To: Commission on Collegiate Nursing Education

From: Dr. Denise Pope, Ph.D., R.N., Associate Dean and Chief Nursing Office

 Trinity Washington University

Re: Master of Science in Nursing Program addition

Trinity Washington University submits this substantive change notification informing the Commission on Collegiate Nursing Education of our new program offering, the Master of Science in Nursing Program with two concentrations: Nursing Education and Nursing Administration to address the shortage of nurse faculty and leaders and as a means to contribute to Trinity’s Strategic Goal 1: Enrollment Growth and Strategic Goal 3: Program Development.

1. Trinity Implementation Timeline for the Master of Science in Nursing

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| Activity | Timeframe |
| Trinity Administration Approved MSN program development proposal | January, 2014 |
| Program Director Hired | November, 2014 |
| MSN Program received NHP CAP approval  | January, 2015 |
| MSN Program received UCAP approval | February, 2015 |
| Faculty Hired  | August, 2015 |
| First students enrolled in courses | August, 2015 |
| CCNE substantive change notification and request for on-site visit | November, 2015 |
| CCNE On-site Evaluation | Spring, 2017 (January-April) |
| CCNE Accreditation  | Spring – Summer, 2017 |

1. Expectations

Trinity targeted the MSN program development prior to 2010 anticipating the need for advanced degrees in the profession even before the 2010 Institute of Medicine Report. To meet the need for nurse educators and middle management administrators, NHP offers a MSN with two foci – Education and Administration. The American Council on Collegiate Nursing Education shows these tracks to be the most highly sought behind only the Nurse Practitioner concentration. The Education and Administration concentrations complement Trinity’s existing graduate degree programs in the School of Education and the School of Professional Studies.

Trinity expects to enroll sixty students in the MSN program by the beginning of the fourth year. Students are admitted in the fall and spring semesters. MSN courses will be offered in fall, spring, and summer semesters, allowing students to enroll either full-time or part-time studies and complete the MSN program in two years. Graduates of the MSN Program will be eligible to sit for the National League for Nursing (NLN) Certified Nurse Educator (CNE) exam and the American Organization of Nurse Executives (AONE) Certification for Certified in Executive Nursing Practice (CENP), as appropriate. The MSN program begins with a common core followed by nurse educator or nurse administration specific tracks. The curricula are described as follows. Students can also follow a part time curriculum plan with 6 credit hours per academic semester.

1. Resources

Trinity is well-positioned to support the MSN program with fiscal, physical, and faculty resources. Trinity hired Dr. Marcella Copes, Ph.D, R.N. in 2014 to develop the MSN program. Dr. Copes is a seasoned nurse educator with more than 30 years in the healthcare industry. She has led and taught courses in undergraduate, graduate, and post masters certificate programs. Dr. Carrie O’Reilly, Ph.D, M.S.N., R.N. joined the Trinity nursing faculty in August 2015. Dr. O’Reilly brings an array of knowledge from multiple facets of nursing education and practice which include curriculum development, online teaching, and quality performance improvement. Dr. Copes’ and Dr. O’Reilly’s curriculum vitas are included as Appendix A. Trinity’s plans to hire a faculty member in 2016-2017 and another in 2017-2018 to correspond with program growth.

The MSN education and administrative concentrations align with Trinity strong graduate programming in the School of Education and the School of Business and Graduate Studies. Classroom and laboratory space are adequate to meet the needs of the program. These physical spaces will be enhanced further with the fall, 2016 opening of Trinity’s new Academic Center. The Academic Center will house new nursing skills and health assessment labs, nursing simulation rooms, seminar rooms, office spaces, science laboratories, and classrooms. Library resources provide students with access to numerous online journals as well as access to library resources through the Washington Research Library Consortium.

1. Approvals from Other Bodies

Trinity President Patricia McGuire authorized the nursing program to submit a proposal for a new Master of Science in Nursing Program in October, 2013 with the intent for plan implementation during the 2014-2015 academic year. The MSN program was included as a strategic initiative for the School of Nursing and Health Professions in January, 2014. The MSN program was developed in fall, 2014. The program proposal was reviewed by the University curriculum governing bodies gaining approval from the School of Nursing and Health Professions Committee on Curriculum and Academic Policy (NHP CAP) on January 27, 2015. The University CAP (UCAP) approved the new MSN program in February 11, 2015.

Trinity is accredited by the Middle States Commission on Higher Education to award associate, baccalaureate, and master degree programs, thus no additional regional accreditation authorizations were required for the new MSN program. The District of Columbia, where Trinity resides, authorizes advanced practice nurse programs. Trinity’s MSN education and administrative concentrations do not fall under the APN designation, therefore the program required not District of Columbia Board of Nursing approval. Appendix B contains documentation of approvals.

1. Curriculum Overview

Trinity targeted the MSN program development to meet the need for nurse educators and middle management administrators, thus the nursing program developed the MSN with two foci – Education and Administration. The American Council on Collegiate Nursing Education shows these tracks to be the most highly sought behind only the Nurse Practitioner concentration. The Education and Administration concentrations complement Trinity’s existing graduate degree programs in the School of Education and the School of Professional Studies.

In the Nursing Administration Major, students learn to analyze, synthesize, and participate in collaborative planning. Students use a wide variety of communication techniques, re-engineer complex health care delivery problems, apply general systems theory, and apply congruency theory to health care delivery problems.

Nursing Administration and Nursing Education students take both a participant and a lead role in formal seminars, and conduct a content specific project based on research. Students in the Nurse Education track learn teaching strategies through: a) scholarly papers based on requirements in the syllabus. b) team work in the classroom, c) seminars, d) classroom and practicum presentations, e) use of technology to enhance presentations, f) interviews with health care executives and middle managers, and g) the inclusion of expert lecturers in the classroom. The MSN program was developed in accordance with *The Essentials of Master’s Education in Nursing* (AACN, 2011).

Graduates of the MSN Program will be eligible to sit for the National League for Nursing (NLN) Certified Nurse Educator (CNE) exam, the American Nurses Association (ANA) Certification for Informatics and the American Organization of Nurse Executives (AONE) Certification for Certified in Executive Nursing Practice (CENP), as appropriate. The MSN program begins with a common core followed by nurse educator or nurse administration specific tracks. The curricula are described as follows. Students can also follow a part time curriculum plan with 6 credit hours per academic semester.

The MSN curriculum plans, crosswalks of MSN courses with the Master’s Essentials, and the Certified Nurse Educator Criteria are included in Appendix C.

1. Methods of Delivery and Location of the Nursing degree Program

The MSN program offers nursing graduate education in a hybrid format where students meet on-campus face-to-face with faculty 8 weekends a semester with the remainder of the course delivered online through Moodle, Trinity’s course management system. The program entails 4 semesters of full-time or 6 semesters of part-time coursework encompassing a total of 36 credits: 18 core credits and 18 credits in the respective education or administrative concentration. All face-to-face class meetings occur on Trinity’s campus at 125 Michigan Ave, NE, Washington, DC 20017.

1. Impact of MSN on the CCNE-accredited Baccalaureate Degree Program

The addition of an MSN program to NHP is expected to benefit both undergraduate and graduate students in the School of Nursing and Health Progressions to assist in increased retention for all undergraduate tracks (3) and promote academic progression from the undergraduate level for the RNBSN and pre-licensure programs. Additionally, the program can provide a readily assessable venue for practicum placements for students enrolled in the educator track. Trinity is fortunate to have clinical partners who supportive of this program and its close proximity to their facilities and ease of accessibility for their employees to pursue graduate education.

**Appendix C**

***Mission and Philosophy***

**Trinity Washington University Statement of Mission**

Trinity is a comprehensive institution offering a broad range of educational programs that prepare students across the lifespan for the intellectual, ethical and spiritual dimensions of contemporary work, civic and family life. Trinity’s core mission values and characteristics emphasize a commitment to the education of women in a particular way through the design and pedagogy of the historic undergraduate women’s college, and by advancing principles of equity, justice and honor in the education of women and men in all other programs; a foundation for learning in the liberal artsthrough the curriculum design in all undergraduate degree programs and through emphasis on the knowledge, skills and values of liberal learning in all graduate and professional programs; integration of liberal learning with professional reparation through applied and experiential learning opportunities in all programs; and grounding in the mission of the Sisters of Notre Dame de Namur and the Catholic tradition, welcoming persons of all faiths, in order to achieve the larger purposes of learning in the human search for meaning and fulfillment. *[Adopted May, 2000]*

**Philosophy of Trinity Washington University Nursing Program**

Nursing is a discipline of knowledge and a field of professional practice grounded in caring. A professional caring nurse demonstrates qualities of altruism, autonomy, human dignity, integrity, and social justice. Nurses participate with members of other disciplines to advance human understanding to enhance personal and societal living within a global environment. The well-being and wholeness of persons, families, groups, communities, and populations are nurtured through caring relationships. The nature of being human is to be caring. A person is viewed as a unique individual dynamically interconnected with others and the environment in caring relationships.

Professional caring nurses take into consideration not only their clients’ disease processes, but also their clients’ personal values and illness experiences. They engage in care of themselves in order to care for others. Caring nurses reflect on their own beliefs, attitudes, and values as they relate to issues that impact professional practice, such as vulnerable populations, unethical practices, and diversity in a multicultural healthcare environment.

A supportive environment for learning is a caring environment, in which all aspects of the human person are respected, nurtured, and celebrated. Within this learning environment, collegial relationships with faculty and students are fostered. Trinity’s MSN Program prepares the master’s graduate to practice within a holistic, caring framework. Holistic nursing care recognizes the need to address the mind, body, and spirit, as well as emotions. These fundamental beliefs concerning caring express the values and guide the professional practices and teaching of the Faculty.

**MSN Curriculum Plans**

**MSN Nurse Administrator**

Year One Fall

 SNHP 501 Theoretical Foundations (3credits)

 NURS 515 Advanced Pathophysiology and Pharmacology (3credits)

 NURS 562 Advanced Health Assessment (3credits)

Year One Spring

ADMN 642 Health Care Delivery Systems, Policies and Procedures (3credits) SNHP 530 Research Methods and Biostatistics I (3credits)

 NURS 605 Administrative Theory in Nursing I (3credits)

Year Two Fall

SNHP 601 Informatics (3credits)

 SNHP 630 Research Methods and Biostatistics II (3credits)

 NURS 625 Administrative Theory in Nursing II (3credits)

Year Two Spring

Elective (3 credits)

NURS 645 Administrative Practicum (3credits)

 ADMN 607 Accounting and Finance for Evaluation and Control (3credits)

**MSN Nurse Educator**

Year One Fall

 SNHP 501 Theoretical Foundations (3credits)

 NURS 515 Advanced Pathophysiology and Pharmacology (3credits)

 NURS 562 Advanced Health Assessment (3credits)

Year One Spring

ADMN 642 Health Care Delivery Systems, Policies and Procedures (3credits) SNHP 530 Research Methods and Biostatistics I (3credits)

 SNHP 600 Instructional Strategies for Effective Teaching (3credits)

Year Two Fall

SNHP 601 Informatics (3credits)

 SNHP 630 Research Methods and Biostatistics II (3credits)

 SNHP 620 Curriculum Development and Evaluation (3credits)

Year Two Spring

Elective (3 credits)

SNHP 640 Teaching and Clinical Practicum (6 credits)

**Crosswalk of the Certified Nurse Educator Criteria, MSN Education Courses and Master’s Essential**

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| **MSN Courses** | SNHP 620 Curriculum Evaluation and Development and Evaluation (3 crs) | SNHP 640 Teaching & Clinical Practicum (6 crs) | SNHP 501 Theoretical Foundations (3 crs) | SNHP 600 Instructional Strategies for Effective Teaching (3 crs) | NURS 515 Advanced Patho/Pharm (3 cres) | NURS 562 Advanced Health Assessment (3 crs) | SNHP 530 and SNHP 630 Research and Biostatistics I / II (6 crs) | SNHP 601 Informatics (3 crs) | ADMN 642 Health Care Delivery Systems (3 crs)  | Electives (3 crs) Global Health and Health Policy  |
| **NLN Certified Nurse Educator Criteria** |  |  |  |  |  |  |  |  |  |  |
| Curriculum Development and Evaluation | x | x |  |  |  |  |  |  |  |  |
| Instructional Design |  |  |  | x |  |  |  | x |  |  |
| Principles of Adult Learning  | x | x |  |  |  |  |  |  |  |  |
| Assessment/Measurement and Evaluation | x |  |  |  |  |  | x |  |  |  |
| Principles of Teaching and Learning |  | x |  |  |  |  |  |  |  |  |
| Instructional Technology |  | x |  | x |  |  |  |  |  |  |

| **MSN Courses** | SNHP 620 Curriculum Evaluation and Development and Evaluation (3 crs) | SNHP 640 Teaching & Clinical Practicum (6 crs) | SNHP 501 Theoretical Foundations (3 crs) | SNHP 600 Instructional Strategies for Effective Teaching (3 crs) | NURS 515 Advanced Patho/Pharm (3 cres) | NURS 562 Advanced Health Assessment (3 crs) | SNHP 530 and SNHP 630 Research and Biostatistics I / II (6 crs) | SNHP 601 Informatics (3 crs) | ADMN 642 Health Care Delivery Systems (3 crs)  | Electives (3 crs)  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Master’s Essentials** |  |  |  |  |  |  |  |  |  |  |
| Essential I Background for Practice from Sciences and Humanities  |  |  | x |  | x | x |  | x | x |  |
| Essential IIOrganizational and Systems Leadership |  | x | x |  |  |  |  |  | x | x |
| Essential IIIQuality Improvement and Safety | x | x |  |  | x | x | x |  |  | x |
| Essential IVTranslating and Integrating Scholarship into Practice | x | x |  | x |  |  | x |  |  |  |
| Essential VInformatics and Health Care Technology | x | x |  | x |  | x | x | x | x |  |
| Essential VIHealth Policy and Advocacy |  |  | x |  |  |  |  |  | x | x |
| Essential VIIInterprofessional Collaboration and Improving Patient and Population | x | x |  | x |  | x | x |  | x | x |
| Essential VIIIClinical Prevention and Population Health for Improving Health | x | x | x | x | x | x | x | x | x | x |
| Essential IXMaster’s Level Nursing Practice | x | x | x | x | x | x | x | x | x | x |

**MSN Course Descriptions**

**SNHP 501** **Theoretical Foundations**

Models and theories as they relate to education and practice and theoretical and ethical foundational necessary for teaching in various settings: classroom, clinical and college laboratories, and health care agencies will be explored. Students will have the opportunity to integrate scientific findings from nursing, biopsychosocial fields, genetics, public health, quality improvement, and organizational sciences for the continual improvement of nursing care across diverse settings. This course also examines the nature and function of educational theories basic to the design and implementation of curriculum, teaching, and learning experiences with a focus on models, strategies and skills that apply to teaching. (3 credits) Prerequisites:

**SNHP 601 Informatics**

This course introduces theoretical and practice components of healthcare informatics for the graduate level student, designed to provide an in-depth introduction to information systems and technologies that support practice and improve patient care and outcomes. Development of information management and technology skills will be incorporated throughout the course. Content is directed toward assisting the student in understanding the relationship between patient care and complex information and data issues involved in clinical practice. Computer systems will be analyzed. The systems life cycle will be explored. Health care data standards, classification schemes, and the electronic health record (EHR) will be introduced. Students will evaluate informatics as it applies to patient safety, outcomes measurement, complex decision-making, consumer use, and legal and ethical issues. (3 credits)

**Electives** (3 credit hours)

**SNHP 651 Ethics**

Selected nursing and related discipline theories which impact practice are analyzed and evaluated with special attention given to ethical aspects of practice and ethical decision-making frameworks. Moral dilemmas in the health care profession, with emphasis on patients’ rights, professionals’ obligations to other professionals, issues of social justice in health care, and methods of moral deliberation are examined*.* The focus of this course is to develop the student's ability to identify ethical dilemmas, apply moral reasoning, and then take action necessary to resolve the dilemma. Questions of clinical and applied ethics, including basic principles and theories that support and challenge the decision making process will be examined from various perspectives to address the moral difficulties the advance practice nurse is likely to encounter. (3 credits)

**SNHP 645 Global Health and Health Policy**

In this course health and developmental issues across nations and cultures that impact the quality of patient care worldwide will be reviewed. Topics related to health policy and population health will be discussed. Students will discuss innovative solutions to challenging health problems in resource-limited environments with the goal of on improving health and achieving equity in health for all people worldwide. (3 credits)

**SNHP 635 Organizational Behavior**

This is an introductory course in the study of human behavior in organizational settings and the application of organizational behavior and theories of leadership to the management of interdisciplinary teams and decision making in healthcare organizations.

**SNHP 530 Research Methods and Biostatistics I**

This course explores differential research methodologies utilized for observation and data collection; and analysis and interpretation of collected data. Students will utilized a holistic perspective to studying individuals, families, and communities involving a bio behavioral, interdisciplinary, and translational approach to science. This course provides an exploration of research concepts, literature searches, research methods, designs, data collection, analysis, and interpretation techniques. This course focuses on the analysis and interpretation of collected data. Students will have the opportunity to explore the selection of appropriate statistical tests, analyze an existing data set, and gain experience in the use of the computer for data analysis. This course is designed to provide graduate students with the skills necessary to evaluate the relationship between practice and published research. This course provides an introduction to the design and implementation of nursing education assessment strategies. Students are introduced to assessment and evaluation theories to promote safe, effective nursing practice and facilitate learning. Topics include learning outcomes, assessment design and implementation, classroom testing, clinical evaluation, curriculum and program assessment, and teaching effectiveness in diverse learning environments. Students will have the opportunity to explore current issues in data analysis pertinent to nursing research and the selection of appropriate statistical tests, analyze an existing data set, and gain experience in the use of the computer for data analysis. (3 credits)

**SNHP 630 Research Methods and Biostatistics II**

This course continues to assist students in utilizing the steps of scientific inquiry and the evidence-based practice (EBP) process. Students interpret findings and learn how to critically appraise the evidence and its impact on practice. The focus of the course is on finding the best evidence to guide clinical decision-making to improve health outcomes. How the evidence is integrated to shape health care policies and practice is explored. This course provides opportunities to integrate theory, evidence, clinical judgment, cultural and patient preferences, and research to improve nursing practice. This course provides specific approaches to the evaluation of the quality and translation of relevant research. The student will conduct efficient literature searches; evaluate the quality of that research through the appraisal of research design, methodology, and data analysis. Each student will develop and evaluate a plan for the translation of the research into their practice.This course provides opportunities to develop, implement, and evaluate a research project. The project, designed in collaboration with a clinical faculty/preceptor, will reflect analysis, synthesis, and integration in exploring a topic of interest. (3 credits) **Pre-requisite: SNHP 530**

**NURS 515 Advanced Pathophysiology and Pharmacology**

Building on a foundation of normal physiology, students are exposed to the major disturbances of normal function and the basic mechanisms involved in disease of the major organ systems. The course includes discussion of the general aspects of the common human pathophysiological conditions and syndromes. This course focuses on the integration of general physiological principles that apply across the lifespan. Content relative to each life state is integrated with each topical area. Physical manifestations are correlated with pathological inferences. Emphasis is given to recognizing changes in client status, interpreting physiological data, and using this information for primary care. This course also focuses on the study of pharmacodynamics and pharmacokinetic properties of drugs prescribed across the lifespan. Classifications of pharmaceuticals are examined in relation to indication for use and evidence of efficacy. This course is designed to build on prior pharmacologic study of actions and effects of drugs on the human system across the life span. Students will study pharmacologic mechanisms of action, effects on organ systems, routes of administration, pharmacokinetics, therapeutic uses, considerations related to age and physiologic state, adverse reactions, contraindications, and drop interactions. The legalities and regulations concerning prescription writing privileges are addressed so as to lay the foundation for the knowledge and skills to manage pharmacotherapeutics. (3 credits)

**NURS 562 Advanced Health Assessment**

This course enables students to develop advanced clinical assessment skills and diagnostic skills appropriate for an advanced practice nursing graduate. Emphasis is placed on pathological disease-related findings and physical changes encountered throughout the life cycle. Students gain expertise in data collections, hypothesis formulation, and decision-making through practice in the laboratory setting. Participants develop, practice, and differentiate interviewing techniques and physical assessment of children, adults, and elderly patients. The process of developing evidence-based differential diagnosis using case studies is introduced. The course includes didactic presentations, technology-enhanced instruction, and laboratory practice. Students are expected to participate in laboratory sessions as examiners and examinees. Respect for privacy and cultural sensitivity is emphasized. This course is designed to introduce the experienced clinical nurse to diagnostic reasoning, advanced clinical history taking, and physical assessment for individuals/families across the life span. Course content focuses on the concepts, theory and practice related to obtaining comprehensive health histories for patients of all ages and states of health. (3 credits) *(2, 1, 0)*

**SNHP 620 Curriculum Development and Evaluation**

Applications in Nursing curriculum design, including the development of a teaching/learning philosophy, mission statement, programmatic goals, learning objectives, teaching plans, and individual courses. This course explores the theories, principles and practices that underpin the measurement and evaluation of educational settings. This course includes content on approaches to assessing and evaluating student outcomes, giving feedback, test construction and psychometrics evaluation, development and grading of written assignments, evaluation of clinical performance and self-evaluation for personal teaching effectiveness. This course provides an overview of nursing curriculum development in nursing education. Influential factors in curriculum design decisions are discussed. Students are introduced to program assessment, institutional philosophy, theory, and concepts of general education. Topics include an introduction to curricular design and the importance of considering the stakeholders. Program assessment and change theories are explored as they pertain to evaluating for the possibility of a curricular redesign. (3 credits)

**Prerequisite: SNHP 600**

**SNHP 600 Instructional Strategies for Effective Teaching**

Research based pedagogical theory and practice strategies for instruction; technology and technological devices with a focus on the utilization of applications software and internet data sites for research, data analysis and reports; utilization of effective teaching models to improve student achievement. This course provides an overview of teaching methods utilized within nursing education to support student learning in clinical, didactic and online learning and simulation teaching environments. Students will examine various teaching/learning technologies, including simulation, and integrate these technologies with select teaching methods in the design of coursework to support learning. Academic policies, protocols, and legal aspects of education will be explored. Campus relationships, prospective and current student issues, as well as laws affecting students will be examined. Situational events that occur in the classroom and clinical settings will be highlighted for students to research, discuss and develop a format for applying case law to student faculty issues. (3 credits)

**SNHP 640 Teaching and Clinical Practicum**

This course focuses the student on the role of the nurse educator in either academic or agency settings. Students will have the opportunity to apply all of the content from prior course work in a precepted situation *and a required residency*. (6 credits)

**Pre-requisites: SNHP 501, SNHP 600, SNHP 601, SNHP 620, SNHP 630, NURS 510, NURS562**

**NURS 605 Administrative Theory in Nursing I**
Uses administrative theory and management principles and processes as related to roles and functions of the nurse in management in health-related agencies. (3 credits)

**NURS 645 Practicum in Nursing Administration**Roles and functions of the nurse in management are explored. (3 credits**)
Pre-requisites: SNHP 501, SNHP 630, NURS 510, NURS 562, NURS 625**

**NURS 625 Administrative Theory in Nursing II**Explores roles and functions of the nurse in management as the nurse manager develops patterns of nursing care, articulating nursing education, and nursing service. (3 credits)
**Prerequisites: NURS 605**

**ADMN 607 Accounting and Finance for Evaluation and Control**

The Accounting and Finance for Managerial Evaluation and Control course emphasizes the use of accounting and financial information to facilitate effective management decisions. Topics include the accounting process, the accounting cycle, accounting systems, inventories, investments, cost determination, cost control and analysis, budgeting, analysis of financial statements, and capital investment analysis. Students in this course will use spreadsheet software to develop and analyze data. This course requires computer literacy and access outside the classroom to a computer with spreadsheet software. Formerly ADMN 607 Financial Management for Non-Financial Managers. (3 credits)

**ADMN 642 Health Care: Delivery Systems, Policies and Procedures**

This course provides foundational overview of U.S. nursing and health care delivery systems, Health Care policy, organization and financing. Key concepts, frameworks, processes, and structures related to health care delivery organizations will be explored. This course examines Health care policy and politics in terms of contemporary issues relative to nurses in advanced roles, health care access, quality, and cost. The critical analysis of health policy and global health utilizing advanced nursing roles in relation to the broader health landscape, leadership theory, roles, styles and strategies are discussed. (3 credits)

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