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Goshen College Department of Nursing



Christ-centered

We believe God is the foundation of all wisdom and knowledge. Through Christ we find merciful forgiveness and an invitation to a daily, personal walk empowered by the Holy Spirit. We are led by Christ in our search for truth.

I Corinthians 3:11: “For no one can lay any foundation other than the one that has been laid; that foundation is Jesus Christ.”

Passionate learners

We believe our faith is supported by knowledge. As a learning community, we foster a journey of lifelong learning, encouraging one another to seek truth with fervor. This spirit of academic excellence enriches our relationships, our world and our faith in Jesus Christ.

II Peter 1:5-8: “For this very reason, you must make every effort to support your faith with goodness, and goodness with knowledge, and knowledge with self-control, and self-control with endurance, and endurance with godliness, and godliness with mutual affection, and mutual affection with love. For if these things are yours and are increasing among you, they keep you from being ineffective and unfruitful in the knowledge of our Lord Jesus Christ.”

Servant leaders

We believe that servant leadership is reflected perfectly in the life and person of Jesus Christ. We humbly set aside self-interest for the interests of others, because love for others builds up God's community. By following Christ's example, we create a culture characterized by joyful service.

Matthew 20:26-28: "But whoever wishes to be great among you must be your servant, and whoever wishes to be first among you must be your slave; just as the Son of [God] came not to be served but to serve, and to give his life as a ransom for many."

Compassionate peacemakers

As Christian peacemakers, we embrace "shalom" – the peace that God intends for humanity. We are committed to build the "peaceable kingdom" by practicing loving kindness, restoring justice, practicing anti-racism, loving our enemies and advocating for the dispossessed. We renounce the oppressive, violent destructive powers of this world – and are willing to live our lives as examples of God's peace.

Matthew 5:9: "Blessed are the peacemakers, for they will be called children of God."

Global citizens

As responsible global citizens, we see, encourage and celebrate the image of God in others. We welcome and include the 'stranger' in our midst – respecting differences in world views while seeking common ground. We wish to transcend barriers between people not only through academic teaching and learning, but also in meaningful cross-cultural exchanges. We go into the world offering our gifts and lives in service to others.

II Corinthians 5:18-20: "All this is from God, who reconciled us to himself through Christ, and has given us the ministry of reconciliation; that is, in Christ God was reconciling the world to himself, not counting their trespasses against them, and entrusting the message of reconciliation to us. So we are ambassadors for Christ, since God is making his appeal through us; we entreat you on behalf of Christ, be reconciled to God."

Goshen College Website, <http://www.goshen.edu/aboutgc/values/>

I. Mission, Philosophy & Organization

Goshen College Mission and Outcomes

Goshen College is a liberal arts college dedicated to the development of informed, articulate, sensitive, responsible Christians. As a ministry of the Mennonite Church, we seek to integrate Christian values with educational, social and professional life. As a community of faith and learning, we strive to foster personal, intellectual, spiritual and social growth in every person. We view education as a moral activity that produces servant-leaders for the church and the world.

Educational Mission of Goshen College

At Goshen College we intend to create a community of faith and learning built on five core values: Christ-centeredness, passionate learning, servant leadership, compassionate peacemaking, and global citizenship. In our academic program and campus life students will develop the knowledge, skills, and values for

A life that is CHRIST-CENTERED, with

- a reflective faith that nurtures spiritual growth in individual and corporate contexts
- an active faith that informs all life's choices

A life of PASSIONATE LEARNING, through

- the mastery of a major field of study as the basis for life-long learning, service, relationships, and work in a socially and culturally diverse context
- an extensive foundation of knowledge, skills, processes and methodologies derived from a liberal arts curriculum that are required for systematic study and problem solving

A life of SERVANT LEADERSHIP, based on

- a leadership ability that empowers self and others
- a healthy understanding of self and others that is reflected in relationships of interdependence and mutual accountability

A life of COMPASSIONATE PEACEMAKING with

- a personal integrity that fosters the ability to resolve conflict and to promote justice
- a commitment to diversity in all of its forms both conceptually and in practice

A life of GLOBAL CITIZENSHIP with

- an intercultural openness with the ability to function effectively with people of other worldviews
- a responsible understanding of stewardship for human systems and the environment in a multicultural world

Goshen College's academic program is integrated into all aspects of college life, curricular and co-curricular. We encourage students to learn and grow beyond the parameters of their discipline-based training, to recognize the powerful connection between the disciplines, and between the education of the mind, body, and spirit.

Approved by the Goshen College Board of Directors

Department of Nursing

Mission

Within the community of faith and learning at Goshen College, the nursing program nurtures students in the process of becoming informed, articulate, sensitive and responsible professional nurses. As a ministry of the Mennonite Church, we seek to prepare graduates to engage in life-long learning and to practice in an ever-changing health care environment

Philosophy

The philosophy of the Department of Nursing is based on the mission statement of Goshen College and the beliefs of the Department of Nursing. The faculty believes that each person is created with dignity and worth. A person is a unique whole being who, in dynamic interaction with the environment, chooses value and meaning in the pursuit of quality of life. Persons are created by God with the capacity to learn, think abstractly, use language, feel emotion, be creative, develop values, adapt to stress and establish interpersonal relationships. Universal to all persons is the need for love and care, both of which affect health.

Health is valued and sought by people, and involves many dimensions of wholeness. Individual persons, their families and communities have an inherent ideal of health toward which they strive. Values and beliefs related to health are culturally defined. The goal of nursing is to promote health.

Environment is comprised of internal and external factors that form a dynamic, interdependent system. The environmental system encompasses all of the circumstances, influences and conditions that surround and affect the person. Individuals, families and communities are continually influencing and influenced by the environment in a way that affects quality of life.

The practice of nursing takes place in dynamic partnerships with individuals, families and communities in interaction with the environment. Professional nursing involves a dynamic presence between nurse and client that facilitates health. Nursing practice utilizes interpersonal process, critical thinking, decision-making as well as cognitive, affective and psychomotor skills. Nursing practice is enhanced by research directed toward generation and utilization of theories and evaluation of the effectiveness of nursing interventions. As the nurse moves toward personal wholeness, s/he influences the wholeness of others. Professional nursing education is rooted in the human science, the liberal arts, the natural and social science and the Judeo-Christian faith.

Nursing education and learning is a life-long process that involves critical, analytical and creative thinking. The learner is an active, self-directed participant who demonstrates autonomy and leadership in the educational environment. The educational environment is flexible and creative, enhancing and building on previous learning experiences. The nurse educator is a role model for the learner in critical thinking skills, academic and scientific inquiry and scholarly activity. The graduate is prepared for continued formal education in nursing and life-long learning.

Reviewed and revised 4/26/07

Reviewed 5/19/09

Reviewed 4/26/10

Reviewed 5/3/11

Master of Science in Nursing Student Learning Outcomes (Goals)

The goals of the MSN program flow from the GC core values. Upon graduation, the graduate demonstrates:

A life that is Christ-Centered with

- A faith that is active and reflective
- An understanding of ethical and moral issues to expand the advocacy role of the advanced practice nurse or clinical nurse leader.
- A sensitivity and responsiveness to the spiritual needs of self and others.

A life of Passionate Learning, through

- Utilization of knowledge from nursing, natural and social science and the arts in the management of patient health/illness status or management of microsystems of care.
- Interpretation and evaluation of research for the initiation of change, improvement of nursing practice, management of health outcomes, and provision of high quality health care.
- Utilization of the research process for addressing clinical problems.
- Development of a foundation for doctoral study in nursing.

A life of Servant Leadership, based on

- A synthesis of knowledge into a personal leadership style that contributes to health for individual, family and community.
- Promotion of policy development related to the emerging roles within nursing.
- Assimilation of knowledge in providing health education and health promotion activities.

A life of Compassionate Peacemaking with

- Contribution to health outcomes through advocacy within the profession, interdisciplinary healthcare team, and the care of individuals, families and communities.
- Application of advanced knowledge in the discipline to specific and vulnerable populations.

A life of Global Citizenship with

- Taking initiative in providing culturally sensitive care.
- Exploring personal and professional values in light of growing health disparities in the community and world.
- Assimilating knowledge of conflict transformation and social justice issues that are responsive to diverse needs of the individual, family and community.

Approved by Department of Nursing August 23, 2006

Revised and approved May 30, 2008

Reviewed May 19, 2009

Reviewed April 26, 2010

Reviewed 5/3/11

Master of Science in Nursing Expected Program Outcomes

The faculty in the Department of Nursing has developed expected program outcomes, which are measurable indicators of the program and are reflected in the intended student outcomes and in the accomplishments of the faculty. Evidence of program effectiveness is shown in the evaluation of the expected program outcomes

Aggregate Student Outcomes

Graduation Rates

90% of those students enrolled in the MSN program will graduate in three years.

Certification Rates*

Graduates will pass the certification exam on the first attempt at 93% or higher.

Employment

90% of the graduates will be employed in the master's level role 12 months after graduation.

Program Satisfaction

90% of the graduates from the nursing program will evaluate the overall program as satisfactory.

90% of employers will evaluate the overall program as satisfactory.

Service

100% of the graduates will be involved in one or more professional or civic organizations.

Professional Development

90% of the students and alumni will engage in at least one professional development activity per year.

Aggregate Faculty Outcomes

Professional Development and Teaching

100% of the faculty will engage in at least one professional development or faculty development activity per year.

Scholarship

75% of full-time faculty will engage in scholarly activities (e.g. professional presentation, pursuit of advanced degree published article, book review, book or book chapter)

Service

100% of the faculty will be involved in one or more professional or civic organizations.

Education

40% of full-time departmental faculty will have obtained or are pursuing the terminal degree.

*Rationale for Certification exam scores derived from information on the American Academy of Nurse Practitioners web site. The overall pass rate for the FNP exam for 2009 was 93.66%

Approved 4/28/08
Reviewed 5/19/09
Reviewed 4/26/10
Revised 5/3/11

Community of Interest

Goshen College Department of Nursing serves a variety of individuals and groups in the community. The faculty in the Department of Nursing has identified the community of interest as follows:

External (individuals and groups that influence or participate in the nursing education program to ensure the achievement of the expected results of the program.)

- alumni
- employers
- Goshen College Nursing Advisory Council
- preceptors
- professional accrediting organizations
 - Commission on Collegiate Nursing Education (CCNE)
 - North Central Association of Colleges and Secondary Schools (NCA)
 - Indiana State Board of Nursing (ISBN)
- local and regional health-care agencies
- benefactors and donors
- National Organization of Nurse Practitioner Faculties
- American Association of Colleges of Nursing

Internal (institutionally based individuals and groups that include administration, faculty and students as well as the groups that govern the activities of faculty and students.)

- students
- faculty
- staff

External to the nursing program but internal to Goshen College

- college administration
- academic affairs committee
- graduate advisory committee
- college faculty
- adult programs
- support services

Revised 5/3/11

Professional Nursing Standards and Guidelines

Professional nursing standards and guidelines are statements of expectations that provide a framework for professional nursing behavior and are developed by the professional nursing community. The Department of Nursing at Goshen College uses the following documents as a framework for professional nursing behavior.

Professional Nursing Standards

American Nurses Association (2010 re-issue). Code of ethics for nurses with interpretive statements. Silver Springs, MD:

American Nurses Publishing.

American Nurses Association. (2010). *Nursing: Scope and standards of practice* (2nd ed.). Washington, DC: American

Nurses Publishing.

American Nurses Association. (2010). *Nursing's social policy statement: The essence of the profession* Washington, DC:

American Nurses Publishing.

American Association of Colleges of Nursing. (1996). *Essentials of master's education for advanced practice nursing*.

Washington, DC: AACN. Retrieved from www.aacn.nche.edu

American Association of Colleges of Nursing. (February, 2007). *White paper on the education and role of the Clinical Nurse*

Leader. Washington, DC. Retrieved from www.aacn.nche.edu

Indiana State Board of Nursing. (2008). *Indiana Code and Indiana Administration Code*. Indianapolis: ISBN. Retrieved from

www.PLA.IN.gov

Institute of Medicine. (2011). *The future of nursing*. Washington, D.C.: National Academy Press.

National Council of State Boards of Nursing. (2008). *Consensus model for APRN regulation: Licensure, accreditation, certification & education*. APRN Joint Dialogue Group Report. Retrieved from

https://www.ncsbn.org/Consensus_Model_for_APRN_Regulation_July_2008.pdf

National Organization of Nurse Practitioner Faculties. (2008). *Criteria for evaluation of nurse practitioner programs*.

Washington, DC: National Task Force on Quality Nurse Practitioner Education. Retrieved from www.nonpf.org

National Organization of Nurse Practitioner Faculties. (2002). *Nurse practitioner competencies in specialty areas*.

Washington, DC: National Task Force on Quality Nurse Practitioner Education. Retrieved from www.nonpf.org

National Organization of Nurse Practitioner Faculties (2011). *Nurse practitioner core competencies*. Washington, DC:

National Task Force on Quality Nurse Practitioner Education. Retrieved from www.nonpf.org

Nursing Faculty Committees

The following are the standing committees for the Department of Nursing:

1. **Academic Advisory Committee** whose membership will include the director of nursing, the director of the graduate nursing program, and three faculty members (representative of the basic BSN, RN-BSN and MSN education). The Director of the Department will be the chair of the Academic Advisory Committee. The function of this committee shall be:
 - a. recommend, implement and evaluate policies for student progression and graduation.
 - b. review nursing student's academic and clinical performance at the end of each semester.
 - c. provide consultation to faculty regarding academic and/or clinical problems of students.
 - d. maintain and utilize statistical data for records, research and policy decisions.
2. **Admissions Committee** membership shall be the director of the nursing department, the director of the graduate program in nursing, the administrative assistant of the nursing department, an admissions counselor and two nursing faculty members (representatives of the basic and MSN programs). The committee functions shall be:
 - a. review applicants and select qualified candidates for admission to the nursing major.
 - b. recommend, implement and evaluate policies for the admission of students.
 - c. maintain and utilize statistical data for records and research.
3. **Curriculum Committee** membership is composed of all nursing faculty, one nursing student from the basic program, one student from the degree completion program and one student from the graduate program. Students are highly encouraged to attend when their schedules permit. The committee functions shall be:
 - a. develop, coordinate and evaluate the curriculum.
 - b. maintain continuity, sequence and integration within the curriculum.
 - c. provide current research studies and literature for program improvement.
4. **MSN Subcommittee** membership is composed of all nursing faculty teaching in the graduate program in nursing. The committee functions shall be:
 - a. develop, coordinate and evaluate the MSN curriculum.
 - b. maintain continuity, sequence and integration within the MSN curriculum.
 - c. provide current research studies and literature for MSN program improvement.
 - d. Report to curriculum committee for formal action.
5. **Outcome Evaluation Committee** membership is composed of the director of nursing, the director of graduate nursing programs and three faculty members (representative of the basic BSN, RN-BSN and MSN education). The committee functions shall be:
 - a. develop and implement the outcome evaluation plan for the department.
 - b. review the outcome data annually.
 - c. review the outcome evaluation plan every three years.

Student Participation

Students have opportunities to have input into the curriculum through various mechanisms: course and clinical evaluations, end of year one survey and focus groups, exit interviews and representation on the curriculum committee or MSN subcommittee.

II. Policies

The following policies have been developed by the faculty of the Department of Nursing at Goshen College and are effective during the 2011-2012 academic year.

A. General Policies:

Admission Criteria

Applicants must meet the admission requirements which include:

- A cumulative grade point average of 3.0 on a 4.0 scale or higher for the last degree earned (or comparable with other grading scale)
- Evidence of bachelor's degree in nursing from a school accredited by the Commission on Collegiate Nursing Education or by the National League for Nursing Accrediting Commission
- Evidence of introductory statistics course with grade of "C" or higher
- Evidence of an active registered nursing license
- Evidence of at least one year of clinical experience as a registered nurse
- TOEFL minimum score of 650 (if English is not the native language)

The application process also includes:

- A typewritten essay
- A personal interview with the director of the graduate program in nursing
- Official transcripts from each college or university attended.
- Curriculum vitae including educational background, work history, awards/honors, professional memberships, presentations or publications if applicable.
- Three letters of reference that attest to academic and professional achievements from persons who are or have been in a supervisory role to the applicant (eg clinical managers, professors).

Students are admitted once per year for a fall semester enrollment date. Applications are due by March 15 for priority consideration. Applications will be accepted until June 30 as space permits. Students are responsible to request official copies of their transcripts, even in the case of the student being an alumnus of Goshen College. Although Goshen College is currently running two tracks of study, the Family Nurse Practitioner and the Clinical Nurse Leader, we are currently not taking new applications for the Clinical Nurse Leader track. Applicants are admitted based on the quality of the required application materials.

Disabilities Requiring Accommodations

Goshen College wants to help all students be as academically successful as possible. If you have a disability and require accommodations, please contact the instructor or the Director of the Academic Resource & Writing Center, Lois Martin, early in the semester so that your learning needs may be appropriately met. In order to receive accommodations, documentation concerning your disability must be on file with the Academic Resource and Writing Center, GL112, x7576, lmartin@goshen.edu. All information will be held in the strictest confidence. The Academic Resource & Writing Center offers tutoring and writing assistance for all students. For further information please see www.goshen.edu/studentlife/asc.php.

Transfer Credit Policy

Transcripts will be evaluated on an individual basis. A maximum of 12 credit hours of comparable graduate level coursework from an accredited college or university may be transferred with the consent of the academic advisor. Courses considered for transfer must have a grade distinction of B (not B-) or higher. Comparable is defined as courses that fulfill the requirements for the program to which the student will be enrolled.

Non-Degree Seeking Students

On rare occasions, a student may desire to take one or two courses in the program without an intent to pursue a degree. This is possible through application for Non-Degree Seeking status. This is appropriate for students requiring a course to complete criteria for certification or advanced practice licensure. Eligible students are graduates of or current enrollees in a master's program in nursing. Students with non-degree seeking status may take up to six credit hours total, and are not eligible for financial aid. When a student reaches 6 hours and wants to continue taking classes, he or she must complete a regular application for admission to the MSN program and will be considered for degree-seeking status at that time. Degree-seeking students will have priority for limited enrollment courses.

Admission requirements for non-degree seeking students include:

- A cumulative grade point average of 3.0 on a 4.0 scale or higher for the last degree earned (or comparable with other grading scale)
- Evidence of bachelor's degree in nursing from a school accredited by the Commission on Collegiate Nursing Education or by the National League for Nursing Accrediting Commission
- Evidence of enrollment in or completion of an MSN program
- Evidence of an active registered nursing license
- TOEFL minimum score of 650 (if English is not the native language)

Application process includes:

- Completion of the Graduate Nursing Student Program Application (Non-Degree Seeking)
- Submission of official transcripts from Associate, Baccalaureate and MSN programs in nursing
- Interview with the director of the graduate program in nursing
- Curriculum vitae, including educational background, work history, awards/honors, professional memberships, presentations, and publications.

Graduation Requirements

- Completion of 48 credit hours accepted by Goshen College for the Family Nurse Practitioner Track or Completion of 40 credit hours accepted by Goshen College for the Clinical Nurse Leader Track
- Cumulative grade point average of 3.0 or higher.
- Completion of courses as listed in the MSN curriculum plan
- Completion of clinical courses at satisfactory level – noted as “credit” on transcript
- Full financial settlement

Attendance/Tardiness

Students are expected to attend all scheduled class and clinical experience unless excused by the professor teaching the course. Each professor will describe in the course syllabus the consequences of classroom absence. Class absence causes the student to miss a significant amount of course material. Classroom or clinical absences may result in reduction of course grade or failing the course. Students need to plan ahead to have appropriate transportation and accommodations for class. Requests for absences are considered for family deaths and personal illness with note from physician/nurse practitioner. If the student needs to be absent he/she is required to:

- notify the professor promptly when he/she is aware of the need for an absence.
- notify the professor prior to the scheduled class or clinical time.
- be responsible to obtain the class materials and arrange clinical make-up if such is required.

Dismissal from the Nursing Program

The Department of Nursing reserves the right to dismiss a student who displays behaviors determined inappropriate to the practice of professional nursing. Behaviors for dismissal may include but are not limited to:

unsafe clinical practice, conduct that poses a threat to the well-being of self, others, and/or property, breach of confidentiality, and defamation. Any student who defames anyone by oral (slander) or written (libel) statements may also be subject to legal actions. The behaviors identified as inappropriate will be documented and discussed with the student. The faculty member will meet with the Academic Advisory Committee and Director of the Graduate Program in Nursing to review the behaviors of concern. If it is determined that the behaviors are inappropriate, the student will be dismissed by the Director of the Graduate Program in Nursing. The Director will notify the student in writing of the effective date of the dismissal and provide the reason for dismissal.

Grievances

The Department of Nursing uses the grievance policies of the institution. Please refer to the college catalog or the following website for details: <http://www.goshen.edu/academics/dean>.

Confidentiality

Graduate students are expected to follow the ANA Code of ethics 3.1 which states that, "the nurse advocates for an environment that provides for sufficient physical privacy, including auditory privacy for discussions of a personal nature and policies and practices that protect the confidentiality of information." (*ANA Code of ethics*, p. 152, 2008).

Transportation

Students are expected to provide their own transportation and assume costs for off-campus activities.

Inclement Weather Policy

Determination for canceling class will be made by noon of the class day. Students will be notified via their Goshen College email account by noon if class is to be cancelled. If class is in session on questionable days, it is up to the individual student to determine the safety of traveling to class. It is also the students' responsibility to notify the nursing department office if they will not be attending class due to weather constraints. Due to the fact that students travel from fairly far-reaching areas, it is necessary for students to make a determination of the safety of travel based on the weather advisories in the respective areas. Students are responsible for content covered in class. If inclement weather is experienced on a clinical day, students should communicate directly with their preceptors.

Note: Remember, clear communication is the key. Keep important phone numbers close-at-hand and your automobiles well-stocked with emergency supplies. Also, inform the nursing department whenever your contact information changes.

B. Academic Policies

Standards for Written Papers

The Department of Nursing has adopted APA as the standard for style. Use APA style for all papers.

Writing style should be of collegiate quality. For assistance with grammar, you will find a writing handbook helpful. If there are multiple errors, misspellings, and typographical errors on a paper, it will be returned for correction prior to grading and the grade will be reduced.

Papers must be typed using computer word processing, printed on 8 1/2" x 11" paper, in clear, dark print, double-spaced, and with a font of 10 Arial or 12 Times New Romans. Include a title page unless instructed otherwise. Note that page numbering begins with the title page. Number all pages in the upper right-hand corner. Place a double-spaced, correctly formatted list of references, titled References, on a separate page at the end of the paper.

Criteria for Oral and Written Communication

The following criteria are utilized by the faculty in the Department of Nursing for evaluation of oral and written communication.

Oral Communication

Presentation

- Appears self-assured.
- Is enthusiastic.
- Has eye-contact with audience.
- Has clarity of delivery.
- Has appropriate body language/posture.
- Uses gestures effectively.
- Notes, if used, are unobtrusive.
- Stimulates interest.
- Incorporates humor appropriately.
- Uses proper grammar and vocabulary.
- Emphasizes main points.
- Uses appropriate volume.
- Audio-visuals, if used, are effective (appropriate use of computer if indicated).
- Course specific requirements.

Content

- Includes an introduction with clearly stated purpose.
- Is well-organized (introduction, body, summary).
- Is appropriate for audience.
- Ideas are clear and follow a logical sequence.
- Audio-visuals, if used, are neatly prepared and perceived easily.
- Incorporates creativity.
- Gives evidence of appropriate preparation.
- Was effective overall.
- Had good audience response.
- Other:
- Course specific requirements.

Written Communication

Format

- Uses APA style.
- Uses font of 10 Arial or 12 Times New Romans
- Is typed – double-spaced.
- Has adequate margins
- Is appropriate length.
- Documentation is sufficient and correct.
- Uses proper sentence/paragraph structure.
- Uses correct spelling/grammar.
- Course specific requirements.

Content

- Includes an introduction with clearly stated purpose.
- Is appropriate for designated readers.
- Ideas are clear and flow sequentially.
- Literature review is appropriate.
- Is summarized appropriately.
- Gives evidence of appropriate preparation.
- Course specific requirements.

APA Guidelines for the Department of Nursing

Title Page

- Upper right corner – page number
- Center all of this information:
 - Name of paper
 - Student name
 - Name of the course
 - Faculty name
 - Date

On every page

- Page number should appear on the upper right corner.

In text citations

Paraphrasing material

- When paraphrasing or referring to an idea contained in another work, you are encouraged to provide a page or paragraph number.
- Example: Nurses enter the nursing profession with the intent to help others. Nurses discover that helping involves three different categories or types of patients (American Nurses Association, 2008, p. 4)

Organization as the author

- American Nurses Association is the author of several required textbooks.
- Ex: According to the American Nurses Association (2003), nursing is defined by six distinct characteristics. Or
- Nursing is defined by six distinct characteristics (American Nurses Association, 2003, p. 5).

Direct quotation of sources

- Reproduced word for word from a source requires quotation marks and citation of author, year and page number, otherwise considered plagiarism.
- Example, Watson (2005) six assumptions related to human caring include, “caring and love are the most universal, the most tremendous and the most mysterious of cosmic forces; they comprise the primal and psychic energy” (p. 19).

Quotation of fewer than 40 words

- If fewer than 40 words, incorporate quotation in text enclosed in quotation marks
- Example:
 - Watson (2005) defines the seventh assumption of Human Caring as, “Health professions’ social, moral, and scientific contributions to humankind and society lay their commitment to human caring ideals (and ethics) in theory, practice and research” (p. 19).

Quotations with more than 40 words

- Block Quotations: If more than 40 words, indent as a block quote without quotation marks and reference citation in parenthesis at the end of the block.
- Example:

One of Jean Watson’s (2005) tenets of transpersonal caring states: Advanced transpersonal caring modalities draw upon multiple ways of knowing and being; they encompass ethical and relational caring, along with those intentional consciousness modalities that are energetic in nature, e.g., form, color, light, healing, comfort, balance, harmony and well-being (p. 6).

Indirect Source

- When referring to a source that you know only from reading another source, use the phrase *as cited in*, followed by the author of the source you actually read and its year of publication.
- Example:
Leininger's Theory of Culture Care Diversity and Universality (as cited in Kearney-Nunnery, 2008, p. 65) states that health is culturally defined and the individual expresses their roles in culturally defined roles. (*paraphrase*)

Citation style with one or more author

- Citation with several authors is varied – check in Maimon and Peritz (APA tab) or APA Manual, 6th edition, p.177, Table 6.1

Use of numbers

- The general rule governing APA Style on the use of numbers is to use numerals to express numbers 10 and above and words to express numbers below 10.
- There are some exceptions to this rule, refer to APA 6th edition, page111-112.

Online documents with DOI's

- Many online journals articles have a digital object identifier (DOI), a unique alphanumeric string. Citations of online documents with DOI's do not require the URL or retrieval date.
- Only include a retrieval date for items that lack a publication date.
- Example:
Herbst-Damm, K. L., & Kulik, J. A. (2005). Volunteer support, marital status, and the survival times of terminally ill patients. *Health Psychology, 24*, 225-229. doi:10.1037/

Reference page

- Please title the reference page with the word "Reference" centered on the top of the page. Use the word "reference," not "works cited" or "bibliography."
- Arrange references in alphabetical order.
- Each reference should make use of a hanging indent.
- Please note: Everything cited in the text must be listed on the reference page and everything cited on the reference page must be used in the text.
- All documents should be double spaced throughout the document. Please do not use triple spacing between paragraphs. Also double space within and between references.
- Online documents with DOI's
 - Many online journals articles have a Digital Object Identifier (DOI), a unique alphanumeric string. Citations of online documents with DOI's do not require the URL or retrieval date.
 - Only include a retrieval date for items that lack a publication date.

Example of reference with doi:

Herbst-Damm, K. L., & Kulik, J. A. (2005). Volunteer support, marital status, and the survival times of terminally ill patients. *Health Psychology, 24*, 225-229. doi:10.1037/

Example of reference without doi:

Hager, M. L. (2007). Therapeutic diet order writing: Current issues and considerations. *Topics in Clinical Nutrition*, 22 (1), 28-36. Retrieved from CINAHL database.

Example of reference by author:

Kearney-Nunnery, R. (2005.) *Advancing your career: Concepts of professional nursing* (3rd ed.). Philadelphia, PA: F.A. Davis Co.

Example of reference by association/organization:

American Nurses Association. (2001). *Guide to the code of ethics for nurses with interpretive statements*. Washington, DC: American Nurses Association.

Sources for APA style:

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington,DC: APA.

Maimon, E. P., Peritz, J. H., & Yancey, K. B. (2009). *A writer's resource: A handbook for writing & research* (3rd ed.). New York, NY: McGraw-Hill.

Goshen College Good Library - http://goshen.libguides.com/style_guide

Purdue University Online Writing Lab (OWL) <http://www.owl.english.purdue.edu>

APA Online tutorial <http://www.apa.org>

Expectations for Computing Skills

Students in the MSN program are expected to:

- Have access to a personal computer with software supported by GC ITS (eg, most current version of Microsoft Word)
- Have daily email access
- Use the GC course management software program (Moodle). Orientation to email, general GC computing and Moodle will occur during orientation day prior to the first class of the semester.
- Have word processing and presentation software literacy.

Late Assignments

Submission of late papers or other written work will impact your letter grade. Each syllabus will define the impact of late papers on the letter grade.

Academic Integrity at Goshen College

Goshen College expects all students and faculty members to practice academic integrity. Honesty, trust, fairness, respect and responsibility are essential building blocks in creating a vital learning community. They are also the foundation for lifelong integrity.

Academic dishonesty at Goshen College is considered a serious breach of the “Goshen College Commitment to Community Standards.” Academic dishonesty is any act that misrepresents academic work or interferes with the academic work of others. It includes:

- plagiarism (giving the impression that the another person’s work is your own)
- cheating on assignments or exams
- falsification of data
- submission of the same (or substantially the same) paper in more than one course without the prior consent of all instructors concerned
- depriving others of necessary academic resources
- sabotaging another student’s work

Consequences of academic dishonesty are based upon the severity of the offense, course expectations and other variables. Consequences for individual offenses may range from re-doing the assignment to dismissal from the college. Associate Dean Tom Meyers administers academic integrity violation and grievance processes (Goshen College Graduate Catalog, 2011-2012).

Turn-it-in

Papers you submit in this program may be checked for plagiarized material copied from the web, other student papers, and selected on-line databases. Cases of plagiarism are reported to the Associate Dean. Avoid the serious consequences of academic dishonesty.

Grading Plans and Continuance Policies

Grading Plan

All required courses are taken for letter grades. **Successful completion of a nursing course requires a grade of B- or above.**

The following range for determining grades will be used:

94-100 = A	74-79 = C
92-93 = A-	72-73 = C-
90-91 = B+	70-71 = D+
84-89 = B	64-69 = D
82-83 = B-	Below 64 = F
80-81 = C+	

Clinical courses receive a grade of credit or no credit based on satisfactory or unsatisfactory performance in the clinical setting. Behavioral descriptors for each category will be given to students at the beginning of the course. An evaluation of satisfactory must be achieved in the clinical in order to receive credit for the course. An unsatisfactory evaluation in a clinical requires repeating that course prior to moving forward in the curriculum. Only one course may be repeated in the curriculum.

Incomplete Grades

A grade of “I” (incomplete) may be given at the instructor’s discretion for medical emergencies or circumstances beyond the student’s control. Students must be earning a passing grade at the time of the request for an I grade. It is to be given rarely and not to accommodate the student who, through carelessness or poor planning, does not complete course work in the given time. The student will work with the instructor to establish a plan for completion of the course. (See the Goshen College Catalog for additional information.) Incomplete grades are expected to be resolved within a six-week time period.

Academic Requirements for Continuation in the Program

The academic record will be reviewed at the end of each semester and summer term. The academic requirements for continuation in the program are applied during these time periods.

Students that have been admitted into the masters of science program in nursing are expected to maintain a minimum cumulative grade point average (GPA) of 3.0 for continuation in the program. If the cumulative GPA is in the range of 2.75-2.99, the student is placed on academic probation. If the cumulative GPA is below 2.75, the student is dismissed. If a student is on academic probation he/she will be allowed 6 credit hours to regain a GPA of 3.0. Failure to regain the cumulative GPA of 3.0 within the probation period results in dismissal from the nursing program. Students are allowed only one period of academic probation once they are enrolled in the nursing program. Any subsequent cumulative GPA below 3.0 results in dismissal from the nursing program.

A grade of B- or above in all courses is required for continuation in the nursing major. A grade of C+ or below in a nursing course interrupts the student's plan of study. The course must be repeated with a grade of B- or higher prior to advancement to the next semester. Courses may be repeated only once. The number of repeated courses is limited to one course.

Any person beginning the nursing course sequence, who does not take nursing courses for more than two semesters, will need to apply for readmission to the nursing program.

Any student who does not meet the standards for academic progress may file a written appeal. Guidelines for the appeal process are located in the Goshen College Graduate Catalog, 2011-2012.

C. Clinical Policies

Clinical Prerequisites

In order to begin and continue to participate in all clinical experiences each nursing student must have the following on file:

- **Statement of Confidentiality**
Signed patient confidentiality statement
- **Malpractice Insurance**
Goshen College carries liability insurance for graduate nursing students while in the clinical setting. A copy of the certificate of insurance is kept on file in the nursing department.
- **Cardiopulmonary Resuscitation (CPR)**
Each student must have a current CPR Healthcare Provider or Professional Rescuer certification card throughout the course of their clinical experience.
- **Criminal History Check**
All students are required to have a national criminal history check done prior to their first clinical course. This policy is based on state and federal regulations and agency policies, which require criminal history checks on persons working with vulnerable populations. Any issues that emerge from a criminal history check will be evaluated and reviewed by the admissions committee of the Department of Nursing and may impact the student's continuation in the nursing program. The Department of Nursing will provide students with the forms necessary to obtain a limited criminal history check. It will be the student's responsibility to pay \$25.00 for the criminal history check. The results of the check will be sent directly to the Department of Nursing. The administrative assistant in the Department of Nursing will maintain the file of the limited criminal history checks. Students may view their own criminal history report.

- **Health Requirements**

Students receive the Statement of Health form following acceptance into the department of nursing. This form attests to the health of the student and lists the student's immunization or disease status and is to be completed by a licensed healthcare provider prior to completion of first semester courses. See the following list for immunizations/tests that are required. Costs of immunizations and/or tests are the responsibility of the student. Students are encouraged to secure routine physical exams, including dental and eye evaluations. Fitness programs are encouraged. For additional information, please refer to the Center for Disease Control at www.CDC.gov.

<u>Immunization/Test</u>	<u>Requirement</u>
Diphtheria-Tetanus	A Td booster every ten years is required. For adults ages 19-64 years, a 1-time dose of Tdap is recommended to replace the next Td.
T.B. Skin Test (TST)	An annual test is required. If the student has a history of positive TST, results of a QFT-G or chest x-ray must also be presented, and the student is required to complete a Tuberculosis Symptom Questionnaire on a yearly basis.
Influenza	<i>Recommended</i> yearly for all healthcare personnel.
Hepatitis B	Series of 3 injections.
Varicella	Two doses 4-8 weeks apart for those who do not have a history of varicella (chicken pox), or serologic evidence of immunity.
MMR	Evidence of vaccine or serologic immunity.

Clinical Experiences – Family Nurse Practitioner track

Clinical experiences are arranged by the Department of Nursing in collaboration with the student.

Preceptor Qualifications

- Advanced practice nurses and physicians may serve as preceptors.
- The preceptor has expertise related to the focus of the course.
- The preceptor shall be experienced and competent. Nurse practitioner preceptors must have at least one year of clinical experience in that role.
- The preceptor must have authorization by the appropriate state licensing entity to practice in his/her population-focused and/or specialty area.
- The preceptor is willing to orient the student to the clinical experience and provide opportunities for the student to both observe and practice. The preceptor will need to provide on-going feedback, validate student assessment findings and consult on therapeutic decision-making.
- It is preferred that the majority of the total clinical hours be precepted by APRNs.
- All preceptors must be approved by the department.
- Preceptors shall not be personal friends or family members of the student

Required Clinical Hours

- Clinical hours must be completed within the semester allocated for that experience. Students are expected to complete the posted number of clinical hours for the course within a plus or minus 10% range of time. For example, if a clinical course requires 168 clock hours, students are expected to complete anywhere from 151 to 185 clock hours for that course.
- A minimum of 672 total clinical hours is required for the program. The FNP Plan of Study and the clinical course syllabi list the number of clinical hours that are required. Students are responsible to monitor their clinical hours throughout the program and collaborate with the FNP curriculum coordinator or director of the graduate program in nursing regarding planning for clinical placements.
- Prior to graduation, students must complete a minimum of 100 hours of women's health, 100 hours of pediatrics, 200 hours of adult health and 272 hours in family health across the lifespan.

General Policies for FNP Clinical Experiences

- Over the course of the program the student must have clinical experiences with an APRN preceptor and preferably an NP with expertise in the population-focused area of practice.
- Students will bear the costs incurred to obtain privileges to work with a preceptor at a clinical site (eg drug testing, criminal background checks, travel).
- The focus of the clinical experiences with the preceptor in the FNP program is on primary care settings. However, from time to time, students may wish to do a portion of their clinical time in a specialty focus. Most of the time, these specialty experiences will be limited to a 16 hour shadowing experience.
- Placement with the same preceptor for more than one course: It is advantageous for the student to work with more than one preceptor over the course of the NP program. However, at times it is beneficial for students to be mentored by the same preceptor over more than one clinical course. These decisions are made on a case-by-case basis.
- No clinical hours may be logged before the beginning of any clinical course.
- Students do not have hospital privileges. If part of the clinical mentorship includes rounding in a hospital, this is to be an observational experience only.
- Students must maintain an active nursing license throughout the program of study. Students must have an active license in the state(s) in which clinical experiences occur.
- Most of the facilities where students receive clinical experience are open from Monday to Friday, 8 AM – 5 PM. It is virtually impossible for students to maintain a full time Monday to Friday, 8-5 work schedule during semesters with clinical courses.
- Additional clinical details will be provided with the course syllabus.
- Attendance at workshops and conferences may not be counted as clinical time on the Typhon database except for the Goshen College sponsored "skills seminar."
- Students log clinical hours in the Typhon database system.
- In the event that a student accompanies a preceptor to a birth experience, this is to be strictly observational.
- Although insertion of intrauterine devices and suturing of facial lacerations may be part of your professional practice as an APRN, these experiences will not be performed during clinical experiences as students.

Skills Seminar

Students will be required to participate in a skills seminar. A nominal fee will be assessed. The seminar will typically be scheduled for the first Tuesday of the fall semester in the students second year of study. The skills seminar topics may include: skin biopsy, punch biopsy, x-ray interpretation, suturing, and EKG interpretation.

Clinical Experiences – Clinical Nurse Leader track

Clinical arrangements will be the joint responsibility of the clinical practice partnership and the student. The goal of the clinical experience is to develop skills necessary for clinical outcomes management and care environment management. Clinical preceptors may include Clinical Nurse Leaders, hospital education coordinators, clinical nurse specialists, case managers, unit managers, and hospital-based nurse practitioners. Additional clinical details will be provided with the course syllabus. Total clinical hours for the clinical nurse leader role total 500 hours. The clinical courses, Nurs 531 and 533 are taken for variable credit. The first clinical course will be 3 credit hours (200 clock hours) and the second clinical course will be 5 credit hours (300 clock hours).

Note: Students who are currently in the clinical nurse leader track will continue in their plan of study during the 2011-2012 academic year. However, due to low enrollment, the clinical nurse leader track is on hold for new applicants during this academic year.

Certification

Upon graduation from the Goshen College Department of Nursing Master of Science in Nursing Program, students are eligible to sit for the certification exam in their area of specialization. Students in the Family Nurse Practitioner Track are eligible to sit for the Family Nurse Practitioner exam, American Nurses Credentialing Center (ANCC) (ANCC, 2007) and/or American Academy of Family Nurse Practitioners (AANP). Students in the Clinical Nurse Leader track are eligible to sit for the Clinical Nurse Leader exam, American Association of Colleges of Nursing (AACN, 2007).

Clinical Warning

Course and clinical evaluation of a student's performance is ongoing during a clinical nursing course. Students should be made aware of any problems in achievement of objectives as early as possible. Open communication between faculty, preceptors, and students is essential in identifying potential or actual problems. Issues with professional behavior such as tardiness, physical appearance, or failure to maintain a reasonable schedule of work hours may result in being placed on clinical warning. Ratings of "expectations not met" on the clinical evaluation forms will result in consequences ranging from dialogue to clinical warning to dismissal from the program.

Clinical Warning Process:

1. A student may be placed on clinical warning at any time during the clinical course.
2. Identification of a pattern of "expectations not met" in any behavior/objective warrants a written documentation of the behavior of concern.
 - The written documentation will identify areas of concern and state recommendations for improvement. The documentation will include a time frame for meeting the objectives.
 - The faculty member will meet with the student to discuss specific behaviors that are of concern.
 - The student and faculty member must both sign the memo.
 - The student will receive a copy of the memo and the original will be placed in the student's file.
3. If the student is placed on clinical warning the clinical faculty must meet on a regular basis to discuss student progression toward the desired outcomes. The faculty member provides oversight for the clinical warning plan.
4. The faculty member must notify the Academic Advisory Committee whenever a student is placed on Clinical Warning. The faculty may meet with the Academic Advisory Committee at any time for consultation and guidance.
5. At the end of the established time frame the student and faculty member will meet to discuss if the expected outcomes have been met or not.
6. If the student has achieved the outcomes the student will be removed from Clinical Warning by the faculty member.
7. The student must meet the expected outcomes by the end of the clinical course in order to receive credit for that course.
8. If the student behavior has not changed the Academic Advisory Committee may recommend dismissal of the student to the Director of the Graduate Program in Nursing. Decisions regarding dismissal will be made in consultation with the Academic Advisory Committee. The Director informs the student in writing of the dismissal.
9. Only one clinical warning is allowed in the program.

Professional Appearance

Students are expected to present a professional appearance, including attention to personal hygiene and grooming. Students will adhere to the dress code of the institution in which they are engaged for clinical experiences.

Additional guidelines to be followed include:

- Use an antiperspirant/deodorant most effective for personal needs
- Provide a role model of good health and personal hygiene
- Use cosmetics sparingly
- No use of perfumes or colognes
- No gum chewing while in clinical
- Keep hair clean and controlled
- Keep fingernails short and well-manicured
- Due to infectious disease regulations, no artificial nails
- No skin from shirt/pants showing or exposure of cleavage
- No sleeveless tops without a lab coat
- All visible body piercings, except for the ear lobes, must be removed before clinicals
- No visible tatoos
- No sandals or open-toed shoes
- No denim pants, capri-type pants, or shorts
- A white lab coat will be worn in the clinical setting except when the site requests that no lab coat be worn.
 - Knee-length with collar (not consultation length)
 - Upper & lower case block lettering with 1" capital letters
 - Purple, block, embroidery on the left side that reads:
Goshen College
FNP [or CNL] Student

Student Identification

All students in a clinical setting shall wear a name badge purchased through the Department of Nursing at the beginning of the program. This badge shall be worn on the left side of the shirt or lab coat. Lost badges may be replaced by contacting the administrative assistant and paying for the replacement badge.

Equipment

The following items are required in the clinical setting:

- Stethoscope
- A watch with a second hand

Behavior in the Professional Setting

Agency Policies

Students will be using a variety of agencies for clinical experience. It is the responsibility of the student to learn what each agency's policies and dress code are and to follow those policies while in that agency for clinical.

Telephone Calls

While in the clinical setting, telephones will be used for business purposes only.

Cell phones, Pagers and Computers

Personal cell phones and pagers are to be used for emergency purposes only. Computers that are utilized in the clinical setting for patient care are not for personal email or other personal uses. All patient information accessed

via the computer, like any other patient information is to be treated confidentially. Computers and electronic equipment use in the classroom is exclusively for educational purposes.

Injury

A student injured while enrolled in the nursing program at Goshen College is responsible for the costs of that injury. Students must file claims with their personal insurance company to cover the costs of treatment.

All student policies were reviewed or revised on 5/3/11.

Professional Competencies Nurse Practitioner Core Competencies

Scientific Foundation Competencies

1. Critically analyzes data and evidence for improving advanced nursing practice.
2. Integrates knowledge from the humanities and sciences within the context of nursing science.
3. Translates research and other forms of knowledge to improve practice processes and outcomes.
4. Develops new practice approaches based on the integration of research, theory, and practice knowledge

Leadership Competencies

1. Assumes complex and advanced leadership roles to initiate and guide change.
2. Provides leadership to foster collaboration with multiple stakeholders (e.g. patients, community, integrated health care teams, and policy makers) to improve health care..
3. Demonstrates leadership that uses critical and reflective thinking.
4. Advocates for improved access, quality and cost effective health care.
5. Advances practice through the development and implementation of innovations incorporating principles of change.
6. Communicates practice knowledge effectively both orally and in writing.

Quality Competencies

1. Uses best available evidence to continuously improve quality of clinical practice.
2. Evaluates the relationships among access, cost, quality, and safety and their influence on health care.
3. Evaluates how organizational structure, care processes, financing, marketing and policy decisions impact the quality of health care.
4. Applies skills in peer review to promote a culture of excellence.
5. Anticipates variations in practice and is proactive in implementing interventions to ensure quality.

Practice Inquiry Competencies

1. Provides leadership in the translation of new knowledge into practice.
2. Generates knowledge from clinical practice to improve practice and patient outcomes.
3. Applies clinical investigative skills to improve health outcomes.
4. Leads practice inquiry, individually or in partnership with others.
5. Disseminates evidence from inquiry to diverse audiences using multiple modalities.

Technology and Information Literacy Competencies

1. Integrates appropriate technologies for knowledge management to improve health care.
2. Translates technical and scientific health information appropriate for various users' needs.
 - a. Assesses the patient's and caregiver's educational needs to provide effective, personalized health care.
 - b. Coaches the patient and caregiver for positive behavioral change.
3. Demonstrates information literacy skills in complex decision making.
4. Contributes to the design of clinical information systems that promote safe, quality and cost effective care.
5. Uses technology systems that capture data on variables for the evaluation of nursing care.

Policy Competencies

1. Demonstrates an understanding of the interdependence of policy and practice.
2. Advocates for ethical policies that promote access, equity, quality, and cost.
3. Analyzes ethical, legal, and social factors influencing policy development.
4. Contributes in the development of health policy.
5. Analyzes the implications of health policy across disciplines.
6. Evaluates the impact of globalization on health care policy development.

Health Delivery System Competencies

1. Applies knowledge of organizational practices and complex systems to improve health care delivery.
2. Effects health care change using broad based skills including negotiating, consensus-building, and partnering.
3. Minimizes risk to patients and providers at the individual and systems level.
4. Facilitates the development of health care systems that address the needs of culturally diverse populations, providers, and other stakeholders.
5. Evaluates the impact of health care delivery on patients, providers, other stakeholders, and the environment.
6. Analyzes organizational structure, functions and resources to improve the delivery of care.

Ethics Competencies

1. Integrates ethical principles in decision making.
2. Evaluates the ethical consequences of decisions.
3. Applies ethically sound solutions to complex issues related to individuals, populations and systems of care.

Independent Practice Competencies

1. Functions as a licensed independent practitioner.
2. Demonstrates the highest level of accountability for professional practice.
3. Practices independently managing previously diagnosed and undiagnosed patients.
 - a. Provides the full spectrum of health care services to include health promotion, disease prevention, health protection, anticipatory guidance, counseling, disease management, palliative, and end of life care.
 - b. Uses advanced health assessment skills to differentiate between normal, variations of normal and abnormal findings.
 - c. Employs screening and diagnostic strategies in the development of diagnoses.
 - d. Prescribes medications within scope of practice.
 - e. Manages the health/illness status of patients and families over time.
4. Provides patient-centered care recognizing cultural diversity and the patient or designee as a full partner in decision-making.
 - a. Works to establish a relationship with the patient characterized by mutual respect, empathy, and collaboration.
 - b. Creates a climate of patient-centered care to include confidentiality, privacy, comfort, emotional support, mutual trust, and respect.
 - c. Incorporates the patient's cultural and spiritual preferences, values, and beliefs into health care.
 - d. Preserves the patient's control over decision making by negotiating a mutually acceptable plan of care.

National Organization of Nurse Practitioner Faculties (2011). Nurse Practitioner Core Competencies.

Washington, DC: National Organization of Nurse Practitioner Faculties. Retrieved from www.nonpf.org

CNL Competencies
End of Program Competencies

1. Effects change through advocacy for the profession, interdisciplinary health care team and the client.
2. Communicates effectively to achieve quality client outcomes and lateral integration of care for a cohort of clients.
3. Actively pursues new knowledge and skills as the CNL role, needs of clients, and the health care system evolve.
4. Properly delegates and utilizes the nursing team resources (human and fiscal) and serves as a leader and partner in the interdisciplinary health care team.
5. Identifies clinical and cost outcomes that improve safety, effectiveness, timeliness, efficiency, quality, and the degree to which they are client-centered.
6. Uses information systems and technology at the point of care to improve health care outcomes.
7. Participates in systems review to critically evaluate and anticipate risks to client safety to improve quality of client care delivery.

American Association of Colleges of Nursing. (February, 2007). *White paper on the education and role of the*

Clinical Nurse Leader. Washington, DC. Retrieved from www.aacn.nche.edu