Top of Form

* + School of Nursing
* **Degree Type:**

  

* + Master of Science in Nursing
* **.**
* **Program Name:\***

Direct Entry Master's of Science in Nursing

* **Status:\***
* **Provide a brief summary of the proposed program changes and describe the rationale for the change(s):**

The Direct Entry to MSN program (DEM), designed for students with a non-nursing baccalaureate degree, prepares graduates for entry level practice as a Registered Nurse. The Institute of Medicine Future of Nursing Report (2010), the American Association of Colleges of Nursing (AACN) and the National League for Nursing (NLN) recommend the DEM as a way to facilitate the seamless academic progression of nursing students to ensure a well-educated diverse nursing workforce to advance the nation’s health (NLN, 2013).

The Institute of Medicine Report of Nursing stresses the need for nurses to achieve education at a higher level to keep up with the healthcare demands of today’s population. As of 2014, there were 6,219 students enrolled in a Direct Entry Master’s (DEM) program with 2,325 graduates (AACN, 2015). AACN also reports there are currently only 62 DEM programs nationwide (AACN, 2015). Regionally, there are only two programs in Maryland and two in Pennsylvania. Currently there is a demand for accelerated programs for non-nursing baccalaureate prepared students and most second-degree students do not want to get another bachelor’s degree (AACN, 2015). With the projections of more than 580,000 new and replacement registered nurses needed by the year 2018, it is imperative that the School of Nursing meets the demand by producing well educated and highly qualified registered nurses prepared at the master’s level of nursing education to help meet the current recommendations (HRSA, 2013).

With a focus on population health, students in this program will gain competence in practice innovation that will improve the health of diverse populations. The foundation for practice expertise at the population level will enable graduates to plan and translate research into evidenced-based interventions, practice competent care to ensure safety, improve quality of care, and advocate for health policy changes while promoting the health of individuals and populations through inter-professional collaboration. Graduates will use leadership skills to make critical decisions and promote and interpret current and emerging nursing roles to other members of the profession, other disciplines, consumers, and legislators to improve population health.

The DEM program proposed by the School of Nursing in the College of Health Sciences prepares graduates to take the National Council Licensure Examination for Registered Nurses and perform as an entry level nurse with a higher level of education. The program will focus on population health and graduates will be specifically educated to address the basis for health disparities.

The proposed DEM program will use existing resources from the undergraduate BSN program and 30 graduate credits from the MSN and the DNP program within the School of Nursing.Courses within the School of Nursing and the College of Health Sciences will be used to promote inter-professional education..

The Direct Entry to MSN program prepares graduates to seamlessly transition to the Doctor of Nursing Practice (DNP) or the PhD in Nursing Science programs at the University of Delaware.

References

American Association of Colleges of Nursing (AACN), American Association of Community Colleges (AACC), Association of Community College Trustees (ACCT), National League for Nursing (NLN), National Organization for Associate Degree Nursing (NOADN). (2012, September). Joint statement on academic progression for nursing students and graduates. Available online at www.aacn.nche.edu/aacnpublications/position/joint-statement-academic-progression.

American Association of Colleges of Nursing. (2013, January). Accelerated Programs: The Fast Track to Careers in Nursing. Available online at <http://www.aacn.nche.edu/publications/issue-bulletin-accelerated-programs>.

American Association of Colleges of Nursing. (2015, March). Accelerated Entry-Level Baccalaureate and Master’s Degrees in Nursing Fact Sheet. Available online at <http://www.aacn.nche.edu/media-relations/fact-sheets/accelerated-programs>.

Health Resources and Services Administration (HRSA), National Center for Health Workforce Analysis. (2013, April). The U.S. nursing workforce: Trends in supply and education. Accessible online at <http://bhpr.hrsa.gov/healthworkforce/reports/nursingworkforce/index.html>.

Institute of Medicine. (2010). *The Future of Nursing: Leading Change, Advancing Health*.Washington, DC: National Academies Press.

Association for Prevention Teaching and Research  (APTR). (2015, February). The Clinical Prevention and Population Health Curriculum Framework, Version 3. [Healthy People Curriculum Task Force, Author, Washington, DC. Retrieved October 25, 2016 from <http://www.aptrweb.org/page/CPPH_Rationale>

* **List new courses required for the new curriculum. How do they support the overall program objectives of the major/ minor/ concentrations)?**

NURS 233 Professional Nursing Practice

NURS 234 Professional Nursing Practice Lab

NURS 264 Health Assessment Lab

NURS 246 Family Health & Wellness

NURS 247 Family Health & Wellness Practicum

NURS 330 Clinical Learning Lab

NURS 365 Nursing Care of Adults I

NURS 353 Nursing Care of Adults Practicum I

NURS 335 Psychiatric Mental Health Nursing

NURS 355 Psychiatric Mental Health Nursing Practicum

NURS 337 Nursing Care of Children

NURS 357 Nursing Care of Children Practicum

NURS 438 Leadership in Professional Practice

NURS 428 Women's Health Across the Lifespan

NURS 429 Women's Health Across the Lifespan Practicum

NURS 475 Nursing Care of Adults Practicum II

NURS 448 Clinical Reasoning

NURS 485 Integrative Practicum

NURS 628 Evidence-Based Practice Research & Theory

Statistics course at the graduate level (Students can select from STAT or EDUC elementary statistics courses - example provided in curriculum schema)

CHS Restricted Grad Level Elective (Students can select from CHS Grad Level Electives)

These courses support the program outcomes and Baccalaureate and Master's Essentials required by the American Association of Colleges of Nursing. A table showing how the program outcomes meets these Essentials is attached.

* **Identify other units affected by the proposed changes and provide letters of support from those units. :**

College of Health Sciences for HLTH 241 and restricted graduate elective

College of Education and Human Development for EDUC 665

* **Prospective Curriculum:\***
	+ **EDUC - 665 - Elementary Statistics (3cr.)**
	+ **HLPR - 630 - Behavior Change Strategies and Tactics (3cr.)**
	+ **NURS - 620 - Advanced Health Assessment (3cr.)**
	+ **NURS - 621 - Advanced Pathophysiology (3cr.)**
	+ **NURS - 622 - Advanced Pharmacology (3cr.)**
	+ **NURS - 843 - Policy & Finance for Healthcare Delivery (3cr.)**
	+ **NURS - 844 - Population Health Informatics (3cr.)**
	+ **NURS - 852 - Integrated Healthcare Delivery I (3cr.)**
	+ **NURS - 881 - Population Health I (3cr.)**