

Curriculum Development Project: Masters of Science in Nursing Education

Bridget Sunkes, Gina Olivadese, Maja Kryston, and Stephen Lawrence

SUNY Institute of Technology

12/6/12

Curriculum Development Project: Masters of Science in Nursing Education

The department of nursing at the State University of New York Caring Institute (SUNY CI) at Utica/Rome offers a Master's of Science applied in nursing education (MSNEd). The program includes core courses in theory, research and policy with cognates in grant proposal, measurement and assessment, and legal issues. The nursing education specialty courses are in curriculum development, instructional designs, and evaluation approaches. The culmination of these courses will be applied within the 180 hour internship experience whereby students will have opportunities to design, implement, and evaluate their own teaching practicum under the supervision of a nurse educator mentor. This 37 credit hour program can be completed in 18 months of fulltime study.

SUNYCI is accredited by the Middle States Association of Colleges and Schools. The MSNEd program is accredited by the Commission on Collegiate Nursing Education (CCNE), and the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM).

College Mission

The State University of New York Caring Institute (SUNY CI) provides an academically stimulating learning environment that embraces values of community, hospitality, respect, stewardship and love of learning. The college is committed to educating baccalaureate and graduate leaders so that they are prepared to meet the challenges and opportunities of a dynamic and diverse global society.

College Vision

The State University of New York Caring Institute (SUNY CI) is a nationally recognized leader in higher education through research and intellectual endeavors and will transform lives through an innovative, rigorous, and compassionate approach to education.

College Philosophy

The philosophical perspective of humanism at SUNY CI is designed to emphasize personal freedom, self-regulation, and self-growth. The primary objective of SUNY CI is to encourage the unique development, growth and success of each of its students. At SUNY CI learning is paramount and encompasses the transference of knowledge and skills essential to the intellectual, political, ethical, and spiritual development of its graduates. The college affirms its responsibility to address the diverse needs of the global society and provide leadership in the civic, cultural, and economic development. Our belief is that widespread access to excellent postsecondary education is the cornerstone of an emerging society.

College Outcomes

The State University of New York Caring Institute (SUNY CI) outcomes are:

- Maintain personal responsibility and accountability for continued learning and competence.
- Utilize advancements in technology to contribute to societal well-being.
- Promote respectful ideals and values while bridging the gap between goal and achievement.
- Encourage professional communication with individuals, support members, and members of the community.

Master of Science in Nursing Education

Philosophy

The MSNEd program is designed to meet the community need for caring and competent nursing educators. Reflecting these priorities, the philosophy of the program emphasizes the ethic of care, as well as an adherence to critical thinking and evidence-based practice.

Students of the program are taught that the essence of nursing is grounded in the holistic meaning of caring. Our faculty believes that nursing care is holistic, and that nurse educators will teach their students to respect the spiritual, cultural, physiological, and psychosocial dimensions of each client. Our program is based on humanistic approaches that promote awareness of social and cultural diversity among individuals. The nursing faculty believes that caring exists in authentic relationships through which all persons are respected and nurtured. Within these co-created relationships, caring opens the possibility of transformation, inviting growth, healing, and wholeness of persons, families, and communities.

Faculty further believe that advanced professional nurses must be advocates for evidence based science and be prepared to analyze and synthesize knowledge for expert decision-making, leadership, and the advancement of the profession of nursing. The advanced professional nurse therefore demonstrates sound critical thinking skills and comprehends the historical, ethical, and theoretical foundations of the profession and the discipline of nursing, as well as the emerging science behind the evolving nursing practice. The faculty views each student as a unique person with special talents, abilities, needs, and goals, and believes that every student should demonstrate a spirit of inquiry in education, practice, service, and research.

Our faculty is responsible for facilitating student learning through the creation of an environment that fosters thoughtful exchange of ideas, critical thinking, guided experience with

new concepts and skills, and opportunities for self-development. Through this approach, we believe our students will develop into confident and, caring graduates who will be able to apply sound theoretical, evidence-based concepts and strategies to augment their individual learning in order to provide leadership in the utilization of relevant research.

Organizing Framework

The MSNEd program curriculum is built on a theoretical foundation influenced by Jean Watson. Watson's Theory of Transpersonal Caring describes the connection between individuals, their environment, the world, and the universe. Supported by Jean Watson's 10 carative factors, the concept of caring is at the core of our curriculum. Through nursing education and practice, caring is attained; patterns of nursing knowledge are created, developed, and integrated into nursing as an art and science, embracing a holistic philosophical base

Mission Statement

The mission of the MSNEd is designed to offer a graduate based educational experience to guide students in attaining the knowledge, skills, and values essential for professional nurse educators. The program is structured to prepare graduates seeking employment as nurse educators in colleges, and as staff educators and clinical educators within a practice setting.

The program provides a venue for studying effective strategies of teaching, theories of learning, assessment and evaluation practices, and the process of analyzing and modifying educational programs. The program offers the opportunity to develop skills in curriculum design and development, as well as multifaceted information technology. Students are given the ability to examine ethical and legal aspects of health care, financial factors affecting health care systems, and the development of health care policy. In addition, students will explore the historical and philosophical foundations of nursing theory, the role of the advanced nurse, health

promotion with an emphasis on disease prevention, and analyze and evaluate nursing research. Graduates meet the eligibility requirements to take the National League for Nursing's Certified Nurse Educator (CNE) certification exam.

Vision Statement

The vision of our institution is to be a center of excellence with respect to curriculum, faculty and student experience. Our faculty aspires to be among the leading nurse educators in the nation with high standards of academic achievement, service, and application of research. We are committed to evolving our standards and practices to reflect latest healthcare industry standards. Directed by these priorities our aim is to be recognized as a national leader in a preparation of the highest quality nurse educators and thus a first choice institution among prospective students.

Core Concepts

Leadership. The MSNEd program promotes the advancement of the nursing profession while maintaining the ethical and theoretical foundation of nursing. Through community involvement and collaboration among academic institutions and healthcare providers we strive to advance nursing education to meet the increasing needs of our evolving society.

Cultural diversity. Our program respects social and cultural differences among individuals. We provide students with the opportunity to learn cultural competence through self-assessment, interaction and skill development in order to improve their effectiveness as nurse educators. We value individual contributions that may influence the dynamics of the group, including attitudes, roles, language, culture, race, religion, gender, and lifestyle.

Holistic education. Holistic education encompasses a learning environment that encourages the development of caring relationships among faculty, students, and the academic

community. The MSNEd program provides learning experiences that aim to cultivate life-long learners through the development of students' intellectual, emotional, physical, social, spiritual, and creative potentials.

Self-directed learner. The self-directed learner engages in the teaching/learning process by assuming responsibility for their learning and self-motivation. As a facilitator of learning, the faculty of the MSNEd program strives to create an optimal learning environment that empowers and motivates students to achieve their learning goals through individualized study options and non-traditional course offerings.

Conceptual Model



Program Goal

Our goal is to prepare nurse leaders to serve as educators in schools of nursing and/or health care institutions with superior skills in curriculum development and implementation, armed with teaching strategies for the classroom and clinical setting, and the ability to measure student and curriculum outcomes.

Student Learning Outcomes

Upon completion of the MSNEd program, the graduate will:

1. Contribute to nursing knowledge by engaging in the scholarship of education to facilitate student learning, professional development, and socialization
2. Contribute to the progression of the nursing profession through advanced nursing educational leadership and practice, professional involvement, and utilization of innovative technology.
3. Analyze professional, economic, political, ethical, and societal forces in healthcare and their impact on nursing education.
4. Apply educational principles, theory, and research to develop, implement, and evaluate innovative teaching approaches that advances student learning.
5. Integrate the values of respect, professionalism, and caring to build an educational environment that fosters the development of lifelong learners.
6. Create an environment that promotes critical thinking and problem-solving within the teaching-learning process.
7. Synthesize information from nursing, education, and other disciplines to influence curricular development in nursing education.
8. Collaborate with consumers, health care providers, and the academic community to work effectively within the role of a nurse educator.

Curriculum Map

Student Learning Outcomes	NUR 646 Culminating Internship: Nursing Education	NUR 536 Measurement and Assessment	NUR 624 Grant Proposal Writing	NUR 635 Evaluation Assessment in Nursing Education
Contribute to nursing knowledge by engaging in the scholarship of education to facilitate student learning, professional development, and socialization	1, 2, 3, 4, 5, 6	1, 2	1-10	2,3
Contribute to the progression of the nursing profession through advanced nursing education leadership and practice, professional involvement, and utilization of innovative technology	2, 3, 5	2, 3	8	2,3,6
Analyze professional, economic, political, ethical, and societal forces in healthcare and their impact on nursing education	1		2	4
Apply educational principles, theory, and research to develop, implement, and evaluate innovative teaching approaches that advances student learning	2, 5	4, 5, 6	2, 3, 4, 5, 6	1,2,3,5,6,7
Integrate the values of respect, professionalism, and caring to build an educational environment that fosters the development of learners	2, 3, 5, 6	3		4,7
Create an environment that promotes critical thinking and problem-solving within the teaching-learning process	2, 4, 6	1, 2, 3, 4, 5, 6	2, 3, 6, 10	1,2,6,7
Synthesize information from nursing, education, and other disciplines to influence curricular development in nursing education	1, 2, & 5	6		1,3,5

Collaborate with consumers, healthcare providers, and the academic community to work effectively within the role of a nurse educator.	6	5,6	8, 9	
---	---	-----	------	--

Admission Requirements

To be admitted into the program, students will meet the criteria for admission to the graduate school's college of nursing. An admissions committee composed of nursing faculty will select students to be admitted for the Nurse Educator program. Requirements for being admitted into the program are as follows:

- A bachelor's degree from an accredited institution.
- An undergraduate grade point average of 3.0 on a 4.0 scale, a 3.0 average for the last 60 semester hours in a degree program, or a 3.0 or higher in a completed graduate degree program.
- Official transcripts of all colleges attended in sealed envelopes.
- Current unencumbered RN license in the state in which the student currently practices.
- Completed graduate school application including essay and application fee of \$50 (non-refundable).
- A copy of student's curriculum vitae.
- Three letters of recommendation from previous professors and/or employers

Foreign applicants should contact the Graduate Nursing Office to determine their eligibility.

Degree Requirements

The MSNEd program requires a minimum of 37 nursing graduate level credit hours. A maximum of nine (9) semester hours of credit in approved graduate courses, where the student

obtained a grade of B or above, may be transferred to meet program requirements. To be awarded an MSNEd degree, the student must have a cumulative GPA of 3.0. Students must have no more than two C grades on their academic record at the time of graduation. Degree requirements must be completed within 5 years of initial enrollment.

Academic Integrity/ Policy Statement

Honesty is the cornerstone of academic integrity of the college. Consequently, any form of academic dishonesty is considered to be a serious violation of ethics that form the foundation of all academic programs.

Students will be held accountable for acts of academic dishonesty committed prior to, during enrollment, and/or while taking college courses, as well as after separation from the college through withdrawal or graduation. Students found to have engaged in academic dishonesty at the college will be subject to disciplinary action. If the student has graduated, the credits and/or certificate of degree previously awarded to the student may be revoked. Students also have an ethical obligation to report violations of the academic honesty policies they may witness.

Curriculum Plan

First Year

Fall semester.

NUR 500-Theoretical Foundations for Nursing.....	3.0 Credits
NUR 503-Advanced Nursing Health Policy.....	3.0 Credits
NUR 526-Legal and Regulatory Issues in Health Care.....	3.0 Credits
NUR 535- Curriculum and Program Development.....	3.0 Credits

Spring semester.

NUR 536-Measurement and Assessment.....	3.0 Credits
NUR 545-Instructional Design in Nursing Education.....	3.0 Credits
NUR 560- Nursing Research Methods.....	3.0 Credits
NUR 582-Advanced Health Assessment.....	3.0 Credits

Fall semester.

NUR 624-Grant Proposal.....	3.0 Credits
NUR 635-Evaluation Assessment in Nursing Education.....	3.0 Credits
NUR 645- Culminating Internship in Nursing Education.....	4.0 Credits
NUR 570- Advanced Clinical Pathophysiology.....	3.0 Credits
Total Credit Hours.....	37.0

MSNEd Course Description**NUR 500 Theoretical Foundations for Nursing**

The course provides the student with an introduction to the scientific and theoretical basis of professional nursing. The course focuses on the critical analysis of theory and its use for advance nursing practice. Students will analyze specific theories of nursing along with research/evidence-based finding that serve as the scientific basis of nursing practice. The inter-relationship between theory, practice and research is examined and various methods for developing scientific knowledge for practice are explored.

NUR 503 Advanced Nursing Health Policy

The course will survey and analyze the health care system in the United States, emphasizing the major issues and trends, which have made the subject of intense public concern. The course will discuss the impact of educational, legal, ethical, political, and social issues on

health policy and healthcare. The course will also discuss the perspectives on American health care delivery, past, present, and future; and potential solutions to improve the performance of the U.S. health system.

NUR 526- Legal and Regulatory Issues in Health Care

The course will explore the regulatory issues affecting health care. The course prepares students to analyze the impact regulations place on healthcare delivery, policy decisions, and healthcare providers. The course will focus on providing an overview of the key components, discussing the purpose of the regulatory system, and examining the process by which regulations are developed and implemented.

NUR 535 Curriculum and Program Development

The course focuses on curriculum, syllabus, and program development including theoretical frameworks and design, philosophical foundations and selection of learning experiences to achieve outcomes.

NUR 536 Measurement and Assessment

The course will focus on testing, measurement and evaluation methods in nursing education and psychological testing. The objective of this course is to prepare nurse educators to employ student and program assessment strategies. Various modalities for assessment, testing, validating and evaluating learning will be examined. Concepts of question development, test construction, clinical evaluation and program outcomes will be explored.

NUR 545 Instructional Designs in Nursing Education

The course focuses on the creation of teaching/learning environments and the integration of the role of faculty/educator, uniqueness of the student learner, the setting and context within

which the learning occurs, the teaching-learning strategies used to promote nursing education, and evaluation of the effectiveness of this process.

NUR 560- Nursing Research

The course focuses on the essential concepts, principles and techniques utilized in scientific inquiry. Students will be introduced systematically to the research process with an emphasis on its application to nursing practice. Analysis of current nursing research is critical component of this course. With assistance, the student will develop a realistic research proposal.

NUR 582 Advanced Health Assessment

The course is designed to assist students in developing history taking, psychosocial assessment, and physical assessment skills. Content focuses on assessment of individuals throughout the lifespan. Emphasis is placed on detailed health history taking, differentiation, interpretation, and documentation of normal and abnormal findings. Prerequisite courses: undergraduate health assessment, registered nurse.

NUR 624 -Grant Proposal

The course will provide students with the background necessary to develop a competitive funding proposal in order to acquire competitive (repetitive) funding from government agencies and private foundations. This course will provide an introduction to the basic skills, principles and techniques for successful grant proposal writing. Pre-requisites: NUR 500, NUR 560, or permission of the dean

NUR 635 -Evaluation Assessment in Nursing Education

The course is designed to introduce the student to the evaluation process including test construction, clinical performance assessment, program evaluation, and strategies for evaluating learning outcomes. Pre-requisites courses: NUR 535 & NUR 545. Co-requisites courses: NUR 536.

NUR 570 Clinical Pathophysiology

Using a conceptual approach, this course will explore the function of diseases and the body's reaction to disease processes. The course is designed to emphasize the clinical use of pathophysiologic concepts. The course will enhance students' clinical reasoning and critical thinking abilities by examining the connection between pathophysiology, assessment, and management of patients through the application of pathophysiologic concepts. Pre-requisite courses: undergraduate anatomy and physiology.

NUR 646 Culminating Internship: Nursing Education

The Culminating Internship Course is the capstone course for the nurse educator program. Students will apply and synthesize the knowledge and skills they have acquired in nursing, instructional, curriculum, and evaluation theories and models in both the classroom and clinical educational environments. Focusing on professional role development as a nurse educator, the student will work under the guidance of a nurse educator mentor, to design a comprehensive portfolio demonstrating their ability to plan, deliver, assess, and refine effective educational offerings in varied settings with diverse learners. Pre-requisite courses: NUR 500, NUR 503, NUR 526, NUR 535, NUR 536, NUR 545, NUR 560. Co-requisite courses: NUR 624, NUR 635.

References

- Altman, S. (2009). *Issues in health policy and reform*. Retrieved from <http://www.kaiseredu.org/~media/Files/EDU/Syllabus%20Library%20Files/AltmanSpr2009.pdf>.
- Bickley, L. S. (2009). *Bates' guide to physical examination and history taking (10th ed.)*. Philadelphia, PA: Lippincott, Williams, & Wilkins.
- College of St. Scholastica. (2012). *Mission statement*. Retrieved from <http://www.css.edu/Academics/School-of-Nursing/About-Nursing/Mission-Statement.html>.
- Current Nursing. (2012, January 4). *Nursing research*. Retrieved from http://nursingplanet.com/research/evidence_based_nursing.html.
- Damen College. (2012). *Master of science in nursing education*. Retrieved from <http://www.daemen.edu/academics/divisionofhealthhumanservices/Nursing/graduateprograms/MSNursingEducation/Pages/default.aspx>.
- Diablo Valley College. (2012, April 21). *Philosophy statement*. Retrieved from <http://www.dvc.edu/org/administration/presidents-office/philosophy.htm>.
- Excelsior College. (2012). *Detailed course information*. Retrieved from <http://www.excelsior.edu/ecapps/CourseSearch/CourseSections.jsf>.
- Field, R.I. (2007). *Teacher's guide for health care regulation in America: complexity, confrontation, & compromise*. Retrieved from <http://www.healthcareregulation.net/Health%20Care%20Regulation%20Teacher%27s%20Guide.pdf>.

Hines, M. E. (2011). Caring in advance practice education: A new view of the future. In Hills, M., & Watson, J. (Eds). *Creating a caring science curriculum* (pp.203-216). New York, NY: Springer.

Henshaw, C. (2010). *Advanced clinical pathophysiology*. Retrieved from <https://itunes.apple.com/us/itunes-u/advanced-clinical-pathophysiology/id389801544>.

James Madison University. (2012). *MSN student learning outcomes*. Retrieved from <http://www.nursing.jmu.edu/msn/learningoutcomes.html>.

John Hopkins University (2011). *Course listings and descriptions*. Retrieved from http://nursing.jhu.edu/academics/resources/course_listings/.

Keating, S. (2011). *Curriculum development and evaluation in nursing* (2nd ed.). New York, NY: Springer.

Mayland Community College (2011). MCC vision. Retrieved from <http://www.mayland.edu/vision.html>.

Montana State University College of Nursing. (2012). *Master resource outline: Advanced health assessment*. Retrieved from http://www.montana.edu/wwwnu/pdf/MRO_N550.pdf.

Northern Illinois University. (2011). *Internship: Nursing education planning packet*. Retrieved from http://www.chhs.niu.edu/nursing/_documents/Grad%20Planning%20Packet%20NS%20E%20D.pdf.

Nowak, T. J., & Hanford, A. G. (2004). *Pathophysiology: Concepts and application for health care professionals* (3rd ed.). New York, NY: McGraw-Hill.

Porth, C. M. (2010). *Essentials of pathophysiology: Concepts of altered health states*. Philadelphia, PA: Lippincott, Williams, & Wilkins.

Watson, J. (2007). *Caring Theory Defined*. Retrieved from <http://www.nursing.ucdenver.edu>.

State University of New York at Delhi. (2012). *Detailed course information*. Retrieved from

https://ssb.delhi.edu/pls/prod/bwckctlg.p_disp_course_detail?cat_term_in=201202&subj_code_in=NURS&crse_numb_in=300.

SUNY IT. (n.d.). Master of science in nursing. Retrieved from

http://www.sunyit.edu/pdf/grad_cat/ms_nur.pdf.