MASTER OF SCIENCE IN NURSING

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

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

The MSN in Nursing Leadership prepares the next wave of adaptive nurse leaders to drive improvements in quality care in the present and the future. The program delves deep into the organizational dynamics that influence today's healthcare system, teaching students the skills they need to make efficient decisions in any environment. Graduates of this program are prepared to assume positions of management, informatics and leadership in a variety of healthcare settings. Students explore the foundations of health care management, organizational leadership and performance management, while gaining hands-on experience through independent clinical practice hours in a practicum course.

The MSN in Nursing Education builds on evidence-based practices and nursing expertise to develop well-rounded educators. In addition to advanced nursing practice courses, students take courses focused on educational theory and principles, curriculum and program design, evaluation methods and teaching methods in academia and practice.

Technical Standards for School of Nursing Students

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

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

General Abilities

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

Specific Key Areas

1. **Observational Ability**
   The student must have sufficient capacity to make accurate visual observations and interpret them in the context of laboratory studies, medication administration, and patient care activities. In addition, the student must be able to document these observations and maintain accurate records.
2. **Communication Ability**
   The student must communicate effectively to elicit information and to translate that information to others. Each student must have the ability to read, write, comprehend and communicate effectively within the English language to facilitate communication with patients, their family members and other professionals in healthcare settings. In addition, the student must be able to present information in a professional, logical manner and provide patient counseling and instruction to effectively care for patients and their families. The student must possess verbal and written communication skills that permit effective communication with instructors and students in the classroom, laboratory and clinical settings.
3. **Motor Ability**
   The student must be able to perform gross and fine motor movements with sufficient coordination needed to perform complete physical examinations utilizing the techniques of inspection, palpation, percussion, auscultation and other diagnostic maneuvers. A student must develop the psychomotor skills reasonably needed to perform or assist with procedures, treatments, administration of medication, and management and operation of diagnostic and therapeutic medical equipment, and such maneuvers to assist with patient care activities such as lifting, wheelchair guidance and mobility. The student must have sufficient levels of neuromuscular control and eye-to-hand coordination as well as possess the physical and mental stamina to meet the demands associated with extended periods of sitting, standing, moving and physical exertion required for satisfactory and safe performance in the clinical, laboratory and classroom settings including performing CPR, if necessary. The student must possess the ability of manual dexterity that would be required for certain activities, such as drawing up solutions in a syringe.
4. **Intellectual, Conceptual, Integrative and Quantitative Abilities**
   The student must be able to develop and refine problem-solving skills that are crucial to practice as a nurse. Problem solving involves the abilities to measure, calculate, reason, analyze and synthesize objective and subjective data, and to make decisions, often in a time-urgent environment, that reflect consistent and thoughtful deliberation and sound clinical judgment. Each student must

demonstrate mastery of these skills and possess the ability to incorporate new information from peers, teachers and the nursing and medical literature to formulate sound judgment in patient assessment, intervention, evaluation, teaching, and setting short- and long-term goals.

5. **Behavioral, Social and Professional Attributes**
   Compassion, integrity, motivation, effective interpersonal skills and concern for others are personal attributes required of those in the nursing programs. Personal comfort and acceptance of the role of a nurse functioning under supervision of a clinical instructor or preceptor is essential for a nursing student. The student must possess the skills required for full utilization of the student's intellectual abilities; the exercise of good judgment; the prompt completion of all responsibilities in the classroom, laboratory and clinical settings; and the development of mature, sensitive and effective relationships with patients and other members of the healthcare team. Each student must be able to exercise stable, sound judgment and to complete assessment and interventional activities. The ability to establish rapport and maintain sensitive, interpersonal relationships with individuals, families and groups from a variety of social, emotional, cultural and intellectual backgrounds is critical for practice as a nurse. The student must be able to adapt to changing environments; display flexibility; accept and integrate constructive criticism given in the classroom, laboratory and clinical settings; effectively interact in the clinical setting with other members of the healthcare team; and learn to function cooperatively and efficiently in the face of uncertainties inherent in clinical practice. The student must demonstrate intent and desire to follow the ANA Standards of Care and Nursing Code of Ethics.
6. **Ability to Manage Stressful Situations**
   The student must be able to adjust to and respond effectively to stressful situations in both the classroom and clinical settings, including emergency situations. The student will experience multiple stressors while in the nursing program. Stressors may be (but are not limited to) personal, patient/family care, faculty/peer and/or program-related.

Accessibility and the School of Nursing Technical Standards

The Quinnipiac University School of Nursing maintains a strong institutional commitment to equal educational opportunities for qualified students with disabilities who apply for admission and/or who are already enrolled. Our core values include: belonging, collaboration, compassion, curiosity, and integrity. These core values translate into our work with students, including those with disabilities. The mission of the School of Nursing is to develop exceptional, practice-ready nurses as leaders in holistic care through innovative and inclusive education.

The Technical Standards are not intended to deter any candidate for whom reasonable accommodation will allow equal access to Quinnipiac University programs and services and fulfillment of the complete curriculum. A reasonable accommodation is a modification or adjustment to an instructional activity, facility, program or service that removes barriers and enables a qualified student with a disability to have an equal opportunity to participate in all Quinnipiac University student activities.

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

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

Student Learning Outcomes

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

Specifically, graduates will be able to:

1. Synthesize information, evidence, and the decisions of individuals and teams to inform critical thinking to enhance decision-making.
2. Analyze adaptive thinking and apply when faced with challenges by exhibiting flexibility, creativity and critical analysis.
3. Incorporate ethical principles into evidence-based decision-making in advanced nursing practice.
4. Design equitable, holistic, person-centered, and evidence-informed care coordinated to improve the health of diverse communities and populations.
5. Implement evidence-based and emerging principles of safety and improvement science to enhance care delivery at the individual, organizational, and systems level.
6. Demonstrate advanced use of informatics and healthcare technologies in data-informed decision-making and the enhancement of secure, efficient, effective, and regulated healthcare delivery.
7. Integrate holistic self-care practices that promote well-being, resilience, and lifelong learning to sustain clinical practice and promote well-being in care environments.
8. Exhibit advanced leadership and advocacy by influencing care delivery and advancing the nursing profession through role modeling, collaboration, and policy engagement.

Master of Science in Nursing Programs

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2. Adult-Gerontology Primary Care Nurse Practitioner (http://catalog.qu.edu/graduate-studies/nursing/nursing-msn/adult-gerontology/)
3. Family Nurse Practitioner (http://catalog.qu.edu/graduate-studies/nursing/nursing-msn/family-nurse-practitioner/)
4. Nursing Education (http://catalog.qu.edu/graduate-studies/nursing/nursing-msn/nursing-education/)
5. Nursing Leadership (http://catalog.qu.edu/graduate-studies/nursing/nursing-msn/ol/)
6. Psychiatric Mental Health Nurse Practitioner (http://catalog.qu.edu/graduate-studies/nursing/post-masters-certificate/psychiatric-mental-health-nurse-practitioner/)

Admission Requirements

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

Applicants should refer to their specific program for admissions requirements.

Transfer Credits

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