School of Nursing

Master of Science Nursing (MSN) Degree Program

Student Handbook

Post Licensure MSN Tracks

Registered Nurse to Master of Science Nursing RN to MSN Bridge Track

Generic Master of Science Nursing Track

2020-2021
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INTRODUCTION

The School of Nursing Faculty and Administration are pleased you selected Montclair State University (MSU) for your nursing education. This handbook is designed to provide useful information about the Master of Science, Nursing (MSN) degree program as a supplement to information provided in the Montclair State University (MSU) Graduate Student Handbook. The MSU Graduate student handbook can be accessed at montclair.edu/graduate/current-students/academic-policies-procedures-guidelines/. It contains detailed information regarding all academic policies and procedures in The Graduate School (TGS). If you have general questions about the program, please contact the Graduate Program Director. For course specific information, contact the instructor.

As we begin this academic year, it is important all members of the MSU community follow procedures designed to mitigate the spread of the Sars-CoV2 virus. It is anticipated that guidance will evolve in response to new knowledge and circumstances. It is important that students are familiar with the websites listed below and review all new announcements.

- COVID-19 Updates & Resources https://www.montclair.edu/university-health-center/coronavirus/
- Red Hawk Restart https://www.montclair.edu/redhawk-restart/
- Hawk Check https://montclair.co1.qualtrics.com/jfe/form/SV_ddwM6qqI20aGADz

MONTCLAIR STATE UNIVERSITY

Montclair State University is New Jersey’s second largest university with an enrollment of 21,000 graduate and undergraduate students. For more than 110 years, Montclair State has changed in response to the evolving higher education needs of New Jersey, transforming itself from a Teachers College into a leading national research doctoral institution offering more than 300 academically rigorous doctoral, master’s and baccalaureate programs. Forbes has described Montclair State as “New Jersey’s best public university,” U.S. News & World Report ranked it among the nation’s top 200 universities.

Designations as an R2-Doctoral University – High Research Activity by the national Carnegie Classification of Institutions of Higher Learning and as a New Jersey State Public Research University, recognize both Montclair State’s growing number of doctoral students engaged in research fields as well as its ongoing success in attracting significant funding from diverse sources, including awards from as the National Science Foundation; the United States Department of Defense; the United States Department of Education; and the State of New Jersey.

Montclair State is proud of its long tradition of championing diversity. More than half of its students are minority group members and it is a U.S. Department of Education-designated Hispanic-Serving Institution.

Montclair State’s uncompromising insistence on excellence is evident in stellar, top-ranked academic programs in fields of study ranging from accounting to teacher education that prepare graduates for career success in everything from filmmaking and finance to nursing and physics.
Montclair State University Resources

Campus Location
Montclair is a township in Essex County, New Jersey, located only 12 miles from New York City. Montclair’s proximity to NYC makes it an attractive suburb for commuters, and several public transportation options make the town (and the MSU campus) accessible for students, whether living on or off campus in Montclair or elsewhere in New Jersey or New York. Several NJ Transit bus lines serve Montclair and have stops on the MSU campus. A NJ Transit commuter rail line (the Montclair-Boonton Line) runs through Montclair and serves the MSU campus via two campus train stations, Montclair Heights (on Normal Avenue) and Montclair State University (on Clove Road). Montclair is also 13 miles from Newark Liberty International Airport. See University Facilities for more information about transportation options in Montclair.
https://www.montclair.edu/facilities/our-services/shuttle-services/public-transit-information/

In addition, Montclair is noted for its historic architecture and parks, as well as its lively arts, shopping, and restaurant scene in both downtown Montclair and in a smaller area north of downtown known as Upper Montclair.

Student Housing
Campus housing is available for students. Further information can be found by visiting the website of the MSU Office of Residence Life. https://www.montclair.edu/residence-life/

New Student Checklist
New students are strongly encouraged to review the New Student Checklist https://www.montclair.edu/graduate/current-students/new-student-checklist/ on the website of The Graduate School for steps to take upon deciding to enroll at MSU. The checklist provides important information that will help you get started at MSU, including how to claim your NetID, set up your Montclair State University email account, apply for financial aid and student health insurance, obtain a parking permit, and pay your term bill.

Student Workspaces and Computing Facilities
Students may access the internet on campus by connecting to the MSU-Secure wireless network with their NetID and password. Instructions for accessing the network are located on the Information Technology Division website. Various workspaces for students are located in many campus buildings. Popular spots for students to work with their own laptops are located in the School of Nursing, Feliciano School of Business, University Hall, and Dickson Hall. Computer lab facilities for student use are also available on the fifth floor of University Hall.

Printing and Copying
Information about campus printing services, including locations with printing capabilities, can be found by visiting the website of the MSU Office of Information Technology. https://www.montclair.edu/information-technology/printing-on-campus/

Technology Support
Students may request assistance with MSU-owned computers by contacting the University Help Desk (5th floor of University Hall) 973-655-7971 https://www.montclair.edu/information-technology/studentservices/
Shuttle Service on Campus
Various shuttles provide free transportation around campus for MSU students. Shuttles stop at campus locations convenient for students, including University Hall, Lot 60, Red Hawk Parking Deck, CarParc Diem Garage, and the Montclair State University NJ Transit Train Station. Further information about shuttle services can be found by visiting the website of University Facilities.  
https://www.montclair.edu/facilities/our-services/shuttle-services/

Student Services
MSU provides academic and student-centered services to support and enhance students’ experiences during their enrollment. Some services used by our students are described below.

- Center for Career Services - Provides resources and support designed to advance student’ career development through the job search process. They also provide assistance with career advising, networking, job search strategies, application materials, and interviewing.  
https://www.montclair.edu/career-services/

- Center for Writing Excellence - Offers individual and group conferences with experienced writing consultants to assist with all stages of the writing process. They also serve as a resource for preparation of curriculum vitae and cover letters.  
https://www.montclair.edu/center-for-writing-excellence/

- Disability Resource Center - Coordinates academic support and accommodations, in compliance with Section 504 of the Rehabilitation Act of 1973, to provide access to academic programs for students with physical, sensory, learning, psychological, neurological, and chronic medical disabilities.  
https://www.montclair.edu/disability-resource-center/

Financial Information

- Tuition and Fees - Information about tuition and fees for graduate students at Montclair State can be found on the website of Student Accounts.  
montclair.edu/red-hawk-central/services/student-accounts/

- Financial Aid - Half-time and full-time students are eligible for federal financial aid, including Stafford, Perkins, and Graduate PLUS Loans. Students must take at least 4.5 credits to qualify for half-time status and at least 9 credits to qualify for full-time status. Please note that students who are registered for thesis or dissertation credits are eligible for federal financial aid, even if they are not taking enough credits to qualify for half-time or full-time status.

Students may also be eligible for financial aid during the summer semester if they have not used up all of their financial aid during the fall, winter, and spring semesters. You must also be registered for at least 4.5 credits to be eligible for summer financial aid. For additional information about financial aid and loans, please visit the Financial Aid Office at montclair.edu/red-hawk-central/services/financial-aid/.

Disability Resource Center
Each semester, students are responsible for requesting a memorandum from the Office for Students with Disabilities to notify faculty of their requested individual accommodations. This should be done at the start of each semester at montclair.edu/disability-resource-center/.

Important Resource Website Links

<p>| Office of the Dean of Students | <a href="https://www.montclair.edu/dean-of-students/contact-us/">https://www.montclair.edu/dean-of-students/contact-us/</a> |</p>
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<td>montclair.edu/policies/all-policies/academic-honesty-and-integrity/</td>
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<td>Preventing Plagiarism:</td>
<td>owl.english.purdue.edu/owl/resource/930/01/</td>
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<td>Journal of College &amp; Character</td>
<td><a href="https://www.tandfonline.com/toc/ujcc20/current">https://www.tandfonline.com/toc/ujcc20/current</a></td>
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<td>Center for Leadership and Engagement</td>
<td><a href="https://www.montclair.edu/center-for-leadership-and-engagement/">https://www.montclair.edu/center-for-leadership-and-engagement/</a></td>
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<td>Academic Success Center (ASC)</td>
<td><a href="https://www.montclair.edu/academic-support-center/">https://www.montclair.edu/academic-support-center/</a></td>
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<td>Center for Student Involvement (CSI)</td>
<td><a href="https://www.montclair.edu/center-for-student-involvement/">https://www.montclair.edu/center-for-student-involvement/</a></td>
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<td><a href="https://www.montclair.edu/center-for-writing-excellence/">https://www.montclair.edu/center-for-writing-excellence/</a></td>
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<td><a href="https://www.montclair.edu/commuter-students/">https://www.montclair.edu/commuter-students/</a></td>
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<td><a href="https://www.montclair.edu/counseling-and-psychological-services/">https://www.montclair.edu/counseling-and-psychological-services/</a></td>
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<td>Financial Aid Office</td>
<td><a href="https://www.montclair.edu/red-hawk-central/services/financial-aid/">https://www.montclair.edu/red-hawk-central/services/financial-aid/</a></td>
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<td><a href="https://www.montclair.edu/lgbtq-center/">https://www.montclair.edu/lgbtq-center/</a></td>
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<td><a href="https://www.montclair.edu/policies/all-policies/student-conduct/">https://www.montclair.edu/policies/all-policies/student-conduct/</a></td>
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<td>Student Recreation Center (Rec Center)</td>
<td><a href="https://www.montclair.edu/campus-life/the-basics/student-recreation-center/">https://www.montclair.edu/campus-life/the-basics/student-recreation-center/</a></td>
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<td>Tutoring Services</td>
<td><a href="https://www.montclair.edu/student-services/2017/09/15/18365_tutoring-works/">https://www.montclair.edu/student-services/2017/09/15/18365_tutoring-works/</a></td>
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<td><a href="https://www.montclair.edu/womens-center/">https://www.montclair.edu/womens-center/</a></td>
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Immunization Requirements for Students at Montclair State University

Every graduate and undergraduate who is enrolled full-time or part-time in a course of study leading to an academic degree at any four year public or independent institution of higher education in NJ is required to provide evidence of immunization as a prerequisite for enrollment.

Montclair State University’s mandatory requirements: https://www.montclair.edu/university-health-center/immunizations/

Full-time Students
(Undergraduate 12 credits or more; Graduate 6 credits or more)
MMR (Measles, Mumps, Rubella) – 2 Doses. First done must be after your first birthday.
Hepatitis B – 3 Doses

All First Semester Students under Age 19 Years (Resident and commuter Students)
Meningitis (Menactra or Menveo) – 2 doses with one dose given on or after 16th birthday

All First Semester Students under Age 19 Years (Resident and commuter Students)
Meningitis (Menactra or menveo) – 2 Doses with one dose given on or after 16th birthday

All First Semester Students Over Age 19 Years AND Residing in University Housing (On Campus Resident)
Meningitis (Menactra or Menveo) – 1 Dose given after 16th birthday

Part-time Students (Undergraduate fewer than 12 credits; Graduate fewer than 6 credits)
MMR (Measles, Mumps, Rubella) – 2 Doses. 1st dose must be after your first birthday

Exemptions to the above immunization requirements:

- Exclusively enrolled in a Certificate Program
- Exclusively enrolled in an official Online Program
- Students age 30 or older at time of matriculation

Please Note: Students in combined degree and certificate programs must submit immunizations.

The official immunization record and/or a copy of blood titers must be submitted electronically. See Competing the Immunization Requirements https://www.montclair.edu/university-health-center/wp-content/uploads/sites/86/2020/05/Immunization-Requirements-effective-Fall-20201pdf.pdf

How to Submit Immunization Forms. https://www.montclair.edu/university-health-center/immunizations/how-to-
THE SCHOOL OF NURSING

History

In June 2015, the Montclair State University Board of Trustees approved the establishment of a School of Nursing. The School’s inaugural program, the Registered Nurse to Bachelor of Science in Nursing (RN to BSN) degree program was approved by the President’s Executive Council of New Jersey in November 2015. The inaugural RN to BSN class entered Montclair State University in fall 2016. The first cohort graduated in spring 2018. The New Jersey State Board of Nursing approved the four-year generic Bachelor of Science in Nursing (BSN) degree program in June 2017. The first class of 50 freshmen students enrolled that fall.

In June 2018, the Board of Trustees approved the Master of Science in Nursing (MSN) degree program. This program is designed to meet the needs of current and future students, advance the profession, and address the health care requirements of diverse populations. According to the American Association of Colleges of Nursing (AACN, 2011) Essentials of Masters Education, “MSN degree programs prepare registered nurses (RNs) with the knowledge, skills, and attitudes necessary to facilitate change and promote health in complex organizations and systems (p. 3).” The MSN degree program has two tracks, a post-licensure track and a Pre-licensure or Generic track. The post-licensure track prepares RNs for advanced practice roles with specific specialty concentrations. Three specialty concentrations are offered – Education, Administration, and Clinical Research.

This post-licensure track offers two pathways to the MSN.

- Registered nurses with BSN degrees directly enter the 35 credit MSN degree program.
- Registered Nurses with baccalaureate degrees in non-nursing disciplines are accepted into the registered nurse to Master of Science Nursing Bridge (RN to MSN Bridge) program. Upon successful completion of the 13-credit bridge, students are fully admitted to the MSN degree program.

The Generic track is a full-time 18 month program that prepares persons with baccalaureate degrees in disciplines other than nursing, who have successfully completed specific pre-requisite courses, the opportunity to enter the nursing profession with advanced knowledge in care coordination and transition management. Upon successful completion of the program, students are qualified to sit for the NCLEX-RN examination.
## Contact Information

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Email</th>
<th>Phone Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Janice Smolowitz, PhD, EdD, DNP, RN, ANP-BC</td>
<td>Dean and Professor</td>
<td><a href="mailto:smolowitzj@montclair.edu">smolowitzj@montclair.edu</a></td>
<td>973-655-3714</td>
</tr>
<tr>
<td>Joan Valas, PhD, RN, ACNP-BC</td>
<td>Professor and Director Graduate Nursing Program</td>
<td><a href="mailto:valaj@montclair.edu">valaj@montclair.edu</a></td>
<td>973-655-3605</td>
</tr>
<tr>
<td>Elizabeth Zweighaft, Ed.D., RN</td>
<td>Professor and Director Graduate Nursing Program</td>
<td><a href="mailto:zweighaft@montclair.edu">zweighaft@montclair.edu</a></td>
<td></td>
</tr>
<tr>
<td>Eileen Kearney, MS</td>
<td>Associate Director</td>
<td><a href="mailto:kearneye@montclair.edu">kearneye@montclair.edu</a></td>
<td>973-655-3716</td>
</tr>
<tr>
<td>Manual C. Co, PhD, RN</td>
<td>Adjunct Professor</td>
<td><a href="mailto:com@montclair.edu">com@montclair.edu</a></td>
<td>973-655-3716</td>
</tr>
<tr>
<td>Nastassia Davis, DNP, MSN, RN-MNN, IBCLC</td>
<td>Assistant Professor</td>
<td><a href="mailto:davisn@montclair.edu">davisn@montclair.edu</a></td>
<td>973-655-3631</td>
</tr>
<tr>
<td>Kathleen Diciedue, DNP, MSN, RN</td>
<td>Adjunct Professor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mary Beth Duffy, DNP, RN, APN</td>
<td>Associate Professor</td>
<td><a href="mailto:duffym@montclair.edu">duffym@montclair.edu</a></td>
<td>973-655-3628</td>
</tr>
<tr>
<td>Louise Gabriele, DNP, APN-BC</td>
<td>Adjunct Professor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Holly Hutchinson, MSN, RN</td>
<td>Clinical Specialist</td>
<td><a href="mailto:Hutchinsonh@montclair.edu">Hutchinsonh@montclair.edu</a></td>
<td></td>
</tr>
<tr>
<td>Yanick Joseph, EdD, RN,</td>
<td>Assistant Professor</td>
<td><a href="mailto:josephi@montclair.edu">josephi@montclair.edu</a></td>
<td>973-655-3641</td>
</tr>
<tr>
<td>Sarah Kelly, PhD, RN</td>
<td>Associate Professor</td>
<td><a href="mailto:kellys@montclair.edu">kellys@montclair.edu</a></td>
<td>973-655-3697</td>
</tr>
<tr>
<td>Rachel Lyons, DNP, RN</td>
<td>Associate Professor</td>
<td><a href="mailto:lyonsr@montclair.edu">lyonsr@montclair.edu</a></td>
<td>973-655-3657</td>
</tr>
<tr>
<td>Kira Maffette, MSN, RN, CEN</td>
<td>Clinical Specialist</td>
<td><a href="mailto:maffettk@montclair.edu">maffettk@montclair.edu</a></td>
<td></td>
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<tr>
<td>Name</td>
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<tr>
<td>MaryAnne Marra, DNP, MSN, RN, NEA-BC</td>
<td>Adjunct Professor</td>
<td><a href="mailto:Marram@montclair.edu">Marram@montclair.edu</a></td>
<td></td>
</tr>
<tr>
<td>Helen Miley, PhD, RN, CCRN, AG-ACNP</td>
<td>Adjunct Professor</td>
<td><a href="mailto:mileyh@montclair.edu">mileyh@montclair.edu</a></td>
<td></td>
</tr>
<tr>
<td>Courtney Reinisch, DNP, RN, APN-C</td>
<td>Associate Professor</td>
<td><a href="mailto:reinischc@montclair.edu">reinischc@montclair.edu</a></td>
<td>973-655-3717</td>
</tr>
<tr>
<td>Rosita Rodriguez, DNP, MSN, RN</td>
<td>Associate Professor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Christopher Curran</td>
<td>Web Content Coordinator</td>
<td><a href="mailto:curranc@montclair.edu">curranc@montclair.edu</a></td>
<td>973-655-7373</td>
</tr>
<tr>
<td>John Gurriell</td>
<td>Simulation Lab Coordinator</td>
<td><a href="mailto:gurrielli@montclair.edu">gurrielli@montclair.edu</a></td>
<td>973-655-3617</td>
</tr>
<tr>
<td>Jacqueline Mileto, RN</td>
<td>Clinical Placement Coordinator</td>
<td><a href="mailto:milteoj@montclair.edu">milteoj@montclair.edu</a></td>
<td>973-655-3661</td>
</tr>
<tr>
<td>Evelyn Rogers</td>
<td>Administrative Assistant Graduate Program</td>
<td><a href="mailto:rogersev@montclair.edu">rogersev@montclair.edu</a></td>
<td>973-655-3654</td>
</tr>
<tr>
<td>Wendi Swaffield</td>
<td>Administrative Assistant Undergraduate Program</td>
<td><a href="mailto:swaffieldw@montclair.edu">swaffieldw@montclair.edu</a></td>
<td>973-655-3693</td>
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Statement of Philosophy

The School of Nursing statement of philosophy describes the faculty’s beliefs about nursing as a discipline. The term discipline, depicts nursing’s foundational worldview, values, ethics, traditions, theories, and principles, serving as an internal locus that guides education, research, and practice. The faculty believe nursing is grounded in human caring science, which focuses on caring, being whole, and being healed in specific contexts and relationships (Hills, & Watson, 2011). The faculty include the following concepts in their statement of philosophy: caring, communication, environment, healing, health, health beliefs, humans, nursing, shared decision making, social-cultural world, teaching learning process, and trans-professional collaboration.

Caring
While there are many caring theories, Swanson’s theory of caring (1991, 1993) has been selected as the basis for teaching-learning and assessing faculty and student attributes for the domain of caring. Swanson (1991, 1993) defines caring as, “A nurturing way of relating to a valued other person, towards whom one feels a personal sense of commitment and responsibility” (Swanson, 1991, p. 165). Nurses enter caring relationships with one or more humans, families, and communities. Swanson describes five processes that are characteristic of a caring relationship: knowing, being with, doing for, enabling, and maintaining belief. Knowing, occurs as the nurse attempts to understand an occurrence as it has meaning in the life of the person (Swanson, 1998). The experience of the person serves as the starting point for understanding. The nurse carefully listens to the person without taking anything for granted. The nurse and person are both actively engaged in this process (Swanson, 1991; 1993).

Being with describes being emotionally present for the other person. The nurse shares emotions but does not burden the person (Swanson, 1991; 1993). The nurse understands and values the importance of the person’s feelings. By being emotionally open to the person’s reality, there is an increased possibility that the nurse will be able to understand the person’s situation.

Doing for describes actions the person would normally perform for him/herself (Swanson, 1991; 1993). The nurse performs these actions to protect and preserve that person’s dignity. The nurse competently and skillfully performs these actions to help, protect, increase comfort, and anticipate the person’s needs.

Enabling is facilitating the person’s passage through life transitions and/or unfamiliar events, which facilitate that person’s ability to grow, heal and or practice self-care (Swanson, 1991; 1993). The process of enabling is demonstrated by the nurse when he or she focuses on the event, informs, explains, supports, allows for, validates feelings, generates alternatives, reflects on options, and provides feedback.

Maintaining belief is described as sustained faith in the capacity of the person’s ability to endure and overcome events or transitions and face a future with meaning. The nurse demonstrates maintaining belief when he or she believes in the other person’s abilities, holds that person in high esteem, and maintains a hope-filled attitude to help the person find meaning. Nurses inspire confidence by offering realistic optimism and staying with the person, even in hopeless situations. The five caring processes are interrelated and overlap.

Communication
Communication is a complex process that involves giving, receiving, exchanging or transferring abstract thoughts, ideas, information, signals or messages using various media to persuade, inform, share and or express emotion. The
communication process involves conscious and or unconscious role negotiation. Effective communication involves minimizing misunderstanding and overcoming barriers at each stage of the process. Effective communicators seek feedback from recipients to ensure the message is understood and attempt to correct any confusion as quickly as possible. Receivers use clarification and reflection to ensure the message has been understood.

**Environment**

Health is grounded in and sustained by the environment. Social, economic, and political factors that shape and modify the environment influence the health of society on a global level. Responsible citizenship requires that nurses’ worldview include the health of humanity and state of the planet at the present time and for future generations. An eco-centric approach, embedded in holistic metaphysics, describes the environment as whole, interconnected, and alive. Using an eco-centric paradigm, nurses consider the planetary environment, share their expertise, and advocate for responsible use of resources.

**Healing**

Healing integrates physical, social, psychological, cultural, and spiritual aspects of being. Healing restores unity and balance. Healing transcends western medicine’s approach to curing and treating disease. Healing is focused on humans as a whole in the context of their environment.

**Health**

Health is one dimension of human existence. It is not the absence of disease. Health and disease coexist (Hills & Watson, 2011). Health is a state of equilibrium that humans establish within themselves and between themselves and their social and physical environments. Humans with medical conditions can be considered healthy based on their ability to establish internal equilibrium despite the presence of illness. The attainment of the highest possible level of health for all persons is a goal that requires action by many sectors of society. Health is a basic human right (International Conference on Primary Health Care, 1978).

**Health Beliefs**

Health is subjectively defined by humans within the context of their own experiences. Health beliefs include humans’ internal experiences and external expressions of their experiences. Health beliefs incorporate spiritual and physical assumptions. Humans who express their health beliefs, must be authentically heard as they search for their own best solutions and listen to their inner wisdom.

**Humans**

Humans are unitary beings who experience the world as a whole and create meaning based on their experiences. Situated in time and space, humans’ biological, psychological, social, spiritual, and cultural attributes influence their development. They have rights and inherent dignity that must be respected. Humans are best understood within their own specific contexts. Humans are able to identify their own needs, address their own problems, and know what actions will best serve them in specific situations. Humans are constantly evolving. Learning occurs at a pace specific to each person, family, and or community.

**Nursing**

The verb, *nursing* holds different meanings depending upon humans’ world view. For purposes of this discussion, *nursing* refers to the role and responsibilities of RNs who are authorized by the appropriate regulatory authority to practice nursing. According to New Jersey statute, registered professional nurses diagnose and treat human
responses to actual or potential physical and emotional health problems, through case finding, health teaching, health counseling, and provision of care that supports or restores life and wellbeing.

**Nursing Diagnosis**

Nursing diagnosis refers to the identification of and discrimination between physical and psychosocial signs and symptoms. Treatment refers to nurses’ selection and performance of those therapeutic interventions, which are essential to the nursing regimen. Human responses are the signs, symptoms, and processes which identify the person’s health need related to an actual or potential health problem. Registered nurses implement medical regimens as prescribed by licensed or legally authorized providers. The faculty believe MSN program graduates will:

- Design innovative nursing practices that recognize persons in the context of family and community, as full partners and the source of control in the provision of compassionate and coordinated care based on respect for preferences, values, and needs to improve health outcomes for diverse populations.
- Lead and participate in transdisciplinary teams, cultivating open communication, mutual respect, and shared decision-making to improve health outcomes for diverse populations.
- Integrate best current evidence and clinical expertise, with consumer and stakeholder preferences and values, to facilitate the seamless provision of services across the care continuum to improve health outcomes for diverse populations.
- Translate evidence into practice to design innovative interventions, lead change, and improve outcomes for diverse populations.
- Manage data to monitor care processes, design tests of change, and analyze outcomes to continuously improve system quality and safety and health outcomes for diverse populations.
- Use information technology to communicate, manage knowledge, minimize risk of harm, and support decision making to improve individual and system effectiveness to improve health outcomes for diverse populations.
- Engage in the development of policy initiatives that optimize health, advocate for social justice, ethical practice, and fiscal management to improve health outcomes for diverse populations.

**Shared Decision Making**

Health care professionals and humans involved in the professional relationship deliberately communicate and collaborate, using relevant clinical evidence, about various options for the purpose of making determinations about a course of action. The process of shared decision making, which involves specific steps and competencies, demonstrates respect for autonomy, ethical, and legal standards. Improved clinical outcomes have been demonstrated when shared decision making is implemented (Stacey et al., 2011).

**Social Cultural World**

Humans live in the social cultural world, which articulates a community or society’s shared language, social practices, knowledge, beliefs, morals, laws, customs, habits, technology, and arts at a particular time. This worldview is transmitted through social learning and interaction. It provides a basis for humans’ self-perception and creates the conditions for existence of humans in specific contexts.

**Teaching-learning Process**

The teaching-learning process is based on interpersonal relationships and communication among humans who are
both experts. The nurse as teacher, offers expertise on health. The learner is an expert on his/her life circumstances, experience of health, and personal needs.

In the context of nursing, the teaching-learning process can be examined, from the academic perspective of faculty-student relationships or the clinical practice perspective of the professional nurse-client relationship. Both situations, are based on the assumption that learning is dependent on an interchange between humans and the environment, which may involve acquisition of skills and performance (psychomotor), feelings or beliefs (affective), or thinking (cognitive) and is usually associated with behavior change (Babcock & Miller, 1996).

The teaching role involves sharing knowledge based on a professional relationship grounded in the concepts of empathy, respect, and genuine communication. For the teacher, these concepts are validated as a result of the interpersonal interaction. As a result of the teaching-learning relationship process, both teacher and learner attain new information, experience new relationships and relatedness, and acquire new behaviors. The faculty believe students should be exposed to different theories and models of learning throughout the curriculum as a basis for understanding how different learning styles and circumstances shape the teaching learning-relationship.

Trans-professional Collaboration
The health care system is changing from vertically organized institutions to horizontally integrated health care systems that are accountable for outcomes across the continuum of care. These changes have resulted in an increase in multidisciplinary team-based care. Members of multidisciplinary teams work collaboratively within the perspectives of their predetermined professional roles. Trans-professional collaboration moves beyond multidisciplinary and inter-professional team work. Trans-professional collaboration aims to eliminate boundaries between professionals for the purpose of creating person centered models of care.

Organizing Framework
The statement of philosophy forms the organizing framework for the program. The MSN program is built upon regulatory requirements, and professional standards including:

- Code of Ethics for Nurses with Interpretation Statements, (American Nurses’ Association [ANA], 01/2015)
- Nursing: Scope and Standards of Practice, (3rd Edition, American Nurses’ Association [ANA], 2015)
- Nursing’s Social Policy Statement: The Essence of the Profession, (American Nurses’ Association [ANA], 2010)
- Quality and Safety Education for Nurses (QSEN), (American Association of Colleges of Nursing [AACN], 2011)
- The Essentials of Master’s Education in Nursing. (American Association of Colleges of Nursing [AACN], 2011)
- The New Jersey Board of Nursing. www.njconsumeraffairs.gov/nur/Pages/default.aspx
- World Health Organization, Global standards for the initial education of professional nurses and midwives. 2009.
Organizing Framework

Mission

Montclair State University School of Nursing educates undergraduate and graduate students to engage in full scope practice to develop, implement, and evaluate compassionate, coordinated health care services through innovative collaboration with diverse communities.

Vision

Students and faculty at Montclair State University School of Nursing, will reflect the global community they serve to facilitate and lead innovative collaborations transforming health care delivery for diverse populations across the continuum of care.
Values

The School of Nursing’s philosophy and mission inform our values for education, research, practice, and service.

Professional development through advancement of competencies required for the protection, promotion, and optimization of health and abilities, prevention of illness and injury, and facilitation of healing using the nursing process (ANA, 2015, p.1).

Responsible citizenship and equitable allocation of environmental and global resources based on understanding that social, economic, and political factors shape and modify the environment and influence the health of society.

Application of critical thinking to develop, implement, and evaluate nursing care, quality improvement initiatives, and health care policy to efficiently deliver cost effective, high quality, safe, health care services based upon integration of evidence and identified needs.

Conducting an inventory of personal values and beliefs as part of a life-long learning process focused on demonstrating respect for all persons and increasing appreciation of the implications of diversity, cultural preferences, social justice, and decision making processes.

Teaching and learning as a process based on a professional relationship, empathy, respect, and shared knowledge.

Integration of a liberal arts education and nursing science curriculum as the foundation for best practices.

Communication that facilitates trans-professional collaboration and shared decision making.

Ethical, professional, and legal accountability in all interactions.

Shared Governance

Student input is essential to continuously developing and improving School of Nursing programs. Various mechanisms are used to elicit student input. Electronic surveys and course evaluations are conducted each semester. Students also participate in ad hoc groups focused on specific topics. Individually, students may schedule meetings with faculty and administration at any time. Students are invited to attend school meetings and serve as representatives to share their perspectives. The Dean meets with students one time per semester. An exit survey at the end of the program, and the alumni survey also serve to improve the program using student input. The alumni survey is conducted one and three years’ post-graduation.

Based on survey findings, analysis of ad hoc group findings, faculty input, and committee work, decisions are made to improve various aspects of the program. Students are informed of the decision and the underlying rationale along with aggregate data. Student and graduate feedback is shared at school meetings, especially during discussion of program modification.
MASTER OF SCIENCE NURSING DEGREE PROGRAM

Admissions to the School of Nursing MSN degree program is overseen by The Graduate School at Montclair State University. As outlined in the Graduate Council Policy Manual, https://www.montclair.edu/graduate/current-students/academic-policies-procedures-guidelines/ each program decides on specific admission standards, including minimum GPA requirements, and number of reference letters. The Graduate School conducts a preliminary screening of applicants based on the criteria determined by the School of Nursing.

Post Licensure MSN Track

The Post-licensure MSN degree track has two pathways that provide an opportunity for RNs to advance their careers:
- MSN program for RNs with BSN degrees
- MSN Bridge Program for RNs with baccalaureate degrees in non-nursing disciplines

Post BSN MSN Pathway Eligibility

Montclair State University School of Nursing considers several factors in reviewing applications for admission to the Post BSN MSN degree pathway. To be considered for admission applicants must:

- Provide official transcripts that demonstrate: BSN degree
- Provide official transcripts of all undergraduate or graduate work completed, prior to submitting the application.
- Have a minimum of 3.0 GPA in undergraduate studies.
- Demonstrate an unencumbered current licensure as a RN in good standing or eligibility for RN licensure, if a new graduate. New graduate nurses must successfully pass the NCLEX-RN within 6 months of matriculation.
- Submit two letters of recommendation from faculty members or employers.
- Submit a personal statement that clearly articulates educational and professional goals. The personal statement should explain the applicant's reasons for applying to the program, his/her learning objectives, relevant professional experience, and long-term professional objectives.
- Adherence to the University’s health requirements.

Each decision is made within the context of the whole applicant pool and the number of places available for the incoming class.

Prior to beginning clinical practicum all students are required to successfully pass a criminal background check and urine toxicology screening, which is performed by an external agency. Results are reported confidentially to Montclair State University School of Nursing. Fees will apply.
RN to MSN Bridge Pathway Eligibility (Post BA or BS in another Discipline)

The RN to MSN Bridge pathway provides RNs with current New Jersey licenses, who have graduated from Associate Degree, diploma, or educational programs from other countries and have earned baccalaureate degrees in non-nursing disciplines the opportunity to complete a MSN degree. Nursing students enrolled in associate degree or nursing diploma programs who anticipate completing their studies prior to the first day of class are eligible to apply if they have previously completed a baccalaureate degree in a non-nursing discipline. These students must pass the NCLEX-RN examination within 6 months of matriculation.

- An Associate’s Degree or diploma in nursing from a National League for Nursing Commission for Nursing Education Accreditation (CNEA) or the Accrediting Commission for Education in Nursing (ACEN) accredited program.
- A baccalaureate degree in any field from an accredited institution.
- Demonstrate an unencumbered current licensure as a RN in good standing or eligibility for RN licensure, if a new graduate. New graduate nurses must successfully pass the NCLEX RN within 6 months of matriculation.
- Graduate Record Exam (GRE). For test waiver information, please see the information below (**). The waiver request is completed with the application.
- Completion of one undergraduate statistics course within 5 years prior to taking first graduate level nursing course (usually NURS500: Issues Affecting Health). This may also be taken concurrently with undergraduate bridge courses.
- Undergraduate health assessment course or approved equivalent.
- Adherence to the School of Nursing health requirements

**Standardized testing (GRE) is not required for applicants to the Bridge to the MSN program who meet either of the following criteria:

- A cumulative GPA of 3.2 or higher in their Baccalaureate Degree program plus a cumulative GPA of 3.2 or higher in their basic nursing program.
- A grade of B or better on the first 3 MSU undergraduate courses taken as part of the undergraduate bridge program.

Each decision is made within the context of the whole applicant pool and the number of places available for the incoming class.

*Prior to beginning clinical practicum all students are required to successfully pass a criminal background check and urine toxicology screening, which is performed by an external agency. Reports are confidentially reported to Montclair State University School of Nursing. Fees will apply.*

**Generic MSN Track**

The Generic MSN track provides persons who have earned baccalaureate degrees in non-nursing disciplines the opportunity to complete an MSN degree with advanced knowledge in care coordination and transition management. Students who successfully complete the program are eligible to sit the NCLEX-RN examination.
Montclair State University School of Nursing considers a number of factors in reviewing applications for admission to the generic MSN degree program. To be considered for admission to the generic MSN degree program, applicants must submit a completed on-line application and:

- minimum of a baccalaureate degree from an accredited institution or WES evaluation (or equivalent);
- all official transcripts from all colleges/universities attended;
- minimum cumulative grade point average of 3.0 on a 4.0 scale on all college/university courses completed prior to admission;
- English Second Language (ESL) applicants must have taken the TOEFL within the past 5 years unless degreed from a U.S. accredited college or university. Any applicant must achieve a total score of at least 84, along with a minimum reading section score of at least 22, listening score of at least 22, speaking section score of at least 26, and writing section score of at least 24 to be considered for admission to the MSN program;
- two letters of recommendation, preferably from past professors or employers;
- personal statement

Students must have completed the following program pre-requisites, within the last five years, prior to admission:

- Anatomy and Physiology with laboratory – 8 credits
- Microbiology with laboratory – 4 credits
- Chemistry – 3 credits
- Statistics – 3 credits
- Human Growth & Development – 3 credits
- Nutrition – 3 credits

Prior to beginning clinical practicum, all students are required to successfully complete a criminal background check, urine toxicology screening; Joint Commission and OSHA requirements for immunization, medical history, liability insurance, and competencies including the American Heart Association Certification course for CPR (BLS for Healthcare Professionals). Reports are confidentially reported to MSU SON by an external agency. Fees will apply.

Each decision will be made within the context of the whole applicant pool and the number of places available for the incoming class.
MSN Program Application Process

All applicants must adhere to the application guidelines of The Graduate School (TGS).

To submit your application, please follow these steps:

- Complete the online application on The Graduate School’s website.
- Upload or send the following required supplemental items
  - Official undergraduate and graduate transcripts (if applicable)
  - Test scores (if applicable)
  - Curriculum vitae/resume
  - International students only: TOEFL scores are required if prior degree was earned from an institution where English is not the language of instruction
  - Letters of recommendation, preferably from faculty familiar with your work

Most supplemental items can be uploaded through the TGS submission portal once you have filed your online application and application fee. Supplemental items needing to be sent via postal mail should be sent directly to:
The Graduate School at:
Montclair State University
The Graduate School
1 Normal Avenue
Montclair, NJ 07043

Any questions about how to submit an application should be directed to TGS via phone or email.
Phone: 973-655-5147 or 800-955-GRAD
Fax: 973-655-7869
Email: gradschool@montclair.edu

Upon receiving your required application materials, TGS reviews your application and forwards it to the School of Nursing if it meets minimum requirements. Please note that TGS only reviews completed applications. Upon completion of the application, the School of Nursing notifies TGS of its recommendations for admission, and the TGS notifies prospective candidates of their status via email and postal mail.

*Applicants who do not meet our GPA and GRE criteria will be considered for admission if other aspects of their application indicate strong potential for success in the program.*
Course Delivery

Courses required for the Post-licensure BSN MSN are offered completely online using CANVAS, the electronic learning management system. Courses required for the Bridge portion of the MSN to degree program are offered in hybrid or online formats. The hybrid platform requires students meet on campus for in-person classroom collaboration approximately once per month or 3 to 4 times over the course of a semester. On a weekly basis, students and instructors engage in online activities in Canvas. In-person dates are planned in advance, so students are able to adjust their schedules. Courses are offered during the fall, spring and summer semesters for the MSN degree program. Courses required or the Generic MSN program with a clinical component have face-to-face simulation and clinical practicum experiences on a weekly basis. Theoretical content is offered using synchronous or asynchronous on-line platforms on CANVAS.

Transfer Credit Guidelines

Upon admission, POST BSN MSN pathway students with prior graduate training may apply for transfer credit. As per TGS policy, students can transfer a maximum of six graduate-level credits into the MSN degree program, provided that the student received a B or better and that the course was taken within 10 years of the student’s date of matriculation. Further information about transferring credits can be found in the TGS Policy Manual.

All transfer credits must be approved by the Program Director and processed by the Office of the Registrar. To transfer or waive a course, students are required to provide the Program Director and current instructor of the course with the syllabus of the equivalent course completed at a previous institution. Both the Program Director and course instructor must agree that the prior course is equivalent to that within the program. All transfer requests must be made at the time of matriculation, per TGS Policy. Additional course waivers must be completed within the first semester of the student’s enrollment.

Orientation

Orientation is offered to all incoming students at the beginning of each semester. Students are expected to attend both the MSU and School of Nursing orientations. Accepted students will be notified of the scheduled dates electronically.

Communication

Students will be assigned an MSU email account through which all electronic communications will be transmitted. Students are expected to check this email a minimum of three times per week for communications. Course requirements will be communicated via CANVAS, the Learning Management System and/or the student’s MSU email account.

Academic Advisement

Each student is assigned a School of Nursing faculty member for academic advisement. The advisor is responsible for advising students about their academic status and progression in the nursing program. Students are expected to contact their advisor at the beginning and end of each semester.
Students in the RN to MSN Bridge program are expected to meet with their advisor prior to course registration to customize their program plan.

**MSN Degree Program Objectives**

The MSN degree program objectives are based on the American Association of Colleges of Nursing (AACN), Essentials of Master’s Education in Nursing (2011); and are consistent with Nursing, Scope and Standards of Practice: Graduate competencies (ANA, 2015), The Codes of Ethics for Nurses with Interpretive Statements (ANA, 2015), the New Jersey State Board of Nursing Statutes and Regulations (2015), and the Quality & Safety Education for Nurses (QSEN) Graduate Competencies (2014).

The MSN program objectives are:

- **Innovative Nursing Practice in the Context of Community.** The program will prepare graduates to design innovative nursing practices that recognize persons in the context of family and community, as full partners and the source of control in the provision of compassionate and coordinated care based on respect for preferences, values, and needs to improve health outcomes for diverse populations.
- **Systems Leadership and Transprofessional Collaboration.** The program will prepare graduates to lead and participate in transprofessional teams, cultivating open communication, mutual respect, and shared decision-making to improve health outcomes for diverse populations.
- **Application of Best Clinical Evidence to Improve Practice.** The program will prepare graduates to integrate best current evidence and clinical expertise, with consumer and stakeholder preferences and values, to facilitate the seamless provision of services across the care continuum to improve health outcomes for diverse populations.
- **Translating Scholarship for Practice Innovation.** The program will prepare graduates to translate evidence into practice to design innovative interventions, lead change, and improve outcomes to improve health outcomes for diverse populations.
- **Data Management to Improve Quality and Safety.** The program will prepare graduates to manage data to monitor care processes, design tests of change, and analyze outcomes to continuously improve system quality and safety to improve health outcomes for diverse populations.
- **Information Technology to Support Decision Making.** The program will prepare graduates to use information technology to communicate, manage knowledge, minimize risk of harm, and support decision making to improve individual and system effectiveness and health outcomes for diverse populations.
- **Policy and Advocacy to Optimize Health.** The program will prepare graduates to engage in the development of policy initiatives that optimize health, advocate for social justice, ethical practice, and fiscal management to improve health outcomes for diverse populations.
The program objectives are mapped to the current professional nursing standards that address graduate education and practice competences.

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<tr>
<th><strong>MSU Program Objective</strong></th>
<th><strong>AACN</strong></th>
<th><strong>QSEN</strong></th>
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<tr>
<td>Innovative Nursing Practice in the Context of Community</td>
<td>Essential IX Essential VIII</td>
<td>Patient-centered Care</td>
<td>Standards 1-6</td>
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<td>Systems Leadership and Transprofessional Collaboration</td>
<td>Essential II Essential VIII</td>
<td>Teamwork and Collaboration</td>
<td>Standards 9, 10, 11</td>
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<td>Application of Best Clinical Evidence to Improve Practice</td>
<td>Essential VII</td>
<td>Evidence -based Practice</td>
<td>Standards 8, 13</td>
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<td>Translating Scholarship for Practice Innovation</td>
<td>Essential IV</td>
<td>Evidence -based Practice</td>
<td>Standard 16</td>
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<td>Data Management to Improve Quality and Safety.</td>
<td>Essential III</td>
<td>Quality Improvement Safety</td>
<td>Standard 14</td>
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<td>Information Technology to Support Decision Making</td>
<td>Essential V</td>
<td>Informatics Safety</td>
<td>Standard 16</td>
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<tr>
<td>Policy and Advocacy to Optimize Health.</td>
<td>Essential VI</td>
<td>Teamwork and Collaboration Evidence -based Practice</td>
<td>Standard 17</td>
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**Student Learning Objectives**

The MSN program objectives are consistent with learner objectives and outcomes. Learner’ objectives and outcomes are mapped to courses within the MSN curriculum. Student competency is assessed by demonstration of specific cognitive, behavioral, and affective skills. Montclair State University MSN program graduates will:

- Design innovative nursing practices that recognize persons in the context of family and community, as full partners and the source of control in the provision of compassionate and coordinated care based on respect for preferences, values, and needs to improve health outcomes for diverse populations.
- Lead and participate in transdisciplinary teams, cultivating open communication, mutual respect, and shared decision-making to improve health outcomes for diverse populations.
- Integrate best current evidence and clinical expertise, with consumer and stakeholder preferences and values, to facilitate the seamless provision of services across the care continuum to improve health outcomes for diverse populations.
- Translate evidence into practice to design innovative interventions, lead change, and improve outcomes for diverse populations.
- Manage data to monitor care processes, design tests of change, and analyze outcomes to continuously improve system quality and safety and health outcomes for diverse populations.
- Use information technology to communicate, manage knowledge, minimize risk of harm, and support
decision making to improve individual and system effectiveness to improve health outcomes for diverse populations.

- Engage in the development of policy initiatives that optimize health, advocate for social justice, ethical practice, and fiscal management to improve health outcomes for diverse populations.

The goal of the MSN degree program is to educate registered professional nurses and those who will become registered professional nurses at the master’s level. These nurses are prepared to use advanced knowledge and skills to translate evidence to practice and assume leadership roles to facilitate innovative, inter-professional teams to improve health outcomes for diverse populations in the context of family and community. This goal is congruent with that of the University and the SON, and will be supported through implementation of the strategic plan.

Accreditation Status

The Montclair State University School of Nursing MSN degree program has submitted an application to the Commission for Collegiate Nursing Education (CCNE). Site evaluation will occur on January 24, 25, & 26, 2021.
Curriculum Overview: Post BSN MSN

The MSN degree program is designed to advance the profession and address the health care requirements of diverse populations by preparing RNs for advanced practice roles within specific specialty concentrations. Students in the Post BSN MSN degree program complete 35 credits of graduate study. The pathway offers educational preparation for three advance practice roles and specialty concentrations. Students choose one advanced practice role and specialty concentration.

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<tr>
<th>Advanced Practice Role</th>
<th>MSN Concentration</th>
<th>Direct/Indirect Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nurse Administrator</td>
<td>Nursing Administration</td>
<td>Indirect Care</td>
</tr>
<tr>
<td>Nurse Educator</td>
<td>Nursing Education</td>
<td>Direct Care</td>
</tr>
<tr>
<td>Clinical Nurse Researcher</td>
<td>Clinical Research Coordination</td>
<td>Direct Care</td>
</tr>
</tbody>
</table>

There are four phases in the pathway. Students begin their studies with coursework in the core curriculum. The three courses in the core or foundational curriculum address content essential for all master’s prepared nurses, regardless of their advanced practice role or functional concentration. These courses focus on research, health policy, and information technology within the context of nursing practice and healthcare service delivery.

During the second phase, students focus on indirect and direct care competencies based on their chosen advanced practice role and specialty concentration. Indirect care competencies concentrate on aggregates, systems, and organizations. These competencies are most often used by nurse administrators. Direct care competencies include coursework in physiology/pathophysiology, health assessment, and pharmacology. This content is essential to the delivery of direct patient care services at an advanced level.

During the third phase, students focus on the advanced practice role and specialty concentration. Coursework includes didactic and practicum experiences. Content and competencies in these learning experiences are defined by professional nursing organizations and certifying bodies. The coursework prepares students for employment and certification in nursing for the specific role and functional concentration.

During the final phase, students engage in the nursing synthesis capstone project. This seminar and practicum experience is conducted with a faculty mentor and content expert in the student’s advanced practice specialty role and area of concentration. During the nursing synthesis capstone project, students have scheduled meetings where they engage with students and mentors across advanced practice roles and concentrations to expand their perspectives regarding the contributions of their own work in relation to other specialty concentrations and the role of nursing in healthcare delivery. These meetings also provide an opportunity for student and faculty reflection on individual professional growth.
### Post BSN MSN Track: Curriculum Plan in Nursing Administration

**Core (Master’s Graduate Nursing Core)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>NURS 500</td>
<td>Issues affecting Health Care &amp; Health Policy</td>
<td>3</td>
</tr>
<tr>
<td>NURS 520</td>
<td>Nursing Research &amp; Evidence Based Practice</td>
<td>3</td>
</tr>
<tr>
<td>NURS 510</td>
<td>Informatics &amp; Data Management</td>
<td>3</td>
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</tbody>
</table>

**Business Administration Coursework (Indirect care) - These courses are taken in the Feliciano School of Business**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGMT 561</td>
<td>Achieving Competitive Advantage</td>
<td>1.5</td>
</tr>
<tr>
<td>MGMT 562</td>
<td>Organizational Behavior</td>
<td>1.5</td>
</tr>
<tr>
<td>MGMT 565</td>
<td>Project Management</td>
<td>1.5</td>
</tr>
<tr>
<td>MGMT 566</td>
<td>Negotiation in the Workplace</td>
<td>1.5</td>
</tr>
<tr>
<td>MGMT 571</td>
<td>Leadership</td>
<td>1.5</td>
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</tbody>
</table>

The above coursework reflects 7.5 credits. Students then have the option of choosing one of the following courses for 1.5 credits:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>MGMT 570</td>
<td>Strategic Human Resource Management</td>
<td>1.5</td>
</tr>
<tr>
<td>MKTG 561</td>
<td>Applied Marketing Management</td>
<td>1.5</td>
</tr>
<tr>
<td>MKTG 562</td>
<td>Market Analysis and Customer Insight</td>
<td>1.5</td>
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**Nursing Administration Coursework (Advance Practice Specialty)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</tr>
</thead>
<tbody>
<tr>
<td>NURS 605</td>
<td>Context of Healthcare for Nursing Leadership</td>
<td>3</td>
</tr>
<tr>
<td>NURS 615</td>
<td>Resource Utilization &amp; Development</td>
<td>3</td>
</tr>
<tr>
<td>NURS 625</td>
<td>Program Planning &amp; Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>NURS 635</td>
<td>Strategic Management Practicum</td>
<td>4</td>
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</table>

**Nursing Capstone**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>NURS 640</td>
<td>Nursing Synthesis Capstone Project</td>
<td>4</td>
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</tbody>
</table>

**Program Total:** 35 credits
Post BSN MSN Track: Curriculum Plan in Nursing Education Specialty

Core (Master’s Graduate Nursing Core)

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Nursing Coursework (Direct Care)

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 500</td>
<td>Advanced Pathophysiology</td>
<td>3</td>
</tr>
<tr>
<td>NURS 515</td>
<td>Advanced Pharmacology</td>
<td>3</td>
</tr>
<tr>
<td>NURS 525</td>
<td>Advanced Health Assessment</td>
<td>4</td>
</tr>
<tr>
<td>NURS 535</td>
<td>Genetics &amp; Genomics</td>
<td>3</td>
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</table>

Nursing Educator Coursework (Advance Practice Specialty)

<table>
<thead>
<tr>
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<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 600</td>
<td>Assessment &amp; Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>NURS 610</td>
<td>Curriculum Development</td>
<td>3</td>
</tr>
<tr>
<td>NURS 620</td>
<td>Teaching Methods Seminar &amp; Practicum</td>
<td>3</td>
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</table>

Nursing Capstone

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<thead>
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</table>

Program Total

|                 |                                                        |         |
|                 |                                                        | 35      |
Post BSN MSN Track: Curriculum Plan in Plan: Clinical Research Specialty

Core (Master’s Graduate Nursing Core)

<table>
<thead>
<tr>
<th>Course</th>
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Nursing Coursework (Direct Care)

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<td>Advanced Health Assessment</td>
<td>4</td>
</tr>
<tr>
<td>NURS 535</td>
<td>Genetics &amp; Genomics</td>
<td>3</td>
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</table>

Clinical Research Coursework (Advance Practice Specialty)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 618</td>
<td>Clinical Research Coordination</td>
<td>3</td>
</tr>
<tr>
<td>NURS 608</td>
<td>Research Ethics</td>
<td>3</td>
</tr>
<tr>
<td>NURS 628</td>
<td>Special Topics in Clinical Research Trials</td>
<td>3</td>
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</tbody>
</table>

Nursing Capstone

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</tbody>
</table>

Program Total: 35 credits
### Sample Curriculum Plan (Fall 2020)

<table>
<thead>
<tr>
<th>Semester 1 (Fall)</th>
<th>Course #</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 505</td>
<td>Advanced Pathophysiology</td>
<td>3 Didactic</td>
<td></td>
</tr>
<tr>
<td>NURS 515</td>
<td>Advanced Pharmacology</td>
<td>3 Didactic</td>
<td></td>
</tr>
<tr>
<td>NURS 525</td>
<td>Advanced Health Assessment</td>
<td>4 (2 Didactic + 2 Laboratory)</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester 2 (Winter)</th>
<th>Course #</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 501</td>
<td>Fundamentals of Professional Nursing</td>
<td>4 (2 Didactic + 2 Laboratory)</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester 3 (Spring)</th>
<th>Course #</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 502</td>
<td>Introduction to Care Coordination</td>
<td>3 Didactic</td>
<td></td>
</tr>
<tr>
<td>NURS 535</td>
<td>Genetics &amp; Genomics</td>
<td>3 Didactic</td>
<td></td>
</tr>
<tr>
<td>NURS 601</td>
<td>Care Coordination: Adults &amp; Elderly</td>
<td>6 (3 Didactic + 3 Clinical)</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester 4 (Summer)</th>
<th>Course #</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 602</td>
<td>Care Coordination: Childbearing Family</td>
<td>6 (3 Didactic + 3 Clinical)</td>
<td></td>
</tr>
<tr>
<td>NURS 603</td>
<td>Care Coordination: Children &amp; Adolescents</td>
<td>6 (3 Didactic + 3 Clinical)</td>
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</table>

<table>
<thead>
<tr>
<th>Semester 5 (Fall)</th>
<th>Course #</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 604</td>
<td>Behavioral Health</td>
<td>6 (3 Didactic + 3 Clinical)</td>
<td></td>
</tr>
<tr>
<td>NURS 606</td>
<td>Population &amp; Global Health</td>
<td>6 (3 Didactic + 3 Clinical)</td>
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<table>
<thead>
<tr>
<th>Semester 6 (Winter)</th>
<th>Course #</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 510</td>
<td>Information Technology</td>
<td>3 Didactic</td>
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</table>

<table>
<thead>
<tr>
<th>Semester 7 (Spring)</th>
<th>Course #</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 500</td>
<td>Issues in Nursing</td>
<td>3 Didactic</td>
<td></td>
</tr>
<tr>
<td>NURS 520</td>
<td>Nursing Research</td>
<td>3 Didactic</td>
<td></td>
</tr>
<tr>
<td>NURS 640</td>
<td>Capstone: Care Coordination</td>
<td>4 (1 Didactic + 3 Clinical)</td>
<td></td>
</tr>
</tbody>
</table>

**Total Program Credits**  
63
MSN Course Descriptions

MSN Course Descriptions - Graduate Nursing Core Courses

Course: NURS 500  Issues Affecting Health Care & Health Policy  Credits 3
This course analyzes health care system issues and trends that impact nursing practice. Issues including reimbursement, pay for performance, capitation, quality, and safety are explored from historical, political and developmental perspectives. Conflicts that arise between economic and clinical priorities are examined. Trends, strategies, and mechanisms that enhance the delivery of high quality nursing care will be discussed. The course will focus on these matters as they affect the scope, preparation and practice of advanced practice nurses.

Course: NURS 510  Informatics & Data Management  Credits 3
This course uses and evaluates information systems, technology and patient care technology supportive of clinical and administrative decision-making relevant to patient care, care systems, and quality improvement. Data management topics to be explored include identified outcomes linked to measures, variables, and data sources; appropriate data collected for the purpose of measuring outcomes; appropriate statistical methods for determining the outcomes; and a meaningful presentation of outcomes that addresses the concerns and questions of key stakeholders.

Course: NURS 520  Nursing Research  Credits 3
This course is designed to provide advance practice nurses the skill to use research evidence in decisions related to clinical practice. Students formulate practice-based questions, search databases to identify evidence, and evaluate the quality of research. Students examine the application of the evidence in clinical practice to improve the provision and quality of care. Ethical considerations in conduct of research and practice change are explored.

Business Administration Coursework (Indirect Care Concentration)

Course: MGMT 561  Achieving Competitive Advantage  Credits 1.5
This course provides students with a basic understanding of competitive strategy and the role of a general manager in an organization. The focus of this course is on strategy at the business level and how firms achieve a competitive advantage in head-to-head competition with rivals in the same industry. It provides a rigorous examination of the tools of strategy analysis. The course is application oriented and also integrative in nature, emphasizing the linkages among the various functional areas of an organization.

Course: MGMT 562  Organizational Behavior  Credit 1.5
This course provides students an understanding of behavior in organizations within a management context. This course examines organizational systems and structure, leadership, power and influence, teambuilding, organizational conflict, systems of communication, motivation, interpersonal dynamics and values, and organizational change and renewal. This course explores the role of new forces in the organizational environment such as workplace diversity and economic globalization.
Course: MGMT 565 Project Management  
Credits 1.5
This is an introductory course to project management with a focus on providing students with real world knowledge of managing projects in today's competitive environment. Throughout this course, we will introduce project examples from a wide variety of industries and functions including information technology, marketing, organization capability enhancement, training, etc.

Course: MGMT 566 Negotiation in the Workplace  
Credits 1.5
This course will examine the fundamentals of negotiating within today's business world. Topics include both distributive and integrative bargaining. Additionally, time will be spent on facilitating the best practices for communication.

Course: MGMT 571 Leadership  
Credits 1.5
Successful leaders must understand how to influence individuals in order to meet organizational goals. This course reviews classical and modern approaches to leadership with a focus on the application of these theories to organizations. Among topics discussed are: leadership development, motivation, influence, power, decision making, and leadership effectiveness.

Course: MGMT 570 Strategic Human Resource Management  
Credits 1.5
This course examines how managers can utilize modern Human Resource practices in order to improve company performance and efficiencies. Topics include staffing for quality, outsourcing, use of core and contingent work force, managing workforce commitment and performance, legal issues, managing careers, and reward systems.

Course: MKTG 561 Applied Marketing Management  
Credits 1.5
In this course, students develop an applied perspective of marketing management tasks. Examining marketing problems in a diverse group of enterprises, students apply marketing concepts and theories to specific marketing tasks, developing solutions that are workable, ethical, and effective. This course includes examination of new product and service development, internet marketing, and the process of aligning resources to effective marketing strategies.

Course: MKTG 562 Market Analysis and Customer Insight  
Credits 1.5
This course furthers students' abilities to undertake market analysis and gain customer insight. Students employ market research tools to advance to innovative marketing solutions. Through cases and projects, the course focuses on current behavioral theories of marketing and emerging areas of marketing practice, including social networking, branding, value creation, customer lifetime value, new digital tools, and the analysis of the return on marketing.

Nurse Educator or Clinical Nurse Researcher Coursework: (Direct Care Concentration)

Course: NURS 505 Advanced Pathophysiology  
Credits 3
This course systematically investigates the disruption to normal functions of cells, tissues, organ systems, and individual's ability to function caused by disease and injury. Advanced practice nurses understand the connection between signs and symptoms various conditions related to the alteration in normal physiology. This course analyzes the mechanism(s) of production of the symptoms and signs of
different disease syndromes. Students understand the mechanism(s) underlying the disease and its clinical manifestations to assist in the development of therapeutic planning. Appropriate screening and diagnostic laboratory evaluative methods are explored.

**Course: NURS 515  Advanced Pharmacology  Credits 3**

This course prepares advanced practice nurses to accurately describe, administer, and counsel individual’s safe medication regimens. Medication prescriptive authority within scope of practice is examined. Pharmacologic principles, pharmacokinetics, mechanism of action of frequently prescribed drug classes will be discussed in relation to physiologic systems. Drug seeking, substance abuse, diversion, and issues of polypharmacy for particular populations are explored.

**Course: NURS 525  Advanced Health Assessment  Credits 4**

The course presents the theoretical and clinical principles for advanced health assessment in advanced practice nursing. Emphasis is placed on physical, psychosocial, and cultural assessment skills that are necessary to develop a comprehensive health database, clinical decision making, and diagnostic reasoning. Application of advanced health assessment skills necessary for performing a comprehensive physical examination of individuals within the context of family and community across the lifespan are explored. A plan of care will be developed based on the formulation of differential diagnoses.

**Course: NURS 535  Genetics & Genomics  Credits 3**

This course explores the field of genetics and genomics and implications for nursing practice. Knowledge of genetics and genomics is essential for health care providers in evaluating needs of individuals and families. The course will by reinforce the principles of genetics while exploring new advances and their impact on health care delivery.

**Advanced Practice Specialty: Nurse Administrator Role**

**Course: NURS 605 Context of Healthcare for Nursing Leadership  Credits 3**

This course examines the scope and status of professional roles and responsibilities of nurses prepared to assume accountability for quality care outcomes; navigate and integrate care services across the healthcare system; collaborate with and build trans-professional care teams; design innovative nursing practices; and facilitate the translation of evidence into practice. This course focuses on personal leadership, associated skills, and knowledge to practice in a leadership capacity. Course activities focus on understanding the forces driving the contemporary and continuously changing healthcare environment.

**Course: NURS 615 Resource Utilization & Development  Credits 3**

This course examines nursing’s contribution to revenue and financial stability of healthcare systems. Students are introduced to the budgeting process, personnel allocation, staff development, and other financial aspects of the healthcare system. The role of the nurse leader related to resource utilization is explored.

**Course: NURS 625 Program Planning & Evaluation  Credits 3**

This course focuses on the leadership role of the nurse administrator in program planning and
evaluation. Students examine the social, cultural, environmental, political, and economic contexts of health promotion and illness prevention policies and programs. Characteristics of effective interventions are explored. The process of planning, implementing, and evaluating health promotion programs in a variety of settings will be examined from a nursing perspective. Proposals for health promotion or illness prevention programs with an evaluation plan will be developed.

**Course: NURS 635 Strategic Management Practicum**  
Credits 3  
Students explore dimensions of leadership, knowledge and skills required to fulfill the role of nurse leader. Leadership styles and self-assessments are explored to create a professional development plan. Mentoring in a practicum experience affords opportunities to cultivate requisite interpersonal, leadership, advocacy, and planning skills necessary for the nurse administrator.

**Advance Practice Specialty: Nurse Educator Role**

**Course: NURS 600 Title: Nursing Education: Assessment & Evaluation**  
Credits 3  
This course assesses theories and strategies of measurement and evaluation as they apply to nursing education. Theories of measurement and evaluation are combined with outcomes based approaches to promote safe, effective professional nursing practice. Advance practice nurses are prepared to design, implement, and evaluate assessment in nursing education.

**Course: NURS 610 Nursing Education: Curriculum Development**  
Credits 3  
The process and elements of curriculum development needed for the role of educator in an academic or advanced practice setting are explored. Factors related to content and organization of curricula are examined. Students design and evaluate a curriculum appropriate for use in academic or clinical settings. Curriculum frameworks, philosophies, objectives, and course content essential to health care education are explored. Legal and ethical issues affecting curriculum development are evaluated.

**Course: NURS 620 Nursing Education: Teaching Methods Seminar & Practicum**  
Credits 3  
This didactic and practicum experience will engage instructional strategies to enhance interdisciplinary learning experiences in health professions education. Instructional methods will include collaborative educational models, small and large group teaching, team-based, interactive and experiential case-based learning. Techniques will include the use of simulation, bedside teaching with a focus on educator behaviors that enhance learner’s success. Participants will integrate technology into instruction to develop health professions curricula which affect the learning environment. Practicum experience will engage the student to effectively plan for the use of the instructional technology. Evidence of participants’ knowledge and application of course topics will be captured in a professional portfolio.

**Advanced Practice Specialty Clinical Research Role**

**Course: NURS 608 Research Ethics**  
Credits 3  
This course will examine the ethical conduct of research. Ethical issues that researchers may encounter are discussed in relation to utilization of applicable guidelines. Topics include data fabrication, data falsification, plagiarism, conflicts of interest, data management, collaborative research, authorship and
publication, peer review, animal experimentation, and human subject’s research. The course is designed to meet NIH requirements for training in the responsible conduct of research.

**Course: NURS 618 Clinical Research Coordination**  
Credits 3  
This course will examine the knowledge and skills necessary for managing a research study or program that is compliant with the protocol, federal regulations, and institutional policies. Topics include ethical conduct of research, roles and responsibilities, defining and identifying health disparities, and working with the Institutional Review Board. Informed consent, adverse events and protocol deviation are explored. Quality assurance, grant management, and budget reporting are examined. Students are prepared to collect data, develop strategies of participant recruitment and retention, and staff management.

**Course: NURS 628 Special Topics in Clinical Research Trials**  
Credits 3  
This course examines clinical research trial coordination from a variety perspectives including business, pharma, federal regulations, and social justice. Topics to be explored from these various perspectives include challenges for data quality, project management, risk evaluation, electronic recruitment, fraud, data security, and contract negotiations.

**Capstone Nursing Synthesis Project**

**Course: NURS 640 Nursing Synthesis Capstone Project**  
Credits 4  
Synthesizing concepts from prior coursework, students will immerse in the concentration area and develop a portfolio that demonstrates competency in the Master’s Essentials (AACN, 2011). This is a precepted field experience, guided by an expert in the concentration and a University faculty member. Students will complete both the didactic component and 90 practicum hours.
RN to MSN Bridge Program Curriculum Overview

Students enrolling in the RN to MSN Bridge Program must take up to 5 undergraduate courses (13 credits) prior to full matriculation into the MSN program. Students must take the following courses:

- NURS 340 Informatics & Project Management Credits 3
- NURS 350 Evidence based Practice Credits 3
- NURS 410 Leadership in Nursing Credits 3
- NURS 430 Population & Global Health*** Credits 3
- NURS 431 Population & Global Health Clinical Credits 3

Students who have significant community health expertise and experience in the subject matter of specific bridge courses as identified by objectives in the course syllabus may apply for a waiver of credits. Waiver is based on a portfolio review by the Department of Nursing Faculty. Upon completion of required bridge courses, students may begin taking graduate courses in the MSN program in either the education, administration, or clinical research concentration.
Bridge Course Descriptions

Course: NURS340 Information Technology and Nursing Practice Credits 3
This course introduces systematic application of information science and technology to the provision of person-centered care and leadership in health care systems. The use of information technology to evaluate programs of care, quality improvement initiatives, financial decision-making and selection of patient care technology is explored. Ethical, regulatory, safety and legal implications related to the use of information technology systems are examined.

Course: NURS 350 Evidence Based Practice in Nursing Credits 3
This course examines the conduct of research, research utilization, and principles and models of evidence-based practice in professional nursing. Emphasis is placed on the development of a scholarly approach to analyzing research and the importance of interpreting and translating findings into clinical practice. Students become intelligent consumers of research when advocating and treating persons across the continuum of care in the context of family and community.

Course: NURS 410 Leadership in Nursing: Theory and Application Credits 3
Nurses demonstrate their ability to lead by allocating resources, making decisions, facilitating and participating in teams, and managing complicated priorities in high stakes and highly personal environments. This course introduces students to a sophisticated level of leadership from both theoretical and applied perspectives. Theories of leadership are reviewed. Applications, assessments, comparisons and critical evaluation of theory, research and assessment tools are developed through leadership projects that provide students an opportunity to observe and practice leadership skills.

Course: NURS 430 Population and Global Health Didactic Credits 3
This course explores the impact of population and global health issues on the health of individuals, families and society. Utilizing principles of epidemiology and wellness, the role of the community health nurse in maximizing health for diverse people with complex needs at all levels of prevention is explored.

Course: NURS 431 Population and Global Health Practicum Credits 1
This clinical experience provides the student the opportunity to explore and implement theories and components of community and population assessment. Principles of epidemiology, transcultural communication, environmental concern, health care management and resource allocation are applied with a focus on population, community and global health care needs.

Generic MSN Courses

Course: NURS 500 Issues Affecting Health Care & Health Policy Credits 3
This course analyzes health care system issues and trends that impact nursing practice. Issues including reimbursement, pay for performance, capitation, quality, and safety are explored from historical, political and developmental perspectives. Conflicts that arise between economic and clinical priorities are examined. Trends, strategies, and mechanisms that enhance the delivery of high quality nursing care will be discussed. The course will focus on these matters as they affect the scope, preparation and practice of advanced practice nurses.
**Course: NURS 501  Fundamentals of Professional Nursing**  
**Credits: 4 (2 didactic, 2 practicum)**

This didactic and simulation laboratory course is designed to introduce professional nursing which is focused on caring, being whole, and being healed in specific contexts and relationships (Watson & Hills, 2011). Students are exposed to the conceptual model which describes nurses engagement in healing using the nursing process to diagnose and treat human responses to actual or potential physical, emotional, and spiritual health problems, through case finding, health teaching, health counseling, and provision of care that supports or restores life and well-being. The nurse's scope of practice, including independent and collaborative functions is examined. The use of communication, the teaching learning process, and shared decision making to assist consumers and stakeholders in developing and implementing plans that address health within the context of family and community are considered. Students apply beginning nursing care skills for efficient, safe, compassionate, and person-centered care using simulation based experiences.

**Course: NURS 502  Introduction to Care Coordination**  
**Credits: 3**

Care coordination and transition management are needed to produce optimal person centered outcomes, decrease the cost of care, and ensure the effective utilization of healthcare services. The person’s treatment goal for treatment and its outcomes form the basis for team - based decision making. This course focuses on the use of care coordination and transition management from a nursing perspective within the interprofessional health care team. This course examines the functions of care coordination and transition management, the need for these services, common challenges, goals, philosophies, and guiding principles. The critical steps in the care coordination process are introduced in relation to outcomes for providers, members, and payer organizations.

**Course: NURS 510  Informatics & Data Management**  
**Credits: 3**

This course uses and evaluates information systems, technology and patient care technology supportive of clinical and administrative decision-making relevant to patient care, care systems, and quality improvement. Data management topics to be explored include identified outcomes linked to measures, variables, and data sources; appropriate data collected for the purpose of measuring outcomes; appropriate statistical methods for determining the outcomes; and a meaningful presentation of outcomes that addresses the concerns and questions of key stakeholders.

**Course: NURS 520  Nursing Research**  
**Credits: 3**

This course is designed to provide advance practice nurses the skill to use research evidence in decisions related to clinical practice. Students formulate practice-based questions, search databases to identify evidence, and evaluate the quality of research. Students examine the application of the evidence in clinical practice to improve the provision and quality of care. Ethical considerations in conduct of research and practice change are explored.

**Course: NURS 505  Advanced Pathophysiology**  
**Credits: 3**

This course systematically investigates the disruption to normal functions of cells, tissues, organ systems, and individual's ability to function caused by disease and injury. Advanced practice nurses understand the connection between signs and symptoms various conditions related to the alteration in normal physiology. This course analyzes the mechanism(s) of production of the symptoms and signs of different disease syndromes. Students understand the mechanism(s) underlying the disease and its clinical manifestations to assist in the development of therapeutic planning. Appropriate screening and diagnostic laboratory evaluative methods are explored.
Course: NURS 515  Advanced Pharmacology  
Credits 3
This course prepares advanced practice nurses to accurately describe, administer, and counsel individual’s safe medication regimens. Medication prescriptive authority within scope of practice is examined. Pharmacologic principles, pharmacokinetics, mechanism of action of frequently prescribed drug classes will be discussed in relation to physiologic systems. Drug seeking, substance abuse, diversion, and issues of polypharmacy for particular populations are explored.

Course: NURS 525  Advanced Health Assessment  
Credits 4
The course presents the theoretical and clinical principles for advanced health assessment in advanced practice nursing. Emphasis is placed on physical, psychosocial, and cultural assessment skills that are necessary to develop a comprehensive health database, clinical decision making, and diagnostic reasoning. Application of advanced health assessment skills necessary for performing a comprehensive physical examination of individuals within the context of family and community across the lifespan are explored. A plan of care will be developed based on the formulation of differential diagnoses.

Course: NURS 535  Genetics & Genomics  
Credits 3
This course explores the field of genetics and genomics and implications for nursing practice. Knowledge of genetics and genomics is essential for health care providers in evaluating needs of individuals and families. The course will by reinforce the principles of genetics while exploring new advances and their impact on health care delivery.

Course: NURS 601  Care Coordination for Adults & Elderly:  
Didactic & Practicum  
Credits: 6 (didactic 3, practicum 3)
This didactic and practicum course examines the provision of culturally congruent person and family-centered nursing care for adult and elderly populations across the health illness continuum. This course focuses on the nurse's role providing and coordinating: health promotion, disease and injury prevention, risk reduction, restoration of health, management of acute and chronic illnesses, and end of life care. Emphasis is placed on the provision of safe, quality nursing care that maximizes transprofessional communication and outcomes using best evidence for practice. Consideration is given to ethical, legal, spiritual, psychosocial, lifestyle, and cultural factors that influence health care decisions among diverse populations. Calculation and administration of medications, aseptic technique, therapeutic communication, and patient education are prioritized in this course to maximize safety and quality outcomes.

Course: NURS 602  Care Coordination for the Childbearing Family:  
Didactic & Practicum  
Credits: 6 (Didactic 3, Practicum 3)
This didactic and practicum course provides students with the knowledge required to assess risk, develop, implement, and evaluate plans of care across the health-illness continuum for culturally diverse childbearing families during prenatal, intrapartum, and postpartum periods. Students critically consider the implications of physiologic, genetic, economic, technological, cultural, nutritional, and environmental factors on childbearing and reproductive health. Health promotion, disease, injury prevention, risk reduction, restoration of health, and end of life issues are examined from a local and global perspective. Students apply best evidence to develop nursing diagnoses, plan, implement, and evaluate therapeutic interventions during the prenatal, intrapartum and postpartum periods. Safety in the calculation and administration of medications, aseptic technique, therapeutic communication, teaching learning, ethical, legal, spiritual, and psychosocial processes are explored.
Course: NURS 603  Care Coordination for Infants, Children, & Adolescents:  
**Didactic & Practicum**  
**Credits: 6 (Didactic 3, Practicum 3)**  
This didactic and practicum course examines the continuum of health and illness among infants, children, and adolescents within the context of family and community. The nurse's role as a member of the transprofessional team providing and coordinating health promotion, disease and injury prevention, risk reduction, restoration of health, and palliative care is explored. Students critically consider the implications of physiologic, genetic, economic, technological, cultural, nutrition, and environmental factors that influence infants, children, and adolescents' health. Consideration is given to the unique ethical, legal, spiritual, psychosocial, and cultural factors that influence nursing care for pediatric populations. Students learn to use standardized instruments to assess developmental milestones, growth and development, and implement the nursing process. Safety in the calculation and administration of medications, aseptic technique, and therapeutic communication, teaching learning, ethical, legal, spiritual, and psychosocial processes are explored.

Course: NURS 604  Care Coordination for Family Centered Behavioral Health:  
**Didactic & Practicum**  
**Credits: 6 (didactic 3, practicum 3)**  
This didactic and practicum course examines the provision of culturally congruent family-centered psychiatric mental health nursing care for children, adolescents, adults, and the elderly in the context of family and community. The nurse's role providing and coordinating health promotion, disease prevention, risk reduction, restoration of health, acute, and chronic disease management is explored. Students examine factors that contribute to development, expression, and alteration in mental health, including genetics, brain function, developmental level, social, and physical environments. Students apply best evidence to the nursing process to maximize transprofessional communication, safety, and outcomes. Safety in the calculation and administration of medications, therapeutic communication, and family centered education are prioritized. Consideration is given to ethical, legal, spiritual, psychosocial, physical, lifestyle, personal preferences, and cultural factors that influence decision-making.

Course: NURS 606  Population & Global Health:  
**Didactic & Practicum**  
**Credits: 6 (Didactic 3, Practicum 3)**  
This didactic/clinical course explores the impact of population and global issues on the health of individuals, families, and communities. The role of the community health nurse is examined using principles of epidemiology, transcultural communication, environmental concern, health care management, and resource allocation. Levels of prevention are explored. Community assessment, epidemiologic, environmental, change, political action, and case-management frameworks are used to guide evidence-based nursing care delivery to persons, families, and populations in a community setting.

Course: NURS 640  Care Coordination Synthesis Capstone  
**Credits: 4** Synthesizing concepts from prior coursework, students will immerse in the concentration area and develop a portfolio that demonstrates competency in the Master’s Essentials (AACN, 2011). This is a precepted field experience, guided by an expert in care coordination and a University faculty member. This course fosters critical thinking and data analysis skills in the provision of person and family centered outcome-based care for individuals with complex health care needs across the lifespan and health illness continuum. Students examine data from the clinical practicum as a basis for reflection on clinical judgment and reasoning, priority-setting, time management; transprofessional collaboration, communication, and education. Social justice and determinants of health including access to care, policy, equity, racism, sexism, and ageism are evaluated in relation to coordinating care to optimize health outcomes.
Grading Policies

As per Section V of the TGS Policy Manual, available grades are A, A−, B+, B, B−, C+, C, C−, F, IN (Incomplete), IP (In Progress), NC (No Credit), and AU (Audit). “D” grades are not available for graduate students. Courses in which a graduate student receives an “F” cannot be repeated absent a special case with extenuating circumstances (exceptions are decided by the Program Director). GPA is based on all the courses in the program of study; prerequisite courses and courses transferred from other institutions are not included in the GPA calculation. Courses in the School of Nursing will be graded according to the following grading scale.

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percent Grade</th>
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<tbody>
<tr>
<td>A</td>
<td>94-100%</td>
</tr>
<tr>
<td>A−</td>
<td>90-93%</td>
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<tr>
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<tr>
<td>B</td>
<td>84-86%</td>
</tr>
<tr>
<td>B−</td>
<td>80-83%</td>
</tr>
<tr>
<td>C+</td>
<td>77-79%</td>
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<tr>
<td>C</td>
<td>74-76%</td>
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<tr>
<td>C−</td>
<td>70-73%</td>
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<tr>
<td>F</td>
<td>69%</td>
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Grade equivalencies as described in TGS manual

<table>
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<tbody>
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<tr>
<td>B+</td>
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<tr>
<td>B</td>
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<tr>
<td>C−</td>
<td>1.7</td>
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IN = Incomplete          NC = No Credit          S= Satisfactory          IP = In Progress Grades of “D” are not available for any courses taken by a graduate student.

Repeating a Course with an “F” Grade in a Master’s Program

Students who receive a grade of “F” in a course are not permitted to repeat that course. The Graduate Program Director, at their discretion can make exceptions in special cases and under extenuating circumstances. The decision will be forwarded to the School of Nursing Dean and to the Graduate School. The original “F” grade can then be removed from the GPA calculation and replaced with the new grade.

Incomplete” (IN).

As per Section V of the TGS Policy Manual, the grade of “Incomplete” (IN) is offered at a professor’s discretion following a student’s request for the IN grade by the last day of class. An
IN grade indicates that a final grade is being withheld until the student completes the required work as set forth by the professor in the Contract for an Incomplete Grade form. This work must generally be completed by February 15 for the immediately preceding fall and winter terms, June 30 for the immediately preceding spring term, or October 15 for the immediately preceding summer term. However, a student can request an extension by submitting the Request of Extension of an Incomplete Grade form (see TGS website) to the Office of the Registrar.

**Academic Progression**

Nursing students are required to maintain academic performance consistent with the University Academic Performance standards to remain in good standing and progress through the program. Courses essential to nursing reflect the philosophy, conceptual framework, and objectives of the School of Nursing and are required for progression to subsequent nursing courses.

**Evaluation and Remediation Procedures**

Student performance and progress are evaluated by the program faculty every semester. Evaluation of each student considers a number of indicators, including course grades, performance in practicum, and level of professionalism exhibited in all program-related activities.

Students whose evaluations are satisfactory will be permitted to continue their matriculation in the program. Certain circumstances may result in an unsatisfactory evaluation and warrant a conference with the student’s advisor and a remediation plan, including, but not limited to:

1. If a student’s GPA has fallen below 3.0 (in line with TGS policies on academic probation and dismissal – please see Academic Probation/Dismissal [https://www.montclair.edu/graduate/current-students/academic-policies-procedures-guidelines/](https://www.montclair.edu/graduate/current-students/academic-policies-procedures-guidelines/))
2. If a student has received an F or incomplete grade in a course
3. If the program faculty have concerns about a student’s readiness for progression

If a remediation plan is needed, the student and advisor will meet to identify a course of action, which could include:

1. Making up missing coursework
2. Repeating a particular experience (e.g., course, practicum)
3. Increasing supervision or field work experience
4. Modifying the student’s coursework program to take fewer courses per semester or add courses needed to strengthen competence
5. Seeking a leave of absence

The student and advisor will document the remediation plan, which will specify the date by which the remediation plan must be completed. The advisor will forward the remediation plan to the student’s program director for approval. After the remediation plan deadline, the student’s progress toward satisfying the conditions of the remediation plan will be re-evaluated by the advisor, in consultation with the Program Director, who will notify the student of their decision in writing. Depending on the student’s progress toward completing the remediation plan, there are four possible decisions:

1. Determine that concerns about the student’s performance and professional competence no longer exist. The student is permitted to continue in the program.
2. Create an updated remediation plan and a new re-evaluation date
3. Counsel the student to voluntarily withdraw from the program
4. Dismiss the student from the program

Grievances and Concerns
The grade grievance process begins with attempts to informally resolve the dispute with the professor, then the faculty member’s Graduate Program Director, then the Dean of the College/School, and finally the Vice Provost for Academic Affairs. As per procedures outlined in Section XI, students should speak with the Program Director if needed) after first informally speaking with the professor. If the conflict cannot be resolved informally, and the Vice Provost for Academic Affairs decides that institution of formal resolution procedures is warranted, Grievance Committee procedures and an appeal process to the Vice President for Academic Affairs may be pursued. Specific procedures for informal and formal grievances can be found on the TGS website.
https://www.montclair.edu/graduate/current-students/academic-policies-procedures-guidelines/

Academic Probation and Dismissal
As stated in Section V of the TGS Policy Manual, MSN students must maintain a GPA of 3.0 or higher. Otherwise, they will be placed on academic probation. If placed on academic probation, you must raise your GPA to at least a 3.0 by the time you complete an additional 6 credits of coursework over up to two semesters (from the date of notification of probation). If you fail to adequately raise your GPA to 3.0 in that time frame, you may be dismissed from the program via a case-by-case review process led by TGS in consultation with the Program Director. Students who receive a C-level or lower three times, will also be dismissed from the program absent a special case presenting extenuating circumstances. In the event of a decision to make an exception and withhold dismissal, students will be provided with special conditions for continuing in the program. Additional information can be found on the MSU website. (Graduate School Policy Manual)

Leaves of Absence
As stated in Section II of the TGS Policy Manual, graduate students requesting a leave of absence from MSU must contact TGS by the end of the second week of the semester; they are not granted retroactively. Students are also encouraged to speak with their advisor or program director before formally requesting the leave. Additional information can be found by reviewing the Office of the Registrar’s Withdrawal-Refund Policy. You may request a leave of absence once as a matter of course, and you do not need to disclose the reason for the request. Beyond this, a request for an exception to permit additional leaves of absence must be submitted to TGS by your program director on your behalf. In addition to submitting the request for the leave of absence, you must also officially withdraw from any courses for which you are registered.

MSU also has a medical leave policy administered by the Dean of Students Department.

Official Withdrawal
As stated in Section II of the TGS Policy Manual, graduate students may voluntarily withdraw from MSU and their program by both submitting a withdrawal form to TGS and withdrawing from individual courses in NEST. Additional information about withdrawal procedures can be found by reviewing the Office of the Registrar’s Withdrawal-Refund Policy. Moreover, according to TGS policy, if you fail to register for any credits for two consecutive semesters, you will be withdrawn from
MSU and your graduate program.

**Readmission**
As stated in Section II of the TGS Policy Manual, if you seek readmission after withdrawing voluntarily or being withdrawn for failure to register, you must reapply. Readmission is not guaranteed. If readmitted, you will receive readmit status, which factors in your prior semesters to calculate the time you have remaining to complete the program and the number of leaves of absence still available for you.

**Separable vs. Inseparable Offenses**
Separable offenses result in the nursing student being permanently dismissed from the program. These types of offenses include unprofessional, unsafe, unethical behaviors and criminal acts in and outside of the clinical or school environment. Students who have been found to have committed a separable offense may not return to the School.

Inseparable offenses such as failure of a course or plagiarism will result in academic probation, and repetition of a failed course or clinical practicum.

**Clinical Practicum Participation**
Students are required to successfully complete all clinical experiences. Clinical experiences are arranged by the faculty with clinical agencies with whom Montclair State University has a current contract. Students are expected to complete all agency orientation requirements prior to entry into the agency. These documents will be provided to the student at the time the assignment is made.

**Requirements in Preparation for the Clinical Practicum**
A minimum of eight weeks prior to the start of the semester in which the student is enrolled in a course with clinical requirements, documentation is submitted to the School of Nursing, which includes:

- Criminal Background Check
  - Clinical agencies with which the School of Nursing maintains contracts for the provision of clinical learning experiences mandate that students who interact with their patients meet and adhere to the same standards that apply to clinical agency professional staff. Students are required to undergo a criminal background check prior to participating in the clinical experience. The clinical background check is conducted by an external vendor. Criminal Background checks from any other source will not be considered. The student is responsible for costs associated with completion of a criminal background check.
  
  - A criminal background report containing a criminal history not acceptable to the clinical agency may result in a student not being accepted into or being dismissed from a clinical learning experience per clinical agency standards. It is solely the responsibility of the student to maintain qualification for entry into and continuance in the clinical learning experience.
The results of the criminal background check report will be shared with the clinical agency prior to the beginning of each semester by the nursing administrator.

The inability to participate in clinical learning from one or more agencies due to clinical agency rejection or dismissal will result in the student’s inability to complete program course requirements. Failure to complete course requirements will result in course failure and dismissal from the nursing program.

If a student finds the criminal background check erroneous, it is the student’s responsibility to dispute and correct the error prior to the first day of the semester. The student is responsible for any and all costs associated with the dispute. In the event that a criminal history report is in dispute, the report remains on the student’s record until the University is notified of a resolution of the dispute warranting removal.

Drug screen as required by the clinical agency. This is administered through an external vendor. The student is responsible for the cost of this service.

- Liability insurance
  - Professional liability insurance in the amount of $1 million/$3 million is required for all students. The student is responsible for the costs associated with purchase of malpractice insurance.

- American Heart Association CPR certification
  - The American Heart Association (AHA) Basic Life Support (BLS) for healthcare providers’ curriculum is required. Students must maintain active CPR certification for the duration of the program. If CPR certification expires during the course of the program, the student will be barred from clinical experiences until the certification is renewed. The student is responsible for costs associated with CPR certification.

- Health and immunization information
  - Physical Exam within 12 months of beginning clinical practicum
  - Proof of immunity to Measles, Mumps and Rubella (titers)
  - Proof of immunity to Varicella (titer)
  - Proof of 2-step Tuberculin testing (PPD) or Quantiferon Gold with results within the past year

    **OR**

  - Submission of a chest x ray and TB Questionnaire for students known to be PPD positive
  - Proof of Hepatitis B vaccination if in progress, or proof of immunity (titer). Students who are currently undergoing Hepatitis B immunization are required to sign a Waiver for Incomplete Hepatitis B Series and are required to complete the vaccination series as recommended by the CDC. Please note NJ regulation requires Hepatitis B vaccination for all full-time college students
  - Td or Tdap (preferred) within the past 10 years
  - Proof of Influenza vaccination as per clinical policy, each year unless medically contraindicated or declination signed. Please note Influenza vaccination may be required by the clinical agency. The clinical agency reserves the right to refuse
student access to the clinical agency or subject the student to additional
requirements similar to those required of its employees.

- "Equivocal" or "Not Immune" Results. In the event, test results for immunity to
Measles, Mumps, Rubella, Varicella or Hepatitis B indicate a student is not
immune or immunity is equivocal, the student must undergo repeat vaccination as
recommended by the Centers for Disease Control and obtain repeat titers four to
six weeks after completing the vaccination. Students who fail to comply with these
requirements will not be cleared for entry into the clinical setting. Students who
have a medical contraindication to revaccination are required to provide
documentation that a contraindication exists and the duration of the
contraindication. This documentation must be provided by a physician, nurse
practitioner or physician assistant. Students are responsible for all costs associated
with meeting these requirements. Your personal health insurance may or may not
cover expenses related to these requirements.

- Personal Health Insurance
  - Students are required to maintain personal health insurance throughout the
  program.

- Submission of Requirements. Documents are submitted a minimum of 8 weeks prior to the
beginning of the semester in which the student is enrolled in a clinical practicum. Students
who fail to submit required documents in a timely manner will not be permitted to attend
clinical experiences until missing documents are submitted. If a student fails to submit
missing documents at least eight weeks prior to beginning clinical experiences, the student
will not be able to attend clinical experiences and the student will be subject to dismissal
from the program.

**MSU Approved Attire for Clinical Practicum**

MSN students are responsible for proper attire during clinical sessions throughout the course. The
expected attire includes a white laboratory coat and the MSU name tag. No nail polish or jewelry are
permitted except for a plain ring. Piercings need to be removed during clinical experiences as per the
setting requirements. Some clinical agencies may require visible tattoos be covered, facial hair be
groomed, hair color to be within a natural spectrum of color and pulled back. Garments of specific
cultural or religious beliefs are acceptable. Muted colors are requested. The student is expected to
comply or risk course failure. Questions related to attire should be discussed with the clinical faculty at
minimum two weeks prior to the start of the practicum experience.

Appropriate attire and professionalism are included in the student’s clinical evaluation. Students
who arrive at the clinical setting improperly dressed will be dismissed for that day. Students will
be required to make-up any clinical absence.
Professional Behavior at the Clinical Site

Nursing students are expected to respect the rights of others regardless of their race, religion, nationality, sex, age, sexual orientation, physical condition or mental state. Students:

- Adhere to established clinical deadlines.
- Have no unexplained absences in the clinical setting.
- Arrive at the clinical site at the appointed time.
- Remain at the site for the entire experience, unless excused.
- Adhere to the assigned clinical agency’s policies and procedures.
- Properly identify themselves and their role during clinical experiences.
- Adhere to the dress policies.

Compliance with HIPAA

Students are personally accountable to maintain patient confidentiality at all times. The Health Insurance Portability and Accountability Act of 1996 (HIPAA) Privacy and Security Rules detail requirements of all health care personnel to protect patient confidentiality. Students are required to maintain patient confidentiality at the clinical agency, at the university, at work or at home. Students have access to patient information on a “need to know” basis. Students may only access patient information (written, electronic or oral) in the course of the clinical experience as permitted by the clinical instructor. Students may not share patient information with outside parties. Discussions of patient care are appropriate for the learning environment however these discussions must occur in a private area to maintain patient confidentiality. Students are not permitted to copy any part of the patient’s medical record by any means. Violations of HIPAA are subject to civil and criminal penalties as defined by federal law. More information may be found at [www.hhs.gov/ocr/privacy](http://www.hhs.gov/ocr/privacy). Students who violate HIPAA are subject to dismissal from the program.

Blood Borne Pathogen Exposure in the Clinical Setting

Definition of exposure to a blood borne pathogen: An exposure is an occurrence in which the individual is exposed to blood or body fluids through a needle stick, cut with a sharp object such as a scalpel, which are contaminated with a patient’s blood, or through contact of the eye, nose, mouth or skin with a patient’s blood (CDC, 2003).

In the event, a student is exposed to a blood borne pathogen, the following policy is to be implemented:

1. Immediately wash the exposed area with soap and water for at least 20 seconds.
2. Report the exposure to your instructor.
3. The student and instructor will report the exposure to the clinical agency.
4. The student is expected to comply with clinical agency policy regarding exposure to blood borne pathogens.
a. The student and instructor will complete the appropriate occurrence form utilized by the clinical agency.
b. The clinical agency will contact the source patient (if known), explain the clinical agency policy related to exposure to a blood borne pathogen, and notify the patient’s healthcare provider.

5. The student needs to be screened by a healthcare provider.
   a. If clinical agency policy provides for initial screening of students, the student may be screened by Occupational Health Services or Emergency Department of the clinical agency.
   b. If the clinical agency does not provide for initial screening, the student may elect to be screened by his/her own health care provider, Emergency Department, or county health department.

6. The student may access additional information from the Centers for Disease Control (CDC) National Clinicians Post-Exposure hotline.
   a. 1-888-HIV-4911 – available 24 Hours/Day
   b. Additional information is available at cdc.gov/hiv/

7. The exposure needs to be reported directly to the Undergraduate Program Director as soon as possible but not more than 24h following the incident.

8. The Graduate Program Director will report the issue and provide the necessary documentation to the Dean of the School of Nursing, who will review and maintain in the students’ file and in a log at the School, in accordance with MSU Policies.

9. All information related to the student’s screening and follow-up will be kept confidential in accordance with FERPA and HIPAA regulations.

10. All costs associated with screening and follow-up not provided by the clinical agency will be the student’s responsibility.

**Clinical Evaluation**

Clinical performance is evaluated during each clinical nursing course by course faculty and preceptors. Clinical evaluation tools are designed to address specific course expectations and objectives. Typical clinical expectations include, but are not limited to:
- Safe, ethical performance of nursing interventions
- Professional communication with others
- Application of knowledge
- Demonstration of evidence-based problem solving strategies
- All clinical courses will be graded as a pass or fail grade.
- Failure of a clinical practicum course will necessitate repeating both the clinical and the associated didactic course regardless of the grade attained in the didactic course.
Unprofessional Conduct and/or Professional Misconduct

Nursing students are expected to act in a manner consistent with the ANA Code of Ethics, University and Nursing Department policies in all clinical and laboratory experiences. Failure to comply may result in action by nursing administrators and/or faculty including course failure and dismissal from the nursing program. Examples include, but are not limited to:

- Negligence in patient care.
- Substantiated act or acts of physical or verbal abuse.
- Neglect with actual or potential harm.
- Fraud.
- Conduct that adversely affects the clinical or school environment.
- Initiating clinical experiences without a contract/letter of approval.
- Initiating interventions or actions without approval of the faculty or clinical preceptor.
- Two episodes of lateness.
- HIPAA violation.

Clinical Probation, Failure, and Dismissal

A student who demonstrates unprofessional conduct and/or professional misconduct in either the clinical or laboratory setting will be notified by the faculty member of such behavior. Other reasons for clinical probation include consistent difficulties applying theory to the clinical setting and inconsistent preparation for the clinical experience, participation in pre or post- conference, and completing clinical assignments.

The faculty member will counsel the student, document the occurrence of the behaviors in writing and place the documentation in the student’s file. The student may respond in writing within 48 hours to the faculty member’s findings and/or written documentation relevant to the behavior. Depending on the nature of the behavior, the faculty member, in consultation with the Graduate Program Director may place the student on clinical probation.

Clinical Probation

Clinical probation is based on the performance of the student in relationship to course objectives and expected behaviors and attitudes that are consistent with those of a professional nurse. The faculty member will notify the Graduate Program Director of any student behavior as previously identified. In collaboration with clinical faculty, a Student Warning form will be provided, and a copy placed in the student’s department file. The Student Warning shall include a plan for remediation with expectations and consequences for failing to meet the plan.

The student is expected to complete the requirements of the probation by the end of the course. If the student demonstrates satisfactory progress in improving performance and meets the course objectives, the probationary status will be removed at the end of the course. Failure to meet the requirements of the probation will result in clinical failure.
Clinical Failure

Clinical failure is based on the unsatisfactory performance of the student in relationship to the course objectives, expected behaviors, and attitudes that are consistent with those of a professional nurse. A student enrolled in a clinical nursing course may receive a clinical failure and/or dismissal from the nursing program for one or more of the following:

- Failure to demonstrate satisfactory progress after being placed on clinical probation
- Recurring absenteeism or tardiness in the clinical setting
- Recurring failure to follow clinical course policies, policies of the clinical agency, or recommendations of the faculty/supervisor
- Acts of dishonesty
- Repeated lack of preparation for the clinical setting.
- Demonstrating behaviors that, in the judgment of the faculty, constitute unsafe or potentially unsafe practice
- Demonstrating practices that are inconsistent with professional standards or codes of ethics
- Evidence of impairment that has the potential to jeopardize the safety of patients, clinical staff, classmates or colleagues.
- Students absent for three or more clinical experiences.
- Unsatisfactory final clinical evaluation.

Scheduling the Clinical Practicum

Clinical courses are only scheduled with agencies with which the University maintains a contract and an educational affiliation for the provision of clinical learning experiences. Clinical courses are scheduled during the day, evenings, or on weekends depending on faculty and clinical agency availability. A day or time for clinical experiences cannot be guaranteed. Students may not select clinical agencies or faculty of their choosing.

Students are expected to arrive at the clinical setting on time, dressed in the required uniform. Students are also expected to be prepared to provide care to a diverse group of persons and to participate actively in clinical conferences. Students who are inadequately prepared will not be allowed to participate and the day will be counted as a clinical absence.

Makeup of Missed Clinical Experiences

Students are expected to attend all clinical and laboratory experiences. All missed clinical days are required to be made up. Make up clinical time will be scheduled by the course faculty and may occur during the final weeks of school or during a scheduled break. Makeup time may be scheduled day, evening or weekend hours. Makeup dates are subject to the availability of clinical instructors and clinical agency and may take place in a clinical agency other than the one to which the student has been assigned. Agency orientation DOES NOT count toward clinical hours to be made up.

Students are not able to negotiate clinical sites, faculty, or scheduled dates for makeup. Makeup dates are not guaranteed before the end of the semester. Students are required to be available for the makeup time when scheduled. Students will be notified in writing when makeup dates are scheduled. Notification will occur with as much advance notice as possible however, students
may have as little as five days’ notice. If a student indicates he/she cannot attend assigned clinical makeup time or fails to attend the entire scheduled time, the student will fail the course. Students who have clinical days to make up at the end of the semester will receive an incomplete grade for the course and cannot progress until clinical time has been completed and a final grade is issued. The student will not be permitted to proceed to the next semester’s coursework until these requirements are met.
Appendix A

National Student Nurses’ Association, Inc.
Code of Academic and Clinical Conduct

PREAMBLE
Students of nursing have a responsibility to society in learning the academic theory and clinical skills needed to provide nursing care. The clinical setting presents unique challenges and responsibilities while caring for human beings in a variety of health care environments. The Code of Academic and Clinical Conduct is based on an understanding that to practice nursing as a student is an agreement to uphold the trust with which society has placed in us. The statements of the Code provide guidance for the nursing student in the personal development of an ethical foundation and need not be limited strictly to the academic or clinical environment but can assist in the holistic development of the person.

A CODE FOR NURSING STUDENTS
As students are involved in the clinical and academic environments we believe that ethical principles are a necessary guide to professional development. Therefore within these environments we;

1. Advocate for the rights of all clients.
3. Take appropriate action to ensure the safety of clients, self, and others.
4. Provide care for the client in a timely, compassionate and professional manner.
5. Communicate client care in a truthful, timely and accurate manner.
6. Actively promote the highest level of moral and ethical principles and accept responsibility for our actions.
7. Promote excellence in nursing by encouraging lifelong learning and professional development.
8. Treat others with respect and promote an environment that respects human rights, values and choice of cultural and spiritual beliefs.
9. Collaborate in every reasonable manner with the academic faculty and clinical staff to ensure the highest quality of client care
10. Use every opportunity to improve faculty and clinical staff understanding of the learning needs of nursing students.
11. Encourage faculty, clinical staff, and peers to mentor nursing students.
12. Refrain from performing any technique or procedure for which the student has not been adequately trained.
13. Refrain from any deliberate action or omission of care in the academic or clinical setting that
creates unnecessary risk of injury to the client, self, or others.

14. Assist the staff nurse or preceptor in ensuring that there is full disclosure and that proper authorizations are obtained from clients regarding any form of treatment or research.

15. Abstain from the use of alcoholic beverages or any substances in the academic and clinical setting that impair judgment.

16. Strive to achieve and maintain an optimal level of personal health.

17. Support access to treatment and rehabilitation for students who are experiencing impairments related to substance abuse and mental or physical health issues.

18. Uphold school policies and regulations related to academic and clinical performance, reserving the right to challenge and critique rules and regulations as per school grievance policy.

*Adopted by the NSNA House of Delegates, Nashville, TN, on April 6, 2001.*
Appendix B

American Nurses Association Code of Ethics

1. The nurse practices with compassion and respect for the inherent dignity, worth, and unique attributes of every person.

2. The nurse's primary commitment is to the patient, whether an individual, family, group, community or population.

3. The nurse promotes, advocates for, and protects the rights, health, and safety of the patient.

4. The nurse has authority, accountability, and responsibility for nursing practice; makes decisions; and takes action consistent with the obligation to promote health and to provide optimum patient care.

5. The nurse owes the same duties to self as others, including the responsibility to promote health and safety, preserve wholeness of character and integrity, maintain competence, and continue personal and professional growth.

6. The nurse, through individual and collective effort, establishes, maintains, and improves the ethical environment of the work setting and conditions of employment that are conducive to safe, quality health care.

7. The nurse, in all roles and settings, advances the profession through research and scholarly inquiry, professional standards development, and generation of both nursing and health policy.

8. The nurse collaborates with other health professionals and the public to protect human rights, promote health diplomacy, and reduce health disparities.

9. The profession of nursing, collectively through its professional organizations, must articulate nursing values, maintain integrity of the profession, and integrate principles of social justice into nursing and health policy.

Appendix C

International Council of Nursing Code of Ethics

The *ICN Code of Ethics for Nurses* has four principal elements that outline the standards of ethical conduct.

**ELEMENTS OF THE CODE**

1. **NURSES AND PEOPLE**
   The nurse’s primary professional responsibility is to people requiring nursing care. In providing care, the nurse promotes an environment in which the human rights, values, customs and spiritual beliefs of the individual, family and community are respected. The nurse ensures that the individual receives accurate, sufficient and timely information in a culturally appropriate manner on which to base consent for care and related treatment. The nurse holds in confidence personal information and uses judgment in sharing this information. The nurse shares with society the responsibility for initiating and supporting action to meet the health and social needs of the public, in particular those of vulnerable populations. The nurse advocates for equity and social justice in resource allocation, access to health care and other social and economic services. The nurse demonstrates professional values such as respectfulness, responsiveness, compassion, trustworthiness and integrity.

2. **NURSES AND PRACTICE**
   The nurse carries personal responsibility and accountability for nursing practice, and for maintaining competence by continual learning. The nurse maintains a standard of personal health such that the ability to provide care is not compromised. The nurse uses judgment regarding individual competence when accepting and delegating responsibility. The nurse at all times maintains standards of personal conduct which reflect well on the profession and enhance its image and public confidence. The nurse, in providing care, ensures that use of technology and scientific advances are compatible with the safety, dignity and rights of people. The nurse strives to foster and maintain a practice culture promoting ethical behavior and open dialogue.

3. **NURSES AND THE PROFESSION**
   The nurse assumes the major role in determining and implementing acceptable standards of clinical nursing practice, management, research and education. The nurse is active in developing a core of research-based professional knowledge that supports evidence-based practice. The nurse is active in developing and sustaining a core or professional values. The nurse, acting through the professional organization, participates in creating and maintaining safe, equitable social and economic working conditions in nursing.

4. **NURSES AND CO-WORKERS**
   The nurse sustains a collaborative and respectful relationship with co-workers in nursing and other fields. The nurse takes appropriate action to safeguard individuals, families and communities when their health is endangered by a coworker or any other person. The nurse takes appropriate action to support and guide co-workers to advance ethical conduct.

**SUGGESTIONS FOR USE OF THE ICN CODE OF ETHICS FOR NURSES**
The *ICN Code of Ethics for Nurses* is a guide for action based on social values and needs. It will have
meaning only as a living document if applied to the realities of nursing and health care in a changing society. To achieve its purpose the Code must be understood, internalized and used by nurses in all aspects of their work. It must be available to students and nurses throughout their study and work lives.

Retrieved from http://www.icn.ch/who-we-are/code-of-ethics-for-nurses/
Copyright © 2012 by ICN - International Council of Nurses,
3, place Jean-Marteau, 1201 Geneva (Switzerland)
ISBN: 92-95040-41-4
Appendix D

MONTCLAIR STATE UNIVERSITY SCHOOL OF NURSING HANDBOOK
ATTESTATION FORM

The School of Nursing Undergraduate Student Handbook provides academic information, policies, and procedures for the nursing program. It serves as a guide to resources within the School of Nursing and across the University. All Undergraduate Nursing students are responsible for the policies within this handbook.

By signing below, I attest that I have read and understand the policies for the School of Nursing and Montclair State University, found in the student handbook and University Catalog. I understand that if I have questions regarding the contents of this handbook, I will contact the Undergraduate Program Director.

These are available to me online on the School of Nursing Website and the Montclair State University Website (links below).

SON Student Resources & Handbook: https://www.montclair.edu/nursing/student-resources / MSU University Catalog: http://catalog.montclair.edu/

Name: -----------------------
Net ID: -----------------------
CWID: -----------------------

Signature: ________________________________

This form must be signed and returned to the School of Nursing at the start of the academic year.

Please sign and return to the School of Nursing Graduate Administrative Assistant, Evelyn Rogers as an email attachment to rogersev@montclair.edu.

Disclaimer: The policies and procedures in this manual are revised on an annual basis. The School of Nursing reserves the right to make changes affecting policies, fees, curriculum, and other matters in this publication. If you have questions regarding the contents of this handbook, please contact the Graduate Program Director.