# The Essentials of Master’s Education in Nursing

## I: Background for Practice from Sciences and Humanities

The master’s-degree program prepares the graduate to:

1. Integrate nursing and related sciences into the delivery of advanced nursing care to diverse populations.

   - **NURS 501**
   - These theories and concepts are derived from the social sciences, psychology, and family and humanistic literature. Concept development will be analyzed in relation to specific areas of students’ interests.
   - Curriculum has appropriate course sequencing (NONF)

2. Incorporate current and emerging genetic/genomic evidence in providing advanced nursing care to individuals, families, and communities while accounting for patient values and clinical judgment.

3. Design nursing care for a clinical or community-focused population based on biopsychosocial, public health, nursing, and organizational sciences.

   - **NURS 531**
   - Emphasis is on theory and practice in biobehavioral and psychobehavioral assessment strategies essential for case management of the adult seeking primary, secondary, and tertiary care. Skill development includes obtaining and recording a comprehensive database and demonstrates advanced clinical judgment in the assessment of individuals.

4. Apply ethical analysis and clinical reasoning to assess, intervene, and evaluate advanced nursing care delivery.

   - **NURS 505**
   - Analysis of ethical frameworks for decision-making in relation to selected nursing theories, standards of nursing care, and health care policies. In-depth study of major ethical issues affecting the nursing care of individuals, families, and communities. Oral presentations & papers.

5. Synthesize evidence for practice to determine appropriate application of interventions across diverse populations.
6. Use quality processes and improvement science to evaluate care and ensure patient safety for individuals and communities. 

7. Integrate organizational science and informatics to make changes in the care environment to improve health outcomes. 

8. Analyze nursing history to expand thinking and provide a sense of professional heritage and identity. 

NURS 609 Emphasis is placed on the role of the nursing administrator as educator, client, and nurse advocate and collaborator within health care organizations. Students evaluate current methods of nursing care delivery and case management. 

NURS 665 This course focuses on the use of selected computer technology to enhance learning and critical thinking. 

NURS 504 The history of nursing, its culture, and current social, political, and legislative trends are studied for their implications in nursing leadership. Students apply concepts from selected theories in the development of a philosophy of leadership.
## II: Organizational and Systems Leadership

The master’s-degree program prepares the graduate to:

| 1. Apply leadership skills and decision making in the provision of culturally responsive, high-quality nursing care, healthcare team coordination, and the oversight and accountability for care delivery and outcomes | NURS 504 | Study of leadership theories and issues in managed health care. The history of nursing, its culture, and current social, political, and legislative trends are studied for their implications in nursing leadership. Students apply concepts from selected theories in the development of a philosophy of leadership |
| 2. Assume a leadership role in effectively implementing patient safety and quality improvement initiatives within the context of the interprofessional team using effective communication (scholarly writing, speaking, and group interaction) skills | NURS 504 | Study of leadership theories and issues in managed health care. The history of nursing, its culture, and current social, political, and legislative trends are studied for their implications in nursing leadership. Students apply concepts from selected theories in the development of a philosophy of leadership |
| 3. Develop an understanding of how healthcare delivery systems are organized and financed (and how this affects patient care) and identify the economic, legal, and political factors that influence health care | NURS 551/ MBA 652 | An analysis of the "financial health" of the health care system and the provision of health care services within that system. An introduction to the management of a health care facility’s finances, including the operation of its financial accounting system. Evaluation of the organization’s financial situation using financial techniques and financial statements, cash management, credit analysis, capital structure and capital budgeting, funds management, and financial control |
4. Demonstrate the ability to use complexity science and systems theory in the design, delivery, and evaluation of health care.

5. Apply business and economic principles and practices, including budgeting, cost/benefit analysis, and marketing, to develop a business plan.

6. Design and implement systems change strategies that improve the care environment.

7. Participate in the design and implementation of new models of care delivery and coordination.
### III: Quality Improvement and Safety

The master’s-degree program prepares the graduate to:

1. Analyze information about quality initiatives recognizing the contributions of individuals and inter-professional healthcare teams to improve health outcomes across the continuum of care.

   - **Course:** NURS 609
   - **Examples:** Students evaluate current methods of nursing care delivery and case management.

2. Implement evidence-based plans based on trend analysis and quantify the impact on quality and safety.

   - **Course:** NURS 502
   - **Examples:** Application of leadership theories and issues in managed health care organizational leadership projects.

3. Analyze information and design systems to sustain improvements and promote transparency using high reliability and just culture principles.

   - **Course:** NURS
4. Compare and contrast several appropriate quality improvement models.

NURS 501; 502; 504; 650; 651
Implement management, preventive, and health-promoting strategies which support clients, families, the community, and their care-givers

5. Promote a professional environment that includes accountability and high-level communication skills when involved in peer review, advocacy for patients and families, reporting of errors, and professional writing.

NURS 609; 610
Advanced study of business and nursing theories and research that direct, organize and facilitate the delivery of nursing care, Students participate in the implementation and evaluation of current methods of nursing care delivery.

NURS 609; 610
Advanced study of business and nursing theories and research that direct, organize and facilitate the delivery of nursing care, Students participate in the implementation and evaluation of current methods of nursing care delivery.

6. Contribute to the integration of healthcare services within systems to affect safety and quality of care to improve patient outcomes and reduce fragmentation of care.

NURS 609; 610
Advanced study of business and nursing theories and research that direct, organize and facilitate the delivery of nursing care, Students participate in the implementation and evaluation of current methods of nursing care delivery.

7. Direct quality improvement methods to promote culturally responsive, safe, timely, effective, efficient, equitable, and patient-centered care.

NURS 504; 609; 610
Study of leadership theories and issues in managed health care. Advanced study of business and nursing theories and research that direct, organize and facilitate the delivery of nursing care, Students participate in the implementation and evaluation of current methods of nursing care delivery.

8. Lead quality improvement initiatives that integrate socio-cultural factors affecting the delivery of nursing and healthcare services.
**IV: Translating and Integrating Scholarship into Practice**

The master’s-degree program prepares the graduate to:

1. Integrate theory, evidence, clinical judgment, research, and interprofessional perspectives using translational processes to improve practice and associated health outcomes for patient aggregates.

   **NURS 501; 502; 504; 609; 610; 611; 612**

   - Critiques of selected nursing theories and health-related concepts; development of a research proposal; application of leadership theories and issues in managed health care organizational leadership projects;

2. Advocate for the ethical conduct of research and translational scholarship (with particular attention to the protection of the patient as a research participant).

   **NURS 505**

   - Analysis of ethical frameworks for decision-making in relation to selected nursing theories, standards of nursing care, and health care policies.
   - In-depth study of major ethical issues affecting the nursing care of individuals, families, and communities

3. Articulate to a variety of audiences the evidence base for practice decisions, including the credibility of sources of information and the relevance to the practice problem confronted.

   **NURS 502; 504; 505; 9610; 611; 612**

   - Application of leadership theories and issues in managed health care organizational leadership projects;

4. Participate, leading when appropriate, in collaborative teams to improve care outcomes and support policy changes through knowledge generation, knowledge dissemination, and planning and evaluating knowledge implementation.

   **NURS 501; 02; 504; 505; 650; 651; 652; 653 ; 657**

   - Emphasis is placed on the role of the nursing administrator as educator, client, and nurse advocate and collaborator within health care organizations. Students evaluate current methods of nursing care delivery and case management (Implement management, preventive, and health-promoting strategies which support clients, families, the community, and their care-givers.

5. Apply practice guidelines to improve practice and the care environment.
6. Perform rigorous critique of evidence derived from databases to generate meaningful evidence for nursing practice.

NURS 501;502 critiques selected nursing theories and health related concepts involved in advanced nursing practice.
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V: Informatics and Healthcare Technologies

The master’s-degree program prepares the graduate to:

1. Analyze current and emerging technologies to support safe practice environments, and to optimize patient safety, cost-effectiveness, and health outcomes.

2. Evaluate outcome data using current communication technologies, information systems, and statistical principles to develop strategies to reduce risks and improve health outcomes.

3. Promote policies that incorporate ethical principles and standards for the use of health and information technologies.

4. Provide oversight and guidance in the integration of technologies to document patient care and improve patient outcomes.

5. Use information and communication technologies, resources, and principles of learning to teach patients and others.

6. Use current and emerging technologies in the care environment to support lifelong learning for self and others.

<table>
<thead>
<tr>
<th>Course</th>
<th>Examples</th>
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</thead>
<tbody>
<tr>
<td>NURS 665</td>
<td>Use of selected computer technology to enhance learning and critical thinking</td>
</tr>
<tr>
<td>NURS501;502;504;505;665</td>
<td>Use of selected computer technology to enhance learning and critical thinking</td>
</tr>
<tr>
<td>NURS 505;665</td>
<td>Ethical frameworks are analyzed for decision-making in relation to selected nursing theories, standards of nursing care, and health care policies.</td>
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<tr>
<td>NURS 504;601;650;651;652;653 665</td>
<td>Use technology to explore the diagnosis and nursing management of frequently occurring common health problems manifested in primary care.</td>
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<tr>
<td>NURS664;665;</td>
<td>Use of selected computer technology to enhance learning and critical thinking</td>
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<td>NUS 665;</td>
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### VI: Health Policy and Advocacy

The master’s-degree program prepares the graduate to:

1. Analyze how policies influence the structure and financing of health care, practice, and health outcomes.
   - **Course:** NURS 501; 504; 505; 550; 551; 552/MB A653; 609; 610;
   - **Examples:** Ethical frameworks are analyzed for decision-making in relation to selected nursing theories, standards of nursing care, and health care policies. Advanced study of business and nursing theories and research that direct, organize and facilitate the delivery of nursing care.

2. Participate in the development and implementation of institutional, local, and state and federal policy.
   - **Course:** NURS 504; 505; 50; 551; 552 MBA 653
   - **Examples:** Advanced study of business and nursing theories and research that direct, organize and facilitate the delivery of nursing care.

3. Examine the effect of legal and regulatory processes on nursing practice, healthcare delivery, and outcomes.
   - **Course:** NURS 504; 505; 50; 551; 552 MBA 653
   - **Examples:** Legal cases, including significant court opinions, in order to bring students to a basic understanding of the manner in which their actions will be judged by our country’s legal systems. Exploration of nature of medical malpractice and the effect of medical error on the provision of health care services.

4. Interpret research, bringing the nursing perspective, for policy makers and stakeholders.
   - **Course:** NURS 502; 504; 551; 552/MB A 653
   - **Examples:** Review theories and research in the area of effective management, in order to develop a base of understanding for managerial practice and organizational leadership.

5. Advocate for policies that improve the health of the public and the profession of nursing.
   - **Course:** NURS 504; 505; 50; 551; 552
   - **Examples:** Different areas of law will be studied, each selected for its influence on the management of health care institutions and health care providers.
Explore the nature of medical malpractice and the effect of medical error on the provision of health care services
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## VII: Interprofessional Collaboration for Improving Patient and Population Health Outcomes

The master’s-degree program prepares the graduate to:

1. Advocate for the value and role of the professional nurse as member and leader of interprofessional healthcare teams.

   - NURS 504, 650, 651, 652, 653, 656, 657

   - Discussions in leadership, theories and management in health care.

2. Understand other health professions’ scopes of practice to maximize contributions within the healthcare team.

   - NURS 504, 609

   - Discussion of assessment, diagnoses, treatment of clients as active member of the health care team.

3. Employ collaborative strategies in the design, coordination, and evaluation of patient-centered care.

   - NURS 504

   - Class discussion of leadership theories and managed care.

4. Use effective communication strategies to develop, participate, and lead interprofessional teams and partnerships.

   - NURS 504

   - Administration course focuses on theories and research that direct, organize, and facilitate delivery of nursing care.

5. Mentor and coach new and experienced nurses and other members of the healthcare team.

   - NURS 721

   - Teaching practicum promotes socialization and transition of student to nurse educator

6. Functions as an effective group leader or member based on an in-depth understanding of team dynamics and group processes.

   - NURS 504

   - Discussion on diverse leadership theories and issues in management.
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VIII: Clinical Prevention and Population Health for Improving Health

The master’s-degree program prepares the graduate to:

1. Synthesize broad ecological, global and social determinants of health; principles of genetics and genomics; and epidemiologic data to design and deliver evidence-based, culturally relevant clinical prevention interventions and strategies.

   Course: NURS 530; 531; 650; 651; 652; 653; 656; 657
   Examples: Health promotion, screening, and anticipatory guidance discussed at each client visit. Topics of delivery of care, based on cultural prevention intervention and strategies.

2. Evaluate the effectiveness of clinical prevention interventions that affect individual and population-based health outcomes using health information technology and data sources.

   Course: NURS 531; 505; 502; 650; 651; 652; 653; 656; 657
   Examples: Using skills learned through research, advanced health assessment, pathophysiology, clinical practice guidelines.

3. Design patient-centered and culturally responsive strategies in the delivery of clinical prevention and health promotion interventions and/or services to individuals, families, communities, and aggregates/clinical populations.

   Course: NURS 530; 531; 650; 651; 652; 653; 656; 657
   Examples: Clinical practice guidelines used by students to provide health promotion and intervention.

4. Advance equitable and efficient prevention services, and promote effective population-based health policy through the application of nursing science and other scientific concepts.

   Course: NURS 505; 650; 651; 652; 653; 656; 657
   Examples: Comprehensive skills in assessment, diagnoses, evaluation, and treatment of clients. Based on pathophysiology, pharmacology. Health care policies discussed in relation to prevention services.
5. Integrate clinical prevention and population health concepts in the development of culturally relevant and linguistically appropriate health education, communication strategies, and interventions.

NURS 504; 505; 650; 651; 652; 653; 656; 657

Discussion in class and application of case studies providing care to diverse cultural populations.

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**IX: Master’s-Level Nursing Practice**

The master’s-degree program prepares the graduate to:

1. Conduct a comprehensive and systematic assessment as a foundation for decision making.

   Nurs 531

   Assessment of clients, use of simulators, evaluation of skills on live models

2. Apply the best available evidence from nursing and other sciences as the foundation for practice.

   NURS 531; 530; 532; 501; 502; 650; 651; 652; 653; 656; 657

   Use of skills from health assessment, pathophysiology, pharmacology and clinical practice courses.

3. Advocate for patients, families, caregivers, communities and members of the healthcare team.

   NURS 504; 505; 650; 651; 652; 653; 656; 657

   Based on principles of ethics, clinical care and class discussion.

   This course focuses on the use of selected computer technology to enhance learning and critical thinking.
4. Use information and communication technologies to advance patient education, enhance accessibility of care, analyze practice patterns, and improve health care outcomes, including nurse sensitive outcomes.

NURS 665
Provide care for clients of diverse backgrounds through leadership.

5. Use leadership skills to teach, coach, and mentor other members of the healthcare team.

NURS 504
Provide care for clients of diverse backgrounds

6. Use epidemiological, social, and environmental data in drawing inferences regarding the health status of patient populations and interventions to promote and preserve health and healthy lifestyles.

NURS 650; 651; 652; 653; 656; 657
Application of concepts and theories of ethics

7. Use knowledge of illness and disease management to provide evidence-based care to populations, perform risk assessments, and design plans or programs of care.

NURS 531; 530; 532; 650; 651; 652; 653; 656; 657
Application of care for diverse clients. Discuss & present ethical principles.

NURS 505
Emphases on implementation of business, research and nursing that direct care.

8. Incorporate core scientific and ethical principles in identifying potential and actual ethical issues arising from practice, including the use of technologies, and in assisting patients and other healthcare providers to address such issues

NURS 650; 651; 652; 653; 656; 657
Nursing administrators as educators, client and nurse advocate and collaborator.

9. Apply advanced knowledge of the effects of global environmental, individual and population characteristics to the design, implementation, and evaluation of care.

NURS 551/MBA 652
Nurse educators develop teaching curriculum, plans, following standards and developing evaluation tools.

10. Employ knowledge and skills in economics, business principles, and systems in the design, delivery, and evaluation of care.
11. Apply theories and evidence-based knowledge in leading, as appropriate, the healthcare team to design, coordinate, and evaluate the delivery of care.

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<th>NURS 609; 610; 611; 612</th>
<th>Seminar to discuss topics, development of philosophy of care.</th>
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12. Apply learning, and teaching principles to the design, implementation, and evaluation of health education programs for individuals or groups in a variety of settings.

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<tr>
<th>NURS 661; 662; 664; 650</th>
<th>Provide care for clients of diverse backgrounds through leadership.</th>
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13. Establish therapeutic relationships to negotiate patient-centered, culturally appropriate, evidence-based goals and modalities of care.

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<th>NURS 657; 504</th>
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14. Design strategies that promote lifelong learning of self and peers and that incorporate professional nursing standards and accountability for practice.

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<tr>
<th>NURS 501; 502</th>
<th>Patricia Benner, standards of care, evidenced based practice.</th>
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15. Integrate an evolving personal philosophy of Nursing and healthcare into one’s nursing practice.

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<th>NURS 501; 502; 504; 657</th>
<th>Development of understanding role of research and theory. Develop philosophy of leadership, and discussion in clinical seminar</th>
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