



MSN Nursing Concepts

The following MSN nursing concepts are integrated into the Conceptual Framework. The following concepts are defined as:

Caring: The essence of nursing that brings forth the connection between nurses and their clients. It is the interaction of the nurse and client in an atmosphere of mutual respect and trust. In this collaborative environment, the nurse provides hope, support, and compassion to help achieve desired outcomes. Caring is the central and unifying domain for the body of knowledge and practices in nursing (Leininger, 1981). It is the result of role modeling and leads to the development of ethical treatment and compassion. Integrating caring and ethical practice guidelines within the curriculum supports human dignity, altruism, and integrity.

Diversity: In the profession of nursing, diversity helps to ensure that quality, culturally competent client care is delivered to all (AACN, 2014). Presentation College prides itself in the recruitment and acceptance of students from various backgrounds and ethnicities. In addition to the student body, the Division of Nursing works to provide diverse academic and clinical opportunities. These opportunities help to develop a culturally aware student who develops into a culturally competent nurse upon graduation.

MSN Healthcare: The application of individual, family, community, and population level practices that promote, maintain, restore, and/or rehabilitate the well-being of the consumer as a holistic entity. The delivery of healthcare includes an interconnection and collaboration of care between other healthcare disciplines to gain additional team perspective to improve the health outcome of patients. The team includes, but is not limited to, technicians, pharmacists, social workers, physicians, occupational therapists, and physical therapists.

Quality Improvement: Quality is an inherent approach to doing good work (Sherwood & Zomorodi, 2014). Quality Improvement is the correlation of improved healthcare system delivery and desired health outcomes of the population. Improvement of quality within an education or healthcare system is demonstrated by continuously measuring effect of the implemented changes within the

organization.

Nursing Informatics: Utilizes technology as a tool to access and analyze data in order to provide evidence of the effects of nursing interventions by linking them with the outcomes of client care. Nursing informatics combines computer science, information science, and nursing science to assist in the management and processing of nursing data, information, and knowledge to support the practice of nursing (Swan, Lang, & McGinley, 2004).

Leadership in Evidence Based Practice: Integration of advanced problem-solving approaches within the context of leading to support strategical systematic organizational changes in complex rural health care environments (Stetler, Richie, Rycroft-Malone & Charnes, 2014).

Advanced Nursing Practice (APRN): "APRNs treat and diagnose illnesses, advise the public on health issues, manage chronic disease, and engage in continuous education to remain ahead of any technological, methodological, or other developments in the field. APRNs hold at least a Master's degree, in addition to the initial nursing education and licensing required for all Registered Nurses" (ANA, 2017).

Social Justice: Promoting a just society to include equitable treatment, supporting human rights, and not discriminating regardless of economic status, social class, disability, sexual orientation, ethnicity, age, or geographic location (AACN, 2008).

Safety: A core value in healthcare based on the commitment to uphold ethical principles to do no harm, always safeguard the patient, and act with ethical comportment (Egan, 2013). Safety is preventing errors and negative outcomes that happen unrelated to the patient condition being treated and involves constantly scanning the environment to prevent errors from occurring (Barnsteiner, 2012). The goal of safety is zero negative occurrences (Sherwood & Zomorodi, 2014).

Roles: The nursing faculty support and promote the roles of practice and the competencies expected of a graduate of the graduate degree program. Graduate nursing education prepares the nurse to function as an Advanced Practice Registered Nursing (APRN) within their scope and standards of practice. As an APRN, the graduate is able to practice advanced nursing in both structured and unstructured settings while providing care to individuals, families, groups, communities, and/or populations.

In keeping with the College mission statement, nursing education is viewed as a foundation for students pursuing self-actualization, professional excellence, and lifelong learning. Nursing faculty members believe that each student brings unique life experiences to the nursing program. These experiences are used as the base upon which further learning is generated, and mutual enrichment is experienced. Teaching and learning principles are integrated in nursing education. The student and faculty member work together to assist the student in self-reflection, fostering professionalism, valuing integrity, seeking and validating evidence and achieving the course and program outcomes. It is expected that the student be an active participant in the learning process. Ultimately, students are responsible for their own learning.