Graduate Nursing

STUDENT HANDBOOK
2018-2021

Revised 8/20/2019
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Wesley College Graduate Nursing Student Handbook reviewed and updated by the Department of Nursing at the department workshop May 8, 2018.

Reviewed and Revised 8/20/2019
Wesley College Master of Science in Nursing Program and the Post Master’s Certificate are accredited through 2020 by: Accreditation Commission for Education in Nursing, Inc. (ACEN) 3343 Peachtree Road, NE 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.
INTRODUCTION

This Graduate Nursing Student Handbook for the Master of Science in Nursing Program at Wesley College is designed as a resource of information for the successful completion of the course of study. The Graduate Student Handbook provides the Philosophy of the College and the Department of Nursing and the Mission Statement of the College and Department of Nursing. The Graduate Student Handbook provides information related to the RN to MSN Program design, Clinical Nurse Specialist role within the Adult Gerontology population, and the Clinical Conceptual Model.

This Graduate Nursing Student Handbook used as a reference throughout the individual’s course of study, will facilitate adaptation to the professional role of the Wesley College Master of Science Degree Nurse. In addition, graduate students should refer to the Graduate Nursing Student Handbook and Wesley College Catalog for major College policies and procedures. Each student enrolled at Wesley College in the graduate nursing program must take responsibility to know the information contained in the Graduate Nursing Student Handbook (obtained at the Department of Nursing or online) and College Catalog (obtained at the Registrar’s Office or online).

All graduate students are required to comply with the policies as set forth in the Graduate Nursing Student Handbook and the Wesley College Graduate Catalog. Students should be aware that a failure to comply with these policies subjects the student to dismissal from a nursing course and/or MSN Program. The Department of Nursing reserves the right to modify, revoke, suspend, terminate, or change any or all of the information and Policies contained in the Graduate Student Handbook, in whole or in part, with appropriate notice.
PHILOSOPHY AND MISSION

The philosophy and mission of Wesley College are clearly stated within the College catalogue and the Student Handbook is available 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 an institute of higher education that seeks to be among the finest student-centered learning communities in the liberal arts tradition. Consistent with our historically United Methodist affiliation, 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 that 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.

Health is defined as an integrated method of functioning. It is developing and interacting in meaningful ways with the social and physical environment with the goal of maximizing one’s potential (capacity).

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 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 BOTH the:

- Bachelor of Science in Nursing from Wesley College
  
  AND

- 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 current ACEN Standards and Criteria for the Master’s and Post-Master’s Certificates 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.
The APRN Role core is:
- NR610AG  Advanced Practice Nursing I  4 credits
- NR612AG  Advanced Practice Nursing II  4 credits
- NR616AG  Advanced Practice Nursing III  4 credits

The Research core is:
- NR515  Graduate Research I  3 credits
- NR615  Graduate Research II  3 credits
- NR620AG  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.


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 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 13 years of age to frail elderly) are inherent in the RN to MSN courses.

CERTIFICATION

Those graduates who seek certification are eligible through completion of the 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 that aligns with the Consensus Model for APRN Regulation: Licensure, Accreditation, Certification, and Education. Students have two testing options for credentialing:

1. Students who successfully pass the exam through the American Nurse Credentialing Center are awarded the credential: Adult-Gerontology Clinical Nurse Specialist-Board Certified (AGCNS-BC).

2. Students who successfully pass the exam through the American Association of Critical Care Nurses are awarded the credential: Acute Care Critical Nurse Specialist-Adult Gerontology (ACCNS-AG).

For further information on certification, see: http://www.nursecredentialing.org or http://www.aacn.org/certification
Licensure
Following achievement of certification, 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 https://dpr.delaware.gov/boards/nursing/

Introduction to the 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 THE CLINICAL CONCEPTUAL MODEL

Salutogenesis: opposite of pathogenesis, origins of wellness

Stressor: a stressor is the absence of a Generalized Resistance Resource (GRR) that 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 contest 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

Nurse's Knowledge and Skills (Tool Kit) → Nursing Actions: Support, Manage, Act for, Teach, Alter the Environment

Exogenic Stressors → Unit Of Care: Sense of Coherence

Sociocultural and Historical Content → Source of Resistance Resources → Resistance Resources → Life Experiences

Individual → Family → Group → Population → Community

State of Tension → State of Stress

State of Health Ease Disease

Outcomes

Clinical Action Model based on Antonovsky (1979, 1987)
ANTONOVSKY ADAPTED MODEL

Figure IV

Used with Permission
CLINICAL NURSE SPECIALIST
RN TO MSN
THE ESSENTIALS OF MASTER’S EDUCATION IN NURSING

The American Association of Colleges of Nursing (AACN) provides direction to the preparation of graduates for diverse areas of practice in any healthcare setting in the document titled *The Essentials of Master’s Education in Nursing (2011)*. The following nine Essentials delineate the knowledge and skills that all nurses prepared in master’s nursing programs acquire:

- **Essential I: Background for Practice from Sciences and Humanities**
  - Recognizes that the master’s-prepared nurse integrates scientific findings from nursing, biopsychosocial fields, genetics, public health, quality improvement, and organizational sciences for the continual improvement of nursing care across diverse settings.

- **Essential II: Organizational and Systems Leadership**
  - Recognizes that organizational and systems leadership are critical to the promotion of high quality and safe patient care. Leadership skills are needed that emphasize ethical and critical decision-making, effective working relationships, and a systems-perspective.

- **Essential III: Quality Improvement and Safety**
  - Recognizes that a master’s-prepared nurse must be articulate in the methods, tools, performance measures, and standards related to quality, as well as prepared to apply quality principles within an organization.

- **Essentials IV: Translating and Integrating Scholarship into Practice**
  - Recognizes that the master’s-prepared nurse applies research outcomes within the practice setting, resolves practice problems, works as a change agent, and disseminates results.

- **Essentials V: Informatics and Healthcare Technologies**
  - Recognizes that the master’s-prepared nurse uses patient-care technologies to deliver and enhance care and uses communication technologies to integrate and coordinate care.

- **Essential VI: Health Policy and Advocacy**
  - Recognizes that the master’s-prepared nurse is able to intervene at the system level through the policy development process and to employ advocacy strategies to influence health and health care.

- **Essential VII: Interprofessional Collaboration for Improving Patient and Population Health Outcomes**
  - Recognizes that the master’s-prepared nurse, as a member and leader of interprofessional teams, communicates, collaborates, and consults with other health professionals to management and coordinate care.

- **Essential IX: Master’s-Level Nursing Practice**
  
  Recognizes that nursing practice, at the master’s level, is broadly defined as any form of nursing intervention that influences healthcare outcomes for individuals, populations, or systems. Master’s-level nursing graduates must have an advanced level of understanding of nursing and relevant sciences as well as the ability to integrate this knowledge into practice. Nursing practice interventions include both direct and indirect care components.
1. Synthesize existing nursing theoretical and social frameworks that may serve as a basis for professional nursing practice to support the adult gerontology population from acute care to health promotion and wellness.

2. Influence organizational structure in relation to functions and outcomes.

3. Demonstrate leadership through effective decision making that stimulates change, quality improvement, and safe practice.

4. Measure outcomes utilizing evidence-based research that supports advance practice nursing in the health care delivery system.

5. Generate innovative nursing interventions and practice in varied health care settings.

6. Maximize the potential of technologies in the provision of advanced practice interventions that enhance communication, coordination, and integration of care.

7. Act on an analysis of the social, economic, political and cultural forces influencing advocacy within the health care delivery system.

8. Function independently and collaboratively with other inter-professional teams in the health care system.

9. Participate in the culture of lifelong learning and professional growth.

EOPSLO Revised 5/2017
Description of Adult Gerontology- Clinical Nurse Specialist Competencies
Core Role Specific Competencies (RSC)

**Direct Care Competency:** Direct interaction with patients, families, and groups of patients to promote health or well-being and improve quality of life. Characterized by a holistic perspective in the advanced nursing management of health, illness, and disease states. The patient population of the adult-gerontology CNS practice includes young adults (including late adolescents and emancipated minors), adults, and older adults (including the young-old, frail and old-old adults), in all contexts of care.

**Consultation Competency:** Patient, staff, or system-focused interaction between professionals in which the consultant is recognized as having specialized expertise and assists the consultee with problem solving. The patient population of the adult gerontology CNS practice includes young adults (including late adolescents and emancipated minors), adults, and older adults (including the young-old, frail and old-old adults), in all contexts of care.

**Systems Leadership Competency:** The ability to manage change and empower others to influence clinical practice and political processes both within and across systems. The patient population of the adult-gerontology CNS practice includes young adults (including late adolescents and emancipated minors), adults, and older adults (including the young-old, frail and old-old adults), in all contexts of care.

**Collaboration Competency:** Working jointly with others to optimize clinical outcomes. The CNS collaborates at an advanced level by committing to authentic engagement and constructive patient, family, system, and population-focused problem solving. The patient population of the adult-gerontology CNS practice includes young adults (including late adolescents and emancipated minors), adults, and older adults (including the young-old, frail and old-old adults), in all contexts of care.

**Coaching [Educator] Competency:** Skillful guidance and teaching to advance the care of patients, families, groups of patients, and the profession of nursing. The patient population of the adult-gerontology CNS practice includes young adults (including late adolescents and emancipated minors), adults, and older adults (including the young-old, frail and old-old adults), in all contexts of care.

**Research Competency:** The work of thorough and systematic inquiry. Includes the search for, interpretation, and use of evidence in clinical practice and quality improvement, as well as active participation in the conduct of research as it relates to the adult/older adult population. The patient population of the adult-gerontology CNS practice includes young adults (including late adolescents and emancipated minors), adults, and older adults (including the young-old, frail and old-old adults), in all contexts of care.

**Ethical decision-making, moral agency and advocacy:** Identifying, articulating, and taking action on ethical concerns at the patient, family, health care provider, system, community, and public policy levels. The patient population of the adult-gerontology CNS practice includes young adults (including late adolescents and emancipated minors), adults, and older adults (including the young-old, frail and old-old adults), in all contexts of care.

[https://nacns.org/professional-resources/practice-and-cns-role/cns-competencies/core-competencies/](https://nacns.org/professional-resources/practice-and-cns-role/cns-competencies/core-competencies/)
<table>
<thead>
<tr>
<th>AACN Master’s Essentials</th>
<th>*Core Role Specific Competencies (RSC)/Sphere of Influence</th>
<th>*QSEN</th>
<th>Population Focus: Adult Gerontology</th>
<th>Antonovsky Organizing Framework</th>
<th>Wesley College RN to MSN End of Program Student Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Background for practice from sciences and humanities</td>
<td>RSC: Direct Care Provider (A), Researcher (F), Ethical Decision Maker (G) <strong>Sphere of Influence:</strong> Patient</td>
<td>Patient Centered Care (1)</td>
<td>Advanced Health Assessment (A) Staff coaching and education (F) Advanced physiology/pathophysiology (C)</td>
<td>General resistance resources</td>
<td>Synthesize existing nursing theoretical and social frameworks that may serve as a basis for professional nursing practice to support the adult gerontology population from acute care to health promotion and wellness.</td>
</tr>
<tr>
<td>II. Organizational and systems leadership</td>
<td>RSC: Direct Care Provider (A), Researcher (F), Ethical Decision Maker (G) <strong>Sphere of Influence:</strong> Nurse <strong>RSC:</strong> Direct Care Provider (A) <strong>Sphere of Influence:</strong> Patient <strong>RSC:</strong> Systems Leader (C), Researcher (F) <strong>Sphere of Influence:</strong> System</td>
<td>Patient Centered Care (1) Teamwork and Collaboration (2) Safety (5)</td>
<td>Systems Leadership (H) Quality/outcomes (I)</td>
<td>Manage Teach, Act for, Teach</td>
<td>Influence organizational structure in relation to functions and outcomes. Demonstrate leadership through effective decision making that stimulates change, quality improvement, and safe practice.</td>
</tr>
<tr>
<td>III. Quality improvement and safety</td>
<td>RSC: Consultant (B), Systems Leader (C), Collaborator (D), Coach/Educator (E), <strong>Sphere of Influence:</strong> System</td>
<td>Quality Improvement (4) Safety (5)</td>
<td>Quality/Outcomes (I) Diagnostic reasoning (B)</td>
<td>Teach, Act for, Teach</td>
<td>Demonstrate leadership through effective decision making that stimulates change, quality improvement, and safe practice.</td>
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### AACN Master’s Essentials

<table>
<thead>
<tr>
<th>RSC:</th>
<th>Sphere of Influence:</th>
<th>*QSEN</th>
<th>Population Focus:</th>
<th>Antonevsky Organizing Framework</th>
<th>Wesley College RN to MSN End of Program Student Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct Care Provider (A)</td>
<td>Patient &amp; System</td>
<td>Patient centered care (1) Evidence-Based Practice (3)</td>
<td>Plan and coordination of care (D) Research/EBP (J) Interventions and outcomes evaluation (E)</td>
<td>Outcomes, support Act for, Alter environment</td>
<td>Measure outcomes utilizing evidence-based research that supports advance practice nursing in the health care delivery system. Generate innovative nursing interventions and practice in varied health care settings.</td>
</tr>
<tr>
<td>Consultant (B), Systems Leader (C), Collaborator (D), Coach/Educator (E)</td>
<td>Nurse, System</td>
<td>Informatics (6) Evidence based practice (3)</td>
<td>Plan and coordination of care (D)</td>
<td>Support</td>
<td>Maximize the potential of technologies in the provision of advanced practice interventions that enhance communication, coordination, and integration of care</td>
</tr>
<tr>
<td>Consultant (B), Systems Leader (C), Collaborator (D), Coach/Educator (E)</td>
<td>Nurse &amp; System</td>
<td>Teamwork &amp; Collaboration (2) Safety (5)</td>
<td>Plan and coordination of care (D) Professional accountability/ethics (G)</td>
<td>Act for, Teach</td>
<td>Act on an analysis of the social, economic, political and cultural forces influencing advocacy within the health care delivery system</td>
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</table>

### IV. Translating and integrating scholarship into practice

- **RSC:** Direct Care Provider (A)
- **Sphere of Influence:** Patient & System
  - **RSC:** Consultant (B), Systems Leader (C), Collaborator (D), Coach/Educator (E)
  - **Sphere of Influence:** Nurse & System

### V. Informatics and Healthcare Technologies

- **RSC:** Consultant (B), Systems Leader (C), Collaborator (D), Coach/Educator (E)
- **Sphere of Influence:** Nurse, System

### VI. Health policy and advocacy

- **RSC:** Consultant (B), Systems Leader (C), Collaborator (D), Coach/Educator (E), Ethical Decision Maker (G)
<table>
<thead>
<tr>
<th>AACN Master’s Essentials</th>
<th>*Core Role Specific Competencies (RSC)/Sphere of Influence</th>
<th>*QSEN</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Sphere of Influence:</strong> Nurse</td>
<td>RSC: Systems Leader (C), Ethical Decision Maker (G) Sphere of Influence: System</td>
<td>Patient centered care (1) Evidence based practice (3) Teamwork &amp; Collaboration (2)</td>
<td>Plan and coordination of care (D) Interventions and outcomes evaluation (E)</td>
<td>Outcomes, support Act for</td>
<td>Measure outcomes utilizing evidence-based research that Supports advance practice nursing in the health care delivery system. Function independently and collaboratively with other inter-professional teams in the health care system</td>
</tr>
<tr>
<td>VII. Inter-professional collaboration for improving patient and population health outcomes</td>
<td><strong>RSC:</strong> Consultant (B), Systems Leader (C), Collaborator (D), Coach/Educator (E) Sphere of Influence: Nurse</td>
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<tr>
<td>VIII. Clinical prevention and population health for improving health</td>
<td>RSC: Direct Care Provider (A) Sphere of Influence: Patient</td>
<td>Evidence based practice (3) Quality Improvement (4)</td>
<td>Researcher/EBP (J) Quality/outcomes (I)</td>
<td>Outcomes, support</td>
<td>Measure outcomes utilizing evidence-based research that supports advance practice nursing in the health care delivery system.</td>
</tr>
<tr>
<td>Master’s-level Nursing Practice</td>
<td>All competencies: RSC: Direct Care Provider (A) Sphere of Influence: Patient</td>
<td>All QSEN Knowledge, Skills, Attitudes (KSAs): Patient centered care (1) Teamwork &amp; collaboration (2) Evidence based</td>
<td>Professional accountability/ethics (G)</td>
<td>Support, Act for, Teach, Alter the environment</td>
<td>Participate in the culture of lifelong learning and professional growth.</td>
</tr>
<tr>
<td>AACN Master’s Essentials</td>
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<tr>
<td>RSC: Consultant (B)</td>
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<td><strong>Sphere of Influence:</strong></td>
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<td>System</td>
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<tr>
<td>RSC: Systems Leader (C)</td>
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<td><strong>Sphere of Influence:</strong></td>
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<td>Systems</td>
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<td>RSC: Collaborator (D)</td>
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<td><strong>Sphere of Influence:</strong></td>
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<tr>
<td>Nurse</td>
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<td>RSC: Coach/Educator (E)</td>
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<td><strong>Sphere of Influence:</strong></td>
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<tr>
<td>Patient</td>
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<td>RSC: Researcher (F)</td>
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<td><strong>Spheres of Influence:</strong></td>
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<tr>
<td>Patient, System</td>
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<tr>
<td>RSC: Ethical Decision Maker (G)</td>
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<td><strong>Spheres of Influence:</strong></td>
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</table>
### Key to Role Specific Competencies (RSC), Quality Safety Education for Nurses (QSEN) & Adult-Gerontology (AG) Focus Codes

<table>
<thead>
<tr>
<th>NACNS RSC</th>
<th>QSEN</th>
<th>A/G Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>A=Direct Care Provider</td>
<td>1=Pt. Centered care</td>
<td>A= Advanced Health Assessment</td>
</tr>
<tr>
<td>B=Consultant</td>
<td>2=Teamwork/Collaboration</td>
<td>B=Diagnostic Reasoning</td>
</tr>
<tr>
<td>C=Systems Leader</td>
<td>3=EBP</td>
<td>C=Advanced physiology/pathophysiology</td>
</tr>
<tr>
<td>D=Collaborator</td>
<td>4=QI</td>
<td>D=Plan &amp; Coordination of Care</td>
</tr>
<tr>
<td>E=Coach/Educator</td>
<td>5=Safety</td>
<td>E=Intervention &amp; Outcomes Evaluation</td>
</tr>
<tr>
<td>F=Researcher</td>
<td>6=Informatics</td>
<td>F=Staff Coach/Educator</td>
</tr>
<tr>
<td>G=Ethical Decision Maker</td>
<td></td>
<td>G=Professional Accountability &amp; Ethics</td>
</tr>
<tr>
<td>H=System Leader</td>
<td></td>
<td></td>
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<tr>
<td>I=Quality /Outcomes</td>
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Reviewed and updated 5/19
### MASTER OF SCIENCE IN NURSING

**MSN = Clinical Nurse Specialist   Population focus = Adult/Gerontology**

<table>
<thead>
<tr>
<th>Year One</th>
<th>Year Two</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall 1</strong></td>
<td><strong>Fall II</strong></td>
</tr>
<tr>
<td>NR 510 Health promotion across the life span</td>
<td>3 credits</td>
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<tr>
<td><strong>Spring I</strong></td>
<td><strong>Spring II</strong></td>
</tr>
<tr>
<td>NR515 Graduate Nursing Research I</td>
<td>3 credits</td>
</tr>
<tr>
<td><strong>Summer I</strong></td>
<td><strong>Summer II</strong></td>
</tr>
<tr>
<td>NR 601 Advanced Pharmacology</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

Courses are offered in hybrid formats in seven-week blocks.  
Rolling admissions.  
Graduates are eligible for national certification as a Clinical Nurse Specialist – Advanced Practice Registered Nurse Role.
RN – BSN/MSN
At the completion of the FULL curriculum, earn both the BSN and the MSN degrees.

<table>
<thead>
<tr>
<th>Associates Degree, Diploma in nursing</th>
<th>College Transfer Policy</th>
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</thead>
<tbody>
<tr>
<td><strong>Transfer Credits from the Basic Nursing Education</strong></td>
<td><strong>College Transfer Policy</strong></td>
</tr>
<tr>
<td>Statistics</td>
<td>3 credits</td>
</tr>
<tr>
<td>Depth of Knowledge</td>
<td>9 credits</td>
</tr>
<tr>
<td>Take three courses from the Wesley Core at the 300 level of courses, the same theme. Must be taken at Wesley College.</td>
<td></td>
</tr>
</tbody>
</table>

| Associates Degree, Diploma in nursing and a Bachelors’ degree not in Nursing |
| YEAR ONE |
| **Fall I** | **Fall II** |
| NR504 Population Focused Care | 5 credits | NR505 Seminar in Professional Nursing | 3 credits |
| **Spring I** | **Spring II** |
| NR507 Theory & Evidence Based Practice | 3 credits | NR508 Health Policy | 4 credits |

| YEAR TWO |
| **Fall I** | **Fall II** |
| NR 510 Health promotion across the life span | 3 credits | N512 Leadership for the APRN | 3 credits |
| NR603 Advanced Physical Assessment | 3 credits | |
| **Spring I** | **Spring II** |
| NR515 Graduate Nursing Research I | 3 credits | NR 610 Advanced Practice Nursing I | 4 credits |
| **Summer I** | **Summer II** |
| NR 601 Advanced Pharmacology | 3 credits | NR602 Advanced Pathophysiology | 3 credits |

| YEAR THREE |
| **Fall I** | **Fall II** |
| NR612 Advanced Practice Nursing II | 4 credits | NR615 Graduate Nursing Research II | 3 credits |
| **Spring I** | **Spring II** |
| NR616 Advanced Practice Nursing III | 4 credits | NR620 Clinical Action Capstone Project | 6 credits |

Courses are offered in hybrid formats in seven-week blocks. Rolling admissions. Graduates are eligible for national certification as a Clinical Nurse Specialist – Advanced Practice Registered Nurse Role.
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 NR504, NR505, NR507, NR508 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 NR504, NR505, NR507, NR508 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 an undergraduate or higher statistics course. Completion of NR504, NR505, NR507, NR508 or BS in Nursing or by permission of the instructor/program director. *Note: Senior level Wesley College BSN students are permitted to take this course during the senior year of the program with instructor/program director approval.* 3 credits

**NR601 Advanced Pharmacology**
This course is designed to expand the advanced practice student’s knowledge of pharmacotherapeutics, pharmacodynamics, pharmacokinetics, and pharmacogenetics, 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 7 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 NR504, NR505, NR507, NR508. 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 NR504, NR505, NR507, NR508. 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

**NR616AG Advanced Nursing Practice III: Vulnerable & 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 NR504, NR505, NR507, NR508. 4 credits

**NR620AG Capstone Project Advisement**
This course is designed to provide the learner with the opportunity to integrate the knowledge and skills learned throughout the program. The capstone course provides an intensive experience in critical analysis, designed to broaden the learner’s perspective and it provides an opportunity for the integration of learning gained throughout the curriculum. The learner must complete a scholarly capstone project that synthesizes advanced knowledge and skill to address an area of relevance to advanced practice nursing for the Adult – Gerontology population. Provides ongoing individualized faculty guidance as the project is followed through to completion. Prerequisite: All RN to MSN course requirements. Co-requisite NR616 or permission of the Graduate Nursing Program Director. 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.

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

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 is 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

NRXXXX 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:
NR600D ST: Care of the Older Adult Advanced Concepts & Application
NR600F ST: Advanced Practice in the Adult Gerontology Population
NR600G ST: APRN Certified Role
WESLEY COLLEGE
DEPARTMENT OF NURSING

MSN CLINICAL NURSE SPECIALIST PROGRAM

PRECEPTOR INFORMATION

Purpose: The preceptor opportunity is designed to permit the MSN student, through a relationship with a preceptor, to transition from the Registered Nurse role to the APRN role. It encourages the MSN student to synthesize the clinical skills and knowledge at the advanced practice level and to apply them in a comprehensive manner in the practice setting.

Definitions:

Preceptor: Licensed, APRN with clinical experience in the area that meets the student-learning objective and has a desire to precept an MSN student preparing to be a Clinical Nurse Specialist.

Wesley College MSN Student: A licensed Registered Nurse pursing an advanced degree in nursing with the focus as a Clinical Nurse Specialist with a population focus of adult-gerontology.

Advanced Practice Nursing Practicum: Concentrated experience under the supervision of a preceptor.

Clinical Agency: Clinical facility providing the clinical practice experiences and preceptor.

Educational Unit: Wesley College, Department of Nursing, Master of Science in Nursing Program

Procedures:

1. At the beginning of each Advanced Practice Nursing course the student and course faculty defines the practicum expectations and preceptor options.
   a. Preceptors are those individuals who possess skills that are needed by clinical nurse specialist students preparing for the role as an advanced practice nurse. According to the National Association of Clinical Nurse Specialists 3rd edition Statement on Clinical Nurse Specialist Practice and Education, “clinical preceptors must be educationally and experientially prepared to mentor students in the CNS role. If CNS preceptors are not available or additional professional expertise is deemed essential for the student’s education, other professionals (e.g. master’s or doctorally prepared nurse practitioners, physicians, nutritionists, social workers, psychologists, nurses or other health professionals with advanced preparation and specialized expertise) may precept CNS students for circumscribed experiences.”
   b. A full-time nursing faculty member in the MSN program may serve as the student’s preceptor.

2. Wesley College Faculty and preceptors cooperate in providing graduate students in nursing the opportunity to participate in health assessment of clients, health
promoting activities, client teaching activities, and providing direct patient care to clients with acute care and health promotion needs in a variety of health care settings.

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

Responsibilities:

**Student:**

- Obtain the completed Preceptor Agreement form for the preceptor if the preceptor is not a full-time nursing faculty member in the Wesley College Department of Nursing
- Maintain current mandatory requirements such as TB testing, CPR, and immunizations or other requirements of the agency.
- Demonstrate professional behaviors
- Maintain competency in clinical skills
- Establish personal goals and outcomes for the experience
- Coordinate the schedule with the preceptor to achieve the student/MSN program end of program student learning outcomes (EOP SLOs).
- Maintain the MSN Practicum log of experiences.
- Participate in a weekly seminar with the Wesley College faculty coordinator
- Develop and present the outcome project/product as defined by the EOP SLOs for the experience.
- Evaluate the effectiveness of the preceptor experience.

**Educational Unit**

- Maintain student records to include CPR certification, criminal background check, adult abuse registry, drug screening, and immunization record
- Provide liability insurance coverage for the student
- Provide the preceptor and student with expected outcomes
- Provide an orientation to the preceptor and student.
- Evaluate the effectiveness of the experience

**Agency sponsoring practicum**

- Provide the clinical practice setting
- Provide direction and support for the preceptor.
- Facilitate student access and orientation to the facility
- Obtain Child Abuse Registry clearance if necessary
- Evaluate the overall experience at the clinical setting level
**Preceptor**

- Sign a preceptor agreement with the Educational Unit
- Provide the Educational Unit with a resume and copy of current license
- Work directly with the MSN student to provide all aspects of patient care assigned to the preceptor.
- Facilitate application of education to clinical practice at the advanced practice nursing level.
Wesley College, Department of Nursing

Master of Science in Nursing

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. Zip code: 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 Master of Science in Nursing – Clinical Nurse Specialist Program.

Preceptor Signature__________________________________________________________

Date Click here to enter a date.

Please email or mail the form to the Graduate Nursing Program Director, along with a copy of your CV. If your institution feels an institutional contract is needed, please notify the Graduate Nursing Program Director by calling the Department of Nursing at 302-736-2488.
WESLEY COLLEGE MSN PROGRAM

Preceptor Evaluation of Student

(To be completed by Preceptor)

Date: ______________________________

Student: ____________________________

Agency: ___________________________

Preceptor’s Name, Credentials, and Title: ______________________________________

Using the following scale, please rate the student’s ability in the areas described below.

5=Superior  4=Above Average  3=Average  2=Below Average  1=Unsatisfactory

During the Preceptor experience, the student demonstrated:

Accountability  5  4  3  2  1
Effective Communication  5  4  3  2  1
Organizational Skills  5  4  3  2  1
Self-Direction  5  4  3  2  1
Problem-Solving Ability  5  4  3  2  1
Collaboration  5  4  3  2  1
Achievement of objectives  5  4  3  2  1

Preceptor Comments:

Preceptor’s Signature: ____________________________________________________________
Wesley College MSN Program

Student Review of Clinical Site and Preceptor Experience

1. Title, Address and Phone# of Agency:

2. Name, Title and Phone # of contact person:

3. Experiences that facilitated your learning:

4. Experiences that were barriers to your learning:

5. What changes would you recommend to make future student experiences at this agency better?

6. How have you changed as a result of this experience?
RN TO MSN CAPSTONE GUIDELINES

NR 620 Capstone Advisement 6 credits

PURPOSE:
The COMPLETION project serves 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, clinical action 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:

A. Capstone (6 credits)
The six-credit clinical action 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 clinical action capstone project.

The clinical action 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.

The clinical action capstone project consists of a 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 clinical action capstone project proposal submitted to the Institutional Review Board for the Protection of Human Subjects (IRB) is a condensed version of the first three chapters, which are completed before IRB approval is sought. IRB review and approval must be obtained before initiation of the clinical action capstone project.
STUDENT RESPONSIBILITIES – COMPLETION CAPSTONE

1. Arrange 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. The Declaration of Intent Form submitted to the Graduate Nursing Program Director by the end of the NR610 Advanced Practice I course.

4. Register for NR620 at registration time. At the time of registration, the student must indicate the faculty member serving as the Capstone advisor and the number of credits. The total credits for the completion Capstone is six credits which are taken in one semester or over several semesters.

5. Begin actual work on the Capstone as directed by their project advisor.

6. Establish a timeline with your project advisor. (See recommended timeline)

7. Meet with your project advisor on a regular basis.

8. Submit final Capstone according to timeline established with project advisor for advisor review and approval.


10. Maintain continuous enrollment.

GRADES FOR COMPLETION CAPSTONE

Until the Capstone 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 Capstone credits. When the Capstone 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 Capstone credits.

CONTINUOUS ENROLLMENT

Once a graduate student has completed all required credits needed for the degree but has not yet submitted the Capstone, the student must maintain his/her matriculation in the degree program by registering for Master’s Continuous Enrollment: Capstone Advisement NR660.

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 three credit hours for graduate study.
COMPLETION PROJECT SUBMISSION PROCEDURE

Before a grade for the Capstone is submitted, the student must submit one bound and an electronic copy 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 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 the final day of classes as published on the Wesley College calendar.
### NR620 Capstone Timeline Worksheet

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Component to be Submitted to Project Advisor</th>
<th>Approved</th>
<th>Comments</th>
</tr>
</thead>
</table>
| April in the first year of study | • Select Faculty Project Advisor (FPA)  
• Declaration of Intent Form  
• Study and become familiar with the most current APA format for papers. | Yes/No |          |
| May – August | • Begin review of literature  
• Determine preceptor opportunities | Yes/No |          |
| August | • Finalize preceptor plans with advisor  
• Complete/submit preceptor forms | Yes/No |          |
| September | • Graduation petition submitted for May graduation – check website for due date | Yes/No |          |
| October Second year of study | • Purpose Statement  
• Research Question(s)  
• Wesley IRB training and NIH training certificate completed – submit to faculty project advisor  
• Submit IRB draft to project advisor | Yes/No |          |
| November Second year of study | • IRB application submitted – check college website for IRB due dates. | Yes/No |          |
| December | • Evaluate the need for IRB approval at the site the project will be conducted. | Yes/No |          |
| January 28 | • Submit Curriculum Vitae to FPA  
• Submit Literature Review to FPA  
• Work with your preceptor | Yes/No |          |
| February 18 | • Submit Introduction section to FPA  
• Submit Methodology section to FPA  
• Work with your preceptor | Yes/No |          |
| February – March | • Implement the project  
• Work with your preceptor | Yes/No |          |
| April -1st week | • Submit Results component to FPA  
• Submit Discussion section to FPA  
• Submit Conclusions and Recommendations to FPA | Yes/No |          |
| April – 2nd week | • Final feedback  
• Make and submit revisions  
• Present completion project to community advisory board members | Yes/No |          |
| April – last week of classes | • Final approval from faculty project advisor THEN  
• Bind final project | Yes/No |          |
| Finals week | • Submit Integrated portfolio to FPA  
• Submit Practicum log – upload to Tk20  
• Meet with project advisor to finalize the completion form and submit to the Director of Graduate Nursing Programs. | Yes/No |          |
| May - September | • Study to prepare for a national CNS certification examination | Yes/No |          |
My faculty project advisor has thoroughly explained the timeline and my personal responsibilities that are associated with this final completion project. I acknowledge the importance of meeting regularly with my project advisor and achieving the above deadlines in order to graduate on time.

Student Signature ______________________________________________________ Date ____________

Faculty Project Advisor Signature __________________________ Date ____________
DEPARTMENT OF INTENT
FOR CAPSTONE

Student Name:

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
Guidelines for Format for Capstone

The Capstone 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. 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
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. Summary, Conclusions, Implications for Nursing Practice [advance practice focus]
5. References
6. Appendices [as needed]: this section should contain any teaching materials developed, tools, patient information handouts, etc.
7. Biography of the Author
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 for the degree of Master of Science in Nursing.

Signed: ______________________________________________________

Date: ______________________________________________________
Click here to enter title of project.

Click here to enter a date.

By

Click here to enter your name.

Wesley College

Department of Nursing

A Capstone 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 ______________________ is a candidate for a Master of Science in Nursing, who expects to receive the degree on ____________________.

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

☐ Course requirements

☐ Final Capstone Project  Title of Final Capstone Project:
  Population Focus:

☐ Curriculum Vitae: ☐ Copy attached for file

☐ Integrated advanced practitioner portfolio reviewed and includes the following:
  Professional goals (one year and five-year plan)
  Service to the School:
  Service to the Profession:
  Service to the Community:
  Teaching demonstration:
    Title of teaching:
    Presented to:
    Date presented:

Grant Concept Paper
  Title of potential grant initiative:

Presentation (poster presentation, presentation, article published)
  Title:
  Presented at:
  Date of presentation:

☐ Cumulative practicum log hours:

Number of credits of course work successfully completed in Masters studies at Wesley College.

Number of graduate credits transferred from other colleges or universities.

Final project approved by: ____________________ Date Approved: ________________

Signatures:              Student ________________________________

                           Final Project Advisor ________________________________

                           Director, Graduate Nursing Programs ____________________
POST MASTER CERTIFICATE
POST MASTER'S CERTIFICATE IN ADULT-GERONTOLOGY FOR THE CLINICAL NURSE SPECIALIST

DESCRIPTION

The post-master’s certificate for adult-gerontology clinical nurse specialist serves those master prepared nurses who require additional coursework to meet eligibility requirements to take the national certification examination as an adult-gerontology clinical nurse specialist. Students will complete clinical practice hours in the advanced practice nurse role and be prepared to practice in three spheres of influence: patients and families, nurses and nursing practice, and organizations. The Adult-Gerontology CNS area prepares post-master's RNs to provide advanced care to adults experiencing complex acute health problems. The post-master’s RN will use advanced diagnostic and assessment skills and interventions to manage and improve patient care. Graduates are prepared for the national certification examination as an adult-gerontology clinical nurse specialist through a national certifying organization.

The Post Master’s CNS Adult-Gerontology is 16 credits.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NR601</td>
<td>Advanced Pharmacology</td>
<td>3 credits</td>
</tr>
<tr>
<td>NR602</td>
<td>Advanced Pathophysiology</td>
<td>3 credits</td>
</tr>
<tr>
<td>NR 603</td>
<td>Advanced Physical Assessment</td>
<td>3 credits</td>
</tr>
<tr>
<td>NR616PM</td>
<td>Advanced Practice Nursing III</td>
<td>4 credits</td>
</tr>
<tr>
<td>NR620PM</td>
<td>Capstone</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

A maximum of 9 credits from previous study may be applied to earn the certificate. Those with previous credits in Advanced Pharmacology, Advanced Pathophysiology, and/or Advanced Physical Assessment must take

NR600D ST: Care of the Older Adult Advanced Concepts & Application OR
NR600F ST: Advanced Practice in the Adult Gerontology Population

THE POST MASTER’S CERTIFICATE IN ADULT-GERONTOLOGY FOR THE CNS END OF PROGRAM STUDENT LEARNING OUTCOMES:

1. Synthesize existing nursing theoretical and social frameworks that may serve as a basis for professional nursing practice to support the adult gerontology population from acute care to health promotion and wellness.

2. Influence organizational structure in relation to functions and outcomes.

3. Demonstrate leadership through effective decision making that stimulates change, quality improvement, and safe practice.

4. Measure outcomes utilizing evidence-based research that supports advance practice nursing in the health care delivery system.

5. Generate innovative nursing interventions and practice in varied health care settings.
6. Maximize the potential of technologies in the provision of advanced practice interventions that enhance communication, coordination, and integration of care.

7. Act on an analysis of the social, economic, political and cultural forces influencing advocacy within the health care delivery system.

8. Function independently and collaboratively with other inter-professional teams in the health care system.

9. Participate in the culture of lifelong learning and professional growth.

CERTIFICATION

Those post-master’s certificate graduates who seek certification must complete the clinical action capstone project 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 that aligns with the Consensus Model for APRN Regulation: Licensure, Accreditation, Certification and Education. Upon successful completion/passing of the exam, graduates 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

Following achievement of certification, the graduate of the post-master’s certificate program is eligible for licensure as an Advanced Practice Registered Nurse (APRN) in the state of Delaware. For further information on licensure requirements, see

https://dpr.delaware.gov/boards/nursing/
POST MASTER’S CERTIFICATE IN ADULT GERONTOLOGY COURSES

NR601 Advanced Pharmacology
This course is designed to expand the advanced practice student’s knowledge of pharmacotherapeutics, pharmacodynamics, pharmacokinetics, and pharmacogenetics, 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 7-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

NR600D ST: Older Adult: Advanced Concepts
This course will address issues that affect the health and well-being of older adults. Content will focus on the competencies necessary for the clinical nurse specialist to provide high-quality care to older adults and their families at an advanced practice level. Attitudes and expectations regarding aging and older adults, effective assessment of older adults and management of common and complex age related health concerns will be addressed. Participants will apply their knowledge of family and community resources available to serve vulnerable populations of elders and ways to promote safe, effective, evidence based practice with older adults. This course will be offered as an online course. (TBA) 3 Credits

NR616AG Advanced Nursing Practice III: Vulnerable & 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 management and prevention. Students will participate in advocacy, organizing and health capacity building. Prerequisite: B.S.N. or completion of Nursing Bridge. Completion of NR612 or permission of the instructor. 4 credits
NR620PM[AG] Post Master’s Capstone
This course is designed to provide the learner with the opportunity to integrate the knowledge and skills learned throughout the program. The capstone course provides an intensive experience in critical analysis, designed to broaden the learner’s perspective and it provides an opportunity for the integration of learning gained throughout the curriculum. The learner must complete a scholarly capstone project that synthesizes advanced knowledge and skill to address an area of relevance to advanced practice nursing for the Adult–Gerontology population. Provides ongoing individualized faculty guidance as the project is followed through to completion. Prerequisite: All RN to MSN course requirements. Co-requisite NR616 or permission of the Graduate Nursing Program Director. 6 credits

<table>
<thead>
<tr>
<th>Summer I</th>
<th>Summer II</th>
<th>Fall II</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>NR601 Advanced Pharmacology</td>
<td>NR602 Advanced Pathophysiology</td>
<td>NR603 Advanced Physical Assessment OR NR600D ST: Care of the Older Adult: Advanced Concepts &amp; Applications or NR600F ST: Advanced Practice in the Adult Gerontology Population</td>
<td>NR616PM NR620PM</td>
</tr>
</tbody>
</table>
WESLEY COLLEGE
DEPARTMENT OF NURSING

Post Master’s Certificate in Adult-Gerontology for the Clinical Nurse Specialist

PRECEPTOR INFORMATION

Purpose: The preceptor opportunity is designed to permit the MSN student, through a relationship with a preceptor, to transition from the Registered Nurse role to the APRN role. It encourages the MSN student to synthesize the clinical skills and knowledge at the advanced practice level and to apply them in a comprehensive manner in the practice setting.

Definitions:

Preceptor: Licensed, APRN with clinical experience in the area that meets the student learning objective and has a desire to precept an MSN student preparing to certify as a Clinical Nurse Specialist.

Wesley College Post-Masters Student: A licensed Registered Nurse with a master degree in nursing pursing a post-master’s certificate in nursing as a Clinical Nurse Specialist with a population focus of adult-gerontology.

Advanced Practice Nursing Practicum: Concentrated experience under the supervision of a preceptor.

Clinical Agency: Clinical facility providing the clinical practice experiences and preceptor.

Educational Unit: Wesley College, Department of Nursing, Post-Master’s Certificate in Nursing Program

Procedures:

1. At the beginning of each Advanced Practice Nursing course the student and course faculty defines the practicum expectations and preceptor options.

   a. Preceptors are those individuals who possess skills that are needed by clinical nurse specialist students preparing for the role as an advanced practice nurse. According to the National Association of Clinical Nurse Specialists 3rd edition Statement on Clinical Nurse Specialist Practice and Education, “clinical preceptors must be educationally and experientially prepared to mentor students in the CNS role. If CNS preceptors are not available or additional professional expertise is deemed essential for the student’s education, other professionals (e.g. master’s or doctorally prepared nurse practitioners, physicians, nutritionists, social workers, psychologists, nurses or other health professionals with advanced preparation and specialized expertise) may precept CNS students for circumscribed experiences.”

   b. A full-time nursing faculty member in the MSN program may serve as the student’s preceptor.

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 direct patient care to clients with acute care and health promotion needs in a variety of health care settings.

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.

Responsibilities:

Student:

- Obtain the completed Preceptor Agreement form for the preceptor if the preceptor is not a full-time nursing faculty member in the Wesley College Department of Nursing
- Maintain current mandatory requirements such as TB testing, CPR, and immunizations or other requirements of the agency.
- Demonstrate professional behaviors
- Maintain competency in clinical skills
- Establish personal goals and outcomes for the experience
- Coordinate the schedule with the preceptor to achieve the student/Post –Master’s certificate program end of program student learning outcomes (EOPSLOs).
- Maintain the MSN Practicum log of experiences.
- Participate in a weekly seminar with the Wesley College faculty coordinator
- Develop and present the outcome project/product as defined by the EOPSLOs for the experience.
- Evaluate the effectiveness of the preceptor experience.

Educational Unit

- Maintain student records to include CPR certification, criminal background check, adult abuse registry, drug screening, and immunization record
- Provide liability insurance coverage for the student
- Provide the preceptor and student with expected outcomes
- Provide an orientation to the preceptor and student.
- Evaluate the effectiveness of the experience

Agency sponsoring practicum

- Provide the clinical practice setting
- Provide direction and support for the preceptor.
- Facilitate student access and orientation to the facility
- Obtain Child Abuse Registry clearance if necessary
- Evaluate the overall experience at the clinical setting level

Preceptor

- Sign a preceptor agreement with the Educational Unit
- Provide the Educational Unit with a resume and copy of current license
- Work directly with the MSN student to provide all aspects of patient care assigned to the preceptor.
- Facilitate application of education to clinical practice at the advanced practice nursing level.
Wesley College, Department of Nursing
Post Master’s Certificate in Adult-Gerontology for the CNS

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. Zip code: 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 Masters Certificate in Adult-Gerontology for the Clinical Nurse Specialist.

Preceptor Signature________________________________________

Date Click here to enter a date.

Please email or mail the form to the Graduate Nursing Program Director, along with a copy of your CV. If your institution feels an institutional contract is needed, please notify the Graduate Nursing Program Director by calling the Department of Nursing at 302-736-2488.
PRECEPTOR EVALUATION OF STUDENT

(To be completed by Preceptor)

Date: ______________________________

Student: ____________________________

Agency: ___________________________

Preceptor’s Name, Credentials, and Title: _______________________________________

Using the following scale, please rate the student’s ability in the areas described below.

5=Superior   4=Above Average   3=Average   2=Below Average   1=Unsatisfactory

During the Preceptor experience, the student demonstrated:

Accountability                       5  4  3  2  1
Effective Communication               5  4  3  2  1
Organizational Skills                 5  4  3  2  1
Self-Direction                        5  4  3  2  1
Problem-Solving Ability               5  4  3  2  1
Collaboration                         5  4  3  2  1
Achievement of objectives             5  4  3  2  1

Preceptor Comments:

Preceptor’s Signature: ________________________________
Wesley College Department of Nursing

Post Master’s Certificate in Adult-Gerontology for the CNS

Student Evaluation of Clinical Site and Preceptor Experience

1. Title, Address and Phone# of Agency:

2. Name, Title and Phone # of contact person:

3. Experiences that facilitated your learning:

4. Experiences that were barriers to your learning:

5. What changes would you recommend to make future student experiences at this agency better?

6. How have you changed as a result of this experience?
POST-MASTER’S CERTIFICATE COMPLETION PROJECT
GUIDELINES

NR 620PM Capstone  3 credits

PURPOSE:
The COMPLETION project serves 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 post-master’s certificate student to synthesize course material learned throughout the program and to build on that knowledge to produce a significant research, scholarly, clinical action project.

The number of practicum hours required for this course will be determined on the hours of practicum completed in the previous master degree.

TYPE OF PROJECT:

A. Capstone

The clinical action 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 clinical action capstone project.

The clinical action 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.

The clinical action capstone project consists of a 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 clinical action capstone project proposal submitted to the Institutional Review Board for the Protection of Human Subjects (IRB) is a condensed version of the first three chapters which are completed before IRB approval is sought.

IRB review and approval must be obtained before initiation of the clinical action capstone project.
STUDENT RESPONSIBILITIES – COMPLETION CAPSTONE

1. Arrange with an individual faculty person to serve as completion project advisor for NR620PM. 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. The Declaration of Intent Form submitted to the Graduate Nursing Program Director before beginning the NR620PM course.
4. Register for NR620PM at registration time. At the time of registration, the student must indicate the faculty member serving as the project advisor.
5. Begin actual work on the project 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.
10. Maintain continuous enrollment.

GRADES FOR CAPSTONE:
Until the Capstone is completed, a temporary grade of S (Satisfactory) or U (Unsatisfactory) is submitted for any semester or session in which the student is registered Capstone credits. When the Capstone is completed, the advisor assigns a letter grade for the work.

CONTINUOUS ENROLLMENT:
Once a student has completed all required credits needed for the degree but has not yet submitted the Capstone, the student must maintain his/her matriculation in the degree program by registering for Master’s Continuous Enrollment: Capstone Advisement NR660.

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 three credit hour for graduate study.

SUBMISSION PROCEDURE:
Before a grade for the Capstone is submitted, the student must submit one copy and an electronic copy to the faculty advisor with signed signature pages. When the capstone is complete and the project advisors have signed the signature pages, one final copy of the project must be submitted to the Director of Graduate Nursing Programs. Deadline for submission of the project to the Director is the final day of classes as published on the Wesley College calendar.
DECLARATION OF INTENT
FOR COMPLETION PROJECT

Student Name:

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 before beginning NR620PM the final day of the semester in which the student is taking NR610
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 for the Post Master’s Certificate in Adult-Gerontology for the CNS

Signed: ______________________________________________________

Date: _______________________________________________________
Click here to enter title of project.
Click here to enter a date.

By
Click here to enter your name.

Wesley College
Department of Nursing

A Capstone submitted to the faculty of Wesley College Department of Nursing in partial fulfillment of the requirements for the Post Master’s Certificate in Adult-Gerontology for the CNS

Enter year of completion
Department of Nursing
Post-Master’s Certificate in Adult-Gerontology for the CNS

CERTIFICATION OF COMPLETION OF THE
POST-MASTERS CERTIFICATE IN ADULT-GERONTOLOGY FOR THE CNS

I certify that_____________________ is a candidate for a Post- Masters Certificate in Adult-Gerontology for the CNS, who expects to receive the degree on ________________.

The candidate has met the requirements of the Department of Nursing for the post-master’s certificate including:
☐ Course requirements

☐ Final Project
  Title of Final Project:
  Population Focus:

☐ Curriculum Vitae:  ☐ Copy attached for file

☐ Cumulative practicum log hours:

Number of credits of course work successfully completed in Post-Masters studies at Wesley College: ______________

Number of graduate credits transferred from other colleges or universities: ______________

Final project approved by:  Date Approved:

Signatures:  Student ____________________________

  Final Project Advisor ____________________________

  Director, Graduate Nursing Programs ____________________________
POLICIES AND PROCEDURES
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 within the Graduate Nursing Student Handbook.

General Graduate Admission Policies
  Admission Requirement * (p. 66)
  Admission of International Graduate Students* (p. 67)
  Non-degree seeking students
  Transfer Credit
  Continuing Registration Policy

Academic Policies and Procedures
  Incomplete Grades
  Grading Scale * (p. 73)
  Grade Appeal
  Professional Expectations* (p. 74)
  Academic Honest Policy and Procedures
  Academic Standing
  Continuous Enrollment
  Advising
  Exemption from Course Requirements
  Graduation Requirements* (p. 88)
  Access to Student Records

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. The applicant must be a graduate of a nationally accredited nursing 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 one letter of recommendation. The letter should address the academic capabilities of the candidate.
5. Interview with Graduate Program Director
6. Submit a professional resume
7. 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 in the Graduate College Catalog and on the College website. Contact the International Programs Office located in Dulany Hall room 003. The program is held within the Department of Student Success & Retention. For more information, contact International Programs at (302) 736-2495 or InternationalAdmissions@wesley.edu

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: https://dpr.delaware.gov/boards/nursing/reciprocity/

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 nine (9) 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 three credits per semester of NR660 Continuous Enrollment

**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 Department of Nursing RN to MSN Leave of Absence Form. Obtain this form from the Graduate Program Director (see Appendix A: Leave of Absence Form)
- Develop a plan for returning to the RN to MSN program with your advisor
- Review and complete the Extended Leave of Absence Form under Registrar Forms on the College website: [https://wesley.edu/current-students/registrar/registrar-forms](https://wesley.edu/current-students/registrar/registrar-forms)

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 (see Appendix B: 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 a plan to have an incomplete entered at the end of the course.

Incomplete Grade Procedure

- Meet with the course faculty member as soon as the student recognizes a need for assignment extension with the completed Incomplete Request Form accessed from Registrar Forms online
- Establish a plan and timeline to complete course assignments with the course faculty.
- Arrangements must be completed before the end of the course.
- 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 and one in the Registrar’s Office.
- Follow the Wesley College Graduate Catalog policy for an incomplete grade.
- A student cannot register for NR620 if they hold any incompletes in prior courses.
- A student may not progress to the next practicum course if they hold an incomplete in a previous course.
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.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Quality Point Equivalent</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
<td>95-100%</td>
</tr>
<tr>
<td>A-</td>
<td>3.67</td>
<td>90-94.99%</td>
</tr>
<tr>
<td>B+</td>
<td>3.33</td>
<td>85 – 89.99%</td>
</tr>
<tr>
<td>B*</td>
<td>3.0</td>
<td>80- 84.99%</td>
</tr>
<tr>
<td>B-</td>
<td>2.67</td>
<td>77.26 -79.99%</td>
</tr>
<tr>
<td>C+</td>
<td>2.33</td>
<td>75 – 77.25%</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
<td>70- 74.99%</td>
</tr>
<tr>
<td>F</td>
<td>0.00</td>
<td>&lt; 70%</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
<td></td>
</tr>
<tr>
<td>W</td>
<td>Official withdraw</td>
<td></td>
</tr>
</tbody>
</table>

*Graduate nursing students are required to maintain a 3.0 cumulative GPA and obtain a final grade of “B” or above in all nursing courses to be eligible to register for the succeeding course in the nursing curriculum.*

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 at the following email address: Abdul.Hameed@wesley.edu

PROFESSIONAL EXPECTATIONS FOR PRECEPTOR EXPERIENCE

Students requesting to participate in a preceptor experience at a clinical agency must submit documentation as required by the agency. These may include, but not be limited to the following: RN licensure, current CPR certification, proof of physical examination, negative drug screen, negative PPD or QuantiFERON TB Gold for tuberculosis, and a clear criminal background. Students will upload all required documentation onto CastleBranch© documents as required by clinical agencies.

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 C: RN to MSN Advisement Worksheet).

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). Any student with questions may 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, a student 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.

Grievance Procedure
The graduate student should first speak with the faculty member regarding a concern. If the concern is not resolved, the student should speak to the Graduate Program Director and then the Nursing Department chair.
The Graduate Nursing Programs follow the grievance procedure outlined in the Wesley College Graduate Catalog.

Information Technology Services (ITS)
ITS is located in the basement of the Parker Library.
Office Hours: Monday - Friday 8:30am - 4:30pm.
For 24 hour assistance with IT services please call 302-736-4199 or email helpdesk@wesley.edu

Accessing the Library https://wesley.edu/campus-services/library
Phone: (302) 736-2413
120 North State Street, Dover, DE 19901
Monday – Thurs, 8:00 am-Midnight
Friday, 7:30am - 5:00pm
Saturday, Noon-5:00pm
Sunday, 3:00pm-Midnight

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 https://wesley.bncollege.com/shop/wesley/home
MyWesley
MyWesley is Wesley College’s on-line portal for Students and Faculty. This portal allows many things to happen. Students can check their 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. https://wesley.edu/academics/programs/institutional-review-board

Tk20 Comprehensive Assessment Solutions (Tk20)
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 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 during the spring semester based on their academic record. The formal Induction
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 advisor, the student may present parts of his/her Capstone at a professional meeting or may publish it in a journal, prior to submitting the Capstone as a requirement for the MSN degree. Such publication in an un-copyrighted journal voids the student's literary rights to that portion of the work, and precludes later copyright of the Capstone. If the Capstone 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 Capstone.

Standard Order of Credentials for the Professional Nurse
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)
APPENDICIES
APPENDIX A
WESLEY COLLEGE   DEPARTMENT OF NURSING
LEAVE OF ABSENCE FORM

Policy on Continuous Enrollment

Following matriculation, graduate students are required to be enrolled for courses each semester for continuous enrollment to be achieved. Students who do not apply for a leave of absence and have not enrolled for at least one semester can be dropped from the program. If students are dropped from the program, they may petition for readmission by filing a new application at least 30 days prior to the start of the semester in which the student expects to enroll. A maximum of five calendar years from the date of matriculation is allowed for completion of the master’s program.

Instruction
1) A student seeking a LOA must consult with the graduate Program Director, and submit a LOA form to Registrar’s Office. The request must be signed and dated with the reason for LOA.
2) Upon receiving the LOA request and form, Wesley College Academic Affairs will determine if there is a reasonable expectation that the student will return and resume his/her study. Wesley College and the Department of Nursing will grant the request or deny it, and inform the student by email.
3) The LOA cannot exceed 180 days in any 12-month period. Students with F-1 visa must contact the International Student Advisor for consultation prior to requesting for a LOA to ensure compliance with federal immigration regulations.
4) The student must report to Registrar’s Office upon returning from the approved LOA on/or prior to the expected return date stated on the LOA form.
5) If a student does not resume attendance at the college on/or before the end of an approved LOA, the student will be considered withdrawn from the program.

A. Student Information:

Student’s Name: ____________________________  Student ID #  ______________

Current Address: ______________________City____________ State______ Zip _________

Phone: __________________________Cell phone: __________________

Email __________________________

B. Program of Study: __________________________

C. Reason for absence: If it is medical leave, a student must provide the college with the relevant documentation from a doctor that shows she/he is required to take medical treatment for that term or the period.

______________________________

Leave of Absence Depart Date: ______________

Semester or Planned Return Date: ______________

By signing below, I certify that I have read and understood the leave of Absence Policy.

Student Signature _______________________________  Date: __________

Program Director Signature: ________________________  Date: __________
APPENDIX B
WESLEY COLLEGE
DEPARTMENT OF NURSING
Graduate Nursing Programs
Alternate Educational Approach Request Form

Policy on Alternate Educational Approach

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.

D. Student Information:

Student’s Name: _______________________________________________________
Student ID # ________________________
Current Address: __________________________________ City________________
State_____ Zip _________
Phone: ________________________ Cell: ________________________
E-mail__________________________________________________________

E. Program of Study:

F. Courses requested:

G. Reason for request for Alternate Educational Approach.
H. Plan for Alternate Educational Approach

By signing below, I certify that I have read and understood the Alternate Educational Approach Policy. I agree to the plan established above with the faculty member and Graduate Program Director.

Student Signature______________________________ Date: ________________________

Faculty Signature: ____________________________ Date: ________________________

Graduate Nursing Program Director Signature: ____________________________ Date: ______________
# APPENDIX C
## RN to MSN Advisement Worksheet

### Wesley College Department of Nursing

#### Student Name: [Student Name]

#### Group #: Graduation

<table>
<thead>
<tr>
<th>Core Curriculum Hrs. Earned:</th>
<th>0 (12 Hours Required)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bridge Requirement Hrs. Earned:</td>
<td>0 (15 Hours Required)</td>
</tr>
<tr>
<td>Total Bridge Hrs.:</td>
<td>0 (27 Hours Required)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Graduate Nursing Hrs. Earned:</th>
<th>0 (39 Hours Required)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate Elective Hrs. Earned:</td>
<td>0 (0-3 Hours if indicated)</td>
</tr>
<tr>
<td>Total Graduate Hrs.:</td>
<td>0 (39 Hours Required)</td>
</tr>
</tbody>
</table>

### Basic Nursing Education

#### Transfer Credits:

#### Core Requirements:

<table>
<thead>
<tr>
<th>Course/Category</th>
<th>Course No</th>
<th>Course Title</th>
<th>Credit Hours</th>
<th>Course Completed</th>
<th>Prerequisite</th>
<th>Transferred From</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wesley College core course</td>
<td>300 level</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wesley College core course</td>
<td>300 level</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wesley College core course</td>
<td>300 level</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Analysis (3)</td>
<td>MA 201</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Totals**

### Bridge Requirements:

<table>
<thead>
<tr>
<th>Course No</th>
<th>Course Title</th>
<th>Credit Hours</th>
<th>Course Completed</th>
<th>Prerequisite</th>
<th>Transferred From</th>
</tr>
</thead>
<tbody>
<tr>
<td>NR 504</td>
<td>Population-Focused Care</td>
<td></td>
<td></td>
<td>Holds BSN</td>
<td>Licensure as RN</td>
</tr>
<tr>
<td>NR 505</td>
<td>Seminar in Professional Nursing</td>
<td></td>
<td></td>
<td>Holds BSN</td>
<td>Licensure as RN</td>
</tr>
<tr>
<td>NR 507</td>
<td>Theory &amp; EBP</td>
<td></td>
<td></td>
<td>Holds BSN</td>
<td>Licensure as RN</td>
</tr>
<tr>
<td>NR 508</td>
<td>Health Policy</td>
<td></td>
<td></td>
<td>Holds BSN</td>
<td>Licensure as RN</td>
</tr>
</tbody>
</table>

**Totals**

### Graduate Nursing Requirements:

<table>
<thead>
<tr>
<th>Course No</th>
<th>Course Title</th>
<th>Credit Hours</th>
<th>Course Completed</th>
<th>Prerequisite</th>
<th>Transferred From</th>
</tr>
</thead>
<tbody>
<tr>
<td>NR 510</td>
<td>Health Promotion Across the Lifespan</td>
<td></td>
<td></td>
<td>BSN or Bridge</td>
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<tr>
<td>NR 512</td>
<td>Leadership Role in Adv. Prac. Nursing</td>
<td></td>
<td></td>
<td>BSN or Bridge</td>
<td></td>
</tr>
<tr>
<td>NR 515</td>
<td>Graduate Nursing Research I</td>
<td></td>
<td></td>
<td>BSN or Bridge</td>
<td></td>
</tr>
<tr>
<td>NR 501</td>
<td>Advanced Pharmacology</td>
<td></td>
<td></td>
<td>BSN or Bridge</td>
<td></td>
</tr>
<tr>
<td>NR 502</td>
<td>Advanced Pathophysiology</td>
<td></td>
<td></td>
<td>BSN or Bridge</td>
<td></td>
</tr>
<tr>
<td>NR 603</td>
<td>Advanced Physical Assessment</td>
<td></td>
<td></td>
<td>BSN or Bridge</td>
<td></td>
</tr>
<tr>
<td>NR 610AG</td>
<td>Advanced Nursing Practice I</td>
<td></td>
<td></td>
<td>BSN or Bridge</td>
<td></td>
</tr>
<tr>
<td>NR 612AG</td>
<td>Advanced Nursing Practice II</td>
<td></td>
<td></td>
<td>BSN or Bridge</td>
<td></td>
</tr>
<tr>
<td>NR 515</td>
<td>Graduate Nursing Research II</td>
<td></td>
<td></td>
<td>NR515</td>
<td></td>
</tr>
<tr>
<td>NR 616AG</td>
<td>Advanced Nursing Practice III</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NR 620AG</td>
<td>Thesis/Project Advisement</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Totals**

### Graduate Electives:

<table>
<thead>
<tr>
<th>Course No</th>
<th>Course</th>
<th>Credit Hours</th>
<th>Course Completed</th>
<th>Transferred From</th>
</tr>
</thead>
</table>

**Totals**
APPENDIX D

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

Inserted are sample write ups

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


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


Presentations

2010 “Stroke Awareness” Shore Medical Education Conference. City, State
Poster presentation
“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.

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

**Licenses/ 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

**Awards**

Graduate Student Faculty Award – Wesley College 2014
Green leaf award – Girl Scouts of the United States 2000
APPENDIX E: 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 or respective certificate program. The components of the portfolio should include, but are not limited to:

1. Curriculum Vitae

2. Professional Career Goals
   Written one year and five-year career goals.

3. Evidence of clinical expertise
   Documentation of successful clinical interventions, e.g. letters of thanks, commendations, evaluation data.

4. 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.

5. Service to the profession
   Membership in at least one professional nursing organization and active participation in at least one local taskforce or committee.

6. Service to the community
   Evidence of volunteer activities and/or support of volunteerism.

7. 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. Include the educational activity template.

8. Submission of clinical grant concept paper with IRB application
   Provide a copy of the grant concept paper and the IRB review letter.

9. Paper or poster presentation at a clinical conference
   Numerous local, regional, and national opportunities exist to achieve this component

10. Attendance at one professional conferences
    Professional conferences may include professionally sponsored nursing meetings of other interdisciplinary, or specialty area meetings.
APPENDIX F: MSN GRADUATION REQUIREMENTS STUDENT 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 AG/PM Capstone 6 credits

☐ The APRN Role Courses (12 Credits)
  NR610 AG/PM Advanced Practice Nursing I 4 credits
  NR612 AG Advanced Practice Nursing II 4 credits
  NR616 AG Advanced Practice Nursing III 4 credits

☐ Graduation Petition Submitted to Registrar by due date

☐ Integrated Professional Portfolio Components
  
  Curriculum Vitae
  Professional Career Goals
  Evidence of clinical expertise
  Service to the school
  Service to the profession
  Service to the community
  Demonstrated teaching experience
  Submission of Grant Concept Paper and IRB application
  Paper or poster presentation at a clinical conference
  Attendance at one professional conference

☐ Completion Project Submitted in bound and electronic format

☐ Practicum Log Submitted and uploaded to Tk20

☐ End of Program Evaluation Completed and Submitted online

☐ Contact Information Card Completed and Submitted