

Cover Sheet

**GSC CURRICULAR PROPOSAL**

**Academic Year 2008-2009**

**DEPARTMENT/SCHOOL: Nursing**

**Proposal:** It is proposed that School of Nursing expand the admissions opportunities to its MSN program by including access to those nurse applicants who have an RN, and creating a series of transition courses and rigorous admissions requirements. Through this new entry system, the RN applicant will be prepared to engage in graduate level curriculum. Similar programs are currently available at Boston College, Indiana University, Case Western Reserve, Texas Christian, University of North Carolina-Chapel Hill, California State Fullerton, and University of San Diego. This option will open opportunities to PLNU in addressing the critical needs of our health care community and nursing shortage.

Total course additions:	3
Total course deletions:	0
Total unit additions:	11
Total unit deletions:	0
Net Financial impact:	

Cabinet has approved increased resource requirements.

This includes increase in the costs and personnel resources for Admissions, Marketing & Creative Services, and faculty. No full-time faculty increase. The three new Transition courses (11 units) will be covered within the current adjunct/ full-time faculty resources.

Barb Taylor

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Signature Dean of the School/ Department Chair

**DEPARTMENT/SCHOOL: Nursing**

**Proposal:**

Prerequisites

Associate Degree in Nursing (ADN) or Equivalent  
 Active CA RN Licensure  
 Portfolio: See Rubric. Individual must demonstrate functioning at the  
 Competent/Intermediate level  
 Other Requirements for MSN program

RN – MSN Specific Curriculum

GNSG 501: Writing/research inquiry process 3 units  
 GNSG 545: RN-MSN Transition 4 units  
 GNSG 546: RN-MSN Transition II 4 units  
 11 units

MSN Courses

Same as current MSN program 40 - 43 units

TOTAL RN-MSN units = 51 - 54 units

University	Program type	# of units required	Tuition
Point Loma Nazarene University	RN-MSN	Transition units 10 MSN 40-43	Graduate Nursing \$625/unit
University of San Diego	RN-MSN BSN granted	BSN 34 units MSN 37 units	Undergraduate \$1115/unit Graduate \$1100/unit
California State Fullerton	RN-MSN BSN granted	BSN- 40 units MSN- 42 units	Undergraduate fees \$732 0-6 units > 6 \$1260 Graduate 0-6 units is \$900
Indiana University	RN-MSN	36-42 units	Graduate \$425 /unit
Texas Christian	RN-MSN	Transition 13 units MSN 38	Graduate \$15570/year

Course Descriptions

**GNSG 501 Writing and Research                      3 units**

Foundational concepts and issues designed to assist the graduate student with scholarly writing skills and research inquiry techniques. Statistical methods for nursing research including: descriptive statistics, inferential statistics, sampling, hypothesis testing, frequency distribution, and correlation will be included.

Teaching Methods: Intensive format - 4 Saturdays

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**GNSG 545 RN-MSN Transition I    4 units**

This course will explore Christian nursing history, scholarly writing, research, theory, and the legal/ethical foundations for practice in the professional role. This course will prepare the student for GNSG 601 and GNSG 603,

Teaching Methods: Quad format

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**GNSG 546 RN-MSN Transition II    4 units**

This course will explore the environmental, multi-cultural, and global issues related to nursing in the community. Current trends in nursing management and servant leadership for communication, decision making and management of groups will also be investigated.

Teaching Methods: Quad format

Faculty Load Implications:

GNSG 501 (3 units) Team taught: 2 faculty	spring Quad I
GNSG 545 (4 units) Team taught: 2 faculty	spring Quad II
GNSG 546 (4 units) Team taught: 2 faculty	summer

Rationale:

- a) Market analysis (size, market share, revenue generation with analysis and rationale) Demographic information demonstrates a current and ongoing need for the clinical nurse specialist role and the nurse educator role in the San Diego healthcare community (Hanover Research Report, 2008).

Additionally, the American Academy of Colleges of Nursing (AACN) and the Commission on Collegiate Nursing Education (CCNE) support such entry point options in over 140 nursing programs nationwide, including: Boston College, University of North Carolina-Chapel Hill, Texas Christian, Case Western Reserve, University of Michigan, University of Washington, University of San Diego, Cal State Fullerton, and Purdue.

A research study (Aiken, 2003) supported the correlation between advanced nursing education and improved patient outcomes.

- b) Impact on Library. Staff has been consulted and is supportive of the proposal.
- c) Impact on ITS. There will be no increase need for resources or technology.
- d) Impact on Student Financial Services and Records. We have discussed with Graduate SFS and Records. Course numbering is in line with current procedures. Keith Bell notified WASC of this proposal, and was told that there would not be a need for program revision or program change for the option as it is not a new MSN degree or MSN program.
- e) A discussion of department/school and institution mission fit for providing alternate entry points for higher education is a mission fit for both the university and the School of Nursing. The university core values describe excellence in teaching and learning, development of whole persons, ethnic and cultural diversity, stewardship of resources. Each of these areas are specifically addressed for the student who will seek out this entry point.

The mission fit for the School of Nursing is exemplified “these MSN graduates expand educational opportunities that empower individuals to optimal health and effective citizenship; and work to become models of creative Christian leadership who seek to improve the quality of life in their communities.

Traditional community college graduates are from more ethnic and culturally diverse groups, as opposed to the traditional PLNU BSN graduate. This option provides an entry point for a graduate degree for these individuals who can then expand on their leadership opportunities not previously available to them in the workplace.

- f) Impact on enrollments (course, department/school, university) will increase the applicant pool of RNs who will have the opportunity to seek out a graduate degree for career advancement.
- g) Impact on department/school staffing (increase/decrease, ability to staff the course, etc.) There is no increase in faculty or staffing requested.

- h) Financial Analysis. Positive financial impact as enrollments in the MSN program is expected to increase.

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**Catalog Copy:**

All catalog changes required by the adoption of the proposal must be included at this point. Language must be exactly as the Department/ School wants it to appear in the Catalog.

**RN-MSN Option**

The goal of this option is to provide an entry point for registered nurses as they transition into advanced practice to improve patient outcomes. Graduates will be eligible for state and national certification exams for the clinical nurse specialist and nurse educator roles. **The BSN degree will not granted**

Required Courses:

GNSG 501 Writing and Research	3 units
GNSG 545 RN-Transition I	4 units
GNSG 546 RN-Transition II	4 units

Point Loma Nazarene University  
MSN Portfolio Rubric

	<b>5</b> <b>The Expert/ Extremely Advanced</b>	<b>4</b> <b>Proficient/ Somewhat Advanced</b>	<b>3</b> <b>Competent/ Intermediate</b>	<b>2</b> <b>Advanced Beginner</b>	<b>1</b> <b>Novice</b>
<b>Patient</b>					
RN Experience	<input type="checkbox"/> > 5 years	<input type="checkbox"/> 5 years	<input type="checkbox"/> 3-4 years	<input type="checkbox"/> 1-2 years	<input type="checkbox"/> < 1 year
Certification	<input type="checkbox"/> ANCC or NLN	<input type="checkbox"/> ACLS or PALS Instructor, etc	<input type="checkbox"/> BLS Instructor, etc		
<b>Nurses and Nursing Practice</b>					
Formal Recognition, Unit-based	<input type="checkbox"/> By management & peers (i.e. Nurse of the Year)	<input type="checkbox"/> Formal recognition by unit-based peers (i.e. Nurse of the Month)	<input type="checkbox"/> Functions as Charge Nurse	<input type="checkbox"/> Functions as Preceptor	
Presentations, Unit-based	<input type="checkbox"/> Program development and/or > 2 Classes per year	<input type="checkbox"/> 1-2 Classes per year	<input type="checkbox"/> 1-2 In-services per year	<input type="checkbox"/> Poster	
Publications, Unit-based	<input type="checkbox"/> Editor/Coordinator	<input type="checkbox"/> ≥ 2 articles per year	<input type="checkbox"/> 1 article per year		
Committees, Unit-based	<input type="checkbox"/> Formal role, Inter-professional	<input type="checkbox"/> Formal role, Nursing	<input type="checkbox"/> Member, Inter-professional	<input type="checkbox"/> Member, Nursing	
<b>Organization/System</b>					
Formal Recognition, Organization/Hospital-Based	<input type="checkbox"/> By management (i.e. Nurse of the Year)	<input type="checkbox"/> By management (i.e. Nurse of the Month)	<input type="checkbox"/> Functions as Hospital Wide Supervisor		
Presentations	<input type="checkbox"/> National Conference	<input type="checkbox"/> Local/Regional Conference	<input type="checkbox"/> Hospital-Based		
Publications	<input type="checkbox"/> Author, National	<input type="checkbox"/> Co-Author, National	<input type="checkbox"/> Author or Co-Author, Local/Regional, Organization/Hospital		

Committees, Organization/ Hospital-Based	<input type="checkbox"/> Formal role, Inter- professional	<input type="checkbox"/> Member, Inter- professional	<input type="checkbox"/> Member, Nursing		
Professional Organization	<input type="checkbox"/> Formal role, National	<input type="checkbox"/> Annual attendance, National Conference	<input type="checkbox"/> Recent (within last 4 yrs) attendance, National Conference	<input type="checkbox"/> Recent (within last 2 yrs) attendance, Local/Regional Conference/Works hop	
Community Involvement	<input type="checkbox"/> > 12 days per year	<input type="checkbox"/> 12 days per year	<input type="checkbox"/> 8 days per year	<input type="checkbox"/> 4 days per year	<input type="checkbox"/> 1 day/ year

### Rating Scale Definitions

**Stage I – NOVICE** Novices are taught rules to help them perform. Without previous experience, these rule, they are unable to rely on previous experience to recognize relevant aspects within a situation

**Stage II – ADVANCED BEGINNER** Advanced Beginners are those who can demonstrate marginally acceptable performance, those who have coped with enough real situations to not, the recurring meaningful situational components

**Stage III – COMPETENT/INTERMEDIATE** Person sees actions in terms of long-range goals or plans based on considerable conscious, abstract, analytic contemplation of the problem. The conscious deliberate planning helps achieve efficiency and organization

**Stage IV – PROFICIENT/SOMEWHAT ADVANCED** The proficient nurse learns from experience what typical events to expect in a given situation and how plans need to be modified in response to these events

**Stage V – EXPERT nurse**, with an extensive background of experience, zeroes in on the accurate region of the problem without wasteful consideration of a large range of unfruitful, alternative diagnoses and solutions. The performer is no longer award of guidelines, maxims and rules; his/her performance becomes fluid and flexible.