

## **GRADUATE HANDBOOK – SECTION I: OVERVIEW OF THE DEPARTMENT OF NURSING AND GRADUATE PROGRAM**

The California State University, Bakersfield Department of Nursing offers a Graduate Program in Nursing (Master of Science Degree in Nursing – MSN). The Graduate Nursing Student Policy Handbook is intended to ensure that all graduate students in the nursing program are provided with basic information specific to the program. Each student should purchase a current General Catalog of California State University, Bakersfield for information on the rules and policies of the University as well as course descriptions and details regarding the Graduate Program in Nursing.

### ***Overview of the Department of Nursing***

<http://www.csub.edu.nursing/overview.shtml>

### ***Overview of the Graduate Program in Nursing***

The California State University, Bakersfield Department of Nursing offers a Graduate Program in Nursing. The Graduate Nursing Student Policy Handbook is intended to ensure that all graduate students in the nursing program are provided with basic information specific to the program. Each student should purchase a current General Catalog of California State University, Bakersfield for information on the rules and policies of the University as well as course descriptions and details regarding the Graduate Program in Nursing.

The graduate program is built upon the foundation of Baccalaureate education in Nursing. The purpose of the graduate program is to prepare nurses with advanced nursing theory and experience in the functional roles of clinical nurse leader, school nurse, and family nurse practitioner. Students are prepared to function within the changing patterns of healthcare; assume leadership roles in multidisciplinary health groups; and conduct independent nursing research or clinical projects. Graduates from this program will be qualified for mid-and upper-level management positions in acute care hospitals and community agencies, or positions in nursing education, or in primary care. They will also be prepared for doctoral programs in nursing.

The curriculum offers the student a choice of role emphasis option in clinical nurse leader, school nurse, and advanced clinical practice (Family Nurse Practitioner). Through a selected program of study, the curriculum is individualized to be reflective of the student's learning needs and professional goals. The program requires 58 (School Nurse), 60 (Clinical Nurse Leader), or 67 (for the Family Nurse Practitioner option) quarter units of study including a thesis or project. Emphasis is placed upon application of theory, research, and advanced nursing knowledge and clinical experience for contemporary nursing roles.

The content of this program includes advanced health assessment; analysis, utilization and evaluation of theories of nursing and related disciplines; research methodology; application of advanced knowledge in providing nursing care for individuals and families representing a variety of cultural and ethnic backgrounds in both urban and rural

community settings. Students complete either a thesis or a project to demonstrate their competence in the conduct of scientific inquiry or problem solving. Scheduling of program offerings will provide maximum flexibility and the opportunity for self-directed study.

Students in the Family Nurse Practitioner (FNP) option must complete the requirements for the Master's degree before they can obtain the FNP certificate from the California State Board of Registered Nursing. Students in the School Nurse option must complete the MSN before becoming eligible for the School Nurse Credential.

A Post-Master's certificate is available in the FNP option, and a post-master's credential program is available in the school nurse option.

The MS in Nursing program is accredited by the Commission on Collegiate Nursing Education (CCNE) of the American Association of Colleges of Nursing (AACN).

For further information, please contact the Department of Nursing office or CCNE at the following address:

Commission on Collegiate Nursing Education  
One Dupont Circle, NW, Suite 530  
Washington, DC 20036-1120  
Phone: (202) 887-6791.

In addition to the above, the FNP option is approved by the California State Board of Registered Nursing (BRN). The School Nurse option (credential) is approved by the California Commission on Teacher Credentialing, and accredited through the National Council for Accreditation of Teacher Education.

The Department of Nursing has a Mission Statement, Philosophy of Nursing, Philosophy of the Master of Science Degree Program in Nursing, Philosophy of the Teaching-Learning Process, and Professional Education which takes into consideration individual differences of students including their cultural and ethnic backgrounds. Our philosophy is consistent with the Mission Statement of the University. The philosophy, purpose, and objectives of the Master of Science in Nursing guide the curriculum of the Graduate Nursing program.

***Department of Nursing Mission Statement, University and Department Mission  
Congruence and Accreditation***

[http://www.csub.edu/nursing/miss\\_acc.shtml](http://www.csub.edu/nursing/miss_acc.shtml)

***Philosophy of Nursing***

[http://www.csub.edu/nursing/nrs\\_phil.shtml](http://www.csub.edu/nursing/nrs_phil.shtml)

***Purpose/Philosophy of the Master of Science Degree Program in Nursing***

The faculty of the Department of Nursing is committed to the belief that higher education in nursing is built on the philosophy of nursing and Baccalaureate nursing education which emphasizes the person as a humanistic being actively interacting with the environment to maintain or regain a maximum state of wellness.

A Master of Science Program in Nursing is built on a body of knowledge which includes concepts, facts, principles, conceptual models and theories of nursing, health sciences, behavioral sciences, the humanities, and natural sciences. Students entering a Master's program should provide evidence of a basic knowledge of professional nursing and competent performance at the Baccalaureate level. Individualization and flexibility in the graduate program stem from this common base.

We believe that graduate education in nursing provides experiences which enable students to explore a variety of resources in depth. These experiences will facilitate analysis, synthesis, and application to practice the knowledge from various disciplines appropriate to nursing. Students constantly engage in scientific inquiry processes which emphasize independent thought and action leading to behavioral change. Through these specific processes, students acquire advanced knowledge in nursing, develop expertise in an area of advanced nursing, and develop skill in a functional role area as well as in research. Students in the Family Nurse Practitioner program are prepared to provide primary care.

In addition, we believe that a reciprocal relation exists between the area of advanced clinical nursing and the roles of teaching, administration, clinical leader, and nurse practitioner.

This relation becomes apparent when students apply knowledge gained through advanced clinical nursing in their functional role performance. Further, graduate students prepared to demonstrate advanced nursing skills in functional roles and research, are able to function within the changing patterns of nursing care and healthcare systems. Therefore, this graduate program in nursing will reflect emerging patterns of healthcare at the local, state and national levels, and the nursing and health needs of society.

The faculty assume that the professional nurse approaches advanced clinical nursing with a generalist background in nursing (Baccalaureate level education). Upon completion of advanced clinical nursing education, the graduate will have recognized expertise as a family nurse practitioner, school nurse, or clinical nurse leader. The faculty views advanced clinical nursing as grounded in theory and research necessary to establish a basis for such practice. Nursing theory, practice, and research are interrelated. Advanced clinical skills develop as both practical and theoretical knowledge are applied, refined, and extended in practice situations (Benner, 1984; Benner, Tanner & Chesla, 1996).

***Philosophy of the Teaching Learning Process and Professional Education***

[http://www.csub.edu/nursing/teach\\_phil.shtml](http://www.csub.edu/nursing/teach_phil.shtml)

**Goals of the Department of Nursing**

[http://www.csub.edu/nursing/dpt\\_goals.shtml](http://www.csub.edu/nursing/dpt_goals.shtml)

**CSUB Model and the Nursing Process**

[http://www.csub.edu/nursing/csub\\_model.shtml](http://www.csub.edu/nursing/csub_model.shtml)

**Master's Degree Program Objectives**

The program objectives are to prepare students for graduation who can:

1. Expand knowledge and evaluate nursing theories and theories from related disciplines as a basis for advanced roles and nursing practice.
2. Utilize concepts, theories and knowledge to support advanced roles and nursing practice.
3. Demonstrate expertise in advanced roles in nursing for the provision of primary care across the lifespan, clinical nursing leadership, or school nursing.
4. Apply research findings to advanced roles in nursing and nursing practice.
5. Utilize the steps of scientific inquiry to develop, conduct, and evaluate research or clinical projects.
6. Develop and implement strategies for improving nursing care and initiating changes in the healthcare system.
7. Actively engage in collaborative relationships with other members of the healthcare team to improve healthcare and influence health policies.
8. Assume responsibility for contributing to the advancement of the nursing profession.
9. Acquire a foundation for Doctoral study in nursing.

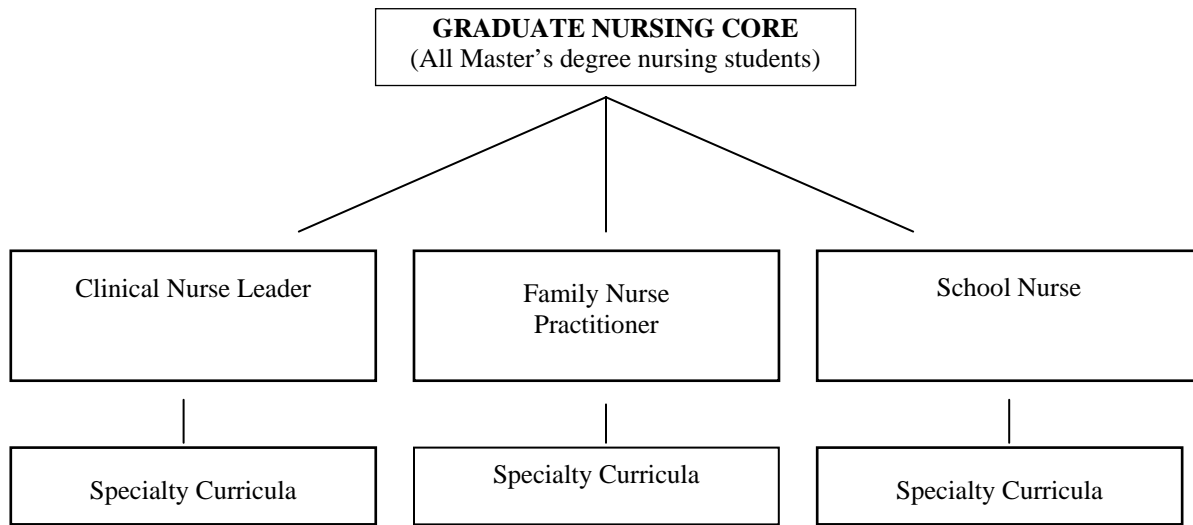
Revised April, 2007  
Graduate Curriculum Committee

**Department of Nursing Mission Congruence with Master's Program Objectives**

<b>DEPARTMENT MISSION EXCERPTS</b>	<b>MSN PROGRAM OBJECTIVES to prepare MSN graduates who can:</b>
<ul style="list-style-type: none"> <li>• “In recognition of health needs of a multicultural society, professional nurses address healthcare issues and needs of their community of interest.”</li> </ul>	<ol style="list-style-type: none"> <li>6. Develop and implement strategies for improving nursing care and initiating change in the healthcare system.</li> <li>8. Assume responsibility for contributing to the advancement of the nursing profession.</li> </ol>
<ul style="list-style-type: none"> <li>• “The mission of the Department of Nursing is to provide a collaborative and interactive learning environment.”</li> </ul>	<ol style="list-style-type: none"> <li>7. Actively engage in collaborative relationships with other members of the interdisciplinary healthcare team to improve healthcare and influence health policies.</li> </ol>
<ul style="list-style-type: none"> <li>• “The outstanding faculty provides nursing education to undergraduate and graduate students seeking entry into professional</li> </ul>	<ol style="list-style-type: none"> <li>1. Expand knowledge and evaluate nursing theories and theories from related disciplines as a basis for advanced nursing</li> </ol>

nursing or advanced education.”	<p>practice and role development.</p> <p>5. Utilize the steps of scientific inquiry to develop, conduct, and evaluate research or clinical projects.</p> <p>9. Acquire a foundation for Doctoral study in nursing.”</p>
<ul style="list-style-type: none"> <li>“Graduates will have acquired knowledge, skills, competencies , and values essential to the practice of professional nursing. Professional nurses make autonomous and collaborative judgments in a variety of healthcare situations and are accountable for their practice.”</li> </ul>	<p>2. Utilize concepts, theories, and knowledge to support advanced nursing practice and role development.</p> <p>3. Demonstrate expertise in advanced roles in nursing including the provision of primary healthcare across the lifespan.</p> <p>4. Apply research findings in advanced roles in nursing.</p>

**Model for the Graduate Nursing Curriculum at CSUB**



Based on the Model of Master’s Nursing Curriculum (AACN, 1996)

The model for the graduate nursing curriculum represents the student's progression from generalist to advanced practice nurse. The nurse generalist refers to the nurse who is prepared at the Baccalaureate level and has the basic nursing skills and theoretical knowledge required for beginning graduate education. Nurse generalist will either hold a Baccalaureate degree in nursing or a non-nursing Baccalaureate degree with additional Baccalaureate nursing course content. Graduate nursing education at CSUB Department of Nursing is guided by curriculum based in theory, research, and practice. Advanced practice relates to the development of clinical or role competencies of the nurse in advanced adult or family health nursing and one of the functional roles of nursing case manager, nursing administrator, community health nurse (Clinical Nurse Specialist), family nurse practitioner, or school nurse. Theory and research are incorporated into specialty practice course content. The graduate of the Master of Science degree or post-Master’s certificate program has the competencies to practice advanced clinical nursing in family health.

Revised April 2007

*Graduate Program Option Objectives***FAMILY NURSE PRACTITIONER OPTION OBJECTIVES**

Upon graduation or entry into practice, the family nurse practitioner should demonstrate competence in the following:

1. Synthesis of theoretical, scientific and contemporary clinical knowledge for the assessment and management of both health and illness states for the purpose of health promotion, health protection, disease prevention, and treatment of the individual, family group and community.
2. Demonstrate the personal, collegial, and collaborative approach which enhances the family nurse practitioner's effectiveness of patient care.
3. Impart knowledge and associated psycho-motor skills to patients by interpreting and individualizing therapies through the activities of advocacy, modeling, and tutoring.
4. Demonstrate a commitment to the implementation, preservation, and evolution of the family nurse practitioner role.
5. Implements critical thinking and builds collaborative, interdisciplinary relationships to provide optimal care to the patient.
6. Oversees and directs the delivery of clinical services within an integrated system of health care to achieve improved health outcomes for patients, communities, and systems.
7. Ensures quality of care through consultation, collaboration, continuing education, certification and evaluation (eligible for state and national certification upon completion of the program).
8. Provides culturally competent care, delivers patient care with respect to cultural and spiritual beliefs, and making health care resources available to patients from diverse cultures.

Adapted from the US Department of Health and Human Services, Division of Nursing (April 2002). *Nurse practitioner primary care competencies in specialty areas: Adult, family, gerontological, pediatric, and women's health*. Rockville, MD: Author.

## CLINICAL NURSE LEADER OPTION OBJECTIVES

These objectives are adapted from the core abilities necessary for nurses in administrative roles as specified in the Position Statement: Education for Nurses in Administrative Roles (Supplement to *The Essentials of Master's Education for Advanced Practice Nursing*) prepared by the American Association of Colleges of Nursing and The American Organization of Nurse Executives (1998).

1. Develop and articulate a vision for nursing practice in an organization in the context of complex health care delivery systems;
2. Employ management skills that facilitate collaborative relationships;
3. Select and use advanced analytical, problem-solving, and communication skills;
4. Make sound decisions that value effectiveness and parsimony in use of resources;
5. Think globally using information and communication technology;
6. Assume risk-taking behavior for the purpose of enhancing quality health care;
7. Advocate for consumers and community partners;
8. Demonstrate creativity in defining and solving problems;
9. Foster and implement team-building strategies that create partnerships and collaboration within nursing and cross health care disciplines;
10. Embrace change and manage it effectively;
11. Negotiate and resolve conflict;
12. Effectively market the nursing practice enterprise;
13. Demonstrate effective public speaking; and
14. Establish relationships with community groups around the issue of health.

Adapted from:

Joint AACN-AONE Task Force on Nursing Administration Education (1998). Position Statement: Education for nurses in administrative roles (Supplement to *The Essentials of Master's Education for Advanced Practice Nursing*). *Journal of Professional Nursing*, 14(2), 127-129.

## **SCHOOL NURSE OPTION PROGRAM OBJECTIVES**

1. Apply appropriate models and theories as a basis for decision making in the provision of school nursing services.
2. Demonstrate proficiency and expertise in the school nurse role as provider and planner/coordinator of client care.
3. Assist students, families and staff to promote optimum levels of health and prevent disease through health education and health counseling.
4. Promote a comprehensive health education program to advance wellness for students, families and the community.
5. Work effectively with school staff, administrators and parents in establishing, reviewing and revising school health-related policies and procedures.
6. Demonstrate cogent communication and interdisciplinary collaboration strategies in planning effective school health programs and services for students with health problems and special educational needs.
7. Apply research findings to relevant problems in school nursing practice, and collect and utilize pertinent data in developing programs and policies.
8. Participate in school nursing and other specialist organizations and assume responsibility for continued education and professional development.
9. Act as client advocate on individual, aggregate and community levels.

### ***Student Representation on Departmental Committees***

A student representative is elected by each class in the Nursing Department to departmental committees such as Faculty Organization, Curriculum, and various ad hoc committees. It is the responsibility of the student representative to attend or send an alternate, and to report back to the nursing students. It is also the responsibility of the students to provide the elected representatives with input so that they may adequately represent their colleagues. The voting privileges of student representatives on faculty committees are spelled out in the Faculty Bylaws.

### ***Department of Nursing Bylaws and Organization Charts***

[http://www.csub.edu/nursing/documents/UG%20Handbook-06\\_08\\_sec1.pdf](http://www.csub.edu/nursing/documents/UG%20Handbook-06_08_sec1.pdf)

### ***Student Opinionnaire on Courses and Instruction (SOCI)***

Evaluation of specific nursing courses by students is done during each course in the nursing curriculum as part of the Program Evaluation Plan. In addition, evaluation of the course and faculty member's teaching is done in a formal manner through the SOCI (Student Opinionnaire on Courses and Instruction). Students in each regular class offered at the University are asked to fill in questionnaires which report their assessment of the

course content and the instruction in that class. These SOCI are used both by individual faculty members and the University administration in a continuing effort to insure that California State University, Bakersfield's instructional program is as effective as possible. The SOCI is administered during the last week of the quarter prior to finals.

***California State Board of Registered Nursing Policies***

Policies of the California State Board of Registered Nursing can be found at [www.rn.ca.gov](http://www.rn.ca.gov). Included you will find information on impaired nursing students, guidelines for schools of professional nursing on ethical practices, transfer and challenge policies, and information on how to file a complaint with the Board of Registered Nursing.

***References*** [http://www.csub.edu/nursing/Phil\\_references.shtml](http://www.csub.edu/nursing/Phil_references.shtml)