

Nursing and Interprofessional Master of Science Degrees

The **Nursing Master of Science** degree program enlarges the focus of nursing, using as its foundation the basic baccalaureate nursing program. The master's program curriculum includes the following components: Common Core, Leadership Core, Research Core, and Specialty Core. Leadership specializations include nursing education, organizational leadership, and public health nursing.

The KU School of Nursing's baccalaureate, master's, and doctor of nursing practice (DNP) programs are accredited by the Commission on Collegiate Nursing Education (<https://www.aacnursing.org/CCNE/>) (CCNE), 655 K Street NW, Suite 750, Washington, DC 20001, (202) 887-6791. CCNE is a nationally recognized professional accrediting body for collegiate nursing programs. The baccalaureate, master's, and DNP programs also are approved by the Kansas State Board of Nursing (<http://www.ksbn.org/>).

The Health Informatics Master of Science (<https://catalog.ku.edu/nursing/ms-health-informatics/#text>) degree program is administered by the Center for Health Informatics, which is sponsored by the School of Nursing. This program is interprofessional and open to baccalaureate-prepared students of all backgrounds. Healthcare experience is preferred, but not required.

Applications to the **Nursing Master of Science** and Interprofessional Health Informatics Master of Science (<https://catalog.ku.edu/nursing/ms-nursing/>) degree programs are accepted twice a year. **April 1st** and **September 1st** are the respective deadlines for fall and spring semesters.

eligibility requirements, NURSING MASTER OF Science:

1. Bachelor of Science in Nursing (BSN) from a nationally accredited (NLNAC or CCNE) program
2. Current registered nurse licensure in at least one state in the United States
3. Minimum of one year of clinical work experience as a registered nurse is recommended
4. Minimum cumulative undergraduate grade point average (GPA) of 3.0 on a 4.0 scale
5. Potential for leadership and application of scholarship in nursing
6. Potential to provide expert service and leadership in functional area
7. Completion of a graduate-level statistics course either prior to admission or during first semester of graduate study
8. Satisfactory criminal background check, which is completed once an offer of admission has been extended to applicant

eligibility requirements, INTERPROFESSIONAL HEALTH informatics:

Requirements for the Master of Science in Health Informatics (MSHI) are located in the program's Admissions requirements (<https://catalog.ku.edu/nursing/ms-health-informatics/#admissiontext>).

English Language Requirements

All applicants for study at the University of Kansas Medical Center (KUMC) whose native language is not English must demonstrate an established level of English language proficiency through either the TOEFL (Test of English as a Foreign Language) or the academic format of the IELTS (International English Language Testing System). The test must have been taken within two years of the first semester of enrollment.

See also Admissions (<http://catalog.ku.edu/graduate-studies/kumc/#admissiontext>) in the Graduate Studies section of the online catalog.

Nursing Master of Science Degree

Nursing Education (NE) Specialty (minimum 39 credit hours) - prepares nurses for the educator role in academic and clinical settings to deliver didactic and clinical instruction through a variety of teaching, learning and evaluative methods.

Code	Title	Hours
Common Core		
NRSG 748	Theories for Practice and Research	3
NRSG 754	Health Care Research	3
NRSG 755	Professionalism in Advanced Nursing Practice	3
Leadership and Advanced Practice Core		
NRSG 880	Organizational Foundations for Leading Change	3
NRSG 812	Advanced Pathophysiology	3
NRSG 801	Advanced Health Assessment and Clinical Reasoning	3
NRSG 813	Advanced Pharmacology	3
NRSG 888	Clinical Specialty Practicum for Nurse Educators (1 1-3 credit hour required)	3
Research Core		
NRSG 898	Scholarly Project in Nursing	2
Specialty Core		
NRSG 870	Designing a Student Learning Environment	3
NRSG 871	Curriculum/Program Planning and Evaluation	3
NRSG 873	Teaching with Technologies	3
NRSG 874	Health Professions Educator Preceptorship	3
NRSG 877	Foundations in Education and Learning	3
Total Hours		39-41

NewThe Nursing Education Specialty is 39 credit hours.
Footnote

Organizational Leadership (OL) Specialty (minimum 37 credit hours) - prepares nurses to assume leadership positions in hospitals and other health agencies.

Code	Title	Hours
Common Core		
NRSG 748	Theories for Practice and Research	3
NRSG 754	Health Care Research	3
NRSG 755	Professionalism in Advanced Nursing Practice	3
Leadership Core		
NRSG 808	The Social Context for Health Care Policy	2
IPHI 820	Program, Project, and Communication Planning	2
NRSG 826	Global Perspective and Diversity in Healthcare	2

NRSG 880	Organizational Foundations for Leading Change	3
NRSG 885	Evaluation and Analysis for Healthcare Effectiveness	2
Research Core		
NRSG 898 or NRSG 899	Scholarly Project in Nursing Thesis	2
Specialty Core		
HP&M 822	Health Care Economics	3
NRSG 881	Applied Budgeting and Finance	3
NRSG 882 or NRSG 883	Introduction to Operations Complexity Science Approaches to Improve Organizational Effectiveness	3
NRSG 886	Organizational Leadership Practicum	3
NRSG 891	Human Resources and Workforce Development	3
Total Hours		37

Public Health Nursing (PHN) Specialty (minimum 39 credit hours) - prepares nurses to develop advanced community-based interventions and determine outcomes with emphasis on health promotion and disease prevention strategies for a targeted population.

Code	Title	Hours
Common Core		
NRSG 748	Theories for Practice and Research	3
NRSG 754	Health Care Research	3
NRSG 755	Professionalism in Advanced Nursing Practice	3
Leadership Core		
NRSG 808	The Social Context for Health Care Policy	2
IPHI 820	Program, Project, and Communication Planning	2
NRSG 826	Global Perspective and Diversity in Healthcare	2
NRSG 880	Organizational Foundations for Leading Change	3
NRSG 885	Evaluation and Analysis for Healthcare Effectiveness	2
Research Core		
NRSG 898 or NRSG 899	Scholarly Project in Nursing Thesis	2
Specialty Core		
NRSG 811	Principles of Clinical Epidemiology	3
PRVM 830	Environmental Health	3
NRSG 809	Health Promotion and Complementary Therapeutics	3
NRSG 827	Advanced Concepts in Public Health Nursing	2
NRSG 828	Public Health Nursing: Practicum I	3
NRSG 829	Public Health Practicum	3
Total Hours		39

Health Informatics (HI) Specialty (minimum 37 credit hours) - prepares students with skills in analysis, design, implementation, and evaluation of information systems that support a full range of clinical and patient care functions. Note: HI specialty is transitioning to the Master of Science, Health Informatics (MSHI, see following section). New students will be considered for admission to the MSHI program.

Code	Title	Hours
Common Core		
NRSG 748	Theories for Practice and Research	3

NRSG 754	Health Care Research	3
NRSG 755	Professionalism in Advanced Nursing Practice	3
Leadership Core		
NRSG 808	The Social Context for Health Care Policy	2
IPHI 820	Program, Project, and Communication Planning	2
NRSG 826	Global Perspective and Diversity in Healthcare	2
NRSG 880	Organizational Foundations for Leading Change	3
NRSG 885	Evaluation and Analysis for Healthcare Effectiveness	2
Research Core		
NRSG 898 or NRSG 899	Scholarly Project in Nursing Thesis	2
Specialty Core		
IPHI 853	Abstraction and Modeling of Healthcare Information	3
IPHI 854	Knowledge Management in Healthcare	3
IPHI 856	Health Informatics Practicum	1-3
IPHI 851	Transforming Health Care through Use of Information Systems and Technology	3
IPHI 852	Health Data Theory and Practice	3-4
Total Hours		35-38

Interprofessional Health Informatics Master of Science

Professionals in applied **Health Informatics** have skills in analysis, design, implementation, and evaluation of information systems that support a full range of clinical and patient care functions. Graduates will be prepared for entry and mid-level positions with hospital or clinic informatics departments, electronic health record (EHR) vendors, public health organizations, and as consultants and/or staff in organizations that specialize in knowledge management. Graduates also have the skills to enter the growing field of health information exchange, which includes regional health information organizations and the emerging personal health records. In addition to a foundation in applied health informatics, special skills will be acquired in organizational change, project management and impact evaluation.

DUAL DEGREES

NURSING DUAL DEGREE PROGRAM

Students who wish to earn master's degrees in both Nursing (organizational leadership [OL] specialty) and Health Services Administration may elect the dual degree option. By combining some course work, the two degrees may be completed in a shorter time frame. Students in the MS, OL/MHSA dual degree program must complete a total of 62 graduate credit hours: 29 credit hours in the School of Nursing and 33 credit hours in Health Policy & Management. If completed separately, the MS in nursing requires 37 credit hours, and the MHSA degree requires 52-54 credit hours.

Master of Science (Organizational Leadership, specialty) (MS) (p. 1) (p. 1)

Master of Health Services Administration (MHSA) (<http://catalog.ku.edu/medicine/population-health/mhsa/>)

HEALTH INFORMATICS DUAL DEGREE PROGRAM

PharmD students currently enrolled in the KU Pharmacy degree program who wish to earn a master's degree in health informatics while

completing their pharmacy degree may apply for the MSHI-PharmD dual degree program (<https://catalog.ku.edu/nursing/ms-health-informatics/#dualprogramstext>).

TECHNICAL STANDARDS FOR ADMISSION

University of Kansas School of Nursing (MSHI technical standards are located the MSHI degree webpage (<https://catalog.ku.edu/nursing/ms-health-informatics/#technicalstandardstext>))

I. Introduction

All individuals admitted to the University of Kansas School of Nursing will be asked to verify that they can meet the following Technical Standards, with or without accommodation(s). In courses or programs without clinical components, or involving no direct client care, the Technical Standards may be modified by the Student Admission and Progression Committee (SAPC). After acceptance, but before admission to the School of Nursing, students in all programs must be able to document current certification/ evidence of completion of a course in cardiopulmonary resuscitation for healthcare providers. This requires being able to successfully complete both the written and practical test for certification. In addition, with or without accommodation, the following abilities and expectations must be met by all students, undergraduate and graduate, admitted to the School of Nursing.

II. Standards

A. Observation/Sensory-motor: Applicants must be able to observe demonstrations and learn from experiences in the basic sciences, including but not limited to, physiology and pharmacology, microbiology and pathophysiology laboratory situations. Applicants must be able to observe and learn from experiences in the clinical nursing laboratory such as the following examples: accurately read gradients/calibrations on a syringe; measure medications accurately; accurately recognize color changes on chemical reaction strips; assess heart, breath, abdominal sounds; assess normal and abnormal color changes in the skin; observe pupil changes; and observe digital or waveform readings.

B. Communication: Communications include not only speech but also reading, writing, and computer usage, including handheld digital access. Applicants must be able to communicate accurately and effectively with patients, caregivers, physicians, other health professionals, clinical facility staff, faculty and staff, peers, and the community in general in order to elicit information, describe changes in mood, activity and posture, and perceive nonverbal communications.

C. Psychomotor: Applicants should have sufficient motor function to elicit information from patients by palpation, auscultation, percussion, and other diagnostic maneuvers. Applicants should be physically able to collect specimens and perform basic tests (such as glucose finger stick, urine dipstick). Applicants should be able to execute motor movements reasonably required to provide general care and emergency treatment to patients. Examples of emergency treatment reasonably required of nurses are cardiopulmonary resuscitation, administration of intravenous medication, application of pressure to stop bleeding, and assist in moving and lifting patients using proper body mechanics. Such actions require coordination of both gross and fine muscular movements, equilibrium and using tactile and visual senses.

D. Intellectual-Conceptual, Integrative, and Quantitative: Applicants must be able to comprehend and interpret documents written in English. Applicants should have cognitive abilities including measurements, calculation, reasoning, analysis, and synthesis. Critical thinking is the ability to synthesize knowledge and integrate the relevant aspects

of a client's history, physical exam findings and diagnostic studies. Problem solving, the critical skill demanded of nurses, requires all of these intellectual abilities. In addition, the applicant should be able to comprehend three dimensional relationships and to understand the spatial relationships of structures in order to understand normal and abnormal anatomy and physiology.

E. Behavioral and Social Attributes: Applicants must possess the emotional health required to utilize their intellectual abilities fully, exercise good judgment, complete all responsibilities attendant to the nursing diagnosis and care of patients promptly, and the development of mature, sensitive and effective relationships with patients and their families. Applicants must be able to tolerate physically taxing workloads and to function effectively under stress. They must be able to adapt to changing environments, to display flexibility, and to learn to function in the face of uncertainties inherent in the clinical problems of many patients. Compassion, integrity, concern for others, interpersonal communication skills, interest and motivation are all personal qualities that should be assessed during the admissions and education process. As a component of nursing education, a student must demonstrate ethical behavior including adherence to the professional nursing and student honor codes. The honor code at the KU School of Nursing is the Professional Integrity System (PROFITS). KU PROFITS is a peer-oriented integrity system to promote an environment where academic honesty is valued and expected.

III. Reasonable Accommodation

Applicants who disclose a disability are considered for admission if they are otherwise qualified so long as such accommodation does not significantly alter the essential requirements of the curriculum and the educational program, or significantly affect the safety of patient care or others. When applicants or students disclose a disability, the provision of reasonable accommodations will be considered in an attempt to assist these individuals in meeting these required technical standards. Applicants whose response indicates that they cannot meet one or more of the expectations will be reviewed further by the University's Office for Academic Accommodations, with applicant and faculty input, to determine if any reasonable accommodations are possible to facilitate successful completion of the nursing curriculum and preparation for the national registry examination.

It is important to give persons interested in enrolling in nursing a realistic view of the vigorous demands of the School of Nursing's theoretical and practicum curriculum while at the same time investigating reasonable accommodations. Whether or not a requested accommodation is reasonable will be determined on a case by case basis. Interested individuals may schedule an orientation visit to the nursing skills laboratory and actual sites of the University of Kansas Hospital and/or University of Kansas Medical Center. These orientation visits enable persons to assess their interest and ability to function in the actual clinical areas and in learning and demonstrating manual skills.