

# Preparing MSN Nurses for the Future of Healthcare:

Integrating MSN Specialty Tracks in the  
Practicum and Capstone Courses

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## Objectives

- Describe two student outcomes related to the interconnectedness between the three tracks: leadership, informatics and education that can prepare nurses for complex healthcare issues.
- Discuss one way that this innovative teaching could be applied in your academic setting.

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## Chatham University



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## Masters in Nursing Program

- 2008 - Masters program – hybrid w/ 2 tracks:  
Leadership and Nurse Educator (27 credits)
- 2013 – converted to all online w/ 36 credits
- 2016 – 3<sup>rd</sup> track: Nursing Informatics
- 2018 – reduced to 33 credits

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## AACN Essentials

- 9 Essentials for a broad based graduate nursing education
- Chatham's MSN program has 6 core courses (18 credits) to address these essentials

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### **Essential II: Organizational and Systems Leadership**

### **Essential V: Informatics and Healthcare Technologies**

### **Essential VIII: Clinical Prevention and Population Health for Improving Health**

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## MSN Core Courses – 18 credits

- NUR 503 Informatics Foundation and Health Care Technology
- NUR 504 Introduction to Organizational Leadership in Nursing
- NUR 506 Professional Role: Communication & Collaboration for Improving Patient Outcomes

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## MSN Program Tracks

- The three tracks consist of 5 specialty courses (15 credits)
- Each track ends w/ practicum and capstone courses
- First 3 specialty courses separate
- Practicum and Capstone courses combined w/ all 3 specialty track students

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## **Practicum Courses**

- **NUR 660 Healthcare Leadership Practicum**
- **NUR 661 - Health Care Informatics Practicum**
- **NUR 662 – Nurse Educator Practicum**

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## **Capstone Courses**

- **NUR 670 Healthcare Leadership Capstone**
- **NUR 671 Healthcare Informatics Capstone**
- **NUR 672 Healthcare Education Capstone**

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## Silos or Collaboration?

- Complex healthcare issues
- All three skillsets - essential components of quality nurse
- Interconnectedness – shared project design and project facilitation experiences
- Enhanced view and knowledge of these roles in the nursing discipline

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## Course Outcomes

- Separate Tracks
- Combined Tracks

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## Examples of student learning outcomes: combined tracks

### Student Learning Outcomes

At the end of this course, students will be able to:

- Implement an evidence-based change project.
- Evaluate the project effectiveness using various methodologies.
- Apply stabilization strategies to maintain change.
- Disseminate new knowledge gained from leading a practice change project.

- Education
- Leadership
- Informatics



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## Combined Experiences

- Strengths:
  - \* Interconnectedness between 3 tracks as evidenced by sharing of experiences
  - \* Knowledge enhancement within two additional tracks in nursing
  - \* Sparked inquiry into specific areas within peers experiences and projects

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## Combined Experiences (con't)

- Weakness:
  - \* Expression of wanting to have more time to make connections between 3 tracks, for example, allowing select number of practicum hours dedicated to other 2 tracks

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## What would or could these practicum hours look like?

- Example, if a student were in the education track, how could a limited number of practicum hours be integrated in order to enhance connectiveness between the other two tracks?
  - 1.
  - 2.
  - 3.

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## Group thoughts/ideas/strategies



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## Questions



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