Michigan State University
College of Nursing

CNS Handbook

Cover page
Michigan State University (MSU) College of Nursing
Clinical Nurse Specialist
Version, July, 2024

Preamble

The Dean, faculty, and staff are delighted to welcome you as a spartan nurse to the Michigan State University (MSU) College of Nursing. Our nationally ranked programs will give you a solid foundation for your nursing career. This version of the Clinical Nurse Specialist student handbook gives you important information to guide you during your enrollment. Please read this handbook in detail. The information is designed to facilitate your success.

We wish you much success in your courses and academic activities.

Sincerely, the Dean, faculty and staff.

Notices

This version of the student handbook replaces prior versions published or posted online prior to August 1, 2024. All students are required to read the handbook and familiarize themselves with the MSU CON mission, vision, and values (About The College | College of Nursing (msu.edu), policies and procedures.

The University prohibits sex/gender discrimination in any program or activity that it operates and that individuals may report concerns or questions to the Title IX Coordinator and provide the location of the Notice on the University's website (which is https://civilrights.msu.edu/policies/OCR%20Notice%20of%20Non-Discrimination%20-%2009-05-23.pdf).

MSU is accredited by the Higher Learning Commission Accreditation | Michigan State University (msu.edu).

The Michigan State University College of Nursing baccalaureate, master's, and doctor-of-nursing practice programs are accredited by the Commission on Collegiate Nursing Education (CCNE) CCNE Accreditation (aacnnursing.org).

The Michigan State University College of Nursing nurse anesthesia doctor-of-nursing practice program carries an additional accreditation by the Council on Accreditation – nurse anesthesia (COA) Council on Accreditation - Supporting Quality Assessment and Improvement in Nurse Anesthesia Education (coacrna.org), a specialized accrediting body recognized by the Council for Higher Education and the United States Department of Education.

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Introduction

Mission

To advance the health of individuals and communities through inclusive and equitable nursing education, research, scholarship, and practice.

Vision

To be recognized as a premier nursing college and a transformative force in improving health disparities and social outcomes in Michigan and beyond.

Values

- Advocacy
- Collaboration
- Compassion
- Inclusive excellence
- Integrity
- Social Justice

Overview

Michigan State University (MSU) College of Nursing (CON) offers master's and doctoral practice degrees in the field of adult-gerontology clinical nurse specialist (CNS). Consistent with the CON mission, graduates are prepared to transform the health of diverse individuals and communities through their innovative experiences, knowledge of cutting edge research, and high quality nursing practice skills.

The core coursework and population-specific courses in MSU CON's Master of Science in Nursing (MSN) core coursework and population-specific courses all build on previous learning gained in the Bachelor of Science in Nursing (BSN). Graduates of the MSN program are prepared as advanced practice registered nurses (APRNs) and are eligible to sit for certification in their chosen population focus.

MSN program outcomes, the American Association of Colleges of Nursing's (AACN) *The Essentials of Master's Education in Nursing* (https://www.aacnnursing.org/Portals/0/PDFs/Publications/MastersEssentials11.pdf), and the *CNS Statement for Clinical Nurse Specialist Practice and Education (CNS Statement)* (https://nacns.org/resources/practice-and-cns-role/cns-competencies/) from the 2019 National Association of Clinical Nurse Specialists (NACNS) inform the master's program of study (see MSN CNS Crosswalk).

DNP program outcomes, the AACN's *The Essentials of Doctoral Education for Advanced Nursing Practice* (https://www.aacnnursing.org/our-initiatives/education-practice/doctor-of-nursing-practice/dnp-essentials), and NACNS's *CNS Statement for Clinical Nurse Specialist Practice and Education (CNS Statement)* inform the doctoral program of study (see DNP-CNS Crosswalk).

The CNS program is designed to prepare registered nurses (RNs) to achieve an advanced nursing practice role in an acute care setting. This program is delivered completely online; a minimum of 54 credits is required for the master's degree and a minimum of 70 credits for the doctoral degree. The MSN and DNP programs provide clinical practicum experiences exceeding the 500 clinical hours (minimum) required to sit for the national certification examination in the population focus.

Graduates are eligible for certification as an adult-gerontology CNS. The program may be completed in 3 years (full time) or 4 years (part time). MSN and DNP students complete core courses related to theoretical foundations and evidence-based practice, health policy, informatics, leadership, and epidemiology. Courses in pathophysiology, population health, pharmacology, advanced health assessment, and advanced practice nursing issues are required in preparation for CNS advanced practice role development

courses. The CNS MSN and DNP programs are fully accredited by the Commission on Collegiate Nursing Education.

Clinical experience is an essential component of the CNS program. Clinical experiences are based on each student's goals, needs, and availability of clinical sites; they involve active participation in interprofessional management of health care services for patients and their communities.

Following the initial screening, applicants identified as well matched with the CON academic standards and program focus will be contacted for a required personal interview with program faculty. Recommendations for admission are made by the faculty committee to the dean of the college based on a personal interview and the requirements for admission.

MSN Degree Requirements

- completion of all required courses with an earned grade of 3.0 or higher
- satisfactory completion of an MSN-level scholarly project
- completion of a minimum of 500 practice hours

DNP Degree Requirements

- completion of all required courses with an earned grade of 3.0 or higher
- satisfactory completion of a scholarly DNP project
- completion of a minimum of 1000 practice hours

Post-Graduate Adult-Gerontology CNS Certificate

- completion of all required courses with an earned grade of 3.0 or higher

Post-Master's Adult-Gerontology CNS DNP

- CNS program director conducts a gap analysis to determine required courses for each student.
- completion of all required courses with an earned grade of 3.0 or higher

Academic Standards

Progression in the CNS program is dependent upon the following:

- A 3.0 cumulative grade point average (GPA) and a minimum of a 3.0 or passing grade in each required (NUR and non-NUR) course must be maintained to continue to progress. If a grade below 3.0 is attained, the student will be dismissed from the program.

The standard CON grading scale will be utilized for the program:

%	GRADE
100–94	4.0
93–87	3.5
86–80	3.0 (Minimum passing grade)
79–75	2.5
74–70	2.0
66–65	1.5
64–60	1.0
Below 60	0.0

Responsible and Ethical Conduct of Research, Scholarship and Creative Activities

All graduate students at MSU are required to complete training according to the university's Responsible and Ethical Conduct of Research, Scholarship and Creative Activities (RECR) program (https://grad.msu.edu/researchintegrity).

- CITI Training Modules (https://ora.msu.edu/train/)
- Human Research Protection and IRB Certification (https://hrpp.msu.edu/training/index.html)

Refer to the RECR appendix D for more information.

Expectations for Completion of Graduate Studies

Graduate program studies must be completed within 6 years from the beginning of the first enrollment in which credit is earned toward the degree. If a student is unable to complete the degree within the 6-year time limit, they may submit a request for a time extension. Submitted extension requests should not be viewed as guaranteed re-enrollment. A one-time, 1-year extension is the maximum time that may be granted.

Student Residency

MSU is obligated to comply with other states' laws regarding the delivery of distance education. MSU's state authorization status can be found through the Office of Accreditation, Assessment, Curriculum, and Compliance.

Detailed information on this topic is available from the Office of the Registrar (https://reg.msu.edu/ROInfo/StateAuth/USDOEProcess.aspx).

Students who relocate to another state after admission to the CNS program need to contact the Office of Student Affair and Advising for guidance.

Transfer Credits

Dependent upon your state and college requirements and regulations, up to 25% of graduate coursework (excluding DNP project credits) may be transferred into the MSN or DNP programs from an accredited program.

The transfer of course credits from other institutions may be completed through the following procedure:

- When possible, students should obtain written permission from the faculty advisor and program director before enrolling in a course at another university.
    - A copy of this written permission should be sent to College of Nursing Student Affairs, Bott Building for Nursing Education and Research.
- When the course is completed at another institution, students should request that an official transcript of the grade(s) be sent to
    - College of Nursing, Office of Student Affairs and Advising, Bott Building for Nursing Education and Research, 1355 Bogue Street, Room C120, East Lansing, Michigan 48824-1317.
- Students must submit the course syllabi and an official transcript for review when requesting credit for transfer courses completed without prior approval.

- Materials should be submitted to the College of Nursing, Office of Student Affairs, Bott Building for Nursing Education and Research, 1355 Bogue Street, Room C120, East Lansing, Michigan 48824-1317.

Scholarly Project/DNP Project

Students in each concentration are required to complete a scholarly or DNP project.

- Master's students will complete a Scholarly Project. The project is field-specific and is selected in collaboration with faculty.
- DNP students will complete a DNP project embedded in NUR 995, 996, and 997.

Independent Study

NUR 990: Special Problems (Independent Study in Nursing) permits students to develop personal competencies through individualized experiences and student interest in a particular area. It allows exploration of an area in greater depth and/or from a different perspective than is possible within the limits of required courses. The content explored must not be available through an existing course. The student takes initiative for selection of a topic, issue, or problem, and assumes major responsibility for the associated planning, implementation, and evaluation. The student seeks consultation and guidance from a faculty member selected by the student.

This course is available for any interested graduate student that has not met the minimum required clinical hours (760), but is required for post-graduate DNP students.

NUR 990 is a variable credit course (1–6 credits). Students may enroll for a maximum total of eight credits in excess of those required in the curriculum. The number of credits is based upon the scope of the topic, issue or problem, and the associated outcomes. The following guidelines should be utilized:

- Clinical application of the independent study process
    - 1 credit = 45 clinical hours

Enrollment Requirements

Prior to enrollment in NUR 990, students must:

- select a topic, issue, or problem related to nursing or healthcare systems
- determine the scope of the study, including timeframe
- secure approval by faculty advisor
- complete the Michigan State University CON Application for Independent Study
- obtain the required signatures

- and send the Application for Independent Study to the Office of Student Affairs and Advising of the Office of the Registrar for processing.

The Independent Study Form (See Appendix) is a written contract in which provides and acknowledges agreement, and is completed by the student and faculty advisor prior to the semester in which the Independent Study will be taken.

Evaluation and Grading

To develop a plan for evaluation and grade assignment in NUR 990, the following information should be included:

- a clear and appropriate project purpose and scope
- objectives that reflect measurable outcomes and
    - may be revised as necessary
    - should be consistent with the topic
    - must define the issue or problem selected
    - and are attainable within the predetermined time allotted.
- time required to meet objectives and match the registered number of credits
- clearly stated approaches to achieve the project outcomes
- the conduct of the project reflects self-direction and self-evaluation
- and the project adheres to all university IRB requirements.

Students using NUR 990 for clinical or practicum hours will need to follow the above noted requirements, in addition to the following:

- discuss desired clinical placement with faculty advisor
- follow the CON process for clinical site placement

The parameters for grading are provided by the Office of the Registrar in the Application for Independent Study Form (https://reg.msu.edu/read/pdf/indestudyapp.pdf).

Clinical Standards

Clinical Educational Experience

Each student will be placed with preceptors who possess appropriate credentials (licensure, certifications, and at least 1 year of clinical experience). Preceptor practice settings should facilitate the achievement of student competencies and educational goals. Preceptors must be present during students' hours at the agency for the clinical experience to count toward required hours.

Clinical Placements

Student clinical placements are arranged by the CON clinical placement coordinator in collaboration with the concentration program director. Clinical placement assignments are determined by availability of required clinical opportunities for students and a valid affiliation agreement with the hosting agency. Student clinical placement assignments may not be exchanged between students. All clinical placement communication and other CON notifications are conveyed through MSU email.

There are many external factors that affect the complexity of securing clinical placements (e.g., other nursing programs, medical students, physician assistant students, residents, and implementations of electronic documentation systems). Therefore, the clinical placement process is an established framework to facilitate appropriate clinical sites that will meet the course and program outcomes, and concentration-specific CNS competencies.

Students identifying extenuating circumstances that could affect their clinical assignment are required to submit a description of their specific circumstance to the clinical placement coordinator as soon as possible. Not all requests for assignment considerations can be honored. Visit https://nursing.msu.edu/student-resources/clinical-placement for up-to-date information on clinical placement and contact information.

Students may not be mentored by a relative/partner or in the clinical unit or department in which the student is currently employed. Other departments or units within the same agency are acceptable.

Fees/Agency Compliance Requirements

Students are responsible for any associated agency/system placement costs and specific agency compliance requirements that may necessitate additional time prior to entering clinical (e.g., additional background checks, electronic health record [EHR] training).

Travel Requirements

Clinical experiences are provided in a variety of settings throughout the state. Students are responsible for making all travel arrangements necessary to complete the degree requirements. This includes travel arrangements and transportation to and from clinical agencies. Parking provisions vary from agency to agency. Students are required to follow agency policies regarding parking.

Current Students

Faculty Advisors

The MSU Graduate School (https://grad.msu.edu/fsresources/FacultyAdvisors) dictates the duties of CON faculty advisors in the MSN and DNP degree programs.

Faculty advisors are expected to:

- mentor their advisees
- demonstrate professional role modeling
- serve as the DNP project faculty mentor
- and develop a plan of study in collaboration with the program director.

Student Expectations

Faculty advising provides an opportunity for mentoring and professional guidance in a collegial and safe environment. Socialization and mentoring are best achieved in a mutually responsive relationship.

Students are expected to

- make regular contact with their faculty advisor (at least once per semester)
- respond to all faculty advisor communication within a reasonable timeframe
- communicate any changes in circumstances that may impede ability to complete coursework as required
- give their faculty advisor editing rights to e-portfolio and competency tracking sheets
- and transmit all university communication through office MSU email (@msu.edu).

Students may initiate a change of advisor assignment by contacting the Office of Student Affairs and Advising (https://nursing.msu.edu/student-resources/overview). The CON assigns faculty advisors after consultation with the appropriate parties.

Annual Progress Reports

All students will be assigned an academic faculty advisor upon admission to the MSN or DNP program. All students complete an annual progress report in collaboration with their faculty advisor in fulfillment of MSU Graduate School requirements. The annual progress report is a part of their electronic student academic file and needs to be completed and submitted to the Office of Student Affairs by April 1.

BSN-to-DNP Program

Request to Change Concentration or Degree Policy

This policy applies to students currently enrolled in the CNS, NP, or nurse anesthesiology (NA) concentrations who wish to change to another concentration (See Appendix).

Students wishing to change to the NA concentration need to follow the complete admissions process outlined on the MSU CON website. Click Here for more information.

Students considering a concentration change must be in good standing in their current program and maintaining an 80% GPA or higher in every course.

The following process will be followed:

- The student will arrange a meeting with their faculty advisor and **current program** *director* to discuss their interest in changing their current program concentration.
- The student will compose an essay documenting their rationale for why they would like to make a concentration change.
    - The student will submit their essay to the program director of the **concentration they would like to change to** and
    - the graduate advisor in the Office of Student Affairs
- The student will complete an interview with the program director of the desired concentration.
- The request to change concentrations will be submitted by the program director of the desired concentration for review by the Advanced Practice Program Committee (APPC) for final approval. All decisions made by the APPC are final.

Student Leaves and Dismissals

Leave of Absence

Students who have completed courses in the program may submit a request for a leave of absence for no more than one year. A new plan of study should be developed in collaboration with the faculty advisor and program director. The decision to approve/disapprove leave requests is at the discretion of the associate dean for Academic Affairs (ADAA).

Students who are unenrolled for more than three semesters without an approved and current plan of study are subject to dismissal from the program. Reinstatement in the program is based on compliance with the plan of study and the availability of space in required courses.

Reinstatement Process

Any student seeking reinstatement to the CON must write a letter to the ADAA that includes the following:

- explanation of the student's withdrawal or dismissal
- reason for seeking reinstatement to the student's respective program director
- an explanation of how the circumstances that led to their withdraw have changed (for students who have withdrawn from their program)
- a detailed plan for success in their program moving forward, including recommendations from the assistant dean for academic programs and/or their academic advisor (for students who have been dismissed from their program)
- which semester the student wishes to return

Upon receipt of request for reinstatement, the ADAA (or designee) will respond to the student through MSU email to inform them that their request has been received and is being processed.

The associate dean (or designee) will contact course faculty, the program director/coordinator, and faculty advisor (if applicable) to receive input on the student's potential for success and recommendation regarding reinstatement. Upon reaching a decision in collaboration with program faculty, the ADAA (or designee) will inform the student of their reinstatement decision. All final reinstatement decisions are dependent on course space availability.

Reinstatement After Lapse in Enrollment

Graduate students who have stopped progressing academically for three academic semesters or more **must** request readmission in a letter to the ADAA by February 1 for fall semester, August 1 for spring semester, or December 1 for summer semester that addresses the following:

- reason for seeking readmission
- reason for withdrawal/dismissal
- how their situation has changed in the interim
- which semester the student wishes to return
- response to any recommendations that may have been made at the time of withdrawal/dismissal

Requests for reinstatement should be sent to the Office of Student Affairs and Advising, and the ADAA. The final decision for readmission will be determined by the dean and the ADAA, who will notify the student in writing of the final decision.

Students who have failed to enroll for more than 1 academic year must also

- Complete and submit a University Application for Readmission (https://reg.msu.edu/StuForms/Readmission/ReadmissionProcedure.aspx) at least 2 months prior to the first day of registration.
- Complete and submit necessary compliance documentation, including the completion of a new background check and drug screening.

Communicating With Faculty

When communicating with faculty and peers, it is expected that communication is professional and respectful. Below are two email examples that may be modified if the communication is conducted verbally:

Dear Dr..... ,

I am having issues in NUR###, specifically with_____.

I have tried (study groups, reviewing the readings/worksheets, tutoring, _____), and I am still having issues/questions/concerns with_____. Would it be possible for you to offer some additional guidance?

Thank you for your help,

Your full name

Another option for a respectful email to faculty is as follows:

Dear Dr._____,

I was wondering when the class will receive feedback on_____.

I am asking for (guidance, meeting, clarification,_____).

Thank you,

Your full name

Student Grievance and Hearing Procedures

The Academic Freedom for Students at Michigan State University (AFR) and the Graduate Student Rights and Responsibilities (GSRR) documents establish the rights and responsibilities of MSU students and prescribe procedures for resolving allegations of violations of those rights through formal grievance hearings. In accordance with the AFR and the GSRR, the CON has established the following College Hearing Board procedures for adjudicating academic grievances and complaints.

Student Rights and Responsibilities Article 6
https://spartanexperiences.msu.edu/about/handbook/student-rights-responsibilities/article-six-academic-hearing-board-structures.html

Student Rights and Responsibilities Article 7
https://spartanexperiences.msu.edu/about/handbook/student-rights-responsibilities/article-seven-adjudication-of-academic-cases.html

Graduate Student Rights & Responsibilities Article 5
https://spartanexperiences.msu.edu/about/handbook/graduate-student-rights-responsibilities/article-five-adjudication-cases-involving-graduate-student-rights-and-responsibilities.html

Composition of the CON Hearing Board

- The college shall constitute a College Hearing Board pool no later than the end of the 10th week of the spring semester.
- For hearings involving advanced practice students, the College Hearing Board shall include the chair of the Advanced Practice Program Committee (APPC; or designee), two faculty, and two designated students. Faculty alternates to the College Hearing Board will be selected from APRN faculty members; student alternates will be selected according to the procedures established by the Student Advisory Council. If needed, additional alternates will be appointed by APPC (see AFR 6.II.B, C, and D.).
- The chair of the College Hearing Board shall be a hearing board member with faculty rank. All members of the College Hearing Board shall have a vote, except the chair, who shall vote only in the event of a tie (see AFR 6.II.C.).
- The college will train hearing board members about these procedures and the applicable sections of the AFR (see AFR 7.IV.C.).

End of Program

University Exit Surveys

Exit surveys are provided to all graduating students. The survey data is used to collect information regarding educational experiences and professional plans after graduation. This information is used to improve curricula and guide the development of graduate study initiatives.

The identity of all respondents will be kept confidential and only aggregate (group) information will be made available to faculty and administrators. An email reminder will be sent from the MSU Graduate School dean prior to completion of the program. The survey will take 5–10 min to complete.

Student Involvement

Council of Graduate Students

The Council of Graduate Students (COGS; https://cogs.msu.edu/) represents all registered MSU graduate and graduate-professional students. COGS is composed of one representative from each degree-granting unit and seven officers. The council goals are to:

- promote the academic, social, and economic aims of graduate and graduate-professional students;
- establish effective communication among these students;
- increase communication with other student organizations;
- and encourage advocacy, innovative programming, and collaboration with other student organizations, as well as the academic and administrative units of the university.

Some services COGS provides include access to the Associated Students of Michigan State University (ASMSU) Legal Services (http://studentlegalservices.com/index.html) and inexpensive printing (https://cogs.msu.edu/services/copy-center/).

The council maintains an office at Chittenden Hall, 466 W Circle Dr, Room 120. Students may email COGS at office@cogs.msu.edu or call (517) 353-9189.

Standing Committees With Student Representation

The university and CON standing committees with graduate student representation include:

- COGS (https://cogs.msu.edu/)
- Advanced Practice Program Committee
- Student Advisory Council (https://nursing.msu.edu/student-resources/student-life)
- Faculty Practice Committee

Student involvement is welcomed at MSU CON. If a student is interested in joining a committee as a student representative, the concentration program director welcomes all enquiries.

Professional Organization Involvement

Graduate students are encouraged to join one or more of the student organizations listed below:

- Doctoral Nursing Association (DNA; https://nursing.msu.edu/student-resources/student-life)
- AANP (https://www.aanp.org/about/about-the-american-association-of-nurse-practitioners-aanp)
- American Psychiatric Nurses Association (APNA; https://www.apna.org/i4a/pages/index.cfm?pageid=1)
- Michigan Council of Nurse Practitioners (MICNP), MSU Student Chapter (https://micnp.org/)
- Great Lakes Chapter of the Gerontological Advanced Practice Nursing Association (https://glcgapna.enpnetwork.com/)
- Sigma Theta Tau International (STTI; https://www.sigmanursing.org/)

College of Nursing Request to Change Advisor

Appendix A

Student Name:	**Student PID:**	**Student MSU Email:**

Section 1: To be completed by student

Current Program			**Current Degree**		
		Adult Gerontology Primary Care Nurse Practitioner			MSN
		Clinical Nurse Specialist			DNP
		Family Nurse Practitioner			Certificate
		Psych Mental Health Nurse Practitioner			
		Nurse Anesthesia			

Section 2: To be completed by student

I am requesting to change my

	Faculty Advisor
	DNP Project Advisor

Current Advisor: _____

Proposed Advisor: _____

Please provide reasoning for the requested change (500 words or less)

Section 3: To be completed by specialty director

Approve	Deny

Student Signature:_____Date: _____

Current Advisor Signature:_____Date: _____

Proposed Advisor Signature:_____Date: _____

Specialty Director Signature:_____ Date: _____

Appendix B

NUR 990 – Application of Scientific Knowledge in a Clinical Practicum- Experience in Clinical Setting Application

Student:_____ PID: _____

Please complete this form, obtain indicated signatures and present student's copy to the Director of the Doctoral Program. The practicum is an in-person, hands-on experience with an approved clinician or a researcher in a clinical setting.

Semester ◯ Spring ◯ Summer ◯ Fall ◯ Year:_____

Credits: _____

1. Hours to be devoted to the practicum _____

2. Primary Focus:

◯ Skill Development

◯ Observation in area of research or to expand student's

◯ knowledge of a concept of interest or in the care trajectory

Other_____

3. Practicum Objectives (must be measurable):

a.
b.
c.

4. Activities and Rationale (how this extends student's knowledge, skills and ability to formulate research questions related to each objective):

a.

b.
c.

5. Expected Deliverable(s) (what will be submitted and due date for submission of deliverable for each objective):

a.
b.
c.

6. Will student have access to human subjects or identifying data?

◯ YES ◯ NO

If yes, date of human subject training: _____

Project and Title (If applicable):_____

_____

Student Date

Student Email: _____

Student Phone: _____

Student Work Phone: _____

Approval Signatures:

_____

Faculty responsible for supervision Date

_____

Faculty Advisor Date

_____

Director of the Doctoral Program Date

Appendix C

College of Nursing Request to Change Degree or Program Concentration

Student Name:	Student PID:	Student Email:

Section 1: To be completed by faculty advisor

Is student in good academic standing (including current semester)?

- ☐ Yes
- ☐ No

Section 2: To be completed by student

Current Program:	Current Degree:
□ Clinical Nurse Specialist	□ MSN
□ Adult Gerontology Nurse Practitioner	□ DNP
□ Family Nurse Practitioner	□ Post-Graduate Certificate
□ Psychiatric Mental Health Nurse Practitioner	□ Post-Master's DNP
□ Nurse Anesthesia	

Requested Program:	Requested Degree:
□ Clinical Nurse Specialist	□ MSN
□ Adult Gerontology Nurse Practitioner	□ DNP
□ Family Nurse Practitioner	□ Post-Graduate Certificate
□ Psychiatric Mental Health Nurse Practitioner	□ Post-Master's DNP

Please provide reasoning for the requested program or degree change (500 words or less).

Section 3: To be completed by director of requested program

- ☐ Approve
- ☐ Approve with conditions (please outline below)
- ☐ Deny

Faculty Advisor Signature:_____Date: ___

Student Signature:_____Date: ___

Director of requested program:_____Date: _____

Please Note: Students may not request to change into the Nurse Anesthesia DNP program using this form. Students must be admitted into the Nurse Anesthesia DNP

Appendix D

MSU College of Nursing Responsible and Ethical Conduct of Research (RECR) Plan

	Year 1			Year 2			Year 3+
Content Area	**On-Line Orientation prior to matriculation**	**Orientation 2 hours**	**Courses**	**Prior to start of Year 2**	**Courses**	**Grad School Workshop (Students choose 2)**	**Refresher from year 1**
Introduction to the Responsible Conduct in Research	CITI Module						CITI Module
Authorship	CITI Module	Orientation (1 hour)					CITI Module
Plagiarism	CITI Module	Orientation (1 hour)					CITI Module
Research Misconduct	CITI Module						CITI Module
Collaborative Research							
Conflicts of Interest				CITI Module			
Data Management			NUR 903	CITI Module			
Financial Responsibility							
Mentoring				CITI Module			
Human Research Protection/IRB Certification					NUR 905		
Intellectual Property							

Doctoral and Master's Students required to complete according to University Responsible Conduct of Research
https://grad.msu.edu/researchintegrity

- CITI Training Modules available at: https://bit.ly/RCR-CITI
- Students will be provided instructions to choose Grad School workshops
- Post-Master's DNP students should complete additional workshops if not taking 903/905
- Students will discuss RECR trainings with their faculty advisor during the Annual Progress Report meeting

CNS BSN-to-MSN Program Plan: Part-Time **Appendix E**

	Fall	Spring	Summer
Year 1	NUR 902: Scientific Foundations for the Advanced Practice Nurse (3) NUR 907: Adv. Pathophysiology (3)	NUR 903: Healthcare Informatics (3) NUR 908: Adv. Physical Assessment (3) (2:1 ratio/45 clinical hr)	NUR 909: Adv. Pharmacology (3) NUR 904: Health Policy & Advocacy (3)
	Credits: 6	Credits: 6	Credits: 6
	Fall	Spring	Summer
Year 2	NUR 914: Biostatics for the APRN (3) NUR 905: Pt. Safety, Quality Improvement & Quality Management in healthcare (3)	NUR 906: Leadership in Complex Health Systems (3) NUR 931: Wellness Promotion for Diverse Populations (3)	NUR 932: Clinical Decision Making & Management of Acute Chronic Complex Conditions (6: 3 didactic and 3 clinical credits) Clinical hours: 135
	Credits: 6	Credits: 6	Credits: 6
	Fall	Spring	Summer
Year 3	NUR 933: CNS Advanced Practice Role Development I (6: 3 didactic and 3 clinical credits) Clinical hours: 135	NUR 934: CNS Advanced Practice Role Development II (6: 3 didactic and 3 clinical credits) Clinical hours: 135	NUR 935: CNS Advanced Practice Role Development III (6: 3 didactic and 3 clinical credits) Clinical hours: 135
	Credits: 6	Credits: 6	Credits: 6

CNS BSN-to-MSN Program Plan: Full-Time **Appendix F**

	Fall	Spring	Summer
Year 1	NUR 902: Scientific Foundations for the Advanced Practice Nurse (3) NUR 907: Adv. Pathophysiology (3) NUR 914: Biostatics for the APRN (3)	NUR 903: Healthcare Informatics (3) NUR 908: Adv. Physical Assessment (3) (2:1 ratio/45 clinical hr) NUR 931: Wellness Promotion for Diverse Populations (3)	NUR 909: Adv. Pharmacology (3) NUR 932: Clinical Decision Making & Management of Acute Chronic Complex Conditions (6: 3 didactic and 3 clinical credits) Clinical hours: 135
	Credits: 9	Credits: 9	Credits: 9
	Fall	Spring	Summer
Year 2	NUR 905: Pt. Safety, Quality Improvement & Quality Management in Healthcare (3) NUR 933: CNS Advanced Practice Role Development I (6: 3 didactic and 3 clinical credits) Clinical hours: 135	NUR 906: Leadership in Complex Health Systems (3) NUR 934: CNS Advanced Practice Role Development II (6: 3 didactic and 3 clinical credits) Clinical hours: 135	NUR 904: Health Policy & Advocacy (3) NUR 935: CNS Advanced Practice Role Development III (6: 3 didactic and 3 clinical credits) Clinical hours: 135
	Credits: 9	Credits: 9	Credits: 9

CNS BSN-to-DNP Program Plan: Part-Time **Appendix G**

	Fall	Spring	Summer
Year 1	NUR 902: Scientific Foundations for the Advanced Practice Nurse (3) NUR 907: Adv. Pathophysiology (3)	NUR 903: Healthcare Informatics (3) NUR 908: Adv. Physical Assessment (3) [2 didactic: 1 clinical] 45 clinical hr	NUR 904: Health Policy & Advocacy (3) NUR 909: Adv. Pharmacology (3)
	Credits: 6	Credits: 6	Credits: 6
	Fall	Spring	Summer
Year 2	NUR 905: Pt. Safety, Quality Improvement & Quality Management in Healthcare (3) NUR 914: Biostatics for the APRN (3)	NUR 906: Leadership in Complex Health Systems (3) NUR 931: Wellness Promotion for Diverse Populations (3)	NUR 932: Clinical Decision Making & Management of Acute Chronic Complex Conditions (6) [3 didactic: 3 clinical] 135 clinical hr
	Credits: 6	Credits: 6	Credits: 6
	Fall	Spring	Summer
Year 3	NUR 933: CNS Advanced Practice Role Development I (6) [3 didactic: 3 clinical] 135 clinical hr	NUR 934: CNS Advanced Practice Role Development II (6) [3 didactic: 3 clinical] 135 clinical hr	NUR 935: CNS Advanced Practice Role Development III (6) [3 didactic: 3 clinical] 135 clinical hr NUR 995: Project I (4) [2 didactic: 2 clinical] 60 practicum hr
	Credits: 6	Credits: 6	Credits: 10
	Fall	Spring	Summer
Year 4	NUR 996: Project II (3) [0 didactic: 3 clinical] 90 practicum hr NUR 936: CNS Specialty Role Immersion (3) [0 didactic: 3 clinical] 135 clinical hr	NUR 997: Project III (3) [0 didactic: 3 clinical] 90 practicum hr NUR 937: CNS Specialty Role Immersion [0 didactic: 3 clinical] 135 clinical hr	
	Credits: 6	Credits: 6	

CNS BSN-to-DNP Program Plan: Full-Time **Appendix H**

	Fall	Spring	Summer
Year 1	NUR 902: Scientific Foundations for the Advanced Practice Nurse (3) NUR 907: Adv. Pathophysiology (3) NUR 914: Biostatics for the APRN (3)	NUR 903: Healthcare Informatics (3) NUR 908: Adv. Physical Assessment (3) [2 didactic: 1 clinical] 45 clinical hr NUR 931: Wellness Promotion for Diverse Populations (3)	NUR 904: Health Policy & Advocacy (3) NUR 909: Adv. Pharmacology (3) NUR 932: Clinical Decision Making & Management of Acute Chronic Complex Conditions (6) [3 didactic: 3 clinical] 135 clinical hr
	Credits: 9	Credits: 9	Credits: 12
	Fall	Spring	Summer
Year 2	NUR 906: Leadership in Complex Health Systems (3) NUR 933: CNS Advanced Practice Role Development I (6) [3 didactic: 3 clinical] 135 clinical hr	NUR 905 Pt. Safety, Quality Improvement & Quality Management in Healthcare (3) NUR 934: CNS Advanced Practice Role Development II (6) [3 didactic: 3 clinical] 135 clinical hr	NUR 995 Project I (4) [2 didactic: 2 clinical] 60 practicum hr NUR 935: CNS Advanced Practice Role Development III (6) [3 didactic: 3 clinical] 135 clinical hr
	Credits: 9	Credits: 9	Credits: 10
	Fall	Spring	Summer
Year 3	NUR 996: Project II (3) [0 didactic: 3 clinical] 90 practicum hr NUR 936: CNS Specialty Role Immersion (3) [0 didactic: 3 clinical] 135 clinical hr	NUR 997: Project III (3) [0 didactic: 3 clinical] 90 practicum hr NUR 937: CNS Specialty Role Immersion (3) [0 didactic: 3 clinical] 135 clinical hr	
	Credits: 6	Credits: 6	

	Fall	Spring	Summer
Year 1		NUR 931: Wellness Promotion for Diverse Populations (3)	NUR 932: Clinical Decision Making & Management of Acute Chronic Complex Conditions (6) [3 didactic: 3 clinical] 135 clinical hr
	Credits: 0	Credits: 3	Credits: 6
	Fall	Spring	Summer
Year 2	NUR 933: CNS Advanced Practice Role Development I (6) [3 didactic: 3 clinical] 135 clinical hr	NUR 934: CNS Advanced Practice Role Development II (6) [3 didactic: 3 clinical] 135 clinical hr	NUR 935: CNS Advanced Practice Role Development III (6) [3 didactic: 3 clinical] 135 clinical hr
	Credits: 6	Credits: 6	Credits: 6

Courses and course objectives		*MSN Essentials*	MSN program outcomes	*CNS AG Competencies* (NACNS, 2010)	*CORE CNS Competencies* (NACNS, 2019)	Evaluation
NUR 931: Wellness Promotion for Diverse Population (CNS)						
1	Examine the roles and responsibilities inherent in the three spheres of CNS specialty practice	IX	1,4	A, B, C, D, E, F, G	P, N, O	D, E
2	Discuss factors associated with the individual, family, community, and social systems in relation to health and illness	VIII, IX	1, 5, 6	A, C, D, F, G	P	D, E
3	Apply best evidence to promote optimum developmental health and wellness	VIII, IX	1, 5, 6	C, D, E	P	D, P, PR, E
4	Explore CNS role within interprofessional collaborative practice across the care continuum to promote health	VII, VIII, IX	4, 5, 6, 7	B, C, D	P, N, O	D, P, E
5	Examine collaborative practice models and community-based resources to promote health and reduce disparities	VII, VIII, IX	4, 5, 6, 7	B, D	O	D, P, E
6	Examine CNS legal and regulatory practice guidelines	VI, IX	4, 6	B, D	P	D, P, E
NUR 932: Clinical Decision-Making Management of Acute Chronic Complex Conditions						
1	Conduct a comprehensive, holistic assessment of individuals across the adult healthcare continuum	VIII, IX	4, 5	A	P	D, C, CL, E
2	Determine selection of diagnostic tools relative to	V, IX	4, 5	A, G	P	D, C, CL, E

Courses and course objectives		*MSN Essentials*	MSN program outcomes	*CNS AG Competencies* (NACNS, 2010)	*CORE CNS Competencies* (NACNS, 2019)	Evaluation
	cost, efficacy, and accessibility					
3	Design a comprehensive patient-centered plan of care based on results of diagnostic tests, screening tools, and appropriate care guidelines	VIII, IX	4, 5	A	P	D, C, CL, E
4	Use critical thinking and clinical judgement to determine differential diagnosis of common conditions amenable to CNS interventions	IX	4, 5	A	P	D, C, CL, E
5	Evaluate implementation of evidence-based nursing interventions for patients with complex care needs including pharmacologic and therapeutic interventions	IX	3, 4, 5	A	P	D, C, CL, E
6	Provide expert consultation and coaching for patient, family, caregiver with complex healthcare needs utilizing a broad range of scientific and humanistic theories	I, IX	1,4, 5, 7	A, E	P	D, C, CL, E
NUR 933: Clinical Nurse Specialist Role Development - I						
1	Engage with the health care team through consultation, collaboration, and communication regarding complex patient/family needs guided by ethical principles and evidence-based care	VII, IX	4, 5, 6, 7	A, B, D, G	P, N, O	D, C, CL, E
2	Engage in critical inquiry to guide the delivery of patient	III, VIII, IX	4, 5. 7	A, C, F	P	D, C, CL, E

Courses and course objectives		*MSN Essentials*	MSN program outcomes	*CNS AG Competencies* (NACNS, 2010)	*CORE CNS Competencies* (NACNS, 2019)	Evaluation
	care quality improvement initiatives					
3	Advocate for integration of patient/family preferences in healthcare decision-making	VII, IX	4, 5, 7	A, G	P	D, C, CL, E
4	Use information technology to guide delivery and evaluation of patient care outcomes	II, III, V, IX	3, 6, 7	A, C	P, O	D, C, CL, E
5	Initiate practice improvement interventions based on analysis of Nursing Sensitive Indicators/Outcomes	II, III, VIII, IX	2, 3, 4, 5, 6, 7, 8	A, C	P, N	D, C, CL, E
NUR 934: Clinical Nurse Specialist Advanced Role Development - II						
1	Demonstrate competency in formal and informal coaching, teaching, and mentoring of health professionals to improve health care delivery and patient outcomes	VII, IX	2, 6	D, E	P, N, O	D, C, CL, E
2	Examine the motivational, sociocultural, and developmental differences that affect teaching and learning	I, IV, IX	1, 2	A, E	P, N	D, C, CL, E
3	Advocate for the advancement of nursing and management of care using scientific and evidence-based principles through policy development, implementation, and evaluation	II, VI, IX	1, 2, 3, 4, 5, 6, 7	C	N	D, C, CL, E
4	Use population management models to facilitate smooth transitions of care across the continuum with emphasis on	I, II, III, IV, VII, VIII, IX	1, 2, 3, 5, 6, 7, 8	A, C, F, G	P, O	D, C, CL, E

Courses and course objectives		*MSN Essentials*	MSN program outcomes	*CNS AG Competencies* (NACNS, 2010)	*CORE CNS Competencies* (NACNS, 2019)	Evaluation
	resources accessibility, risk avoidance, quality, and safety					
5	Provide leadership in conflict management and negotiation using ethical principles to address complex care situations and problems in healthcare systems	I, II, VII, IX	1, 6, 7	B, C, E, G	P, N, O	D, C, CL, E
6	Provide expert consultation and leadership of the interdisciplinary team utilizing scientific and humanistic theories to guide care management	I, II, VII, IX	1, 4, 6, 7	B, C, F	P, N, O	D, C, CL, E
NUR 935: Clinical Nurse Specialist Advanced Role Development - III						
1	Demonstrate leadership skills in project management including design, resource management, implementation, and evaluation	II, III, IV, V, VI, VII, VIII, IX	1, 2, 3, 4, 5, 6, 7, 8	C	O	D, C, CL, E
2	Integrate information technology into systems of care to enhance safety, quality, and resource management of health outcomes	III, V, IX	6, 8	C	O	D, C, CL, E
3	Demonstrate fiscal responsibility in planning, implementation and evaluation of nursing practice	II, III, IX	2, 3, 8	C	N, O	D, C, CL, E
4	Coordinate care for populations and communities based on risk benefit analysis and available resources to optimize health outcomes	II, VII, VIII, IX	5, 6, 7	A, B, C, D	P, O	D, C, CL, E

Courses and course objectives		*MSN Essentials*	MSN program outcomes	*CNS AG Competencies* (NACNS, 2010)	*CORE CNS Competencies* (NACNS, 2019)	Evaluation
5	Management of fiscal and human resources to impact clinical care, quality outcomes, and evidence-based policies within complex health systems	II, III, VII, VIII, IX	3, 4, 6, 7, 8	C	O	D, C, CL, E
6	Lead evidence-based care including initiatives, conducting scholarships, cultivating a climate of inquiry, and disseminating findings	II, IV, IX	1, 2, 3, 4, 5, 6, 7, 8	C, F	O	D, C, CL, E
Master's Synthesis Project						

MSN Essentials (2011):

I. Background for Practice from Sciences and Humanities
II. Organizational and Systems Leadership
III. Quality Improvement and Safety
IV. Translating and Integrating Scholarship into Practice
V. Informatics and Healthcare Technologies
VI. Health Policy and Advocacy
VII. Interprofessional Collaboration for Improving Patient and Population Health Outcomes
VIII. Clinical Prevention and Population Health for Improving Health
IX. Master's-Level Nursing Practice

MSN Program Outcomes:

1. Synthesize theories from nursing and related disciplines that are applicable to a specialty area of advanced practice
2. Contribute to the profession of nursing through the evaluation and application of relevant research evidence to inform and shape clinical practice.
3. Utilize evidence-based data to examine health issues, evaluate program outcomes and processes relevant to nursing practice.
4. Demonstrate role competencies and clinical expertise to deliver evidence-based care within a specialty area of advanced practice nursing.
5. Deliver advanced nursing care within an area of specialization derived from scientific principles and the best available evidence to promote optimum health outcomes across diverse populations.
6. Demonstrate leadership within healthcare systems through the use of interdisciplinary collaboration, information technology, research dissemination, and political advocacy to improve population health and system outcomes.

7. Assume leadership roles to advocate for care based on ethical principles that value diversity in populations and advocates for health care access across care delivery systems.
8. Analyze organization and system outcomes in relation to resource utilization and management to achievement quality outcomes.

CNS AG Core Competencies (NACNS 2010):

A. Direct Care
B. Consultation
C. System Leadership
D. Collaboration
E. Coaching
F. Research
G. Ethical

CNS CORE Competencies **(NACNS 2019)**

P. Patient/Direct care
N. Nurses and nursing practice
O. Organizations/Systems

Evaluation

E = Exam
Q = Quiz
C = Case study
P = Paper
D = Discussion forum
O = Objective Structured Clinical Examination (OSCE)
S = Simulation
PR = Presentation
CL = Clinical
SP = Scholarly project
W = Worksheet

DNP-CNS Crosswalk **Appendix K**

Courses and course objectives		*DNP Essentials* (AACN, 2006)	DNP program outcomes	*CNS AG Competencies* (NACNS, 2010)	*CORE CNS Competencies* (NACNS, 2019)	Evaluation
NUR 931: Wellness Promotion for Diverse Population (CNS)						
1	Examine the roles and responsibilities inherent in the three spheres of CNS specialty practice	VIII	4, 6	A, B, C, D, E, F, G	P, N, O	D, E
2	Discuss factors associated with the individual, family, community, and social systems in relation to health and illness	I, VII, VI, VII, VIII	5	A, C, D, F, G	P	D, E
3	Apply best evidence to promote optimum developmental health and wellness	I, III, VI, VII, VIII	1, 3	C, D, E	P	D, P, PR, E
4	Explore CNS role within interprofessional collaborative practice across the care continuum to promote health	VI, VIII	4	B, C, D	P, N, O	D, P, E
5	Examine collaborative practice models and community-based resources to promote health and reduce disparities	VI, VII	2, 4	B, D	O	D, P, E
6	Examine CNS legal and regulatory practice guidelines	V, VIII	5, 6	B, D	P	D, P, E
NUR 932: Clinical Decision-Making Management of Acute Chronic Complex Conditions						
1	Conduct a comprehensive, holistic assessment of individuals across the adult healthcare continuum	VIII	6	A	P	D, C, CL, E
2	Determine selection of diagnostic tools relative to cost, efficacy, and accessibility	VIII	6	A, G	P	D, C, CL, E

Courses and course objectives		*DNP Essentials* (AACN, 2006)	DNP program outcomes	*CNS AG Competencies* (NACNS, 2010)	*CORE CNS Competencies* (NACNS, 2019)	Evaluation
3	Design a comprehensive patient-centered plan of care based on results of diagnostic tests, screening tools, and appropriate care guidelines	VIII	6	A	P	D, C, CL, E
4	Use critical thinking and clinical judgement to determine differential diagnosis of common conditions amenable to CNS interventions	VIII	6	A	P	D, C, CL, E
5	Evaluate implementation of evidence-based nursing interventions for patients with complex care needs including pharmacologic and therapeutic interventions	VIII	6	A	P	D, C, CL, E
6	Provide expert consultation and coaching for patient, family, and caregiver with complex healthcare needs utilizing a broad range of scientific and humanistic theories	VIII	6	A, E	P	D, C, CL, E
NUR 933: Clinical Nurse Specialist Role Development - I						
1	Engage with the health care team through consultation, collaboration, and communication regarding complex patient/family needs guided by ethical principles and evidence-based care	VI, VIII	2, 6	A, B, D, G	P, N, O	D, C, CL, E
2	Engage in critical inquiry to guide the delivery of patient care quality improvement initiatives	II, III, VIII	1, 6	A, C, F	P	D, C, CL, E

Courses and course objectives		*DNP Essentials* (AACN, 2006)	DNP program outcomes	*CNS AG Competencies* (NACNS, 2010)	*CORE CNS Competencies* (NACNS, 2019)	Evaluation
3	Advocate for integration of patient/family preferences in healthcare decision-making	VIII	2, 6	A, G	P	D, C, CL, E
4	Use information technology to guide delivery and evaluation of patient care outcomes	IV, VIII	3, 6	A, C	P, O	D, C, CL, E
5	Initiate practice improvement interventions based on analysis of Nursing Sensitive Indicators/Outcomes	II, III, VIII	1, 3, 6	A, C	P, N	D, C, CL, E
NUR 934: Clinical Nurse Specialist Advanced Role Development - II						
1	Demonstrate competency in formal and informal coaching, teaching, and mentoring of health professionals to improve healthcare delivery and patient outcomes	VI, VIII	4, 6	D, E	P, N, O	D, C, CL, E
2	Examine the motivational, sociocultural, and developmental differences that affect teaching and learning	I, VIII	1, 6	A, E	P, N	D, C, CL, E
3	Advocate for the advancement of nursing and management of care using scientific and evidence-based principles through policy development, implementation, and evaluation	VIII	3, 5, 6	C	N	D, C, CL, E
4	Use population management models to facilitate smooth transitions of care across the continuum with emphasis on resources accessibility, risk avoidance, quality and safety	VI, VII	4, 6	A, C, F, G	P, O	D, C, CL, E
5	Provide leadership in conflict management and negotiation	VI, VII, VIII	2, 4, 6	B, C, E, G	P, N, O	D, C, CL, E

Courses and course objectives		*DNP Essentials* (AACN, 2006)	DNP program outcomes	*CNS AG Competencies* (NACNS, 2010)	*CORE CNS Competencies* (NACNS, 2019)	Evaluation
	using ethical principles to address complex care situations and problems in healthcare systems					
6	Provide expert consultation and leadership of the interdisciplinary team utilizing scientific and humanistic theories to guide care management	I, II, III, VI, VIII	1, 2, 6	B, C, F	P, N, O	D, C, CL, E
NUR 935: Clinical Nurse Specialist Advanced Role Development - III						
1	Demonstrate leadership skills in project management including design, resource management, implementation, and evaluation	II, III	4	C	O	D, C, CL, E
2	Integrate information technology into systems of care to enhance safety, quality, and resource management of health outcomes	II, IV	3, 4	C	O	D, C, CL, E
3	Demonstrate fiscal responsibility in planning, implementation, and evaluation nursing practice	II, VIII	4, 6	C	N, O	D, C, CL, E
4	Coordinate care for populations and communities based on risk benefit analysis and available resources to optimize health outcomes	II, VI, VII, VIII	3, 6	A, B, C, D	P, O	D, C, CL, E
5	Management of fiscal and human resources to impact clinical care, quality outcomes, and evidence-based policies within complex health systems	II, III, V, VI, VIII	4, 6	C	O	D, C, CL, E

Courses and course objectives		*DNP Essentials* (AACN, 2006)	DNP program outcomes	*CNS AG Competencies* (NACNS, 2010)	*CORE CNS Competencies* (NACNS, 2019)	Evaluation
6	Lead evidence-based care including initiatives, conducting scholarships, cultivating a climate of inquiry, and disseminating findings	I, II, III, VIII	1, 2, 3	C, F	O	D, C, CL, E
NUR 936: Clinical Nurse Specialist Role Immersion I						
1	Demonstrate proficiency in the clinical nurse specialist role competencies across the three spheres of influence	VIII	6	A, B, C, D, E, F, G	P, N, O	CL
2	Demonstrate leadership role characteristics in collaboration with members of the healthcare team to impact organizational effectiveness for improving patient healthcare outcomes	II, VIII	4	C	O	CL
3	Assume responsibility for professional growth, continuous learning and health practice leadership	VIII	6	C	O	CL
4	Demonstrate process leadership skills by engaging in change and policy setting that influences the quality of healthcare within a system	II, V, VIII	4, 5, 6	C	O	CL
NUR 937 Clinical Nurse Specialist Role Immersion II						
1	Demonstrate competency in the CNS Advanced Practice Registered Nurse (APRN) role characteristics for a specialized population	VIII	6	A, B, C, D, E, F, G	P, N, O	CL
2	Serve as a leader, consultant, mentor, and change agent for a specialized patient population	II, VI, VII, VIII	2, 4, 6	B, C, D, E, F	P, N, O	CL

Courses and course objectives		*DNP Essentials* (AACN, 2006)	DNP program outcomes	*CNS AG Competencies* (NACNS, 2010)	*CORE CNS Competencies* (NACNS, 2019)	Evaluation
3	Lead interprofessional healthcare teams in practice improvement initiatives	II, III, VI, VIII	1, 4, 6	C	O	CL
4	Develop cost-effective programs of care to improve population healthcare outcomes	II, III, VII, VIII	1, 2, 3, 4, 5, 6	C	P, O	CL

DNP Essentials (2006)**:**

X. Scientific underpinnings for practice
XI. Organizational & systems leadership for quality improvement & systems thinking
XII. Clinical scholarship & analytical methods for evidence-based practice
XIII. Information systems/technology & patient care technology for the improvement & transformation of health care
XIV. Health care policy for advocacy in health care
XV. Interprofessional collaboration for improving patient & population health outcomes
XVI. Clinical Prevention and Population Health for Improving the Nation's Health
XVII. Advanced nursing practice

DNP Program Outcomes:

1. Utilize science-based theories and current evidence to inform practice and improve the healthcare delivery.
2. Apply ethically sound decision-making processes.
3. Apply clinical scholarship, analytic methods, and information technology to implement evidenced based advanced practice nursing.
4. Demonstrate leadership to promote high quality, cost-effective, interprofessional, and equitable care for individuals, aggregates, and populations.
5. Influence health policies that improve outcomes of care for culturally diverse and underserved communities and populations.
6. Provide safe and competent care as an advanced practice nurse.

CNS AG Core Competencies (NACNS 2010)**:**

H. Direct Care
I. Consultation
J. System Leadership
K. Collaboration
L. Coaching
M. Research
N. Ethical

CNS CORE Competencies **(NACNS 2019)**

P. Patient/Direct care
N. Nurses and nursing practice
O. Organizations/Systems

Evaluation

E = Exam
Q = Quiz
C = Case Study
P = Paper
D = Discussion Forum
O = OSCE
S = Simulation
PR = Presentation
CL = Clinical
SP = Scholarly Project
W = Worksheet

College of Nursing Request to Change Faculty Advisor **Appendix L**

Student Name:	**Student PID:**	**Student MSU Email:**

Section 1: To be completed by student	
Current Program	**Current Degree**
☐ Adult Gerontology Primary Care Nurse Practitioner	☐ MSN
☐ Clinical Nurse Specialist	☐ DNP
☐ Family Nurse Practitioner	☐ Certificate
☐ Psychiatric Mental Health Nurse Practitioner	
☐ Nurse Anesthesia	

Section 2: To be completed by student
Current Advisor: _____ Proposed Advisor: _____
Please provide reasoning for the requested change (500 words or less)

Section 3: To be completed by specialty director	
☐ Approve	☐ Deny

Student Signature:_____ Date: _____

Current Faculty Advisor Signature:_____Date: _____

Proposed Faculty Advisor Signature:_____Date: _____

Specialty Director Signature:_____ Date: _____

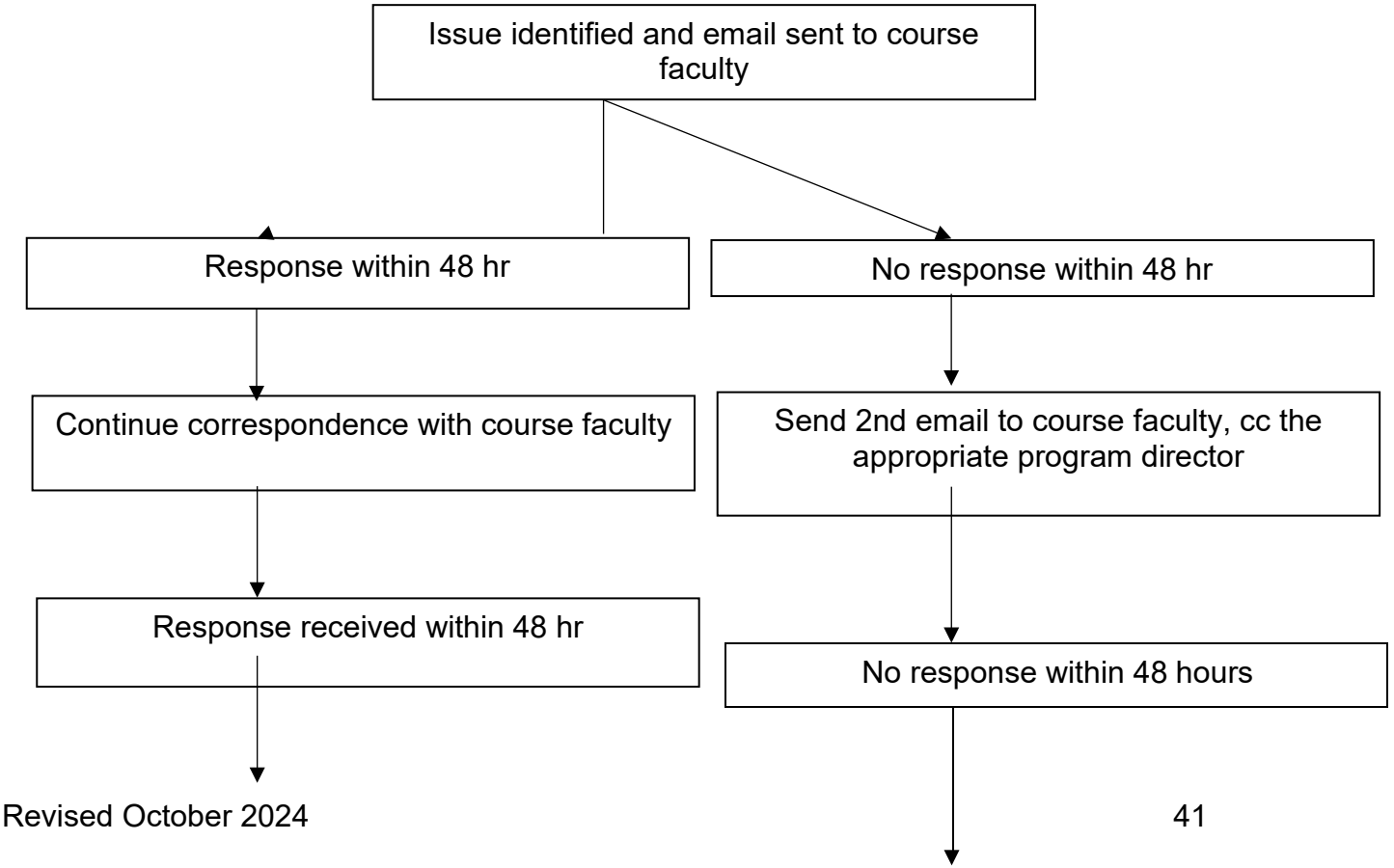
Student Disputes and Grievances

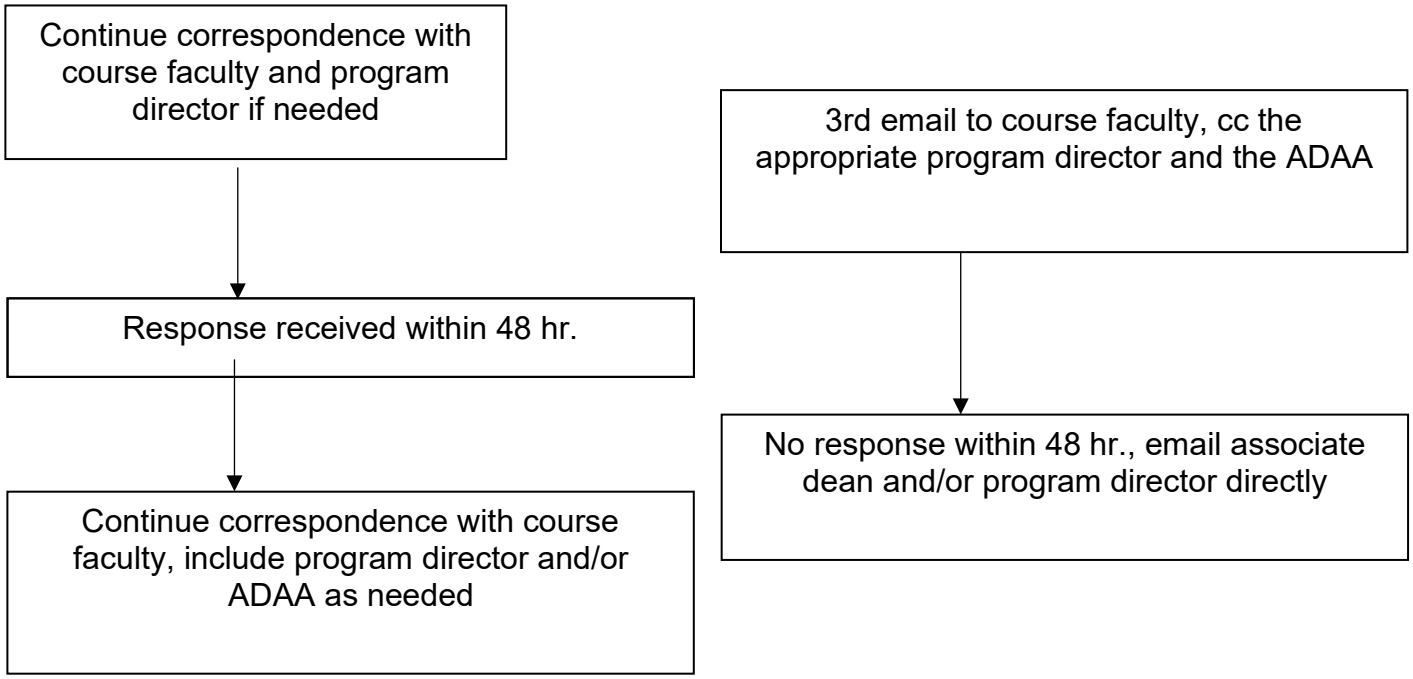
Appendix M

Course Question/Issue Chain of Command

When a student encounters an issue or problem in the course, it is expected that the student will first reach out to the assigned faculty (clinical faculty, assigned group faculty) or to the course faculty (see algorithm). Please follow the faculty's preferred method of contact according to the course syllabus.

The following algorithm identifies the chain of command for course questions or issues:





Note. Please allow 48 hr during regular weekdays for a response.