirement in each area. A course must be approved by the Registrar's Office before it can be transferred.		
Associates Degree, Diploma in nursing and a Bachelors' degree not in Nursing		
Fall	Crs	Year 1
		Spring
NR504 Population Focused Care	5	NR507 Theory & Evidence Based Practice
NR505 Seminar in Professional Nursing	3	NR508 Health Policy
Total	8	Total
		7
Currently holds a Bachelors' Degree in Nursing		
Summer	Crs	
NR510 Health Promo Across the Lifespan	3	
NR601 Advance Pharmacology	3	
Total	6	
Fall	Crs	Year 2
		Spring
NR603 Advanced Phys, Assess (7wks)	3	NR515 Graduate Nursing Research I
NR512 Leadership Role in APN	3	NR610 Advanced Practice Nursing I
Total	6	Total
		7
Summer		
NR602 Advanced Patho (7 wks. Online)	3	
Total	3	
Fall	Crs	Year 3
		Spring
NR612 Advanced Practice Nursing II	4	NR616 Advanced Practice Nursing III
NR615 Grad Research II	3	NR620 Thesis / Project
Total	7	Total
		10

Master's Essentials, Role Specific Competencies, QSEN, Population Focus, Conceptual Framework, and Student Learning Outcomes Correlation

AACN Master's Essentials	NACNS Role Specific Competencies	QSEN	Population Focus: Adult Gerontology	Antonovsky Organizing Framework	Wesley College RN to MSN Student Learning Outcomes
Background for practice from sciences and humanities	Direct Care Provider Coach/Educator	Patient Centered Care	Advanced Health Assessment Staff coaching and education Advanced physiology/pathophysiology	General resistance resources	Synthesize existing nursing theoretical and social science frameworks that may serve as a basis for professional nursing practice in community health promotion and wellness.
Organizational and systems leadership	Direct Care Provider Consultant Systems Leader Ethical Decision Maker	Patient Centered Care Team work and collaboration Safety	Systems Leadership Quality/outcomes	Manage Teach, Act for, Teach	Influence organizational structure in relations to functions and outcomes. Demonstrate leadership through effective decision making that stimulates change, quality improvement and safe practice
Quality improvement and safety	Systems Leader	Quality Improvement	Quality/Outcomes	Teach, Act for, Teach	Demonstrate leadership through effective decision making that

AACN Master's Essentials	NACNS Role Specific Competencies	QSEN	Population Focus: Adult Gerontology	Antonovsky Organizing Framework	Wesley College RN to MSN Student Learning Outcomes
	Ethical Decision Maker	Safety	Diagnostic reasoning		stimulates change, quality improvement and safe practice
Translating and integrating scholarship into practice	Direct Care Provider Researcher Consultant Collaborator	Patient centered care Evidence-Based Practice	Plan and coordination of care Research/EBP Interventions and outcomes evaluation	Outcomes, support Act for, Alter environment	Measure outcomes utilizing evidence-based practice research that supports advanced practice nursing in the community setting. Generate innovative nursing interventions and practice in varied community health care settings.
Informatics and Healthcare Technologies	Consultant Researcher	Informatics Evidence based practice	Plan and coordination of care	Support	Maximize the potential of technologies in the provision of advanced practice interventions that enhance communication, coordination, and integration of care
Health policy and advocacy	Collaborator Ethical Decision Maker	Teamwork & Collaboration	Plan and coordination of care Professional	Act for, Teach	Analyze the social, economic, political and cultural forces influencing advocacy with the health care

AACN Master's Essentials	NACNS Role Specific Competencies	QSEN	Population Focus: Adult Gerontology	Antonovsky Organizing Framework	Wesley College RN to MSN Student Learning Outcomes
		Safety	accountability/ethics		delivery system.
Inter-professional collaboration for improving patient and population health outcomes	Direct Care Provider Researcher Collaborator	Patient centered care Evidence based practice Teamwork & Collaboration	Plan and coordination of care Interventions and outcomes evaluation	Outcomes, support Act for	Measure outcomes utilizing evidence-based practice research that supports advanced practice nursing in the community setting. Function independently and collaboratively with other inter-professional teams in the health care system.
Clinical prevention and population health for improving health	Direct Care Provider Researcher	Evidence based practice Quality Improvement	Researcher/EBP Quality/outcomes	Outcomes, support	Measure outcomes utilizing evidence-based practice research that supports advanced practice nursing in the community setting.
Master's-level Nursing Practice	All competencies: Direct Patient Care Consultation	All QSEN KSAs: Patient centered care Teamwork &	Professional accountability/ethics	Support, Act for, Teach, Alter the environment	Participate in the culture of lifelong learning and professional growth to foster the improvement of health for populations

AACN Master's Essentials	NACNS Role Specific Competencies	QSEN	Population Focus: Adult Gerontology	Antonovsky Organizing Framework	Wesley College RN to MSN Student Learning Outcomes
	<p>Systems leadership</p> <p>Collaboration</p> <p>Coaching</p> <p>Researcher</p> <p>Ethical Decision Maker</p>	<p>collaboration</p> <p>Evidence based practice</p> <p>Quality improvement</p> <p>Safety</p> <p>Informatics</p>			

RN to MSN Course Descriptions

RN TO MSN CORE COURSES

NR504 Population Focused Care

This clinical course is designed to provide students with the opportunity to apply the nursing process to the community as the health client. Students will use principles of public health nursing to investigate a community health problem. The health needs of populations at risk within the community are identified and plans are formulated to meet those needs. Practical experiences utilize a variety of community settings

RN Licensure. Current licensure as an RN. Admission to the RN to MSN Program or permission of the Program Director. **5 credits**

NR505 Seminar in Professional Nursing

This is a seminar course focusing on issues pertinent to professional nursing practice and providing an opportunity for graduate students to design and lead a seminar presentation. Current licensure as an RN. Admission to the RN to MSN Program or permission of the Program Director. **3 credits**

NR507 Theory & Evidence Based Practice

This course examines theories of nursing and other theories relevant to nursing practice. The relationship among theory, research and evidence based practice is explored and applied to real life practice situations. The role of the nurse in support of this theory, research and evidence based practice is addressed through a theoretical capstone paper, research critiques, and a poster presentation. Current licensure as an RN. Admission to the RN to MSN Program or permission of the Program Director. **3 credits**

NR508 Health Policy & Nursing

This course examines health care policy and politics as it relates to nursing practice. Historical, ethical, political and economic factors are discussed and the nurse's responsibility and role in health care policy is explored. A practicum facilitates application of principles addressed in the course. Current licensure as an RN. Admission to the RN to MSN Program or permission of the Program Director. **4 credits**

NR510 Health Promotion Across the Lifespan

This course describes the evolving profession of nursing and the changing health care system including future challenges and policy initiatives for health promotion. Foundations of assessment, intervention, application and evaluation of health promotion are emphasized. Functional assessment patterns serve as the organizing framework for health promotion throughout the lifespan. Current RN license in Delaware or a compact state. Completion of Bridge component of Nursing Program or BS in Nursing. **3 credits**

NR512 Leadership Role in Advanced Practice Nursing

This course is designed to examine the leadership strategies and nursing roles for influencing practice decisions within the health care system. It provides the framework for the implementation of the advanced practice role in departments of nursing, health care provider organizations and alliances or other health care settings. Emphasis is placed on the leadership role of the clinical nurse specialist as expert clinician, educator, consultant and researcher.

Current RN license in Delaware or a compact state. Completion of Bridge component of Nursing Program or BS in Nursing. **3 credits**

NR515 Graduate Research I

This course builds upon the knowledge acquired in baccalaureate level courses and is designed to enable the student to be a critical consumer of research, to understand the theoretical underpinnings of qualitative and quantitative studies and have a beginning understanding of research design, literature review, methodologies, procedures for analysis, ethical considerations and funding sources. Students will critique two nursing research articles. In addition, students will design two research proposals, one qualitative and one quantitative, the proposals will be based on a literature review in a selected area of research. The study background and proposal will be presented in the form of a research proposal. Current RN license in Delaware or a compact state. Completion of Statistics and Bridge component of Nursing Program or BS in Nursing. **3 credits**

NR601 Advanced Pharmacology

This course is designed to expand the advanced practice student's knowledge of pharmacotherapeutics, which includes the cellular response level, for the management of health and illness of individuals in the acute care and primary care setting. Broad categories of pharmacological agents are examined. Skills to assess, diagnose, and manage a client's common health problems in a safe, high quality, cost-effective manner are emphasized. **3 credits**

NR602 Advanced Pathophysiology

This course emphasizes the pathophysiological concepts of disease process in the adult client and assists the advanced practice nurse in the process of physical assessment and determination of nursing interventions. This course will be offered as an online course. **3 credits**

NR603 Advanced Physical Assessment

This seven week course focuses on the development and use of advanced nursing practice skills through comprehensive health history interviewing, physical assessment skills and the identification and discussion of selective laboratory tests to determine the client's health status. Skills and techniques will be practiced in the laboratory and applied concurrently to the clinical component of all nursing practica. **3 credits**

NR610 Advanced Nursing Practice I: Health Promotion and the Community

This clinical graduate course is designed to provide each clinical nurse specialist with the opportunity to use one theory based approach to address a geo-political community. Students will describe the community and its sub-groups and determine the current and potential health level of the community and at least one subgroup. Students will identify facilitators and barriers to health promotion and disease prevention for the community as a whole, including community resources, programs, program sources and community capacity. Students will critique various approaches to community study. This course builds upon strengths, knowledge and skills acquired at the baccalaureate level. Students collect community data for analysis of needs. Key concepts will be addressed including levels of prevention, culture, community capacity building, distributive justice, power, poverty and strategies for behavior change at the community level. Prerequisite: B.S.N. or completion of Nursing Bridge. **4 credits**

NR612 Advanced Nursing Practice II: Small Groups, Theory and Practice

This second advanced practice nursing course provides the clinical nurse specialist student the opportunity to incorporate practice, education, and health promotion, wellness and prevention of illness strategies while providing care to a small group of adult gerontology patients as client. The small group is selected from the community assessed in NR610 (Health Promotion and the Community) and utilizes community findings to identify potential resources and small group supports. Critical thinking, knowledge and assessment of group dynamics affecting the health status of the group are emphasized. The clinical component provides the clinical specialist student with the opportunity to contract with and follow a small group with specific health care needs. Prerequisite: B.S.N. or completion of Nursing Bridge. Completion of NR610 or permission of the instructor. **4 credits**

NR615 Graduate Nursing Research II

This research course is designed to provide supervision to the graduate nursing student in the conduct of epidemiologic fieldwork and grantsmanship related to a student-selected population. Students will research the incidence, prevalence and determinants of disease and/or injury in a selected population. Class discussions focus on procedures for epidemiologic field investigation, data collection and grant writing or health restoration project. Prerequisite: RN Licensure. Completion of NR515 or permission of instructor. **3 credits**

NR616 Advanced Nursing Practice III: Health Promotion & Special Populations

This is the third clinical course of the MSN program and is designed to provide an in-depth experience in the community based, population focused advanced practice nursing role. The student will develop, implement, and evaluate a program directed toward a student selected vulnerable population. The course provides the student with the opportunity to further develop the role of the clinical nurse specialist as he/she participates in collaborative efforts with health providers involved in programs, which emphasize health promotion and illness/disease prevention. Students will participate in advocacy, community organizing and community capacity building. Prerequisite: B.S.N. or completion of Nursing Bridge. Completion of NR612 or permission of the instructor. **4 credits**

NR620 Thesis/Project Advisement

Provides ongoing individualized faculty guidance as the thesis/project is followed through to completion. Prerequisite: All RN to MSN course requirements. Co-requisite NR616 or permission of the Graduate Nursing Program Director. **3-6 credits**

GRADUATE NURSING ELECTIVES*

**Electives are offered on a rotating basis and/or upon student request or health care trend need. An elective must be taken if the final project is not a thesis or capstone project. An elective may be taken for the student to expand an area of interest.*

NR516 Process of Curriculum Building in Nursing The course is designed to provide clinical nurse specialist students with the opportunity to build upon their fundamental nursing knowledge related to teaching and learning. Students will be engaged in the process of curriculum formation, revision, and evaluation for nursing, patient, and community education. Students will apply the teaching/learning process and curriculum theory to design a variety of educational units. BSN or completion of bridge required. **3 credits**

NR517 Intro to Public Health Administration

The course provides an introduction to organization and management theory as they relate to health service institutions and the administrator's role. The essentials of the public health organization and the health care system will be reviewed with regard to human resource management and development issues, organizational design and development, shared administrative responsibility, regulatory agencies, governmental factors and fiscal realities. The course will provide an overview of the way public and personal health services are structured, managed, regulated, financed and delivered at the federal, state and local levels. Tools for analyzing individual, group and organizational effectiveness will be used to integrate theory and practice in the public health system. . BSN or completion of bridge required. **3 credits**

NR518 Nursing Case Management and the Advanced Practice Role

Provides clinical nurse specialist student with an introduction to the case management process and the role of the case manager. Case management design and implementation is explored and tools for analyzing client outcomes will be used to integrate theory and application in the managed health care system. **3 credits**

NR536 Field Study in International Health

Explores the sociocultural dimension of health/illness and systems in a selected country. Visits to health resources are a major component. **3 credits**

NR604 Palliative Care, Nursing Care at the End of Life

This course provides essential and advanced practice concepts and best practices for quality care at the end of life. It combines holistic, humanistic caring with comprehensive palliative interventions of manage pain and other symptoms that occur at the end of life. This course includes basic and advanced practice interventions and concepts appropriate across the lifespan. **3 credits**

NR605 Child Care Health Consultant Training Program

The Training Program for Child Care Health Consultants provides health professionals the opportunity to expand their knowledge and skills to provide consultation, training, and technical assistance to childcare providers in the State of Delaware. **3 Credits**

NR630 Ethnographic Field Techniques in Health Care Settings Provides a theory base and necessary skills for the logical interfacing of multiple methods used to answer research questions. Addresses triangulation and the appropriate blends of qualitative/quantitative approaches. Utilizes four self-selected field techniques related to their clinical area of interest. Possible techniques include: focused interview, event analysis, ritual report, photographic technique (still or video), oral history, storytelling, round-of-life, cultural inventory or mini-ethnography. Data analysis and presentation is addressed. **3 credits**

NR631 Culture and Health Explores cross-cultural considerations that affect select populations. Explores culturally universal themes and core concepts that influence health beliefs and behaviors. Student will analyze current issues involved in community-level programs for culturally diverse groups. The professional role in meeting the health care needs of individuals, families, and groups in the community are addressed. Prerequisite: NR610. (Open to nursing and non-nursing upper level student with the permission of the instructor.) **3 credits**

NR632 Ethical Decision Making in Health Care

Identifies the ethical dimensions of health care and clearly articulate a moral position based on ethical theory and principles. Provides a broad theoretic base in the philosophical foundations of ethical theory, moral development, and reasoning, and research methodologies appropriate to the study of ethical decision-making. Analytic skills are developed as the learner utilizes these philosophic foundations to identify and fully explore ethical issues in health care practice. Applies theoretical constructs as a basis for ethical reasoning and moral action. **3 credits**

NRXXX Special Topics

Reflects major trends in nursing practice and health care delivery today. Topics of interest to RNs interested in continuing their education in a specialized area will be offered at the 500 and 600 level. **3 credits**

Sample of Special Topics recently offered by the Department of Nursing:

NR500A ST: The Nurse as Entrepreneur

NR500C ST: Response to Bioterrorism

NR500D ST: Forensic Nursing

NR500G ST: Disaster Preparedness for Nurses

NR600D ST: Care of the Older Adult Advanced Concepts & Application

NR600E ST: Alternative Therapy

RN TO MSN COMPLETION PROJECT

GUIDELINES

NR 620 Thesis/Project Advisement 6 credits

PURPOSE:

The COMPLETION project is intended to serve as a culminating scholarly endeavor integrating the theoretical and practical knowledge gained in your advanced nursing practice education. The goal of this final graduate requirement is to enable the Master's student to synthesize course material learned throughout the program and to build on that knowledge to produce a significant research, scholarly, or clinical project.

In order to complete the Wesley College Master of Science in Nursing Program and to obtain faculty certification of completion, the successful completion of six credits is required.

TYPE OF PROJECT:

To complete the six credit requirement, a student may conduct **one** of the following:

A. Thesis (6 credits)

The thesis is a 6 credit research study. The purpose of conducting a thesis is to add to nursing's knowledge base through the research itself and the through research dissemination in the literature. The thesis is designed to aid those students who plan to pursue doctoral study.

The thesis consists of research proposal and study consisting of 5 chapters:

- (1) Introduction, theory base, problem, purpose
 - (2) Review of related literature
 - (3) Methods
 - (4) Findings
 - (5) Summary, conclusions, Implications for Nursing Practice
- The thesis proposal submitted to the Institutional Review Board for the Protection of Human Subjects (IRB) is a condensed version of the first three thesis chapters which are completed before IRB approval is sought

OR

B. Capstone project (6 credits)

The six credit capstone project consists of a clinical effort directed toward the needs of clients served by a clinical agency. The clinical goals of the student drive the Capstone Project

The capstone project includes a project development with a clinical agency team. This project involves the planning and completion of a relevant task such as a clinical demonstration project, educational offering or grant.

The goal of these projects is for the CNS student to further the innovation and application of new knowledge and ideas, evaluate usefulness in the patient care setting, and demonstrate the impact in the health system. Clinical settings serve as sites for the project. Clinical activities can include education of health care services, research, and development of studies locally and system-wide.

OR

C. Seminar paper, article for publication or creative project (3 credits and a 3 credit graduate elective).

The seminar paper/project is three credits designed for those students who wish to produce a scholarly paper or a creative project.

The seminar paper can be a scholarly paper involving a thorough review of the literature on a health promotion / illness prevention topic with recommendations for research and practice. The completion project can also be an article for publication ready for submission in a refereed journal or a creative project with documentation. Students who complete this option are required to take a three credit graduate elective course in addition.

STUDENT RESPONSIBILITIES – COMPLETION PROJECT

1. Make arrangements with an individual faculty person to serve as completion project advisor for NR620. Completion project advisor criteria includes:
 - a. Full-time doctorally prepared nursing faculty member at Wesley College.
 - b. MSN preparation in an Advanced Practice Registered Nurse role.
 - c. The nursing faculty member must teach in one of the core courses of the RN to MSN curriculum.
2. Meet with the faculty member in person to discuss the project idea. This is to ensure that the student's interest and that of the faculty are consistent in ideology.
3. Complete the **Declaration of Intent Form**. This form must be completely filled out by the student and the student must obtain all required signatures. Once completed submit one copy to the Graduate Nursing Program Director.
4. Register for NR620 at registration time. At the time of registration, the student must indicate the faculty member serving as the thesis/project advisor and the number of credits. The total credits for the completion project may be distributed over several semesters.
5. Begin actual work on the thesis/projects as directed by their project advisor.
6. Establish a timeline with your project advisor.
7. Meet with your project advisor on a regular basis.
8. Submit final project according to timeline established with project advisor for advisor review and approval.
9. Follow formatting and final submission guidelines.
10. Maintain continuous enrollment.

GRADES FOR COMPLETION PROJECT:

Until the thesis or project is completed, a temporary grade of S (Satisfactory) or U (Unsatisfactory) is submitted for any semester or session in which the student is registered for thesis or project credits. When the thesis or project is completed, the advisor assigns a letter grade for the work. The advisor may assign one grade for the entire number of credits or may assign a separate grade for each period of registration for thesis or project credits.

CONTINUOUS ENROLLMENT:

Once a graduate student who is electing a thesis/project option has completed all required credits needed for the degree but has not yet submitted the thesis/project, the student must maintain his/her matriculation in the degree program by registering for Master's Continuous Enrollment: Thesis Advisement.

All students, including continuing students, must be registered in the semester in which the degree is officially awarded. Continuing registration is not required for summer sessions unless the degree is to be awarded at the conclusion of the summer session. Registration for continuing status is completed by contacting the Registrar's Office. The continuing fee for each semester is equivalent to the cost of one credit hour for graduate study.

SUBMISSION PROCEDURE

Before a grade for the project is submitted, the student must submit **one** bound and an electronic copy on a USB drive device to the faculty advisor with signed signature pages. The project must be bound with a black cover and black tape style binding.

When the capstone project is complete and the project advisors have signed the signature pages, the one bound copy and electronic copy of the project and all signature pages should be submitted to the Director of Graduate Nursing Programs. Deadline for submission of the project to the Director is two weeks before the date published on the Wesley College calendar for graduation.

**DECLARATION OF INTENT
FOR COMPLETION PROJECT**

Student Name:

Completion Project Type: .

Topic:

Anticipated Completion Dates:

Proposal (include a breakdown of how you plan to register for the required credits):

Completed Project:

Faculty Project Advisor:

Signatures:

Student: _____

Faculty Project Advisor: _____

Program Director Approval:

If not approved insert rationale:

Program Director Signature: _____ **Date:** _____

* Due by the final day of the semester in which the student is taking NR610

MSN TIMELINE FOR COMPLETION PROJECT

COMPLETION PROJECT	SEMESTER WITH NR610 SPRING	SEMESTER WITH NR602 SUMMER	SEMESTER WITH NR612 FALL	SEMESTER WITH NR616 SPRING
NR620 Thesis (6 credits)	Select topic and project advisor at the completion of this semester Submit Declaration of Intent Form	Develop proposal, refine	Present proposal to advisor and IRB committee for approval Collect data	Analyze data Prepare final product
Capstone project (6 credits)	Select topic, advisor and clinical preceptor Submit Declaration of Intent Form	Develop proposal Begin capstone during	Conduct clinical capstone Monitor data	Conduct and complete clinical capstone Analyze outcomes of clinical capstone Present report of project to agency and faculty
Seminar paper, article for publication or creative project (3credits) + a 3 credit graduate elective	Select topic and advisor Submit Declaration of Intent Form	Develop proposal Begin project/paper/article	Continue work on project/paper/article	Complete seminar/paper/project/article Submit work when approved

Guidelines for Format for Thesis

Order of the Manuscript

The following is a list of the required parts of the thesis in the order in which they should appear in the manuscript. The thesis should follow the current format outlined by APA except where the Wesley College format supersedes.

- Title Page - See Wesley College format. Electronic version found on MSN website
- Certify form - See Wesley College certify form
- Copyright Notice (optional) Unless the manuscript has been formally registered (copyrighted), this page is optional.
- Abstract
- Dedication/Preface (optional)
- Acknowledgments (optional)
- Table of Contents
- List of Tables (if any)
- List of Figures (if any)
- List of Abbreviations, Plates, Equations, Theorems, Symbols, Definitions etc. (if any)
- Text of the Manuscript
- Endnotes (if any)
- Bibliography (or References, or Works Cited)
- Appendix or Appendices (if any)

- Biography of the Author

Guidelines for Format for Capstone Project

The Capstone Project must be written as a scholarly paper and must adhere to a discipline specific referencing guideline (current APA format), except where the Wesley College Guide supersedes, such as the title page, signature page, and table of contents. The main body of the paper is the rationale and process of development of the project. The finished product will include a copy of the actual project, preceded by problem identification, significance of the project, a comprehensive review of the literature, and the process of project development. Typically, the chapter format is similar to the thesis format, although there are fewer chapters. Students are encouraged to review other completed capstone projects available from faculty or located in the Graduate Research Room.

Paper length: As this paper is the written summary of the scholarly project, it is envisioned that the student should complete a minimum of 20+ pages of text [12 pt. Font]. This is in exclusion of the title page, abstract, reference list, and appendices. Students are encouraged to let the project guide the length of the paper.

Paper Sections:

1. Title Page: see Wesley College format. Electronic version found on MSN website
2. Certify form - See Wesley College certify form
3. Abstract
4. Body of Paper: Include the following sections:
 - I. Introduction:
 - Introductory statements/paragraphs regarding the project and/or significance

- II. Literature Review
- III. Methodology [research- needs assessment]
- IV. Findings [research or needs assessment]
- V. Discussion [advance practice focus]
- VI. Summary

5. References

6. Appendices [as needed]: this section should contain any teaching materials developed, tools, patient information handouts, etc.

7. Biography of the Author

Guidelines for Format for Scholarly Paper, Presentation, Creative Project

- 1. Title Page: see Wesley College format. Electronic version found on MSN website
- 2. Certify form - See Wesley College certify form

Format will vary based on peer reviewed journal format, type of presentation, and type of creative project. Consult with you final project advisor.



Insert title of project

By Insert student name

I certify that I have read this final project and that in my opinion it meets the academic and professional standard required by Wesley College Department of Nursing as a **Choose an item.** for the degree of Master of Science in Nursing.

Signed: _____

Click here to enter title of project.

Click here to enter a date.

Click here to enter type of project.

By

Click here to enter your name.

Wesley College

Department of Nursing

A enter type of project submitted to the faculty of Wesley College Department of Nursing

in partial fulfillment of the requirements for the degree of

Master of Science in Nursing

Enter year of completion



Department of Nursing
Master of Science in Nursing Program

CERTIFICATION OF COMPLETION OF MASTER DEGREE

I certify that [Click here to enter student name](#). Is a candidate for a Master of Science in Nursing, who expects to receive the degree on [Click here to enter a date](#).

The candidate has met the requirements of the Department of Nursing for the degree including:

- Course requirements
- Final Project: Insert type of project.
Title of Final Project: [Click here to enter text](#).
Population Focus: [Click here to enter text](#).
- Curriculum Vitae: Copy attached for file
- Integrated advanced practitioner portfolio reviewed and includes the following:
 - Service to the School: [Click here to enter type of service completed](#).
 - Service to the Profession: [Click here to enter which professional organization provided service to](#)
 - Teaching demonstration:
 - Title of teaching: [Click here to enter text](#).
 - Presented to: [Click here to enter text](#).
 - Date presented: [Click here to enter text](#).
- Grant
 - Title of grant initiative: [Click here to enter text](#).
 - Identified funding source planned for submission: [Click here to enter text](#).
 - Status of award: note if submitted or submission ending
 - If funded, amount of funding: [Click here to enter text](#).
- Poster presentation, presentation, article published
 - Title: [Click here to enter text](#).
 - Presented at: [Click here to enter text](#).
 - Date of presentation: [Click here to enter a date](#).
- Cumulative practicum log hours: Record overall number of practicum hours completed.

Number of credits of course work successfully completed in Masters studies [Click here to enter text](#).

Number of graduate credits transferred from other colleges or universities. [Click here to enter text](#).

Final project approved by: Choose an item. Date Approved: [Click here to enter a date](#).

Signatures: Student _____

Final Project Advisor _____

MSN Program Director _____

**POST MASTER CERTIFICATE IN NURSING
EDUCATION
ONLINE PLAN OF STUDY**

POST MASTER'S CERTIFICATION DESCRIPTION

The Post Master's Certificate in Nursing education will allow those nurses prepared for clinical roles at the advanced practice level to gain the necessary knowledge for the role of nurse educator in a variety of settings. It can be completed while the advanced practice nurse is employed full time as it is offered in a convenient ONLINE format that does not disrupt employment and earning capacity while preparing for a new role. The first three courses consist of seven weeks of online study. The final course is a teaching practicum. The student will select a faculty mentor and site to complete the 90 hour practicum and determine a mentor agreement that provides experiences in each level of the nurse faculty role.

CORRELATION OF NURSE EDUCATOR COMPETENCIES WITH WESLEY COLLEGE PMC IN NURSING EDUCATION STUDENT LEARNING OUTCOMES

1. Nurse Educator Competency: Facilitate Learning Wesley College PMC SLO: Integrate the principles and methods of the teaching /learning process into the nurse educator role.
2. Nurse Educator Competency: Facilitate Learner Development and Socialization Wesley College PMC SLOS: Discuss the impact of ethical, legal, socioeconomic and cultural influences on learning. Utilize learning theories to assess student progress using a variety of appropriate strategies.
3. Nurse Educator Competency: Use Assessment and Evaluation Strategies Wesley College PMC SLO: Analyze the procedures used in the assessment of the learning environment.
4. Nurse Educator Competency: Participate in Curriculum Design and Evaluation of Program Outcomes Wesley College PMC SLO: Interpret education data, issues and trends to plan and assess nursing education experiences
5. Nurse Educator Competency: Function as a Change Agent and Leader Wesley College PMC SLO: Propose strategies that integrate teaching/learning theory into the leadership role of the nurse educator.
6. Nurse Educator Competency: Pursue Continuous Quality Improvement in the Nurse Educator Role Wesley College PMC SLO: Integrate the classroom methodologies and assessment techniques that produce valid, interpretive outcomes of student performance
7. Nurse Educator Competency: Engage in Scholarship Wesley College PMC SLO: Create a personal philosophy of teaching and nursing education.
8. Nurse Educator Competency: Function within the Educational Environment Wesley College PMC SLO: Synthesize the process of role development as a nurse educator to produce desired outcomes.

CERTIFICATION

Upon completion of the Post Masters Certificate in Nursing Education, graduates should explore eligibility for certification as a nurse educator.

<http://www.nln.org/professional-development-programs/Certification-for-Nurse-Educators/eligibility>

POST MASTERS CERTIFICATE IN NURSING EDUCATION COURSES - ONLINE**NR636 Evaluation and Classroom Methods in Nursing Education**

This course analyzes the methods of teaching and evaluation in nursing education. The course explores educational strategies appropriate for various learners, test construction, and other evaluation and assessment methods. **3 credits**

NR637 Theory and Process in Nursing Education

This course is designed to explore teaching/learning models and the principles of teaching the adult learner in the nursing education setting. The course is the foundation for preparation of the nurse educator role.

3 credits

NR639 Curriculum Development & Implementation

Curriculum design is approached from a higher education standpoint relevant to the nursing specialty. A curriculum plan will be prepared from philosophy/planning through to outcomes planning and evaluation.

3 credits

NR638 Nursing Education Practicum

This course is a practicum in a nursing education setting including staff development, community education, or formal nursing preparation programs at the diploma, associate or baccalaureate level. Students select a faculty mentor and site to complete the 90 hours and determine a mentor agreement that provides experiences in each level of the nurse faculty role. Pre-requisite: Completion of NR636, 637, 639. Approval of mentor by Graduate Nursing Program Director.

6 credits

Class		
NR637 Theory and Process in Nursing Education	Fall Term I – Seven weeks (last week of August – 1 st week of October)	
NR636 Evaluation and Classroom Methods in Nursing Education		Fall Term II – Seven weeks (mid-October – December)
NR639 Curriculum Development & Implementation	Spring Term I –Seven weeks (mid-January – March)	
NR638 Nursing Education Practicum		Spring Term II –Seven weeks (mid-March – 1 st week of May)



**Wesley College, Department of Nursing
Post Master's Certificate in Nursing Education
PRECEPTOR AGREEMENT FORM**

Clinical site: [Click here to enter text.](#)

Address: [Click here to enter text.](#)

City: [Click here to enter text.](#) State: [Click here to enter text.](#) Zipcode: [Click here to enter text.](#)

Preceptor Name with credentials: [Click here to enter text.](#)

Preceptor's Phone number: [Click here to enter text.](#) Email address: [Click here to enter text.](#)

Preceptor's License Number: [Click here to enter text.](#) State Issued: [Click here to enter text.](#)
Expiration Date: [Click here to enter text.](#)

Board certified? Choose an item. Certification # [Click here to enter text.](#)

Certifying Board (if applicable): [Click here to enter text.](#)

Term to preceptor: Choose a term. Year: Choose a year. Start Date: [Click here to enter date](#)

Student name: [Click here to enter text.](#)

STATEMENT OF AGREEMENT

I, [Click here to enter text.](#), agree to serve as a preceptor for the student listed above from Wesley College who is enrolled in the Post Master's Certificate in Nursing Education Practicum (NR 638) for 90 practicum hours. My relationship will assist the student to achieve clinical/practicum objectives that are part of the course requirements in which he/she is enrolled. I agree to provide direct supervision and guidance to the student and to participate in his/her clinical evaluation.

Preceptor Signature _____

Date [Click here to enter a date.](#)

Please email or fax this completed form to Nancy Rubino, Graduate Program Director, along with a copy of your CV. If your institution feels an institutional contract is needed, please notify Dr. Rubino and those details will be arranged. Address: 120 N State St. Dover, DE 19901, email Nancy.Rubino@wesley.edu

POLICIES AND PROCEDURES

Refer to the Graduate Catalog online for the following additional policies and procedures related to graduate students at Wesley College. Policies with an (*) indicate there are departmental additions or clarifications.

General Graduate Admission Policies

- Admission Requirement *
- Admission of International Graduate Students*
- Non-degree seeking students
- Transfer Credit

Academic Policies and Procedures

- Grading Scale *
- Incomplete Grades
- Grade Appeal
- Academic Honest Policy and Procedures
- Academic Standing
- Continuous Enrollment
- Advising
- Exemption from Course Requirements
- Graduation Requirements*
- Access to Student Records

[http://www.wesley.edu/fileadmin/editors_images/Academics/Course_Catalogs/Wesley College 2014-2015 Graduate Catalog.pdf](http://www.wesley.edu/fileadmin/editors_images/Academics/Course_Catalogs/Wesley_College_2014-2015_Graduate_Catalog.pdf)

RN TO MSN ADMISSIONS POLICY

Purpose: The Department of Nursing believes that established criteria should determine admission to the RN to MSN program. The Admission Policy intends to outline criteria for admission to the RN to MSN program.

Criteria: All applicants to the RN to MSN program must meet the admission requirements of the College and the MSN Program.

ADMISSION PROCEDURE

All MSN Applicants

1. Submit a completed Wesley College Application Form with application fee to the Office of Admissions.
2. Send official transcripts of all prior academic work to the Office of Graduate Admissions. Overall grade point average must be 3.0 on a 4.0 scale for full admission. Conditional admission for those with a GPA,3.0 may be offered after review of all required materials.
3. Hold a current, unencumbered United States Registered Nurse license
4. Submit two letters of recommendation. At least one letter should address the academic capabilities of the candidate.
5. Submit a professional resume
6. If accepted to the MSN program, follow college guidelines to confirm admission.

Admission of International Students to the MSN Program

Follow the college admission requirements for International Graduate Students as listed below:

Admitted international graduate students who require a valid F-1 student visa through a Wesley College issued I-20 form must present the following official documents at least six months before the intended semester of enrollment.

- Completed application for admission and fees
- Official transcripts from all colleges/universities (translated into English; World Education Services[WES] transcript evaluation preferred) attended outside of the United States
- Official transcripts from all colleges/universities attended within the United States [if applicable]
- Completed Wesley College International Student Agreement and Statement of Financial Support forms
- Official TOEFL score if English is not the applicant's first language (a minimum score of 550 on the paper-based test, 213 on the computer-based test, or 79 on the Internet-based test. This requirement is waived for those students who have earned a bachelor's degree at a college/university within the United States. It may also be waived by the Program Director for a student who has spent at least one year in an English-speaking environment

In addition, International Students to the MSN Program follow one of the requirements listed below:

If you have a Nursing degree from another country

Go to the CGFNS website (<http://www.cgfns.org>)

Submit the documents needed and follow the steps to have their nursing education evaluated. (CGFNS evaluates foreign Nursing programs to make sure they are equivalent to US programs)

If the program is deemed equivalent, the next step is sitting for the NCLEX exam to become a Registered Nurse in the US.

If you have a Nursing License from another state in the United States

You may be accepted into the program conditionally based on your out of state license. However, in order to participate in clinical for the MSN program you must have a Delaware Nursing License or a nursing license from a compact state.

If you do not have a nursing license from a compact state you will need to apply to the Delaware Board of Nursing for a nursing license by endorsement. This can be done via their web site at: (<http://dpr.delaware.gov/boards/nursing/reciprocity.shtml>)

Note: In order to earn a Delaware Nursing License you must meet the same standards Delaware nurses meet. This means you must be able to prove that in the past two years you have:

1. Completed at least 1,000 hours working as a nurse with in the last two years (or 2000 hours over the last five years),

2. Completed at least 30 CEU (Continuing Education Unit) hours over the last two years. (These are earned by attending conferences, workshops and seminars, some of which are available online)
3. See the website for any additional licensing requirements.

Transfer Student Admission

Masters students may transfer in up to six (6) credits of previous graduate level course work based on the approval of the MSN Program Director. A minimum grade of “B” is required for any graduate course to transfer.

Wesley College Department of Nursing MSN Program requires transfer student applicants demonstrate the following criteria:

1. Provide evidence of a cumulative GPA of 3.0 or greater
2. Submit syllabi and detailed content outlines of nursing courses under consideration for transfer credit.
3. Achieve the criteria required for all applicants listed above.

Second Master’s Degree Admission

Applicants to the Wesley College Master of Science in Nursing Program who have obtained a master degree in another field from an accredited college or university are reviewed on a case-by-case basis and are required to complete at least 15 graduate level nursing credits at Wesley to fulfill the requirements for an MSN degree.

- **Waiver of Courses**
Students receiving a second Master’s degree may waive courses based on completion of similar course work in other graduate programs. Such waivers are determined on an individual basis and are approved by the Graduate Program Director.

PROGRESSION POLICIES

PROGRESSION TO THE MSN COMPONENT POLICY

Purpose: The Department of Nursing believes that the curriculum provides learning activities that build on prior knowledge and experience. All students must complete key elements of the undergraduate core before progressing to the MSN curriculum.

Criteria: Students must complete the 300 level core courses at Wesley College. Students must provide evidence of completion of a Statistics course before enrolling in NR515 Graduate Nursing Research I.

Progression to the MSN Component Procedure

- Consult with your academic advisor to develop a plan of study.
- Complete the undergraduate core courses and statistics simultaneously with the RN to MSN Bridge Transition Courses but before beginning the first MSN course.
- Complete Bridge Transition Courses before beginning the first MSN course.
- Maintain an academic standing of a 3.0 GPA or higher.

CONTINUING REGISTRATION POLICY

Purpose: The Department of Nursing believes that continuous engagement and application of knowledge, skills, and attitudes is required to effectively complete quality graduate work in a thesis or capstone project.

Criteria: Students who have completed course work for the MSN degree must retain continuous registration of at least one credit per semester of NR620 Thesis/Capstone/Seminar Paper/Creative Project Advisement.

Continuing Registration Procedure

- Consult with your final project advisor to develop a final project completion plan.
- Notify the Graduate Nursing Program Director of intent to implement the Continuing Registration Policy.
- Complete the required Registration Form through the Registrar's Office

LEAVE OF ABSENCE POLICY

Purpose: The Department of Nursing believes that continuous engagement and application of knowledge, skills, and attitudes is required to effectively complete quality graduate work. The Department of Nursing recognizes that circumstances may present that prohibit the student from continuing in the program.

Criteria: Students who maintain the academic standing of 3.0 GPA or greater may apply for a leave of absence from the program.

Leave of Absence Procedure

- Consult with your academic advisor.
- Complete the required RN to MSN Leave of Absence Form Obtain from Graduate Program Director
- Develop a plan for returning to the RN to MSN program
- Review the Extended Leave of Absence program under Registrar Forms
http://www.wesley.edu/fileadmin/editors_images/Academics/Registrar_Forms_and_Documents/EXTENDED_LEAVE_OF_ABSENCE.pdf

OPERATIONS POLICIES

CLASS ATTENDANCE POLICY

Purpose: The Department of Nursing believes that continuous engagement and networking contribute to the growth in knowledge, skills, and attitudes of the professional nurse. The Department of Nursing recognizes that circumstances may present themselves that prohibit the student from attending all class sessions.

Criteria: RN to MSN students are expected to attend all classes. Any absence requires notification of the course instructor before the start of class.

Class Attendance Procedure

- Review the course syllabus for the class participation component. The impact of class participation on the overall grade is outlined on the syllabus in course requirements.
- Note how a class absence will impact the class participation component of the grade.
- Attend all class sessions
- Notify the course instructor before the start of a class session if circumstances prohibit you from attending a class session.
- Assume responsibility to obtain content presented during the class session.

ALTERNATE EDUCATIONAL APPROACH POLICY

Purpose: The Department of Nursing believes that continuous engagement and networking contribute to the growth in knowledge, skills, and attitudes of the professional nurse. The Department of Nursing recognizes that circumstances may present themselves that prohibit the student from attending class sessions in the traditional format.

Criteria: RN to MSN students are expected to attend all classes. If circumstances such as but not limited to relocation; employment conflicts; military deployment; or health issues prohibit class attendance the student in consultation with the Program Director of Graduate Nursing Programs and the course faculty member(s) may develop an alternate educational approach to facilitate completion of the RN to MSN curriculum.

Alternate Educational Approach Procedure

- Meet with the Program Director of Graduate Nursing Programs and the course faculty member.
- Establish a plan to obtain class content via an alternate approach such as Skype, video or audio recording.
- The student must arrange how to operationalize the chosen alternate approach.
- Arrangements must be completed two weeks before the start of the course.
- Complete the Alternate Educational Approach Form.
- Submit a copy of the completed form to the Program Director of Graduate Nursing Programs, Academic Advisor, faculty for the course.
- A copy of the Alternate Educational Approach Form will be maintained in the student's academic advisement file in the Department of Nursing.

INCOMPLETE GRADE POLICY

Purpose: The Department of Nursing believes that continuous engagement and networking contribute to the growth in knowledge, skills, and attitudes of the professional nurse. The Department of Nursing recognizes that circumstances may present themselves that prohibit the student from completing the assignments for the due date.

Criteria: RN to MSN students can elect to take an incomplete grade. If circumstances such as but not limited to employment conflicts; military deployment; or health issues prohibit timely completion of assignments the student in consultation with the Program Director of Graduate Nursing Programs and the course faculty member(s) may develop an plan to have an incomplete entered at the end of the course.

Incomplete Grade Procedure

- Meet with the Program Director of Graduate Nursing Programs and the course faculty member as soon as the student recognizes a need for assignment extension.
- Verify that the current grade in the course is at a passing level.
- Establish a plan and timeline to complete course assignments with the course faculty.
- Arrangements must be completed before the end of the course.
- Complete the Incomplete Grade Contract
- Submit a copy of the completed form to the Program Director of Graduate Nursing Programs, Academic Advisor, faculty for the course.
- A copy of the Incomplete Grade Form will be maintained in the student's academic advisement file in the Department of Nursing.
- Follow the Wesley College Graduate Catalog policy for an incomplete grade

GRADING POLICY

Purpose: The Graduate Nursing Programs in the Department of Nursing follow the grade and quality point equivalent outlined in the Wesley College Graduate Handbook. The grading scale for the Graduate Nursing Program is designed to maintain consistency across the graduate courses by using the same percentage break down for the grade.

Criteria: Graduate nursing students are expected to meet the criteria outlined in the graduate handbook. The grading scale below defines the percentage needed in a course to earn the grade and quality points.

Grade	Quality Point Equivalent	Percentage
A	4.0	95-100%
A-	3.67	90-94.99%
B+	3.33	85 – 89.99%
B	3.0	80- 84.99%
B-	2.67	77.26 -79.99%
C+	2.33	75 – 77.25%
C	2.0	70- 74.99%
F	0.00	< 70%
I	Incomplete	
W	Official withdraw	

Tk20 POLICY

Purpose: The Department of Nursing believes that ongoing assessment of student performance with aggregating and trending of data is essential to maintaining a quality curriculum and educational experience for students.

Criteria: **Tk20 Comprehensive Assessment Solutions** is a college-wide evaluation platform designed to provide a holistic assessment process. The MSN program incorporated Tk20 into the MSN Systematic Evaluation Plan. Students are required to upload copies of assignments to this evaluation platform to track performance in achievement of the Student Learning Outcomes. Assignments with the indication of Tk20 will be uploaded for each course as indicated on the

course syllabus

Tk20 Procedure

- Identify assignments with the Tk20 designation on the course syllabus
- Upon receipt of an email from the Tk20 Administrator, follow the instructions and load the assignment to the Tk20 system.
- The student must load the assignment before the end of the semester.
- The student will receive an I – incomplete grade in the course until the Tk20 assignment is loaded into the system.
- Contact the Tk20 Administrator if having difficulty loading an assignment.
Abdul.Hameed@wesley.edu

ADVISEMENT AND COURSE REGISTRATION

Advisement

Each student receives personalized advisement by a faculty member knowledgeable about graduate education at Wesley College. An academic advisor is assigned at the time of admission. The student may change his/her academic advisor and is responsible for notifying the Graduate Program Director and completing the appropriate documentation through the Office of the Registrar of the change. One of the key responsibilities of the academic advisor is to develop a program of study for the student. The academic advisor will maintain documentation of meetings on the Advisement Conference Form.

Plan of Study

A plan may be developed at the time of the student's initial interview and should be updated at the time of admission, or anytime a change is made with the student's assigned academic advisor. Some courses have co- or prerequisites that must be considered in the plan sequence. It is the student's responsibility to notify his/her academic advisor of any proposed changes to his/her program of study before they are implemented. See Appendix Plan of Study.

Course Registration

Students can register on the Web using MyWesley, the College's online interactive student information system. Students are required to register during the pre-registration period for required courses. If faculty permission is needed to register for a course, contact your academic advisor for assistance in the registration process.

COMMUNICATION

E-mail

All students are assigned a Wesley College e-mail address. Faculty and staff will communicate using the Wesley College e-mail address only (not personal e-mail address). If you have any questions contact the Wesley College HELP Line at 302-736-4199.

Communication with Faculty

Faculty members have voice mail and e-mail. Faculty contact information can be accessed from the Wesley College home page click on Faculty & Staff and then on Faculty & Staff Directory. Faculty contact information is also listed on the course syllabus. Students may leave telephone or email messages for a faculty member. Calls or messages will be returned as soon as possible.

Communication with Students

Students must make sure that their current correct name, home address, e-mail address, and home and work telephone number(s) are on file in the Department of Nursing with the Program Director for Graduate Nursing Programs. Students must also update the Wesley College records through MyWesley.

Change of Name, Address, and Telephone Number

The student must complete the Change of Personal Information Form in order to officially change his/her name, address or telephone number. The Change of Personal Information Form is available online under the Registrar as a Registrar Form. The student must also notify the Department of Nursing secretary (302-736-2488) if there is a change of name, address, or telephone number. The student's timely completion of the form and notification of the Department of Nursing office will insure ongoing communication from the College and the Department of Nursing with the student.

Town Meetings

During the first two weeks of each semester the Director of Graduate Nursing Programs will conduct a Town Meeting for graduate nursing students. The Town Meeting serves as a forum to discuss curriculum issues, trends in health care and nursing education impacting the curriculum, share achievements, and identify areas needing development.

STUDENT RESOURCES & INFORMATION**Student I.D. Cards**

All students must carry a valid student identification card issued by the Wesley College Department of Security. New and replacement cards can be obtained at the Security Office in College Center on the ground floor. A valid Wesley College Student I.D. is required for access to Johnston Hall Health Sciences Building where nursing classes are offered.

Parking Permits

To park in lots on the Wesley College campus, you must have a valid Wesley parking permit clearly displayed on the rearview mirror.

Permits can be purchased from the Safety and Security Office located in the lower level of the DuPont College Center. Permits cost \$50.00 and are valid for the school year, including summer sessions. A [Vehicle Registration Form](#) must be completed to obtain a parking permit.

Grade Reporting

At the end of each term, grade reports are available through MyWesley personal access website.

Information Technology Services

ITS is located in the basement of the Parker Library.

Office Hours:

Monday - Friday 8:30am - 4:30pm Emergency, after-hours assistance is provided through the Wesley Security Office.

For assistance with your computer, telephones, or network access issues, contact us at (302) 736-4199 or email [support \(at\) wesley.edu](mailto:support@wesley.edu).

Accessing the Library <http://www.wesley.edu/library.html>

Phone: (302) 736-2413

120 North State Street, Dover, DE 19901

Mon.-Thurs. 8am-Noon; Fri.-Sat. 8am- 3pm; Sun. 3pm-10pm

Ordering Books and Supplies

Textbooks and popular reference books are available at the College Bookstore. Visit the bookstore's website to purchase textbooks online or check store hours at

<http://wesley.bncollege.com/webapp/wcs/stores/servlet/BNCBHomePage?storeId=42571&catalogId=10001>.

MyWesley

MyWesley is Wesley College's on-line portal for Students and Faculty. This portal allows for many things to happen. You can check your current semester schedule, print unofficial transcripts and see course grades that faculty have posted. The portal also allows for interaction between faculty and students in the Academics tab. This space allows faculty to upload Syllabus, post Handouts and create on-line assignments if Faculty choose to do so.

To request your MyWesley login, please call 302.736.4199.

Academic Support Services

The Academic Support Services provides services, programs and resources that encourage academic and professional excellence. Services include Disability Support; Tutoring etc. Access other resources online.

Institutional Review Board

Those students who are conducting a research project must submit their proposal

To the college IRB committee for ethical review. This review committee is charged with protecting human subjects and should consider the proposal in terms of autonomy, justice, beneficence, non-maleficence and truth telling. In addition to this review, clinical agencies may require that students submit their proposal to an agency committee for review.

<http://www.wesley.edu/academics/programs/institutional-review-board.html>

Tk20 Comprehensive Assessment Solutions (Tk20) is a college-wide evaluation platform designed to provide a holistic assessment process. The MSN program incorporated Tk20 into the MSN Systematic Evaluation Plan. Students are required to upload copies of assignments to this evaluation platform to track performance in achievement of the Student Learning Outcomes. Assignments with the indication of Tk20 will be uploaded for each course as indicated on the course syllabus. Students must also complete course evaluations through this process.

Practicum and Class Credit Allocation

One class hour is allocated for each class credit hour. Four clinical hours are allocated for each practicum credit hour. For example, a four credit course with a practicum (3:1) may have three class hours and four practicum hours per week. Practicum and class allocations are listed on the specific course syllabi.

Wesley College Chapter Sigma Theta Tau International Nursing Honor Society, Tau Beta Chapter of Sigma Theta Tau International

The purpose of the Tau Beta Chapter of Sigma Theta Tau International (STTI) is to recognize superior achievement, develop leadership, foster high professional standards, encourage creative work, and strengthen commitment to the ideals and purposes of the nursing profession.

Membership in the Honor Society is a significant honor extended only to BSN graduates with a grade point average (GPA) of 3.0, or MSN graduates with a GPA of 3.5 or higher. In addition, selected nurses within the community who have, through their nursing careers, demonstrated a commitment to leadership and scholarship within nursing can be invited to membership.

Tau Beta Chapter membership will be open to qualified graduate nursing students. Students are invited to join in February based on their academic record. The formal Induction to the chapter is in April.

Graduate Assistantships

The graduate assistantship in nursing is designed for highly motivated individuals who have a desire for engaging in teaching and research. Students should have excellent communication skills and well-developed computer skills. For information about availability of a GA position in nursing contact the Chair of the Department of Nursing.

http://www.wesley.edu/fileadmin/editors_images/Faculty_Staff_Docs/Graduate_Assistant_Handbook.pdf

Department Meeting Participation

Graduate students are invited to attend faculty meetings and to participate in discussions regarding courses, curriculum and policies. Notice of meetings is through MyWesley Announcements. Graduate students are also encouraged to attend the community/professional advisory committee meetings as observers. In addition, students can serve as participants in the discussions as requested.

Copyright

The student should consider the advisability of obtaining a copyright. The student may file for a copyright by contacting:

Library of Congress
Copyright Office
Register of Copyrights
101 Independence Avenue SE
Washington, DC 20559
www.loc.gov/copyright
(202)707-3000

If a copyright is applied for, a page bearing the copyright notice should replace the blank page immediately following the title page. The notice is placed in the center of the page just above the bottom margin.

Example: © Copyright Jane T. Doe 2010

Literary Rights

With the consent of his/her thesis advisor, the student may present parts of his/her thesis in

a paper at a professional meeting or may publish it in a journal, prior to submitting the thesis as a requirement for the MSN degree. Such publication in an uncopyrighted journal voids the student's literary rights to that portion of the work, and precludes later copyright of the thesis. If the journal is copyrighted, the student must assure himself that the journal will not object to later microfilm, or other form of publication, of the material in the thesis.

Standard Order of Credentials for the Professional Nurse

Retrieved from <http://nursingworld.org/MainMenuCategories/Policy-Advocacy/Positions-and-Resolution>

The following order of credentials is recommended:

Highest earned degree, mandated requirements (i.e. licensures), state designations or requirements, national certifications, awards and honors, other certifications.

Examples:

Wesley Nurse, MSN (highest degree), RN (mandated requirement), AGCNS-BC (national certification)

Wesley Nurse, MSN (highest degree), RN (mandated requirement), APRN (state designation), AGCNS-BC (national certification), FAAN (award), WOCN (other certification)

APPENDICES

APPENDIX A

MSN PRECEPTOR INFORMATION

PRECEPTOR AGREEMENT

WESLEY COLLEGE
DEPARTMENT OF NURSING
MSN CLINICAL NURSE SPECIALIST PROGRAM

PRECEPTOR INFORMATION

1. Preceptors are those individuals who possess skills that are needed by clinical nurse specialist students preparing for the role as an advanced practice nurse. Preceptors can be Clinical Nurse Specialists, Nurse Practitioners, or Physicians who practice with a focus in Health Promotion and Wellness.

2. Wesley College Faculty and preceptors cooperate in providing graduate students in nursing the opportunity to participate in health assessment of clients, health promotion activities, client teaching activities, and providing care to clients with health promotion and illness prevention needs.

3. Preceptors are asked to provide direct clinical guidance to students and to submit a written evaluation at the conclusion of the nursing course. The preceptor is also asked to notify the clinical liaison or the program director of any concerns.

4. Preceptors and Wesley Faculty will meet on an annual basis to review experiences and to suggest revisions if necessary.

**WESLEY COLLEGE
DEPARTMENT OF NURSING
MSN CLINICAL NURSE SPECIALIST GRADUATE PROGRAM**

PRECEPTOR AGREEMENT

PRECEPTOR _____

POSITION _____

AGENCY _____

ADDRESS _____

TELEPHONE _____

I agree to work with _____, who is a clinical nurse specialist graduate student at Wesley College. Our relationship will assist the student to achieve clinical objectives that are a part of the learning objectives. I agree to provide guidance to the student and to participate in his/her clinical evaluation.

All nursing students hold current RN licensure and professional liability insurance. Documentation is available in the Department of Nursing at Wesley College and is on file.

SIGNATURE

DATE

APPENDIX C

CURRICULUM VITAE SAMPLE

Name as on license

PERSONAL DATA

Home Address

Home Phone:

Cellular phone:

Email:

Curriculum Vitae SAMPLE

NAME

Some individuals put contact information here others put on a separate front page

Education

- 2014 Wesley College, Dover, Delaware
Master of Science in Nursing
Clinical Nurse Specialist
Population focus: Adult-Gerontology
Clinical Practicum Hours:
- 2014 Wesley College, Dover, Delaware
Bachelor of Science in Nursing
- 1982 Helene Fuld School of Nursing _____, New Jersey
Diploma

Professional Experience

I inserted sample write ups here.

- 2005-Present **Hospital Liaison Nurse** Shore Home Care Home Health and Hospice Shore Town, New Jersey
Serve as liaison between two hospitals in SHS and the home health/hospice agency. Coordinate community resources, appropriate of patient home health/hospice services and financial reimbursement issues. Serve as a resource for case managers and assists in discharge planning for both home health and hospice patients.
- 2005-Present **Relief Intake Nurse** Shore Home Care, Home Health and Hospice Shore Town, New Jersey
Liaison between out of area hospitals, physicians and the home health/hospice agency.
- 2003-2005 **Staff Nurse- Cardiac Care Unit**, Shore Health System Shore Town, New Jersey
Provided direct patient care to high acuity patients post-ICU, post-cardiac cath and post- MI Assisted in triage of patients to tertiary hospitals when they required a higher level of care.

Research

- 2006 Overweight and Obesity among the Child and Adolescent Population. Wesley College MSN practicum project. Unpublished.
- 2005 Quantitative Study of Nursing Retention comparing a Nursing Fellowship versus Traditional Orientation of Novice Nurses at Bayhealth Medical Center, Kent Campus. Unpublished. Presented at Bayhealth Annual Research Day.
- 2005 Qualitative Study of Nursing Retention comparing a Nursing Fellowship versus Traditional Orientation of Novice Nurses at Bayhealth Medical Center, Kent Campus. Unpublished.
- 2005 Community Assessment of Easton, Maryland Utilizing Ludwig Geismar's Structure-Function Model. Unpublished

Writing and Grant Initiatives

- 2006 *.Promoting Health and Wellness among the Child and Adolescent Population.* Grant submitted to Richard E. & Nancy P. Foundation. Pending.

Presentations

- 2010 "Stroke Awareness" Shore Medical Education Conference. City, State
Poster presentation
- 2005 "Fire Prevention and Fire Safety" Caroline County Health Department Health Fair.

Professional Development Activities

- 2005 Hospice Volunteer Competency, *Talbot Hospice Foundation* Easton, Maryland
Constructing a Culture of Safety, *Sigma Theta Tau International Nursing Honor Society Annual Conference* Dover, Delaware.
- 2004 Promoting Health and Wellness through Nursing Research in Practice and Education
Critical Care Graduate, *Shore Health System Critical Care University* Easton, Maryland
Patient Education Update, *Shore Health System* Easton, Maryland.
Code Blue Competency, *Shore Health System* Easton, Maryland.
Epidural Pain Management Competency, *Shore Health System* Easton, Maryland.
Conscious Sedation Competency, *Shore Health System* Easton, Maryland.
Zoll Cardiac Monitor/ Pacemaker/Defibrillator Competency, *Shore Health System* Easton, Maryland.

Committees

- 2006 Nursing Education Financial Advisory Committee- Health System
Chair, 2006
- 2005 Information Systems Committee- Health System
Secretary, 2005
- 2003 Process Improvement Effort Committee- Clinical Foundation

Licensure/ Certifications

State of New Jersey Registered Nurse Licensure-current

Basic Life Support American Heart Association Expiration July 2015

Memberships

American Association of Neuroscience Nurses 2006-present
Sigma Alpha Tau International 2010-present
American Nurses Association 2014
Delegate for the State of Maryland
Delaware Nurses Association
Continuing Education Committee, Peer Reviewer 1988 – present
Continuing Education Committee, Chair 2002-2012

Awards

Graduate Student Faculty Award – Wesley College 2014
Green leaf award – Girl Scouts of the United States 2000

APPENDIX D: INTEGRATED ADVANCED PRACTICE NURSE PORTFOLIO

Each student must develop a required practice portfolio that demonstrates early accomplishments as an integrated scholar, manifests his/her qualifications to practice advanced clinical nursing, and serves as a mechanism to aid students in career development. The integrated portfolio that is required for graduation will serve as a mechanism to evaluate the scholarly development of the individual student's leadership and growth in the MSN program. **The components of the portfolio should include, but are not limited to:**

1. **Curriculum Vitae**
2. **Evidence of clinical expertise**
Documentation of successful clinical interventions, e.g. letters of thanks, commendations, evaluation data. Data-based and non-data-based can be co-authored.
3. **Service to the profession**
Active participation in at least one professional organization, membership in at least two professional groups.
4. **Service to the community**
Evidence of volunteer activities and/or support of volunteerism.
5. **Service to the school**
This aspect may include hosting potential students, participating in the phone-a-thon, providing assistance at graduate program information activities, serving as an officer of the honor society, or being a committee member.
6. **Attendance at two professional conferences**
Professional conferences may include professionally sponsored nursing meetings of other interdisciplinary, or specialty area meetings.
7. **Submission of clinical grant application**
Examples of funding sources to which students might apply can include private local foundations.
8. **Demonstrated teaching experience**
Manifestations might include presenting a workshop, providing a guest lecture, working in the skills lab, or being a teaching assistant. Teaching experience must be derived under faculty sponsorship that extends rather than continues the student's current level of experience.
9. **Paper or poster presentation at a clinical conference**
Numerous local, regional, and national opportunities exist to achieve this component

APPENDIX E: GRADUATION REQUIREMENTS CHECKLIST

- Transfer credit evaluation complete and on record
- Baccalaureate Core completed
 - Statistics
 - 300 level Wesley Core Course [Click here to enter text.](#)
 - 300 level Wesley Core Course [Click here to enter text.](#)
 - 300 level Wesley Core Course [Click here to enter text.](#)
- Nursing Bridge Transition Component (15 Credits)
 - NR504 Population Focused Care 5 credits
 - NR505 Seminar in Professional Nursing 3 credits
 - NR507 Theory and Evidenced Based Practice 3 credits
 - NR508 Health Policy 4 credits
- Graduate Nursing Core Courses (15 Credits)
 - NR510 Health Promotion across the Lifespan 3 credits
 - NR512 Leadership Role in APN 3 credits
 - NR601 Advanced Pharmacology 3 credits
 - NR602 Advanced Pathophysiology 3 credits
 - NR603 Advanced Physical Assessment 3 credits
- The Research Core Courses (12 Credits)
 - NR515 Graduate Research I 3 credits
 - NR615 Graduate Research II 3 credits
 - NR620 Thesis/Capstone 6 credits
- The APRN Role Courses (12 Credits)
 - NR610 Advanced Practice Nursing I 4 credits
 - NR612 Advanced Practice Nursing II 4 credits
 - NR616 Advanced Practice Nursing III 4 credits
- Graduation Petition Submitted to Registrar by due date
- Integrated Professional Portfolio Components
 - Curriculum Vitae**
 - Evidence of clinical expertise**
 - Service to the profession**
 - Service to the community**
 - Service to the school**
 - Attendance at two professional conferences**
 - Submission of clinical grant application**
 - Demonstrated teaching experience**
 - Paper or poster presentation at a clinical conference**
- Completion Project Submitted
- Practicum Log Submitted
- End of Program Evaluation Completed and Submitted
- Contact Information Card Completed and Submitted