

# MASTER OF SCIENCE IN NURSING

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Students who are registered nurses and have a bachelor's degree may pursue master's degree training. Five programs are available: Adult-Gerontology Acute Care Nurse Practitioner (<http://catalog.qu.edu/graduate-studies/nursing/nursing-msn/adult-gerontology-acute-care/>), Adult-Gerontology Primary Care Nurse Practitioner (<http://catalog.qu.edu/graduate-studies/nursing/nursing-msn/adult-gerontology/>), Family Nurse Practitioner (<http://catalog.qu.edu/graduate-studies/nursing/nursing-msn/family-nurse-practitioner/>), Operational Leadership (<http://catalog.qu.edu/graduate-studies/nursing/nursing-msn/ol/>), and Psychiatric Mental Health Nurse Practitioner (<http://catalog.qu.edu/graduate-studies/nursing/post-masters-certificate/psychiatric-mental-health-nurse-practitioner/>).

For nurses who would like to become nurse practitioners, the Master of Science in Nursing (MSN) degree program is designed for working nurses who want to further their education and expand their credentials without sacrificing hands-on experience through clinical practice. This innovative program accommodates your schedule as well as your specific academic and career goals. Depending on your area of interest, you can choose between adult-gerontology acute care nurse practitioner, adult-gerontology primary care nurse practitioner, family nurse practitioner or psychiatric mental health nurse practitioner. Within two years of completing your MSN, you have the option of seamlessly transitioning into the online Doctor of Nursing Practice (DNP) program, without losing any credits or duplicating any coursework.

The Operational Leadership program prepares nurses for leadership roles in healthcare institutions and settings. The program offers courses in health policy, organizational leadership, adult learning strategies, epidemiology, biostatistics, health care finance, informatics, health care management, the uses of data in evaluating practice, human factor analysis, and informational technology project management. The program also makes use of three courses from the Doctor of Nursing Practice (DNP) program, and provides 360 hours of practicum experience. Graduates who wish to continue their education are well placed to pursue a clinical doctorate in nursing. The program was designed to provide some of the content required to sit for board certification in Nursing Professional Development or informatics, both offered by the American Nurses Credentialing Center (ANCC). Graduates of this program are prepared to assume positions of middle management, informatics and leadership in a variety of healthcare settings. Graduates also are qualified to teach undergraduate nursing students in clinical or laboratory courses.

## Technical Standards for School of Nursing Students

Quinnipiac University School of Nursing provides the following technical standards to inform incoming and enrolled students of the performance abilities and characteristics that are necessary to successfully complete the requirements of the nursing curriculum and provide effective and safe healthcare. The student must meet technical standards with or without reasonable accommodations and maintain related satisfactory demonstration of these standards for progression throughout the program and graduation from the program.

An individual must be able to independently, with or without reasonable accommodation, meet the following technical standards of general abilities, and those specifically of key areas for technical standards in nursing include having abilities and skills in the areas of: (1) Observation, (2) Communication, (3) Motor, (4) Intellectual, Conceptual, Integrative, Quantitative, (5) Behavioral-Social, and (6) Ability to Manage Stressful Situations.

### General Abilities

The student is expected to possess functional use of the senses of vision, touch, hearing and smell so that data received by the senses may be integrated, analyzed and synthesized in a consistent and accurate manner. A student must also possess the ability to perceive pain, pressure, temperature, position, vibration and movement which are important to the student's ability to gather significant information needed to effectively evaluate patients. A student must be able to respond promptly to urgent situations that may occur during clinical training activities and must not hinder the ability of other members of the healthcare team to provide prompt treatment and care to patients.

### Specific Key Areas

#### 1. Observational Ability

The student must have sufficient capacity to make accurate visual observations and interpret them in the context of laboratory studies, medication administration, and patient care activities. In addition, the student must be able to document these observations and maintain accurate records.

#### 2. Communication Ability

The student must communicate effectively to elicit information and to translate that information to others. Each student must have the ability to read, write, comprehend and communicate effectively within the English language to facilitate communication with patients, their family members and other professionals in healthcare settings. In addition, the student must be able to present information in a professional, logical manner and provide patient counseling and instruction to effectively care for patients and their families. The student must possess verbal and written communication skills that permit effective communication with instructors and students in the classroom, laboratory and clinical settings.

#### 3. Motor Ability

The student must be able to perform gross and fine motor movements with sufficient coordination needed to perform complete physical examinations utilizing the techniques of inspection, palpation, percussion, auscultation and other diagnostic maneuvers. A student must develop the psychomotor skills reasonably needed to perform or assist with procedures, treatments, administration of medication, and management and operation of diagnostic and therapeutic medical equipment, and such maneuvers to assist with patient care activities such as lifting, wheelchair guidance and mobility. The student must have sufficient levels of neuromuscular control and eye-to-hand coordination as well as possess the physical and mental stamina to meet the demands associated with extended periods of sitting, standing, moving and physical exertion required for satisfactory and safe performance in the clinical, laboratory and classroom settings including performing CPR, if necessary. The student must possess the ability of manual dexterity that would be required for certain activities, such as drawing up solutions in a syringe.

#### 4. Intellectual, Conceptual, Integrative and Quantitative Abilities

The student must be able to develop and refine problem-solving skills that are crucial to practice as a nurse. Problem solving involves

the abilities to measure, calculate, reason, analyze and synthesize objective and subjective data, and to make decisions, often in a time-urgent environment, that reflect consistent and thoughtful deliberation and sound clinical judgment. Each student must demonstrate mastery of these skills and possess the ability to incorporate new information from peers, teachers and the nursing and medical literature to formulate sound judgment in patient assessment, intervention, evaluation, teaching, and setting short- and long-term goals.

#### 5. Behavioral, Social and Professional Attributes

Compassion, integrity, motivation, effective interpersonal skills and concern for others are personal attributes required of those in the nursing programs. Personal comfort and acceptance of the role of a nurse functioning under supervision of a clinical instructor or preceptor is essential for a nursing student. The student must possess the skills required for full utilization of the student's intellectual abilities; the exercise of good judgment; the prompt completion of all responsibilities in the classroom, laboratory and clinical settings; and the development of mature, sensitive and effective relationships with patients and other members of the healthcare team. Each student must be able to exercise stable, sound judgment and to complete assessment and interventional activities. The ability to establish rapport and maintain sensitive, interpersonal relationships with individuals, families and groups from a variety of social, emotional, cultural and intellectual backgrounds is critical for practice as a nurse. The student must be able to adapt to changing environments; display flexibility; accept and integrate constructive criticism given in the classroom, laboratory and clinical settings; effectively interact in the clinical setting with other members of the healthcare team; and learn to function cooperatively and efficiently in the face of uncertainties inherent in clinical practice. The student must demonstrate intent and desire to follow the ANA Standards of Care and Nursing Code of Ethics.

#### 6. Ability to Manage Stressful Situations

The student must be able to adjust to and respond effectively to stressful situations in both the classroom and clinical settings, including emergency situations. The student will experience multiple stressors while in the nursing program. Stressors may be (but are not limited to) personal, patient/family care, faculty/peer and/or program-related.

## Accessibility and the School of Nursing Technical Standards

The Quinnipiac University School of Nursing maintains a strong institutional commitment to equal educational opportunities for qualified students with disabilities who apply for admission and/or who are already enrolled. Our core values include: diversity of ideas, persons and cultures; supportive learning environments; scholarly undertakings to advance education and practice; ethical conduct in personal and professional arenas; holistic nursing across the spectrum of healthcare; interprofessional education and collaboration; innovative learning methodologies; systematic assessment and evaluation; and lifelong learning. These core values translate into our work with students, including those with disabilities. The mission of the School of Nursing is to provide leadership in nursing and healthcare through innovative undergraduate and graduate education that embraces holism, interprofessionalism and inclusivity.

The Technical Standards are not intended to deter any candidate for whom reasonable accommodation will allow equal access to Quinnipiac University programs and services and fulfillment of the complete

curriculum. A reasonable accommodation is a modification or adjustment to an instructional activity, facility, program or service that removes barriers and enables a qualified student with a disability to have an equal opportunity to participate in all Quinnipiac University student activities.

Decisions regarding reasonable accommodation are determined on a case-by-case basis taking into consideration each student's disability-related needs, supporting medical documentation, history of use of accommodations and program requirements. While Quinnipiac University will make every effort to work with students with disabilities to accommodate their disability-related needs, Quinnipiac University is not required to provide accommodations that fundamentally alter the student learning outcomes or waive essential program requirements.

The Office of Student Accessibility (OSA), located in the Learning Commons on Mount Carmel and North Haven, provides students with disabilities a confidential review within the interactive accommodation process to determine whether there are any reasonable accommodations that would provide equal access to the student learning outcomes. The OSA serves prospective and current students with disabilities affecting mobility, vision, hearing and learning as well as physical or mental health challenges. The OSA can be contacted by emailing [access@qu.edu](mailto:access@qu.edu) or at 203-582-7600.

## Student Learning Outcomes

Graduates of the MSN program are prepared for higher level professional practice and leadership roles in a variety of healthcare settings, as well as advanced study at the doctoral level.

Specifically, graduates will be able to:

1. **Incorporate** knowledge from the sciences and humanities for improvement of healthcare across diverse settings.
2. **Demonstrate** leadership abilities encompassing ethical and critical decision-making that embraces a systems perspective.
3. **Apply** appropriate measurement and analysis methods related to organizational quality and safety.
4. **Apply** evidence-based findings to resolve practice problems, and serve as a catalyst for change.
5. **Use** informatics and healthcare technology to integrate and coordinate care.
6. **Participate** in policy development and advocacy strategies at the system level to influence health and healthcare.
7. **Collaborate** effectively on interprofessional teams to improve health outcomes.
8. **Integrate** principles of clinical and population health into care delivery and management.
9. **Deliver** direct and/or indirect nursing practice interventions at the master's level of practice.

## Master of Science in Nursing Programs

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2. Adult-Gerontology Primary Care Nurse Practitioner (<http://catalog.qu.edu/graduate-studies/nursing/nursing-msn/adult-gerontology/>)
3. Family Nurse Practitioner (<http://catalog.qu.edu/graduate-studies/nursing/nursing-msn/family-nurse-practitioner/>)

4. Operational Leadership (<http://catalog.qu.edu/graduate-studies/nursing/nursing-msn/ol/>)
5. Psychiatric Mental Health Nurse Practitioner (<http://catalog.qu.edu/graduate-studies/nursing/post-masters-certificate/psychiatric-mental-health-nurse-practitioner/>)

## Admission Requirements

An applicant to the Master of Science in Nursing program must be a registered nurse or NCLEX-eligible nurse and have a bachelor's degree in nursing or another field. An undergraduate cumulative GPA of 3.00 or better is required.

Applicants should refer to their specific program for admissions requirements.

## Transfer Credits

Graduate course credit completed with a grade of B or better at another regionally accredited institution may be considered for transfer credit in place of a similar course. Courses must be at the same level (i.e., an undergraduate course may not be transferred in place of a master's level course) and taken within the past five years. Transfer credit is granted upon admission to the program only. The course description and/or syllabus and a copy of the transcript with a request for transfer credit must be sent/mailed to the chair of the graduate nursing programs.