

Department of Nursing Graduate Program Mission

The mission of the Madonna University Department of Nursing (MUDoN) graduate program is to educate nurses to assume a variety of advanced nursing roles based on completion of certificates, master's, and doctoral degrees that promote excellence and leadership in the nursing profession. The program exemplifies the Catholic Franciscan intellectual tradition of Madonna University, Christian humanistic values, and a commitment to serve the community

Graduate Nursing Curriculum Guiding Definitions (MSN Level) and Program Outcomes

Theoretical definitions foundational to the graduate nursing program include endorsement of two nationally accepted definitions.

Critical thinking in nursing is an essential component of professional accountability and quality nursing care. Critical thinkers in nursing exhibit these habits of the mind: confidence, contextual perspective, creativity, flexibility, inquisitiveness, intellectual integrity, intuition, open-mindedness, perseverance, and reflection. Critical thinkers in nursing practice the cognitive skills of analyzing, applying standards, discriminating, information seeking, logical reasoning, predicting, and transforming knowledge (Scheffer & Rubenfeld, 2000). This guiding definition is reflected in MSN program outcomes 1, 2, and 4 below.

Scheffer, B.K. & Rubenfeld, M.G. (2000). A consensus statement on critical thinking in nursing. *Journal of Nursing Education* 39, 352-9.

Our **community based nursing care** definition builds upon the 2003 American Nurses Association (ANA) definition of nursing, which states:

Nursing is the protection, promotion and optimization of health and abilities, prevention of illness and injury; alleviation of suffering through the diagnosis and treatment of human response, and advocacy in the care of individuals, families, communities and populations (*Nursing's Social Policy Statement 2nd edition*, p.6).

Community based nursing care specifically addresses nursing's social responsibilities as implied in the ANA's definition of nursing. Community based nursing care therefore assures culturally sensitive care that aims to minimize disparities in health outcomes experienced by vulnerable populations. This guiding definition is reflected in MSN program outcome 3.

Nursing Graduate Program Outcomes (MSN level)

1. Demonstrate the appropriate specialized body of knowledge and experiential base for the assumption of roles as advanced practice nurses and as nurse administrators.
2. Integrate theory, critical thinking skills, and habits of the mind in preparation for professional decision-making responsibilities that the master's-prepared nurse will face in the present and future delivery of healthcare.

3. Engage in advanced nursing practices that are ethically based and guided by Christian humanistic values.
4. Apply research and theory in advanced roles to develop, implement, and evaluate evidence-based practice that informs health care decision making and personal and professional growth.

Doctor of Nursing Practice (DNP Level) Curriculum Guiding Definitions and Program Outcomes

The Doctor of Nursing Practice is a post-master's degree building on the advanced practice roles. This program is built on *The Essentials of Doctoral Education for Advanced Nursing Practice* (AACN, 2006). In particular, the program embraces the definition of advanced nursing practice of the AACN (2004): "any form of nursing intervention that influences health care outcomes for individuals or populations, including the direct care of individual patients, management of care for individuals and populations, administration of nursing and health care organizations, and the development and implementation of health policy." (*DNP Essentials*, p. 2).

Doctor of Nursing Practice Program Outcomes

1. Synthesize knowledge from multiple disciplines/perspectives to assume clinical leadership responsibilities at the highest level of nursing practice.
2. Integrate theoretical and collaborative skills in diverse and complex environments to assure best practice based on business and systems realities.
3. Assume leadership roles to promote quality health care that is ethically based and guided by Christian humanistic values.
4. Generate new knowledge or practice innovations through synthesis and translation of evidence from nursing and other disciplines when conducting applied research studies.

Graduate Program Standards and Guidelines

The MSN program tracks are based on *The Essentials of Master's Education for Advanced Practice Nursing (MSN Essentials, 1996)*. Additionally the specialty curricula are informed by additional professional standards and guidelines to ensure currency, relevance, and compliance as summarized in Table I.

Table I. Professional Standards and Guidelines Informing Graduate MSN Specialties	
Specialty Track	Relevant Specialty Standards/Guideline
Nursing Administration, single MSN and dual MSN/MBA tracks	<i>Nursing Administration: Scope and Standards of Practice</i> (ANA, 2009).
Adult Primary Care Nurse Practitioner (NP) track	<p><i>Criteria for Evaluation of Nurse Practitioner Program</i> (NTF, 2008)</p> <p><i>Domains and Core Competencies of Nurse Practitioner Practice</i> (NONPF, 2006)</p> <p>*<i>Nurse Practitioner Primary Care Competencies in Specialty Areas: Adult, Family, Gerontological, Pediatrics, and Women's Health</i> (HRSA, 2002)</p> <p>*Soon to be replaced with the <i>Adult-Gerontology Primary Care NP Competencies</i> (NONPF, 2010)</p>
Adult Acute Care NP track	<p><i>Criteria for Evaluation of Nurse Practitioner Program</i> (NTF, 2008)</p> <p><i>Domains and Core Competencies of Nurse Practitioner Practice</i> (NONPF, 2006)</p> <p><i>Acute Care Nurse Practitioner Competencies</i> (NONPF, 2004)</p>
Advanced Hospice and Palliative Care Specialty track	<i>Hospice and Palliative Nursing: Scope and Standards of Practice</i> (HPNA & ANA, 2007)
Adult Health Clinical Nurse Specialist track	<i>Clinical Nurse Specialists Core Competencies</i> (National Association of Clinical Nurse Specialists (NACNS), 2004)

The post-master's DNP curriculum is based on *The Essentials of Doctoral Education for Advanced Nursing Practice (DNP Essentials, 2006)*. In addition, the *Practice Doctorate Nurse Practitioner Entry –Level Competencies* (NONPF, 2006) was used to inform curriculum development supplemented by the appropriate standards listed above that inform the MSN specialty tracks. In the coming AY, the newly released *2009 Core Practice Doctorate Clinical Nurse Specialist (CNS) Competencies* document will be reviewed to assure that applicants who are CNSs have the capacity to meet these competencies as they synthesize their role at the DNP level.