

Master of Science in Nursing (Nursing Education track)

The College of New Jersey

School of Nursing, Health, and Exercise Science

MASTER OF SCIENCE IN NURSING (Nursing Education track)

Table of Contents

Introduction..... 3

Program Goals and Objectives..... 3

Evaluation and Learning Outcomes Assessment Plan..... 4

Strategic Plan 5

Need 6

Students..... 7

Program Resources 8

Degree Requirements..... 9

References..... 11

The College of New Jersey
School of Nursing, Health, and Exercise Science
Master of Science in Nursing -MSN (Nursing Education track)

Introduction

In response to the needs of the local community, hospital affiliates, and Community Advisory Board members, the Nurse Educator Task Force in the Department of Nursing of the School of Nursing, Health, and Exercise Science has recently developed and offered a Post-Baccalaureate Nurse Educator Certificate program. With this proposal, we request approval for the next step in meeting the demands of the nursing workforce needs -- the Master of Science in Nursing (Nursing Education track). The creation of this graduate program supports the strategic goals of the college by providing affordable education and prepares nurses to fulfill current and emerging roles in healthcare delivery and design through advanced nursing knowledge and higher level leadership skills (MSN Essentials, 2011). The blended format meets the needs of the nontraditional student. This program also expands the pool of potential graduate students since there are currently no non-clinical graduate degree program tracks in the Department of Nursing at The College of New Jersey (TCNJ).

This proposal describes the Master of Science in Nursing (Nursing Education track) degree, which is a thirty-eight credit (38 credit) program of study. The MSN places emphasis on helping to develop tomorrow's leaders in the field of nursing. This blended master's program prepares nurses to teach in classrooms, educate online, provide a higher level of clinical instruction and drive change in hospitals and health systems in the community. Our program helps students to develop an understanding of how technology, assessment, and academic supports facilitate student progress, patient outcomes, and improve instruction. Nurses with master's preparation are needed to function as instructors in the practice setting, clinical preceptors, staff development officers, and faculty in associate degree and allied nursing programs. Upon completion of the MSN degree, students are positioned to teach in clinical settings, schools, hospitals, and community-based and population-focused health settings.

I. Program Goals and Objectives

Nursing programs at The College of New Jersey are guided by the mission and philosophy of the Department of Nursing as well as by the mission, vision and values of The College of New Jersey.

Mission Statement: The mission of the Department of Nursing is congruent with the mission of The College of New Jersey in promoting excellence, valuing diversity and providing a service to society from within a diverse community of learners. The mission of the Department of Nursing is to serve the people of New Jersey and the nation by preparing professional nurses at the baccalaureate and Master's levels and by ensuring that all graduates are prepared to be successful, ethical and visionary leaders in a multicultural, technological and increasingly global

world. The Department of Nursing will accomplish its mission by emphasizing caring, critical thinking, independent judgment, clinical and ethical decision-making and autonomous behaviors.

Philosophy: The philosophy of the Department of Nursing at The College of New Jersey reflects the beliefs of the faculty, provides the foundation and a direction for its programs and thereby contributes to excellence in professional nursing. We, the faculty, espouse a philosophy that is humanistic in nature and emphasizes the uniqueness, dignity, and worth of each person. The faculty believes that each person has a dynamic, creative drive with the potential toward higher levels of self-actualization. Nursing is viewed as a human science of persons and health experiences that are mediated by professional, personal, scientific, aesthetic and ethical human-to-human care transactions.

II. Evaluation and Learning Outcomes Assessment Plan

Academic programs offered through the Department of Nursing conduct systematic planning and evaluation. Assessment data are collected annually, and are reviewed by appropriate committees and faculty during end of academic year faculty meetings. These data are used in decision-making and support revisions to curriculum, strategic planning, procedures and policies with the objective of promoting student learning and success.

MSN End-of-Program Objectives/Expected Outcomes:

Upon completion of the MSN, graduates will be prepared to:

1. Synthesize theoretical knowledge from nursing, organizational, social, and biological sciences and apply to advanced nursing practice in the areas of health promotion, illness prevention and management, and maintenance of function across the health-illness continuum and across health care systems with individuals, families, and aggregates/identified populations.
2. Analyze research knowledge and utilize scientific evidence as a basis for advanced nursing practice.
3. Analyze individual, societal, political and health care system forces that affect the health of individuals and families in the community and advanced nursing practice roles in providing quality, safe, cost effective, and ethical care.
4. Utilize holistic health assessment, critical thinking and clinical decision-making tools and skills to develop, monitor, and evaluate comprehensive, client-based, culturally competent and holistic plans of care.
5. Demonstrate increasing competency in transitioning to the advanced practice role of health care provider, interprofessional collaborator, care coordinator, consultant, advocate, teacher and professional nursing leader.

Program Outcomes Assessment Matrix

Program Outcomes	Assessment Method	Courses (Core & Track Required)
Synthesize theoretical knowledge from nursing, organizational, social, and biological sciences and apply to advanced nursing practice in the areas of health promotion, illness prevention and management, and maintenance of function across the health-illness continuum and across health care systems with individuals, families, and aggregates/identified populations.	Course assessments (papers, assignments, individual discussions, group discussions, practicum, and scholarly papers). Practicum	NURS 501 Perspectives in Advanced Nursing Practice NURS 503 Pharmacology for Advanced Practice Nursing NURS 504 Advanced Human Pathophysiology NURS 694 Capstone Seminar
Analyze research knowledge and utilize scientific evidence as a basis for advanced nursing practice.	Course assessments (papers, assignments, individual discussions, group discussions, practicum, and scholarly papers). Capstone Seminar	NURS 506 Theoretical Foundations of Advanced Nursing Practice & Research NURS 571 Curriculum Development and Learning Theory
Analyze individual, societal, political and health care system forces that affect the health of individuals and families in the community and advanced nursing practice roles in providing quality, safe, cost effective, and ethical care.	Course assessments (papers, assignments, individual discussions, group discussions, practicum, and scholarly papers).	NURS 501 Perspectives in Advanced Nursing Practice
Utilize holistic health assessment, critical thinking and clinical decision-making tools and skills to develop, monitor, and evaluate comprehensive, client-based, culturally competent and holistic plans of care.	Course assessments (papers, assignments, individual discussions, group discussions, practicum, and scholarly papers). Course Practicums	NURS 570 Teaching Strategies with Practicum NURS 572 Teaching with Technology for Health Professionals NURS 573 Assessment/ Evaluation Methods with Practicum NURS 633 Advanced Holistic Health Assessment
Demonstrate increasing competency in transitioning to the advanced practice role of health care provider, interprofessional collaborator, care coordinator, consultant, advocate, teacher and professional nursing leader.	Course assessments (papers, assignments, individual discussions, group discussions, practicum, and scholarly papers). Graduate, alumni, and employer surveys	NURS 570 Teaching Strategies with Practicum NURS 573 Assessment/ Evaluation Methods with Practicum NURS 670 Introduction to Simulation NURS 694 Capstone Seminar NURS 701 Nurse Educator Practicum

III. Strategic Plan

This plan is consistent with the TCNJ Institutional Strategic Plan and upholds its commitment to “high quality education within a robust community of engaged learners”. The MSN (Nursing Education track) also places an emphasis on diversity and inclusion, providing signature

practicum experiences, community engaged learning, improving technology by offering blended courses and maintaining affordability for students that TCNJ serves.

IV. Need

The MSN (Nursing Education track) program will serve the state's need for nurse educators. According to the New Jersey Nurse Initiative (2014), New Jersey is facing a real and significant health care crisis – growing registered nurses and nurse faculty workforce shortages are predicted through 2025. The result of the shortage of qualified nurse educators is that nursing programs must turn students away. According to AACN's report, *2018-2019 Enrollment and Graduations in Baccalaureate and Graduate Programs in Nursing*, U.S. nursing schools turned away 75,029 qualified applicants from baccalaureate and graduate nursing programs in 2018 due to an inadequate number of faculty, clinical sites, classroom space, clinical preceptors, and budget constraints. Pre-licensure nursing programs serve as the gateway into the nursing workforce. From 2011 to 2012, 64 percent of all nursing programs turned down qualified applicants (National League for Nursing Website, 2019). Most nursing schools responding to the survey pointed to faculty shortages as a reason for not accepting all qualified applicants into baccalaureate programs.

In New Jersey there is a shortage of registered nurses and nurse faculty predicted through 2025 – that, in some way, will affect every person and every institution in the state (New Jersey Nursing Initiative, 2014). At this time, there is not enough faculty to educate all the nurses New Jersey needs to provide quality health care for the state's residents. New Jersey Nursing Initiative (2014) is currently addressing the state's faculty shortage by: developing, implementing and evaluating a statewide model for recruiting and retaining nurse faculty; developing models for nursing curricula to educate new faculty; and increasing the number of nurse faculty. Nurse educators play a pivotal role in assuring that the next generation of nurses is equipped to meet the increasing demand for healthcare services. Whether nurse educators are working in the clinical setting, teaching lecture in the classroom, or educating nurses/patients, they are instrumental in advancing the profession of nursing. Nurse educators also serve as role models with an emphasis on holistic patient care and illness prevention, as well as promoting community health. Hospital affiliates in the area would also benefit from increasing the capacity of nurse educators within their institutions.

During the planning for the proposed program, an important step was to examine programs that already exist in the region. We examined programs from the following colleges and universities that offer the MSN (Nursing Education track) degree:

- Thomas Edison State University, Trenton, NJ
- Rowan University, Glassboro, NJ
- Fairleigh Dickinson University, Teaneck, NJ
- Drexel University, Philadelphia, PA
- Villanova University, Philadelphia, PA

College	Credits	Cost	Distance from TCNJ	Length of Term	Delivery Method
Thomas Edison University, Trenton, NJ	36	\$668/credit	1 mile	12 weeks	Online
Rowan University, Glassboro, NJ	38	\$736/credit	56 miles	15 weeks	Fully online/face to face
Fairleigh Dickinson University, Teaneck, NJ	33	\$825/credit	51 miles	8 weeks	Online or Classroom
Drexel University, Philadelphia, PA	46	\$997/credit	37.8 miles	10 weeks	Online
Villanova University, Philadelphia, PA	46	\$940/credit	43.6 miles	15 weeks	Online or on Campus

Three New Jersey institutions offer the MSN (Nursing Education track). These programs range in length from 33 to 46 credits and are located 1-53 miles away from TCNJ. The university that is one mile away, Thomas Edison State University, offers a 36-credit MSN program that is entirely online. Rowan University offers a Master’s in Nursing Education hybrid program that is 38 credits. Fairleigh Dickinson University offers a 33 credit MSN via online or classroom. No other colleges of nursing in central New Jersey offer a similar master’s degree program utilizing a blended learning format. Drexel University offers a 46-credit Master's in Nursing Education (MSN) that is also fully online. Villanova offers a 46-credit Master’s in Nurse Educator and is available either online or on campus.

Because comparable MSN (Nursing Education track) programs are guided by the same accrediting body and national standards, several similarities are seen, e.g., required core courses in advanced assessment, advanced pathophysiology, advanced pharmacology, and practicum hours. The TCNJ MSN (Nursing Education track) is unique in that we have collaborated with our hospital affiliates to offer the face-to-face classes off-campus. This not only allows the tuition to be more affordable for the nontraditional student but also provides convenience for our working professionals. The MSN offered at The College of New Jersey will also have the ability to teach at two different locations utilizing video conferencing.

V. Students

Students that may be interested in the MSN (Nursing Education track) degree are students with a BSN and a cumulative GPA of 3.0 in their major. Prospective students may have precepted nurses and/or student nurses in the clinical setting, may have taught practical nurses, or may have a desire to better understand how to advance the profession of nursing by educating others. Currently, we have five students in the Nurse Educator Certificate Program. Once the full MSN (Nursing Education track) program is approved, these students will have the option to continue their education with certificate courses counting towards the MSN (Nursing Education track).

We foresee that the MSN (Nursing Education track) program will begin in Spring or Fall of 2021.

The Department of Nursing Nurse Educator Taskforce completed an online assessment with local hospital affiliates which included Hunterdon Medical Center, Capital Health, and PennMedicine Princeton Medical Center. Our hospital affiliates agreed that they were interested in a nonclinical MSN (Nursing Education track). We anticipate that the MSN (Nursing Education track) program will begin Fall 2020 with a reasonably small enrollment and progressively growing over time. Specifically, we project the following:

YEAR 1	10 New Admits	Continuing (2)
YEAR 2	10-12 New Admits	Continuing (3)
YEAR 3	10-15 New Admits	
Totals	30-37 New Admits	Continuing 5

VI. Program Resources

Faculty and Support of Instruction: The proposed MSN (Nursing Education track) program will utilize or adapt existing nursing graduate courses where appropriate and will add two new course to the Nurse Educator core curriculum. Existing courses are currently taught by full time faculty or professional staff within the Department of Nursing and Department of Instructional Design. Drs. Yolanda Nelson, Dara Whalen, and Sharon Byrne are full-time Nursing faculty and have extensive backgrounds in teaching. Professor Deirdre Jackson is an experienced nurse educator and has extensive experience working with off-campus, non-traditional students. She also serves as the Clinical Nurse Leader Track Leader. These faculty and staff members are a part of the Nurse Education Task Force and currently teach in the undergraduate and graduate nursing programs. Dr. Judi Cook, Director of Instructional Design has experience in teaching face-to-face, hybrid and online courses. She is also a member of the Nurse Education Task Force.

Library Resources: Library resources are considered adequate to support the MSN (Nursing Education track) program.

Equipment, Laboratory Support, and Computer Support: MSN (Nursing Education track) students will have access to computer labs, smart classrooms, and technology support through TCNJ Information Technology Department. Depending on the amount of enrollment from our hospital affiliates, we do anticipate the need for additional computer support in order to provide distance education. This program will also require the appropriate amount of cloud storage for videoconferencing.

Facilities: No additional facilities will be required. Many of the MSN (Nursing Education track) classes will be offered at night, off-campus, and with online or blended options for both the delivery of foundation and core courses.

Marketing: The Taskforce will work alongside an outside firm to market the MSN (Nursing Education track). Information will be distributed to hospital affiliates, the community, and local schools. The TCNJ website will also be incorporated into the marketing plan.

Student Support: Information Technology and academic support are available to MSN (Nursing Education track) students through TCNJ tutoring center face-to-face and online (for writing).

Administrative Costs: To date, three full time nursing faculty (one tenure track and two assistant professors), one full-time nursing professional staff member, and one full time staff member from Instructional Design are providing teaching in the Nurse Educator Certificate program and will continue to teach once the MSN (Nursing Education track) program is fully approved.

VII. Degree Requirements

Foundation Courses

Course	Credits
NURS 501 Perspectives in Advanced Nursing Practice	3
NURS 503 Pharmacology for Advanced Practice Nursing	3
NURS 504 Advanced Human Pathophysiology	3
NURS 506 Theoretical Foundations of Advanced Nursing Practice & Research	3
NURS 604 Research and Evidence-based Nursing for Advanced Nursing Practice	3
NURS 633 Advanced Holistic Health Assessment (35 practicum hours)	4
Subtotal	22

Core Courses

NURS 570 Teaching Strategies with Practicum (50 practicum hours)	3
NURS 571 Curriculum Development and Learning Theory	3
NURS 572 Teaching with Technology for Health Professionals	3
NURS 573 Assessment and Evaluation with Practicum (150 practicum hours)	5
NURS 670 Introduction to Simulation with Practicum (35 practicum hours)	2
NURS 694 Capstone Seminar	1
NURS 701 Nurse Educator Practicum (35 practicum hours)	2
NURS 705 Capstone Project	0
Subtotal	19
Total Credits	38

Practicum Experiences: As per the *Standards for Accreditation Commission on Collegiate Nurse Education* (2018), practicum experiences will include academic and direct care roles. Examples of direct care roles include: hospitals, community centers, and clinics. The direct care roles will allow the students to participate in direct care experiences designed to advance the knowledge and expertise in a clinical practice setting.

Admission Requirements:

Baccalaureate degree in Nursing from an NLN or CCNE accredited institution.

- Preadmission interview is required.

Undergraduate health assessment course or approved equivalent. All students must demonstrate achievement of baseline knowledge and skills in health assessment prior to matriculation into the graduate nursing program. To meet this requirement, one of the following is required:

- Graduation from a CCNE or NLN accredited program with a Bachelor's Degree in Nursing after 1981 (Since 1982 all NLN or CCNE accredited BSN programs have had a health assessment course as a required part of their curriculum).
- A health assessment course on a college transcript;
- A continuing education certificate for a health assessment course that includes all body systems;
- A statement from an employer or supervisor that states that you are currently practicing health assessment on individuals of all ages and genders which includes all body systems (including gynecological exams).
- Successful completion of an undergraduate statistics course. All incoming graduate students must show evidence of successful completion of a course in basic statistics (Grade C or higher) within five (5) years prior to their matriculation into the MSN (Nursing Education track) program or, for non-matriculated students, within five (5) years prior to taking NURS 506.
- A cumulative GPA of 3.0 or higher in their baccalaureate degree program
- Essay

Additional Requirements for accepted students:

- CPR Certification
- Criminal Background Check
- Drug test
- Adherence to the health requirements of the college and the department

References

- College of Nursing and Health Professions (2019). Retrieved October 10, 2019, from <https://drexel.edu/>.
- Faculty Shortage- National League for Nursing (2019). Retrieved October 10, 2019, from <http://www.nln.org/advocacy-public-policy/issues/faculty-shortage>.
- Fairleigh Dickinson University Academics (2019). Retrieved September 30, 2019, from <https://view2.fdu.edu/academics/university-college/school-of-nursing-and-allied-health/academic-programs/m-s-in-nursing-m-s-n/nursing-education/>.
- Master's Degree Programs at Thomas Edison State University (2019). Retrieved October 10, 2019, from <https://www.tesu.edu/academics/grad-programs>.
- National League for Nursing (2019). Nursing Shortage. Retrieved September 23, 2019 from <https://www.aacnnursing.org/News-Information/Fact-Sheets/Nursing-Shortage>
- Rowan University MSN Program (2019). Retrieved October 5, 2019, from <https://shp.rowan.edu/departments/nursing/msn/index.html>.
- The College of New Jersey (2019). Department of Nursing, Health, and Exercise Science. Retrieved October 1, 2019 from <https://tcnj.edu/>.
- The Nurse Faculty Shortage and New Jersey (2014). Retrieved 2019, from <http://www.njni.org/resource-item/the-nurse-faculty-shortage-and-new-jersey/>.
- Villanova University (2019). Retrieved October 12th, 2019 from <https://www.villanovau.com/>.

In the case of interdisciplinary graduate certificates, the proposal must also include signatures from the department chairs of all affected units, indicating their review. On this form, include approvals from curriculum committees and deans of all involved schools. The role of the school curriculum committee(s) is to ensure that all procedures have been followed in the approval process, including review by all affected departments, and that the proposed program is consistent with the mission of the College and can be reasonably supported with resources.


Curriculum Committee

3.12.20
Date


Dean

03-12-20
Date

Curriculum Committee

Date

Dean

Date

Curriculum Committee

Date

Dean

Date

Final Approval

Provost

Date

The College of New Jersey

COURSE APPROVAL/CHANGE FORM

Request Type

[]

I. Course Information

Does this replace a previous course?

No

Yes, Subject Prefix and Course #:

[]

Course Title :

1 Introduction to Simulation with Practicum

Course Description:
(50-100 words)

This course provides nurses and/or educators with an introduction to the pedagogy of simulation. Students will discuss the purpose and theories of simulation as well as the standards of best practice for simulation created by the International Nursing Association for Clinical Simulation and Learning (INACSL).

Course Prefix and Catalog #

NURS 670

If course is NEW, number may be suggested, but final catalog number is assigned by Scheduling.

Term effective:

Spring 2021

School (select one)

Nursing

Undergraduate Courses

Course Level

[]

Proposed Units

[]

Graduate Courses

Course Level

600

Proposed Credits

2

Grading Type:

Standard Letter

Is course repeatable for credit?

No

Yes

If yes, how many times?

2

Allow Multiple Enrollments in Term?

No

Yes

Is this course equivalent to any other?

No

Yes,

If yes, list course prefix and catalog #:

[]

If yes, what are the anticipated topic names? (Topics can be modified at a later date.)

Is this a topics course?

No

Yes

[]

Offering Schedule

Blended

Are their pre-requisites?

No

Yes

If yes, specify using "and," "or"

[]

Are their co-requisites?

No

Yes

If yes, specify using "and," "or"

[]

Activity code for primary activity

Lecture/discussion

Activity code for secondary activity

No secondary activity

-Practicum

Notes:

- ~ Faculty weighted hours are determined by activity and weekly contact hours.
- ~ Weekly contact hours are determined by the activity unless otherwise requested in the comment box below.
- ~ Standard course cap is determined by the activity unless otherwise requested in the comment box below.

Comments

Practicum component - 35 hours

Course Approval Signatures:

YCN Yolanda Nelson 3/11/2020
 Course Faculty (Printed Name and Signature) Date

CAROLE KENNER Carole Kenner 3/12/2020
 Dean (Printed Name and Signature) Date

II. Course Designations

A. Liberal Learning Designation(s) Sought:

Domain

Civic Responsibility 1

Civic Responsibility 2

Writing Intensive Course No Yes

Liberal Learning Council Approval:

 Liberal Learning Council Chair (Printed Name & Signature) Date

B. Honors Designation Sought: No Yes

Honors Designation Approval:

 Honors and Scholars Council Chair (Printed Name & Signature) Date

C. Advanced Community Engaged Learning (CEL) Designation Sought: No Yes

Advanced CEL Approval:

 CEL Council Chair (Printed Name & Signature) Date

D. Course Delivery/Instruction Mode Designation: To obtain a BLENDED or ONLINE course delivery mode designation, please contact The Office of Instructional Design. <https://instructionaldesign.pages.tcnj.edu/blendedonline-courses/steps-to-offering-a-blendedonline-course/>

The College of New Jersey

COURSE APPROVAL/CHANGE FORM

Request Type

I. Course Information

Does this replace a previous course? No Yes, Subject Prefix and Course #:

Course Title:

Course Description: (50-100 words)

Course Prefix and Catalog # If course is NEW, number may be suggested, but final catalog number is assigned by Scheduling.

Term effective:

School (select one)

Undergraduate Courses

Course Level

Proposed Units

Graduate Courses

Course Level

Proposed Credits

Grading Type:

Is course repeatable for credit? No Yes If yes, how many times? Allow Multiple Enrollments in Term? No Yes

Is this course equivalent to any other? No Yes, If yes, list course prefix and catalog #:

If yes, what are the anticipated topic names? (Topics can be modified at a later date.)

Is this a topics course? No Yes

Offering Schedule

Are their pre-requisites? No Yes If yes, specify using "and," "or"

Are their co-requisites? No Yes If yes, specify using "and," "or"

Activity code for primary activity

Activity code for secondary activity No secondary activity

Notes:

- ~ Faculty weighted hours are determined by activity and weekly contact hours.
- ~ Weekly contact hours are determined by the activity unless otherwise requested in the comment box below.
- ~ Standard course cap is determined by the activity unless otherwise requested in the comment box below.

Comments

Practicum Component - 35 hours

Course Approval Signatures:

Yolanda Nelson *Y Nelson*

3/11/2020

Course Faculty (Printed Name and Signature)

Date

CAROLE KENNER *Carole Kenner*

3/12/2020

Dean (Printed Name and Signature)

Date

II. Course Designations

A. Liberal Learning Designation(s) Sought:

Domain

Civic Responsibility 1

Civic Responsibility 2

Writing Intensive Course No Yes

Liberal Learning Council Approval:

Liberal Learning Council Chair (Printed Name & Signature)

Date

B. Honors Designation Sought: No Yes

Honors Designation Approval:

Honors and Scholars Council Chair (Printed Name & Signature)

Date

C. Advanced Community Engaged Learning (CEL) Designation Sought: No Yes

Advanced CEL Approval:

CEL Council Chair (Printed Name & Signature)

Date

D. Course Delivery/Instruction Mode Designation: To obtain a BLENDED or ONLINE course delivery mode designation, please contact The Office of Instructional Design. <https://instructionaldesign.pages.tcnj.edu/blendedonline-courses/steps-to-offering-a-blendedonline-course/>

Cover Sheet for Connecting Courses to Program
NURS 670 Introduction to Simulation with Practicum

I. Learning goal

This course supports the proposed MSN (Nursing Education track) program, which includes a 38-credit sequence of graduate courses to prepare future nurse educators to teach in academic and/or healthcare settings. NURS 670 provides nurses and/or educators with an introduction to the pedagogy of simulation. Students will discuss the purpose and theories of simulation, as well as The Standards of Best Practice for Simulation created by the International Nursing Association for Clinical Simulation and Learning (INACSL). The process of designing, implementing, and evaluating a simulation will be explored. Students will apply critical thinking skills to develop a simulation and evidenced-based practices related to education. If students meet all other eligibility requirements, students will be prepared to take the Certified Nurse Educator Exam. Course objectives are aimed at meeting the *TCNJ Graduate Department of Nursing End of Program Objectives*, (DON), (AACN), the *American Nurses Association Code of Ethics*, (Code of Ethics Provision), and the 2012 *NLN Scope of Practice for Academic Nurse Educators (NLN Competency)*.

II. Student assessment

Providing student feedback and assisting students build self-assessment abilities in relation to their thinking is imperative. It is the belief that ongoing dialogue helps to shape students' knowledge and assists in program improvement. Assessment of the course throughout the semester will be a valuable resource to determine if students are understanding material and have the skills to succeed. Student achievement will be determined throughout the course assignments (discussions, projects, and paper assignments). Student success is our top priority. The indicators for success of the course and indicators of progress in achieving program goals include retention rates, course completion rates, certificate exam rates, and program evaluations.

III. Learning activities

Students will learn how to develop/utilize curriculum crosswalk(s) assuring essential objectives and learning strategies are in line with current academic and clinical practice recommendations and are based on established and emerging learning theories. This type of learning experience is an example of applying Kolb's Learning Cycle in which the students will have opportunities to have concrete experiences (reading), reflective observation (discussion boards), abstract conceptualization (lecture & paper assignments), and active experimentation (practicum, homework, projects, and case studies). The learning activities align with the overall learning goals of the program. Those goals include:

1. Synthesize theoretical knowledge from nursing, organizational, social, and biological sciences and apply to advanced nursing practice in the areas of health promotion, illness prevention and management, and maintenance of function across the health-illness continuum and across health care systems with individuals, families, and aggregates/identified populations.

2. Analyze research knowledge and utilize scientific evidence as a basis for advanced nursing practice.
3. Analyze individual, societal, political and health care system forces that affect the health of individuals and families in the community and advanced nursing practice roles in providing quality, safe, cost effective, and ethical care.
4. Utilize holistic health assessment, critical thinking and clinical decision making tools and skills to develop, monitor, and evaluate comprehensive, client-based, culturally competent and holistic plans of care.
5. Demonstrate increasing competency in transitioning to the advanced practice role of health care provider, interprofessional collaborator, care coordinator, consultant, advocate, teacher and professional nursing leader. Where possible, link the rationale for these learning activities with the learning goals of the program.



NURS 670 Introduction to Simulation with Practicum (2 credits)

Chelsea Lebo, MSN, RN-BC, CHSE
Trenton Hall Rm 013
LeboC@tcnj.edu / 609.771.2502

Course Design: Blended
Course Times: Asynchronous

Norma Brown, MSN, RN, CHSE
Trenton Hall Rm 014
nbrown@tcnj.edu/609.771.3459

On Campus Moulage Workshop: **Cost \$50**
8th Wednesday 5 PM-6:50PM
Forcina Hall Rm 103

Christopher Woods, CHSOS
Forcina Hall Rm 111
woodsc@tcnj.edu/ 609.771.2751

On Campus Final Presentation:
15th Wednesday 5PM-6:50PM
Trenton Hall Rm 106

Office hours by Appointment

COURSE DESCRIPTION: This course provides nurses and/or educators with an introduction to the pedagogy of simulation. Students will discuss the purpose and theories of simulation, as well as The Standards of Best Practice for Simulation created by the International Nursing Association for Clinical Simulation and Learning (INACSL). The process of designing, implementing, and evaluating a simulation will be explored. Students will apply critical thinking skills to develop a simulation and evidenced-based practices related to education. There is a 35-hour practicum requirement included in this course. There are no pre or co-requisites for this course.

COURSE MATERIALS:

Required

- American Psychological Association. (2019). *Publication manual of the American Psychological Association* 7th ed. American Psychological Association.
- Jeffries, P. R. (2012). *Simulation in nursing education: From conceptualization to evaluation*. National League for Nursing.

Additional reading assignments outside of the textbooks are indicated in Canvas. In addition, readings and/or research may be assigned or suggested throughout the course. Additional materials assigned or suggested are intended to augment the student's understanding of topics, to clarify areas, and/or to provide additional important or updated information on various topics.

COURSE REQUIREMENTS:

- Responding to discussion forums and responding to two classmates per discussion
- Attending moulage workshop on campus *Required
- Independent reading
- Online assignments/ readings
- Writing assignment (Designing a simulation using provided template)
- Student final poster presentation (with references) on campus *Required
- Faculty mentored student practicum

COURSE PURPOSE & LEARNING GOALS

Purpose Statement: The proposed program is aligned with the National League for Nursing (NLN) Competencies for Academic Nurse Educator and the American Association of Colleges of Nursing (AACN). NURS 670 is designed to introduce simulation teaching approaches. Students will explore the various theories of simulation, the integration of simulation into the learning environment, and the designing of a simulation.

COURSE OBJECTIVES

#	LEARNING OBJECTIVE	DEGREE COMPETENCIES ADDRESSED	DIRECT/INDIRECT ASSESSMENT TOOL
1.	Discuss the various theories of simulation as they relate to the teaching, learning, debriefing, and evaluation strategies.	AACN V.6 NLN Competency I, II, & IV	Discussion forum/ participation/ online assignments/ practicum
2.	Identify the International Nursing Association for Clinical Simulation and Learning (INACSL) Standards and discuss their implications for simulation development.	AACN III.1 NLN Competency VI	Discussion forum/ participation/ online assignments/ practicum
3.	Design a simulation scenario for the designated population, which will be incorporated into curriculum, academic practice, and/or healthcare system.	NLN Competency I, II, IV, V, VII AACN III.6	Simulation Template Assignment/ Discussion forum/ participation/ online assignments/ practicum
4.	Discuss the roles and realism required to promote simulation.	NLN Competency I, II AACN III.6	Discussion forum/ participation/ online assignments/ practicum
5.	Evaluate the practicum in terms of knowledge gained, standards used, and contribution to professional development.	NLN Competency VI & VIII; Code 1.5, 5.5, 5.6, 6.3, 9.2	Discussion forum/ participation/ online assignments/ practicum

Course objectives are aimed at meeting the *TCNJ Graduate Department of Nursing End of Program Objectives*, (DON), (AACN), *the American Nurses Association Code of Ethics*, (Code of Ethics Provision), and the *2012 NLN Scope of Practice for Academic Nurse Educators (NLN Competency)*.

COURSE SCHEDULE

****The moulage and presentation face-to-face classes are mandatory in order to receive a passing grade in the course.**

	Topic	Assignments Due
Week 1 Jan 27, 2021 ONLINE	Course Overview Introduction to Simulation <ul style="list-style-type: none"> • Definitions • Types • Purpose • Uses 	Reading Assignment: Review course syllabus, content outline, and assignments Refer to Reading Assignment article list <i>Simulation in Nursing Education: Chapter 1 & 2</i> Discussion Forum 1
Week 2 February 3, 2021 ONLINE	Simulation Theories	Reading Assignment: Refer to Reading Assignment article list <i>Simulation in Nursing Education: Chapter 3</i> Discussion Forum 2
Week 3 February 10, 2021 ONLINE	Simulation Modalities	Reading Assignment: Refer to Reading Assignment article list
Week 4 February 17, 2021 ONLINE	Definitions/Roles/Standards	Reading Assignment: Refer to Reading Assignment article list Discussion Forum 3
Week 5 February 24, 2021 ONLINE	Simulation Design <ul style="list-style-type: none"> • Receive template for simulation design assignment 	Reading Assignment: Refer to Reading Assignment article list <i>Simulation in Nursing Education: Chapter 4</i>
Week 6 March 3, 2021 ONLINE	Simulation facilitator <ul style="list-style-type: none"> • Implementation into curriculum or into practice standards 	Reading Assignment: Refer to Reading Assignment article list <i>Simulation in Nursing Education: Chapter 5</i>
Week 7 March 10, 2021 ONLINE	Pre-Briefing	Reading Assignment: Refer to Reading Assignment article list <i>Simulation in Nursing Education: Chapter 6</i> Discussion Forum 4
Week 8 March 17, 2021	Spring Break	
Week 9 March 24, 2021		Reading Assignment: Refer to Reading Assignment article list

In class Location: Forcina 103	Moulage Workshop— COST \$50.00	*Simulation Template Assignment Due March 26 by 11:59pm EST
Week 10 March 31, 2021 ONLINE	Standardized Patients	Reading Assignment: Refer to Reading Assignment article list
Week 11 April 7, 2021 ONLINE	Debriefing <ul style="list-style-type: none"> • Theories • Styles 	Reading Assignment: Refer to Reading Assignment article list <i>Simulation in Nursing Education: Chapter 7</i> Discussion Forum 5
Week 12 April 14, 2021 ONLINE	Evaluation	Reading Assignment: Refer to Reading Assignment article list <i>Simulation in Nursing Education: Chapter 8</i>
Week 13 April 21, 2021 ONLINE	Interprofessional Education using Simulation	Reading Assignment: Refer to Reading Assignment article list <i>Simulation in Nursing Education: Chapter 10</i> Discussion Forum 6
Week 14 April 28, 2021 ONLINE	Certification/Research/Integrity	Reading Assignment: Refer to Reading Assignment article list <i>Simulation in Nursing Education: Chapter 11 & 12</i>
Week 15 May 5, 2021 In class Location: Trenton Hall 106	Final Presentations	<ul style="list-style-type: none"> • Final Poster Presentation with References Due May 4th by 11:59pm EST • In Class: Each student will present their final poster presentation for 20 minutes.

GRADING

A	95 – 100	C+	78 – 79
A-	90 – 94	C	75 – 77
B+	87 – 89	C-	72 – 74
B	83 – 86	F	< 71
B-	80 – 82		

Passing Grade: A grade of **B (83) or higher** is required to pass this course. Please refer to the *Graduate Bulletin* of The College of New Jersey for grade grievance procedures. Refer to the *Graduate Student Nursing Handbook* for the academic statement on minimum passing grade and

academic clinical progression, and guidelines for clinical rotations. Questions regarding grades for assignments should be raised within 7 working days after assignment is returned to student. No grade revisions will be made after 7 days.

ASSIGNMENTS

1. Discussion Boards	50%
2. Simulation Design using template	25%
3. Final Poster Presentation (with references)	25%

Practicum	P/F P/F
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Total

*NOTE: To pass this course, students must complete ALL assignments. 100%

LINKS TO SELECTED TCNJ POLICIES

[Final Examination](#)

[Evaluation-Reading](#)

[Days Absence and](#)

[Attendance](#)

[Academic Integrity](#)

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Cover Sheet for Connecting Courses to Program

NURS 701 Nurse Educator Practicum

I. Learning goal

This course provides an examination of the nurse educator role in both the clinical and academic setting. Emphasis is on providing students with opportunities to gain knowledge and skills necessary to transition from registered nurse to Nurse Educator. Content includes a discussion of trends supporting careers in nursing education, nursing leadership, competencies and responsibilities of the nurse educator, a review of the best practices in both the clinical and academic settings, and transition into the workplace. Additionally, a review of the core competencies for nurse educators, which is the basis for the certified nurse educator exam, will be reviewed. If students meet all other eligibility requirements, students will be prepared to take the Certified Nurse Educator Exam. Course objectives are aimed at meeting the *TCNJ Graduate Department of Nursing End of Program Objectives*, (DON), (AACN), *the American Nurses Association Code of Ethics*, (Code of Ethics Provision), and the 2012 *NLN Scope of Practice for Academic Nurse Educators (NLN Competency)*.

II. Student assessment

Providing student feedback and assisting students build self-assessment abilities in relation to their thinking is imperative. It is the belief that ongoing dialogue helps to shape students' knowledge and assists in program improvement. Assessment of the course throughout the semester will be a valuable resource to determine if students are understanding material and have the skills to succeed. Student achievement will be determined throughout the course assignments (discussions, projects, and paper assignments). Student success is our top priority. The indicators for success of the course and indicators of progress in achieving program goals include retention rates, course completion rates, certificate exam rates, and program evaluations.

III. Learning activities

Students will learn how to develop/utilize curriculum crosswalk(s) assuring essential objectives and learning strategies are in line with current academic and clinical practice recommendations and are based on established and emerging learning theories. This type of learning experience is an example of applying Kolb's Learning Cycle in which the students will have opportunities to have concrete experiences (reading), reflective observation (discussion boards), abstract conceptualization (lecture & paper assignments), and active experimentation (practicum, homework, projects, and case studies). The learning activities align with the overall learning goals of the program. Those goals include:

1. Synthesize theoretical knowledge from nursing, organizational, social, and biological sciences and apply to advanced nursing practice in the areas of health promotion, illness prevention and management, and maintenance of function across the health-illness continuum and across health care systems with individuals, families, and aggregates/identified populations.
2. Analyze research knowledge and utilize scientific evidence as a basis for advanced nursing practice.

3. Analyze individual, societal, political and health care system forces that affect the health of individuals and families in the community and advanced nursing practice roles in providing quality, safe, cost effective, and ethical care.
4. Utilize holistic health assessment, critical thinking and clinical decision making tools and skills to develop, monitor, and evaluate comprehensive, client-based, culturally competent and holistic plans of care.
5. Demonstrate increasing competency in transitioning to the advanced practice role of health care provider, interprofessional collaborator, care coordinator, consultant, advocate, teacher and professional nursing leader. Where possible, link the rationale for these learning activities with the learning goals of the program.



NURS 701 Nurse Educator Practicum (35 practicum hours): **2 credits**

Dr. Yolanda Nelson, EdD, MSNed, RN-BC

Trenton Hall Rm 220

nelsony1@tcnj.edu

Office hours by Appointment

Course Day:

Course Time:

Course Location for Face to Face:

COURSE DESCRIPTION: This course provides an examination of the nurse educator role in both the clinical and academic setting. Emphasis is on providing students with opportunities to gain knowledge and skills necessary to transition from registered nurse to Nurse Educator. Content includes a discussion of trends supporting careers in nursing education, nursing leadership, competencies and responsibilities of the nurse educator, a review of the best practices in both the clinical and academic settings, and transition into the workplace. Additionally, a review of the core competencies for nurse educators, which is the basis for the certified nurse educator exam, will be reviewed. Practicum component is also included in this course (35 hours).

This is one of the final courses of the MSN (Nursing Education track). All other courses must be successfully completed prior to this course (excluding NURS 705).

COURSE MATERIALS:

Required

- American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th ed.). American Psychological Association.
- Oermann, M.H., deGagne, J.C., & Phillips, B. C. (2018). *Teaching in nursing and the role of the educator: The complete guide to best practice in teaching, evaluation, and curriculum development*. Springer Publishing Company. ISBN: 9780826140135

Recommended

- Materials: Certified Nurse Educator (CNE) Certified Nurse Educator (CNE®) 2019 Candidate Handbook Revised July 18, 2019. <http://www.nln.org/docs/default-source/default-document-library/cne-handbook-july-2019-rev.pdf?sfvrsn=0>

Additional reading assignments outside of the textbooks are indicated in Canvas. In addition, readings and/or research may be assigned or suggested throughout the course. Additional materials assigned or suggested are intended to augment the student's understanding of topics, to clarify areas, and/or to provide additional important or updated information on various topics

COURSE REQUIREMENTS:

- Attending face-to-face lecture
- Independent reading
- Online assignments
- Writing assignments
- Student presentation
- Faculty mentored student practicum
- Portfolio Completion

COURSE PURPOSE & LEARNING GOALS

Purpose Statement: The proposed program is aligned with the National League for Nursing (NLN) Competencies for Academic Nurse Educator and the American Association of Colleges of Nursing (AACN). NURS 701 is designed to prepare nurses for roles as educators in schools of nursing and health care settings. Students will explore the various trends in nursing education. An extensive review of the core competencies for nurse educators, which is the basis for the certified nurse educator exam will be provided.

COURSE OBJECTIVES

#	LEARNING OBJECTIVE	DEGREE COMPETENCIES ADDRESSED	DIRECT/INDIRECT ASSESSMENT TOOL
1.	Discuss the development of a nurse educator.	NLN Competency V & VI; AACN 1.1	Assignments and Readings/ Discussion Board/Participation
2.	Discuss the various forms of scholarship for the nurse educator.	NLN Competency VII; AACN 4.3 & 4.5	Assignments and Readings/ Discussion Board/Participation/Practicum
3.	Compare, contrast, and evaluate evidence-based teaching strategies for classroom, clinical, and on-line educational settings.	NLN Competency I & II; 3.2 & 4.3	Assignments and Readings Discussion Board Participation/Practicum
4.	Become current in the literature and research on teaching and propose solutions to problems facing nurse educators.	NLN Competency VI & VII; AACN 4.6	Discussion Board/Participation
5.	Identify ethical and legal issues related to nursing education.	NLN VIII; AACN 1.4	Discussion Board/Participation

Course objectives are aimed at meeting the *TCNJ Graduate Department of Nursing End of Program Objectives*, (DON), (AACN), *the American Nurses Association Code of Ethics*, (Code of Ethics Provision), and the 2012 *NLN Scope of Practice for Academic Nurse Educators (NLN Competency)*.

COURSE SCHEDULE

	Topic	Assignments Due
Week 1	<ul style="list-style-type: none"> • Course Overview • Class Updates • Writing resources/strategies • The Process of Becoming a Nurse Educator 	<p>Reading Assignment:</p> <ol style="list-style-type: none"> 1. Review the course syllabus, content outline, and assignments 2. Oermann et al: Chapter 1 <p><i>Reminders: Set up in-person meeting schedule with faculty/preceptor to review practicum site and goals.</i></p>
Week 2	<ul style="list-style-type: none"> • Trends in Nursing Education 	<p>Review discussion on trends in nursing education. See canvas for further details</p> <p>Discussion Board #1</p>
Week 3	<ul style="list-style-type: none"> • Learning Theories 	<p>Reading Assignment:</p> <ol style="list-style-type: none"> 1. Oermann et al: Chapter 2
Week 4	<ul style="list-style-type: none"> • Independent work on portfolio 	See Canvas for further details.
Week 5	<ul style="list-style-type: none"> • Independent work on portfolio • Canvas Discussion: Evidenced Based Teaching in Nursing 	<p>Reading Assignment:</p> <ol style="list-style-type: none"> 2. Oermann et al: Chapter 18 <p>Discussion Board #2</p>
Week 6	<ul style="list-style-type: none"> • Becoming a Scholar in Nursing Education • Writing for Publication: <ul style="list-style-type: none"> • Teaching Strategy • Peer-reviewed Journals 	<p>Reading Assignment:</p> <ol style="list-style-type: none"> 1. Oermann et al: Chapter 19 <p>Discussion Board #3</p>
Week 7	<ul style="list-style-type: none"> • Independent work on portfolio and teaching strategy 	See canvas for further details
Week 8	Spring Break! Enjoy!	
Week 9	<ul style="list-style-type: none"> • Impact of Globalization on Nursing Practice and Nursing Education 	<p>Reading Assignment:</p> <ol style="list-style-type: none"> 1. Oermann et al: Chapter 20 <p>Discussion Board #4</p>
Week 10	<ul style="list-style-type: none"> • Nurse Educator: Best Practices 	<p>Reading Assignment:</p> <ol style="list-style-type: none"> 1. See Canvas for reading assignment
Week 11	<ul style="list-style-type: none"> • Peer review feedback of teaching strategies • Dissemination plan • Writing resources/strategies 	<p>Each student will provide a brief (no more than 5 minute) update on the status of his or her teaching strategy.</p> <p>All students will have the opportunity to provide feedback.</p> <p>Personal Reflection Paper Due</p>
Week 12	<ul style="list-style-type: none"> • Seminar discussion 	<p>Review discussion on <i>Transitioning to the Educator Role</i>. See canvas for further details</p> <p>Discussion Board #5</p>
Week 13	<ul style="list-style-type: none"> • NLN Core Competencies: Nurse Educator Certificate 	Review discussion NLN Core Competencies. See canvas for further details.

		Due: Draft: Teaching Strategy Upload a draft of your Teaching Strategy to Canvas
Week 14	<i>No Class: Thanksgiving Break</i>	
Week 15	<ul style="list-style-type: none"> NLN Core Competencies: Nurse Educator Certificate 	Review discussion NLN Core Competencies. See canvas for further details. Due: Portfolio (PDF version)

GRADING

A	95 – 100	C+	78 – 79
A-	90 – 94	C	75 – 77
B+	87 – 89	C-	72 – 74
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Passing Grade: A grade of B (83) or higher is required to pass this course. Please refer to the *Graduate Bulletin* of The College of New Jersey for grade grievance procedures. Refer to the *Graduate Student Nursing Handbook* for the academic statement on minimum passing grade and academic clinical progression, and guidelines for clinical rotations. Questions regarding grades for assignments should be raised within 7 working days after assignment is returned to student. No grade revisions will be made after 7 days.

ASSIGNMENTS

1. Discussion Board	30%
2. Portfolio	30%
3. Teaching Strategy Development	20%
4. Personal Reflection	15%
5. Class participation/IHI modules	5%

Practicum	P/F	P/F
		Total 100%

*NOTE: To pass this course, students must complete ALL assignments.

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