

MASTER OF SCIENCE IN NURSING (M.S.N.)

College: College of Science and Health

Department: Nursing and Health

Student Type: Graduate Semester

Degree: Master of Science in Nursing (M.S.N)

Campus: Lisle Campus

Introduction

America's changing population coupled with the complexity of the healthcare system requires increasingly knowledgeable nurses who can lead change and effectively collaborate with the interprofessional team to improve the health of those they serve. To meet ever changing demands and ensure the continued quality of nursing care, Benedictine University's Department of Nursing and Health offers its online Master of Science in Nursing (M.S.N.) to prepare registered nurses to become nurse educators or nurse executive leaders.

Overview

The M.S.N. curriculum aligns with the graduate education standards specified by the American Association of Colleges of Nursing, which emphasize organizational and systems leadership, healthcare technologies, advocacy, interprofessional collaboration, evidence-based practice, quality improvement, and cultural competence, among other valued professional nursing knowledge, qualities, and skills. The Benedictine M.S.N. curriculum combines foundation courses with concentration specific courses to complete the M.S.N. degree specializing as a direct care nurse educator or nurse executive leader. The degree program can be completed in 24-26 months. Courses run eight weeks in duration and are taken one at a time in a ladder sequence.

Accreditation

The Master's Degree in Nursing Program at Benedictine University is accredited by:

The Commission on Collegiate Nursing Education
655 K Street NW, Suite 750
Washington D.C., 20001
(202) 887-6791

Post Master's Nurse Educator or Nurse Executive Leader Certificate

Overview

The Nurse Educator and Nurse Executive Leader Certificates are designed for professional registered nurses who possess a Master of Science or higher degree in nursing and are looking to build upon current expertise to gain advanced knowledge and skills in nursing education or nursing management and executive leadership.

The Nurse Educator Certificate promotes collaboration to meet the educational needs of a broad array of diverse learners including nursing students, interdisciplinary healthcare teams, patients, and populations in a variety of settings. Key concepts such as instructional design and technology, teaching and learning theory, curriculum development, and evaluation of learning are examined with emphasis on application to clinical practice. The certificate meets the education requirements

described in the National League for Nursing's eligibility criteria for the Nurse Educator certification examination.

The Nurse Executive Leader Certificate focuses on attributes to lead within complex healthcare systems. Key concepts such as effective communication, conflict resolution, leadership style, systems and strategic thinking, financial management, and resource allocation are examined. The certificate meets the continuing education requirements described in the American Nurses Credentialing Center's eligibility criteria for the Nurse Executive Advanced certification examination.

Admission Requirements Starting the Program

Applicants must have:

- a Bachelor of Science degree in Nursing (B.S.N.) from a regionally accredited college or university.
- attained a cumulative GPA of 2.750 (on a 4.000 scale).
- proof of license as a registered nurse in the U.S.
- computer skills and proficiency in word processing, email, and library online searches.
- a score on the Test of English as Foreign Language (TOEFL) in accordance with the Graduate Catalog policy for those applicants where English is not their primary language.
- official sealed transcripts from post-secondary institutions.
- a statement of goals - maximum of two pages describing goals and rationale for pursuing a master's degree in nursing. Include past nursing experiences that have prepared you to pursue a new role following completion of the program.
- one letter of professional recommendation from an individual familiar with the applicant's competence in the practice of nursing and potential for successful graduate education.

Accepted students must meet health and safety requirements including selected immunizations and screening tests, CPR certification, flu shot, health insurance, and professional liability insurance. Additional requirements may be necessary as specified by the agency at which the clinical experiences are conducted. Documentation is submitted to a Department of Nursing and Health designated vendor. A one-time fee is paid by the student upon activation of the document tracking account. Submission and approval of required documentation must be completed in accordance with established dates.

Starting the Certificate Program

Applicants must have:

- A Master of Science or higher degree in Nursing from a regionally accredited college or university,
- earned a GPA of 3.000 or higher (on a 4.000 scale) upon completion of the master's or higher degree in nursing program,
- proof of unencumbered license as a registered nurse in the U.S. and
- official sealed transcripts from the institution where the highest degree in nursing was conferred.

Degree Requirements M.S.N. Curriculum

The M.S.N. program requires 36-39 semester credit hours of graduate coursework, which consists of 15 semester credit hours of foundation

courses and 21-24 semester credit hours of concentration courses. A 140-clock hour practicum is completed in a clinical setting during the final two courses of each concentration allowing for the development of master's level nursing practice competence. A culminating capstone project affords students the opportunity to synthesize and apply their knowledge to improve patient/client outcomes. Courses include:

Code	Title	Hours
Foundation		
NRHL 5501	Health Promotion and Interprofessional Collaboration ¹	3
NRHL 5502	Ethical and Culturally Competent Healthcare Professional	3
NRHL 5503	Evidence-based Nursing Practice: Research and Process Improvement	3
NRHL 5505	Healthcare Policy and Advocacy ²	3
NRHL 5506	Quality Improvement and Safety in Healthcare Systems	3
Total Hours		15

¹ NRHL 5501 Health Promotion and Interprofessional Collaboration may be waived for credit if equivalent BSN undergraduate coursework in NRHL 4365 Health Promotion for Families, Communities, and Populations and NRHL 4392 Nurse Leadership and Interprofessional Collaboration were satisfactorily completed with a final grade of "B" or better.

² NRHL 5505 Healthcare Policy and Advocacy may be waived for credit if equivalent BSN undergraduate coursework in NRHL 4375 Healthcare Policy, Regulation and Advocacy was satisfactorily completed with a final grade of "B" or better.

Nurse Educator Concentration

Code	Title	Hours
NRHL 6507	Advanced Health Assessment	3
NRHL 6508	Advanced Pathophysiology	3
NRHL 6509	Advanced Pharmacology	3
NRHL 6641	Instructional Strategies	3
NRHL 6645	Curriculum Development	3
NRHL 6647	Evaluation Strategies and Methods	3
NRHL 6653	Advanced Nursing Practice: Clinical Immersion	3
NRHL 6655	Advanced Nursing Practice: Capstone Project Implementation	3
Total Hours		24

Nurse Executive Leader Concentration

Code	Title	Hours
NRHL 6620	Building Effective Communication and Relationships	3
NRHL 6622	Professionalism and Executive Career Development	3
NRHL 6624	Advanced Knowledge of Healthcare Systems	3
NRHL 6646	Leadership and Systems Thinking	3
NRHL 6648	Financial Management and Resource Allocation	3
NRHL 6653	Advanced Nursing Practice: Clinical Immersion	3

NRHL 6655	Advanced Nursing Practice: Capstone Project Implementation	3
Total Hours		21

Certificate Curriculum

Each post master's certificate requires completion of three 3-semester credit hour graduate-level nursing courses. Post master's certificate students are held to the policies and procedures of the Benedictine University Graduate Catalog. As noted in the "Certificate Programs (<http://catalog.ben.edu/lisle-graduate/general-admission-information/general-admission-information/>)" policy, a minimum GPA of 3.000 in certificate applicable coursework is required to receive a certificate. Courses include:

Nurse Educator Certificate

Code	Title	Hours
NRHL 6641	Instructional Strategies	3
NRHL 6645	Curriculum Development	3
NRHL 6647	Evaluation Strategies and Methods	3
Total Hours		9

Nurse Executive Leader Certificate

Code	Title	Hours
NRHL 6620	Building Effective Communication and Relationships	3
NRHL 6646	Leadership and Systems Thinking	3
NRHL 6648	Financial Management and Resource Allocation	3
Total Hours		9

Courses

NRHL 5501 Health Promotion and Interprofessional Collaboration. (Formerly 501) This course provides an in-depth review of approaches to health promotion as well as effective collaboration among members of the healthcare community. Students explore the problems and issues in using behavioral and social science theories, concepts and data to inform health promotion and health education research and interventions. The course emphasizes developing appreciation for the diversity of expertise in interprofessional collaborative teams as well as establishing basic concepts of effective teamwork. This is a foundational course requiring a minimum letter grade of "B". 3 semester credit hour/s. **Campus:** LISLE

NRHL 5502 Ethical and Culturally Competent Healthcare Professional. (Formerly 502) "This course draws upon philosophy, ethics, and the social sciences to examine key concepts of professional practice that form the foundations for leadership, including professional obligations, duties, rights, and cultural competence. Coursework leads to an increased understanding of interplay among socio-cultural contexts, ethics, and cultural beliefs about health and illness. Basic principles of epidemiology, community-based assessment and evaluation, issues of equity, and the risks to vulnerable populations are explored. Students also study the role of the educator, administrator, and social change agent to explore what it means to be a culturally competent, ethical healthcare professional and leader in health systems or education. This is a foundational course requiring a minimum letter grade of "B". 3 semester credit hour/s. **Campus:** LISLE

NRHL 5503 Evidence-based Nursing Practice: Research and Process Improvement. (Formerly 503) This course provides students with skills required to systematically research and evaluate current nursing knowledge to promote evidence-based nursing practice. Coursework emphasizes critical analysis of the current literature and proposed research methods, including quantitative and/or qualitative approaches to research, sampling procedures, data collection methods and data analysis planning. Research topics such as ethical and cultural issues, methodological procedures associated with scientific investigation, and potential barriers to evidence-based practice are also course themes. Students are encouraged to critically analyze differing research paradigms as well as current issues surrounding evidence-based research. This is a foundational course requiring a minimum letter grade of "B". 3 semester credit hour/s.

Campus: LISLE

NRHL 5505 Healthcare Policy and Advocacy. (Formerly 505) This course provides an overview of healthcare policy, organization, and financing with emphasis on current industry trends. Students assess the atmosphere in which policy is created and how compromise and bargaining shape policy decisions. Current policy initiatives involving healthcare delivery as well as nursing are analyzed. Coursework emphasizes the role of the nurse as a healthcare leader and advocate in the healthcare policy formation process. This is a foundational course requiring a minimum letter grade of "B". 3 semester credit hour/s.

Campus: LISLE

NRHL 5506 Quality Improvement and Safety in Healthcare Systems. (Formerly 506) This course analyzes problems caused by the varying levels of healthcare quality and strategies for improving them using models of evaluation and process improvement. Students learn to apply principles of quality and regulatory management with an emphasis on defining, measuring, and evaluating outcomes within organizations and systems to become effective leaders and change agents. Students are expected to participate in the development of actual quality measures and explain how such measures could be used in a defined health or educational system. This is a foundational course requiring a minimum letter grade of "B". Prerequisite: NRHL 5503. 3 semester credit hour/s.

Campus: LISLE

NRHL 6507 Advanced Health Assessment. (Formerly 507) This course builds upon the student's previous health assessment experience to provide the foundation for advanced roles in nursing. The course emphasizes physical, psychosocial, spiritual and functional assessment among diverse populations. Advanced assessment topics include focused health histories, advanced physical assessment techniques, differentiation of assessment findings and health assessment documentation standards. Prerequisites: NRHL 5501, NRHL 5502, NRHL 5505 and NRHL 5506. 3 semester credit hour/s.

Campus: LISLE

NRHL 6508 Advanced Pathophysiology. (Formerly 508) The course focuses on the application of advanced knowledge of the complex physiological functions and pathophysiological processes to the care of individuals with healthcare problems. Course content examines alterations in function as well as adaptive, integrative and regulatory mechanisms at the molecular, cellular, organ and system levels. The course is designed to enable the graduate nursing student to recognize and analyze these physiological changes and to apply this knowledge in a wide variety of clinical settings. Prerequisites: NRHL 5501, NRHL 5502, NRHL 5505, and NRHL 5506. 3 semester credit hour/s.

Campus: LISLE

NRHL 6509 Advanced Pharmacology. (Formerly 509) This course provides the graduate nursing student with the necessary knowledge to develop a greater understanding of pharmacology and application. The course content builds upon the student's current understanding of pharmacology. Students will explore the principles of pharmacology as they apply to various disease processes with consideration of medication selection factors, client adherence and ethical implications. Clinical application of pharmacological management, adverse reactions and patient education implications are presented through case studies and scenarios. Prerequisite: NRHL 6508. 3 semester credit hour/s.

Campus: LISLE

NRHL 6620 Building Effective Communication and Relationships. (Formerly 620) This course covers knowledge and skills related to effective communication and relationship-building across various healthcare settings. Students study communication strategies to address nursing and organizational issues and conflicts, as well as advanced communication skills related to diversity in the workplace, generational benefits, recruitment and retention, collaborative decision-making and shared governance. Building trust and credible organizational relationships with key stakeholders is also emphasized. Prerequisites: NRHL 5501, NRHL 5502, NRHL 5505 and NRHL 5506 or acceptance into the Post Master's Nurse Executive Leader Certificate program. 3 semester credit hour/s.

Campus: LISLE

NRHL 6622 Professionalism and Executive Career Development. (Formerly 622) Students focus on the knowledge, skills and tools to effectively coach and further the professional development of others within the healthcare organization. Coursework emphasizes the concepts of professionalism, personal and professional accountability, transparency, advocacy and ethical standards. Students complete a comprehensive executive leadership career assessment, conduct a gap analysis and develop an executive career plan for the future. Prerequisites: NRHL 5501, NRHL 5502, NRHL 5505, and NRHL 5506. 3 semester credit hour/s.

Campus: LISLE

NRHL 6624 Advanced Knowledge of Healthcare Systems. (Formerly 624) This course explores the skills and knowledge nurse executives need to effectively lead in a variety of healthcare systems. Students study the unique needs of healthcare settings such as hospitals, ambulatory facilities, community-based services, long-term care and private practice as well as financial, operational, regulatory and clinical aspects of management specific to a range of healthcare systems. Factors such as reimbursement, technology, staffing, leadership, organizational design and complexity and for-profit and not-for-profit aspects of the system will also be addressed in the context of nursing leadership strategies. Prerequisites: NRHL 5501, NRHL 5502, NRHL 5505 and NRHL 5506. 3 semester credit hour/s.

Campus: LISLE

NRHL 6641 Instructional Strategies. (Formerly 641) This course focuses on teaching and learning strategies in nursing education. Students examine frameworks for analyzing pedagogical philosophies, adult learning theories, ethical issues and professional values related to nursing education, as well as the integration of new technology in instructional design and delivery. The course emphasizes best teaching practices for nurse educators. Prerequisites: NRHL 5501, NRHL 5502, NRHL 5505, and NRHL 5506 or acceptance into the Post Master's Nurse Educator Certificate program 3 semester credit hour/s.

Campus: LISLE

NRHL 6645 Curriculum Development. (Formerly 645) This course focuses on the role of the nurse educator in the development of innovative curricula and instructional design in a variety of settings. The student examines conceptual frameworks and key curriculum components of course development. Trends in curriculum, technology, program evaluation, and regulatory and accreditation standards are explored. Prerequisite: NRHL 6641. 3 semester credit hour/s.

Campus: LISLE

NRHL 6646 Leadership and Systems Thinking. (Formerly 646) This course explores principles of nursing leadership and the skills required for nurse managers and executives to function effectively in complex healthcare environments. The student develops leadership self-awareness in order to effectively lead change, build strong cultures and effective teams, and resolve conflicts. Pre-requisites: NRHL 6620, NRHL 6622, NRHL 6624 or acceptance into the Post Master's Nurse Executive Leader Certificate program. 3 semester credit hour/s.

Campus: LISLE

NRHL 6647 Evaluation Strategies and Methods. (Formerly 647) This course focuses on the role of the nurse educator in the assessment and evaluation of learning. The student applies key strategies to effectively measure achievement of learning outcomes in a variety of settings. Legal, ethical, regulatory issues and the importance of evaluating personal teaching effectiveness are explored. Prerequisite: NRHL 6645. 3 semester credit hour/s.

Campus: LISLE

NRHL 6648 Financial Management and Resource Allocation. (Formerly 648) This course advances student knowledge regarding financial accounting, budgeting, cost analysis, planning and control, and management of financial resources. The role of nurse manager and executive leader as it relates to responsible financial management in healthcare is explored. Pre-requisites: NRHL 6646 or acceptance into the Post Master's Nurse Executive Leader Certificate program. 3 semester credit hour/s.

Campus: LISLE

NRHL 6653 Advanced Nursing Practice: Clinical Immersion. (Formerly 653) This course builds upon the synthesis of prior knowledge and skills that promote the advancement of professional clinical nursing practice. The student applies nursing research and evidence-based practice to develop advanced clinical competency in a defined area of nursing practice. The course requires 70 practicum clock hours of clinical learning experience in the practice setting and the development of a nursing project proposal. Prerequisites: NRHL 6507, NRHL 6509, and NRHL 6647 (Nurse Educator Concentration) or NRHL 6648 (Nurse Executive Leader Concentration). 3 semester credit hour/s.

Campus: LISLE

NRHL 6655 Advanced Nursing Practice: Capstone Project Implementation. (Formerly 655) This course provides opportunities for students to apply knowledge and skills learned throughout the program into nursing practice. Under the direction of the faculty and guidance from the preceptor, students complete a nursing project that demonstrates their cumulative learning, nursing practice abilities, and professional growth that reflects master's nursing practice. The project validates students' ability to synthesize and apply new knowledge and skills to real-world clinical issues and problems. The course requires 70 practicum clock hours of clinical learning experiences in the practice setting. Pre-requisites: NRHL 6653. 3 semester credit hour/s.

Campus: LISLE

Faculty Faculty

Deborah Jezuit (2010), Ph.D., M.S.N., RN

Department Chair, B.S.N. Program Director, M.S.N.

Associate Professor, Nursing and Health

Ph.D. 2001, Rush University

M.S. in Nursing 1988 Purdue University

B.S.N. 1975, Ball State University

Alison Ridge (2012), D.N.P., M.S.N., RN, CNE

Graduate Program Director, M.S.N.

Associate Professor, Nursing and Health

D.N.P. 2010, Rush University

M.S.N. 2004, Rush University

B.S.N. 1986, Rush University

B.A. 1985, North Central College

Lecturers

Mary Bemker, Ph.D., M.S.N., RN

Lecturer, M.S.N.

Marti Kessack, Ph.D., M.S.N./Ed., RN

Lecturer, M.S.N.

Camille McNicholas, Ph.D., M.S.N., RN, CRNA, APRN

Lecturer, M.S.N.

Sarah Mutschlecner, D.N.P., M.S.N., RN, FNP-BC

Lecturer, M.S.N.

Therese Shipp, D.N.Sc., M.S.N., RN

Lecturer, M.S.N.

Judith Treschuk, Ph.D., M.S.N., RN, CNS, CNE

Lecturer, M.S.N.

Jasmin Whitfield, D.N.P., M.S.N., M.P.H., RN

Lecturer, M.S.N.

Marilyn Wideman, D.N.P., M.S.N., RN

Lecturer, M.S.N.

The lecturers listed are individuals who have been employed as instructors on an as-needed basis, within the last several years, to teach courses at Benedictine University. Instructors listed may not currently be employed by Benedictine University. The University is fortunate to be able to provide our students with part-time faculty whose experience, credentials and commitment to education add to the high quality of our resident faculty.

Objectives

Students in the Master of Science in Nursing Program will achieve the following student learning outcomes (SLO):

Student Learning Outcome 1: Apply nursing knowledge in collaboration with other disciplines to foster professional and innovative clinical practice across the healthcare system.

• University SLO: 1. Disciplinary Competence and Skills

Student Learning Outcome 2: Provide holistic, ethical, and just person-centered care that supports the achievement of positive health outcomes across diverse cultures and populations.

- University SLO: 6. Global Awareness and Cultural Competence; 7. Civic Engagement and Social Responsibility

Student Learning Outcome 3: Engage in partnerships and interprofessional collaboration to optimize care, ensure safety, and manage costs across the healthcare system.

- University SLO: 2. Critical and Creative Thinking Skills; 8. Stewardship

Student Learning Outcome 4: Disseminate nursing knowledge and evidence-based practice focused on transforming healthcare including advocacy and policy development.

- University SLO: 5. Analytical Skills

Student Learning Outcome 5: Integrate information and communication technologies to deliver quality health care services in accordance with best practices and professional and regulatory standards.

- University SLO: 3. Communication Skills; 4. Information Fluency

Student Learning Outcome 6: Create a sustained nursing identity through professionalism, advanced clinical expertise, a commitment to lifelong learning, and self-reflection.

- University SLO: 9. Personal Development