**CNS Handbook**

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# Overview

The College of Nursing (CON) at Michigan State University 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 lead nursing practice partnerships that translate nursing science into practice to improve health outcomes.

The master’s core coursework and population-specific courses all build on the previous learning of the baccalaureate degree in nursing. 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 (AACN) MSN Essentials, and the Statement on the Clinical Nurse Specialists Practice and Education 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 DNP Essentials, and the Statement on the Clinical Nurse Specialists Practice and Education from the 2019 NACNS inform the doctoral program of study. See DNP CNS Crosswalk.

The clinical nurse specialist program is designed to prepare registered nurses 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 master’s and the doctoral program 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 a three (3) year full-time or a four (4) year part-time program of study. Master’s and doctoral 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 master’s and DNP programs are fully accredited by the Commission on Collegiate Nursing Education.

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

Following the initial screening, applicants identified as well-matched with the College of Nursing 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 the 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 a master’s 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 Clinical Nurse Specialist Certificate

* Completion of all required courses with an earned grade of 3.0 or higher

## Post-Master’s Adult-Gerontology Clinical Nurse Specialist DNP

* The clinical nurse specialist program director will conduct a gap analysis to determine the required courses for each student.
* Completion of all required courses with an earned grade of 3.0 or higher

# Academic Standards

Progression is dependent upon the following guidelines.

1. A 3.0 cumulative GPA and a minimum of a 3.0 or passing grade in each required (both NUR and non-NUR numbered) courses 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 College of Nursing grading scale will be utilized.

|  |  |
| --- | --- |
|  **%** | **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 Conduct of Research, Scholarship and Creative Activities (RCRSA)

All graduate students at Michigan State University are required to complete training according to the university’s Responsible Conduct of Research, Scholarship and Creative Activities (RCRSA) program <https://grad.msu.edu/researchintegrity>

* CITI Training Modules available at: <https://ora.msu.edu/train/>
* Human Research Protection and IRB Certification available at: <https://hrpp.msu.edu/training/index.html>

Refer to the RCRSA appendix

## Completion of Graduate Studies Expectations

Graduate program studies must be completed within six 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 six-year time limit, he/she may submit a request for a time extension. Submitted extension requests should not be viewed as guaranteed re-enrollment. A one-time, one-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. Detailed information is available from the Office of the Registrar at <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 Affairs.

## Transfer Credits

Up to 25% of graduate coursework (excluding DNP project credits) may be transferred into the MSN or DNP program from an accredited program.

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

* When possible, obtain written permission from the faculty advisor and program director before enrolling in a course at another University.
	+ Send a copy of this written permission to: College of Nursing Student Affairs, Bott Building for Nursing Education and Research.
* When the course is completed at another institution, request that official transcript of the grade(s) be sent to:
	+ College of Nursing, Office of Student Affairs, 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)

NUR 990 permits students to develop personal competencies through individualized experiences and student interest in an 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 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](https://reg.msu.edu/read/pdf/indestudyapp.pdf)
* Obtain the required signatures
* Send the Application for Independent Study to the Office of Student Affairs for processing

The Independent Study Form is a written contract and is completed by the student and faculty advisor prior to the semester 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 purpose and scope of the project
* Objectives should reflect measurable outcomes and
	+ May be revised as necessary
	+ Should be consistent with the topic
	+ Must define the issue or problem selected
	+ Are attainable within the predetermined time allotted
* Time required to meet objectives matches the registered number of credits
* The approaches used to achieve the project outcomes are clearly stated
* The conduct of the project reflects self-direction and self-evaluation
* All University IRB requirements must be adhered to

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 CON process for clinical site placement

The parameters for grading are provided in the Application for Independent Study.

# Clinical Standards

## Clinical Educational Experience

Each student will be placed with preceptors who possess appropriate credentials (licensure, certifications, and at least one year of clinical experience). Preceptor practice settings should facilitate achievement of student competencies and educational goals. Preceptors must be present during the 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.

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 to make 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 Advisor

The Michigan State University Graduate School dictates the duties of CON faculty advisors in the MSN and DNP degree programs.

Faculty advisors are expected to:

* Be a mentor for their advisees
* Demonstrate professional role modeling
* Serve as the DNP project faculty mentor
* 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
* 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. The CON assigns the faculty advisor 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 the electronic student academic file and needs to be completed and submitted to the Office of Student Affairs by April 1st.

## BSN to DNP Program: Concentration Change Policy

This policy applies to students currently enrolled in the CNS, NP, or NA concentrations who wish to change to another concentration. Students wishing to change to the NA concentration need to follow the complete admissions process outlined on the MSU College of Nursing website.

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

The following process will be followed:

1. The student will arrange a meeting with their faculty advisor and *current program director* to discuss their interest in changing their current program concentration.
2. The student will compose an essay documenting their rationale for why they would like to make a concentration change.
	1. The student will submit their essay to the program director of the *concentration they would like to change to and*
	2. the graduate advisor in the Office of Student Affairs
3. The student will complete an interview with the program director of the desired concentration.
4. 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 College of Nursing 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
* For students who have withdrawn from their program: an explanation of how the circumstances that led to their withdraw have changed
* For students who have been dismissed 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.
* Which semester the student wishes to return

Upon receipt of request for reinstatement, the Associate Dean for Academic Affairs (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 Associate Dean for Academic Affairs by February 1 for Fall semester, August 1 for Spring semester, or December 1 for Summer semester addressing the following:

* Reason for seeking readmission
* Reason for withdrawal/dismissal
* How his/her 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 the Associate Dean for Academic Affairs. The final decision for readmission will be determined by the Dean and Associate Dean for Academic Affairs who will notify the student in writing of the final decision.

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

* Complete and submit a University Application for Readmission (available online at [www.reg.msu.edu](http://www.reg.msu.edu/), click on Readmissions) at least two months prior to the first day of registration.
* Complete and submit necessary compliance documentation, including completion of new background check and drug screen.

# Student Disputes and Grievances

## Course Question/Issue Chain of Command

When a student encounters an issue or problem in the course, it is expected that the student first reaches 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.

See the following algorithm to identify the chain of command for course questions or issues:

Issue identified and email sent to course faculty

No response within 48 hours

Response within 48 hours

Send 2nd email to course faculty, cc the appropriate program director

Continue correspondence with course faculty

Response received within 48 hours

No response within 48 hours

Continue correspondence with course faculty and program director if needed

3rd email to course faculty, cc the appropriate program director, and the Associate Dean for Academic Affairs

Response received within 48 hours

No response within 48 hours email Associate Dean and/or program director directly

Continue correspondence with course faculty, include program director and/or Associate Dean for Academic Affairs as needed

Note: Please allow 48-hours during regular weekdays for a response.

When communicating with faculty and peers it is expected that communication is professional and respectful. Below is an email example that may be modified if the communication is conducted verbally

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\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Or

I am wondering when we will receive feedback on\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

I am asking for (guidance, meeting, clarification, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_).

Thank you,

Your 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 College of Nursing has established the following College Hearing Board procedures for adjudicating academic grievances and complaints.

**AFR Article 6 - Academic Hearing Board Structures:**

<http://splife.studentlife.msu.edu/student-rights-and-responsibilities-at-michigan-state-university/article-6-academic-hearing-board-structures>

**AFR Article 7 - Adjudication of Academic Cases:**

<http://splife.studentlife.msu.edu/student-rights-and-responsibilities-at-michigan-state-university/article-7-adjudication-of-academic-cases>

**GSRR Article 5 - Adjudication of Cases Involving Graduate Student Rights and Responsibilities:**

<http://splife.studentlife.msu.edu/graduate-student-rights-and-responsibilities/article-5-adjudication-of-cases-involving-graduate-student-rights-and-responsibilities>

## Composition of the College of Nursing Hearing Board:

1. The college shall constitute a College Hearing Board pool no later than the end of the tenth week of the spring semester.
2. For hearings involving advanced practice students, the College Hearing Board shall include the chair of the Advanced Practice Program Committee (APPC), or a 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.)
3. 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.)
4. 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 minutes to complete.

## Student Involvement

## Council of Graduate Students (COGS)

The Council of Graduate Students (COGS) represents all registered Michigan State University graduate and graduate-professional students. COGS is composed of one representative from each degree-granting unit and seven officers. COGS exists 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 with the academic and administrative units of the university

COGS maintains an office at 316 Student Services Building in which it provides a copy service and a thesis and dissertation printing service. The e-mail address is cogs@msu.edu.

COGS has also arranged for graduate students to use the ASMSU Legal Services.

## Standing Committees with Student Representation

The standing committees in the university and College of Nursing with graduate student representation are:

* Council of Graduate Students
* Advanced Practice Program Committee
* Student Advisory Council

Student involvement is welcomed. Please reach out to the concentration program director should you be interested in joining as a student representative.

## Student Organization Involvement

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

* Doctoral Nursing Association (DNA)
* Michigan Association of Clinical Nurse Specialists (MI-CNS) <https://micns.nursingnetwork.com/>
* Sigma Theta Tau International <https://www.sigmanursing.org/>

Appendices

MSU College of Nursing Graduate Programs Responsible Conduct of Research (RCR) Requirements

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Year 1** | **Year 2** | **Year 3** | **Year 4 and Beyond** |
| **Content Area** | **Online Orientation prior to matriculation** | **Orientation****3 hours** | **Prior to start of Year 2** | **Intensive** | **NUR 995** | **NUR 996** | **NUR 997** | **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 | Intensive1 hour |  |  |  |  |  |
| Data Management |  |  | CITI Module |  |  |  |  |  |  |
| Financial Responsibility |  |  |  |  |  |  |  |  |  |
| Mentoring |  | Orientation (1 hour) |  |  |  |  |  |  |  |
| Human Research Protection/IRB Certification |  |  | CITI Module |  | 1 hour |  |  |  |  |
| Intellectual Property |  |  |  | Intensive 1 hour |  |  |  |  |  |

Requirements for doctoral students according to University Responsible Conduct of Research <https://grad.msu.edu/researchintegrity>

* CITI Training Modules available at: <https://ora.msu.edu/train/>
* Human Research Protection and IRB Certification available at: <https://hrpp.msu.edu/training/index.html>

## CNS BSN to MSN Program Plan: Part-Time

|  |  |  |  |
| --- | --- | --- | --- |
|  | Fall | Spring | Summer |
| **Year 1** | NUR 902 Scientific Foundations for the Advanced Practice Nurse (3) NUR 907 Adv. Pathophysiology (3) | EPI 840 Epidemiology (3)NUR 908 Adv. Physical Assessment (3) (2:1 ratio/45 clinical hours) | NUR 909 Adv. Pharmacology (3) NUR 904 Health Policy & Advocacy (3)  |
|  | Credits: 6 | Credits: 6 | Credits: 6 |
|  | Fall | Spring | Summer |
| **Year 2** | NUR 903 Healthcare Informatics (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

|  |  |  |  |
| --- | --- | --- | --- |
|  | Fall | Spring | Summer |
| **Year 1** | NUR 902 Scientific Foundations for the Advanced Practice Nurse (3) NUR 903 Healthcare Informatics (3)NUR 907 Adv. Pathophysiology (3) | EPI 840 Epidemiology (3)NUR 908 Adv. Physical Assessment (3) (2:1 ratio/45 clinical hours)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

|  |  |  |  |
| --- | --- | --- | --- |
|  | Fall | Spring | Summer |
| **Year 1** | NUR 902: Scientific Foundations for the Advanced Practice Nurse (3)NUR 907 Adv. Pathophysiology (3) | EPI 840: Epidemiology (3)NUR 908 Adv. Physical Assessment (3) [2 didactic: 1 clinical] 45 clinical hours | 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)903 Healthcare Informatics (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 hours |
|  | 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 hours | NUR 934 -CNS Advanced Practice Role Development II (6) [3 didactic: 3 clinical] 135 clinical hours | NUR 935 -CNS Advanced Practice Role Development III (6) [3 didactic: 3 clinical] 135 clinical hours NUR 995 Project I (4) [2 didactic: 2 clinical] 60 practicum hours  |
|  | Credits: 6 | Credits: 6 | Credits: 10 |
|  | Fall | Spring | Summer |
| **Year 4** | NUR 996 Project II (3) [0 didactic: 3 clinical] 90 practicum hours NUR 936 CNS Specialty Role Immersion (3) [0 didactic: 3 clinical] 135 clinical hours | NUR 997 Project III (3) [0 didactic: 3 clinical] 90 practicum hours NUR 937 – CNS Specialty Role Immersion [0 didactic: 3 clinical] 135 clinical hours  |  |
|  | Credits: 6 | Credits: 6 |  |

## CNS BSN to DNP Program Plan: Full-Time

|  |  |  |  |
| --- | --- | --- | --- |
|  | Fall | Spring | Summer |
| **Year 1** | NUR 902 Scientific Foundations for the Advanced Practice Nurse (3) NUR 903 Healthcare Informatics (3)NUR 907 Adv. Pathophysiology (3) | EPI 840 Epidemiology (3)NUR 908 Adv. Physical Assessment (3)[2 didactic: 1 clinical] 45 clinical hoursNUR 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 hours |
|  | 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 hours | 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 hours | NUR 995 Project I (4) [2 didactic: 2 clinical] 60 practicum hours NUR 935 -CNS Advanced Practice Role Development III (6) [3 didactic: 3 clinical] 135 clinical hours |
|  | Credits: 9 | Credits: 9 | Credits: 10 |
|  | Fall | Spring | Summer |
| **Year 3** | NUR 996 Project II (3) [0 didactic: 3 clinical] 90 practicum hours NUR 936 – CNS Specialty Role Immersion (3) [0 didactic: 3 clinical] 135 clinical hours | NUR 997 Project III (3) [0 didactic: 3 clinical] 90 practicum hours NUR 937 – CNS Specialty Role Immersion (3) [0 didactic: 3 clinical] 135 clinical hours |  |
|  | 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 hours |
|  | Credits: 0 | Credits: 3 | Credits: 3 |
|  | Fall | Spring | Summer |
| **Year 2** | NUR 933 - CNS Advanced Practice Role Development I (6) [3 didactic: 3 clinical] 135 clinical hours | NUR 934 -CNS Advanced Practice Role Development II (6) [3 didactic: 3 clinical] 135 clinical hours | NUR 935 -CNS Advanced Practice Role Development III (6) [3 didactic: 3 clinical] 135 clinical hours |
|  | Credits: 6 | Credits: 6 | Credits: 6 |

## CNS Post-Graduate Certificate

## MSN CNS Crosswalk

| **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 cost, efficacy, and accessibility | V, IX | 4, 5 | A, G | P | D, C, CL, E |
| 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 healthcare 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 care quality improvement initiatives | III, VIII, IX | 4, 5. 7 | A,C, F | P | D, C, CL, E |
| 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 healthcare 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 resources accessibility, risk avoidance, quality, and safety  | I, II, III, IV, VII, VIII, IX | 1, 2, 3, 5, 6, 7, 8 | A, C, F, G | P, O | D, C, CL, E |
| 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 |
| 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):

1. Background for Practice from Sciences and Humanities
2. Organizational and Systems Leadership
3. Quality Improvement and Safety
4. Translating and Integrating Scholarship into Practice
5. Informatics and Healthcare Technologies
6. Health Policy and Advocacy
7. Interprofessional Collaboration for Improving Patient and Population Health Outcomes
8. Clinical Prevention and Population Health for Improving Health
9. 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):

1. Direct Care
2. Consultation
3. System Leadership
4. Collaboration
5. Coaching
6. Research
7. 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

| **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 |
| 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 healthcare 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 |
| 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 using ethical principles to address complex care situations and problems in healthcare systems | VI, VII, VIII | 2, 4, 6 | 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, 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 |
| 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 |
| 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)**:**

1. Scientific underpinnings for practice
2. Organizational & systems leadership for quality improvement & systems thinking
3. Clinical scholarship & analytical methods for evidence-based practice
4. Information systems/technology & patient care technology for the improvement & transformation of health care
5. Health care policy for advocacy in health care
6. Interprofessional collaboration for improving patient & population health outcomes
7. Clinical Prevention and Population Health for Improving the Nation’s Health
8. 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)**:**

1. Direct Care
2. Consultation
3. System Leadership
4. Collaboration
5. Coaching
6. Research
7. 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