

Point Loma Nazarene University
Graduate School of Nursing

	Narrative Response
An environment that provides support for inquiry, scholarship, research, and/or professional practice.	All students are encouraged to be in close contact with faculty and work faculty closely within the courses to produce scholarly evidence based work . Nursing scholarship is promoted in each nursing class in the graduate program. (1. Inquiring Faithfully: Student will demonstrate knowledge, skill and behavior of the evidence-based practice of nursing which integrates growth in reasoning, analysis, decision-making and the application of theory with the goal of advocating for others and/or self. This includes holistic nursing skills and the nursing process.) All students are assigned to and meet regularly with a graduate level nursing advisor to assist the student in navigating through the program. The goal of this holistic approach is to assure that students are successful in understanding and completing the requirements necessary for graduation and utilizing their academics for success in the workforce.
Expectation for student scholarship, evidence-based practice, and/or independent research, and engagement with faculty.	Each graduate student completes a survey of the literature in a field of interest in nursing. Additionally students develop an evidence based proposal and complete a comprehensive exam calling for and evidence based project. (1. Inquiring Faithfully: Student will demonstrate knowledge, skill and behavior of the evidence-based practice of nursing which integrates growth in reasoning, analysis, decision-making and the application of theory with the goal of advocating for others and/or self. This includes holistic nursing skills and the nursing process.)
Out of class learning from mentors, campus speakers, colloquia, practicum experiences, conference participation, and the opportunity to share scholarship	Students are encouraged to attend professional conferences in their area of expertise. Additionally there are collaborative offerings with other schools and departments which student are welcome to attend. Speakers come in for several of the nursing courses to give a "real world" perspective to students for the roles they are preparing for.
Exposure to the values, skills, attitudes and essential content knowledge of the discipline or profession.	Students in the Clinical Nurse Specialist tract have 500 precepted hours of clinical time at a variety of healthcare & academic institutions- paired with nurses in advance practice roles. Students in the general track are preparing for leadership roles and are actively engaged in current employment activities that promote the profession's values.
Collaboration between students and faculty and between students and professionals in the field.	All students work closely with faculty to develop their ideas, proposals and projects. Students often have faculty cell phone numbers and other means to connect with faculty for collaborative efforts.(5. Communicating Faithfully: The student will actively engage in the dynamic interactive process that is intrapersonal and interpersonal with the goal of advocating for others and/or self. This includes effective, culturally appropriate communication conveys information, thoughts, actions and feelings through the use of verbal and nonverbal skills.)
Opportunity for advancement in knowledge, professional skills, and values.	All students take courses outside the SON and are exposed to students from other disciplines to broaden their perspectives on their work. Collaboration outside of nursing is viewed as an essential skill. (4. Leading Faithfully: The student will incorporate a foundational relationship with Christ and others and embrace a willingness to serve others in the midst of life circumstances (e.g., illness, injustice, poverty). The student will role-model the need for "Sabbath Rest" as a means of personal renewal, and true care of the self, so that service to others is optimally achieved. The student will incorporate the characteristics of a servant leader including: humility, courage, forgiveness, discernment.)
Fosters students' active engagement with the literature of the field and create a culture that promotes the importance of scholarship and/or professional practice.	Each course in the graduate nursing curriculum has a scholarly writing assignment that includes a review of current literature and appraisal of such. Scholarship is promoted as an ongoing practice in nursing and faculty share their scholarship with students as well. Scholarship is seen as a means of moving nursing science forward. 1. Inquiring Faithfully: Student will demonstrate knowledge, skill and behavior of the evidence-based practice of nursing which integrates growth in reasoning, analysis, decision-making and the application of theory with the goal of advocating for others and/or self. This includes holistic nursing skills and the nursing process.
Builds a community of scholars searching for new knowledge and quest for higher learning.	Students participate in many group and individual projects through out the program that promote critical thinking, incorporation of literature and reinforces the importance of ongoing knowledge refinement as life long learners. (5. Communicating Faithfully: The student will actively engage in the dynamic interactive process that is intrapersonal and interpersonal with the goal of advocating for others and/or self. This includes effective, culturally appropriate communication conveys information, thoughts, actions and feelings through the use of verbal and nonverbal skills.)
Expects candidates to explore diverse ideas and think critically about their own values and perspectives.	Students are presented with real world practice problems and work together to solve or ameliorate the situations. Students also bring their workplace perspectives and practices to the discussions enhancing the learning environment for all.(1. Inquiring Faithfully: Student will demonstrate knowledge, skill and behavior of the evidence-based practice of nursing which integrates growth in reasoning, analysis, decision-making and the application of theory with the goal of advocating for others and/or self. This includes holistic nursing skills and the nursing process.)
Champions infusion of diversity experiences, cross-cultural elements, and diverse perspectives in the graduate curriculum	Students within the program represent a wide variety of backgrounds that they bring with them to the class room as do faculty. These areas are discussed and included as part of the classroom experience. (2. Caring Faithfully: The student will embrace a calling to the ministry of compassionate care for all people in response to God's grace, which aims to foster optimal health and bring comfort in suffering and death.) Students also interact cross-disciplinary with non-nursing graduate students in several courses throughout the program fostering interdisciplinary learning and interaction needed for Advanced practice nurses in leadership positions in healthcare.
Insists candidates take an active role in learning and assume a large share of the responsibility for their learning.	Adult learning theory is employed in all course work. Student responsibilities and requirements are clearly spelled out in the syllabus that is available to all students. Students are oriented to the differences expected in graduate education. (3. Following Faithfully: Defined as claiming the challenge from Florence Nightingale that nursing is a "divine imposed duty of ordinary work." The nursing student will integrate the ordinary work by complying with and adhering to regulatory and professional standards (e.g. ANA Code of Ethics, the California Board of Registered Nursing, Scope of Nursing Practice, SON Handbook). This includes taking responsibility, being accountable for all actions and treating others with respect and dignity.)
Other:	
A baccalaureate degree is required for admission to a graduate program.	No- there is an RN-MSN entry point where students take transition classes during the summer before they complete nursing classes with other BSN prepared nursin students. All other entry points are BSN ,MSN or Post-MSN.
Sufficient number of faculty members to exert collective responsibility for the development and evaluation of the curricula, academic policies, and mentoring of students.	One graduate program director & School of Nursing Dean oversee the program. Approximately 10 faculty are teaching at the MSN levels - most are fulltime tenured professors with a few adjuncts either doctorally or Masters prepared
Clearly stated objectives differentiated from and more advanced than undergraduate programs in terms of admissions, curricula, standards of performance, and student learning outcomes.	Graduate student learning outcomes are present in every syllabus and are clearly more advanced than undergraduate. Expectations are clearly outlined in each syllabus as well. Assignments and rubrics for assignments are calibrated at graduate level proficiencies.