Master of Science in Nursing Student Handbook

2025-2026

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July 17, 2025

Dear MSN Students,

Welcome to the Nursing Department and the College of Health! We are thrilled to have you join us at such an exciting and transformative moment in our University's history. As part of the newly established College of Health, you are not only stepping into a vibrant academic community, you are also pioneers as the first cohort to experience our newly updated Master of Science in Nursing curriculum.

The redesigned curriculum integrates the strengths of our former leadership and nursing education tracks to offer a dynamic, forward-thinking educational experience. It's a curriculum created with purpose, grounded in the realities of today's healthcare landscape and designed to prepare you for the complex, evolving roles of tomorrow.

We're also proud to share that our program has recently been awarded a 10-year accreditation from the Commission on Collegiate Nursing Education (CCNE), which is the highest level of accreditation possible. This prestigious recognition affirms our commitment to academic excellence, innovation, and continuous improvement.

You bring a wealth of experience, knowledge, and creativity with you into this Master's program and we are deeply honored to partner with you on this journey. We believe that your unique perspectives will enrich our learning environment and inspire meaningful dialogue and discovery.

As you advance through this program, you'll be challenged to explore critical issues facing healthcare today, from health equity and social justice to leadership and systems change. These are not just academic topics; they are urgent, real-world challenges in the Bay Area, throughout California, and across the nation. Together, we will build the critical thinking, communication, and leadership skills needed to make a powerful, positive impact in our communities.

We are excited to learn with you, to grow with you, and to support your success every step of the way.

Welcome to the next chapter of your professional journey, and welcome to the Nursing Department in the College of Health.

Sincerely,

Monika Eckfield, PhD, RN, PHN
Professor and Department Chair

CAL STATE EAST BAY'S MSN PROGRAM

1.1 Mission Statement

The mission of the Cal State East Bay's graduate nursing program is to prepare professional nurses who are committed to the advanced practice of nursing and responsive to the ever changing needs of the communities we serve. The program therefore seeks to provide an inclusive community of learning focused on the development of lifelong learners.

The nursing program supports and reflects the university mission of quality education for a diverse society. We value a diverse workforce, a diverse nursing student body, and culturally inclusive practitioners of nursing who are equipped to provide high quality care and have a transformative influence on nursing practice, healthcare environments, and the health of our community.

Program Goal and Description

The goal of Cal State East Bay's graduate program in Nursing is to provide accessible, affordable advance nursing education to our diverse, multicultural nursing community, and to benefit our communities and the profession of nursing through increasing diversity among nurse educators, leaders and administrators in clinical, organizational, and academic settings. The program builds on baccalaureate education in nursing and provides a seamless pathway to a practice or research doctoral program for those interested in pursuing a terminal degree.

Cal State East Bay's Hybrid Master of Science in Nursing program prepares learners for advanced practice as health educators, consultants, and administrative leaders. Throughout the program, you will broaden your knowledge, skills, and connections to a rich ecosystem of resources so that you can serve as an effective leader in various educational and health care settings.

The Hybrid MS in Nursing program is achievable and especially convenient for busy working adults like you. The program format includes online courses designed to give working nurses the greatest access to education with flexibility. Additionally, you will attend a two-day immersion event on campus at the start of each year. The program also serves as a solid foundation, and provides a seamless pathway, if you are interested in pursuing a doctorate in any nursing practice or research-oriented graduate program.

1.2 Nursing Core Values

I. CARING is essential to the practice of person-centered nursing and treating all we serve with sensitivity, respect, and empathy. We affirm the provision of holistic care through therapeutic relationships directed toward health, comfort, and well-being.

II. COMMUNICATION AND COLLABORATION require accountability, honesty, integrity, and respect for all participants in care. We practice shared decision-making with each other and with all we care for and with.

III. SAFETY is of utmost importance to the practice of nursing and comprises various components. We strive to prevent physical and emotional harm to patients, clients, their families and our colleagues while delivering high quality care. We also practice cultural humility and strive to promote cultural safety through the recognition that social, historical, political, and economic circumstances create power differences, which shape health and health care encounters. We promote theoretical and clinical preparation where taking personal responsibility, reporting adverse events, and promoting system-wide approaches to error prevention are part of our culture. We are committed to holistic, collaborative, and equitable approaches so all individuals feel safe.

IV. CRITICAL THINKING is a multidisciplinary and interprofessional approach that is essential to nursing, is self-reflective, and a purposeful approach to learning and clinical practice. We value the ability to make connections between patient (individual, group, community) data and evidence-based knowledge, leading to appropriate clinical interventions for patients.

V. EVIDENCE BASED PRACTICE asks that we design, implement, and evaluate care for individuals, groups, families, and communities in a way that is attuned to the dynamic landscape of emerging knowledge, evidence, and recommendations from nursing science and various related disciplines.The integration of current research, clinical evidence, and patient/family preferences guide nursing practice and clinical decision making.

VI. PROFESSIONAL ATTITUDES AND BEHAVIORS are vital to the practice of nursing through which we earn and build trust. We believe that **professional attitudes** include the understanding that patients and clients are experts and our partners in care. **Professional behaviors** expected of nursing students and nurses are aligned with the American Nurses Association (ANA) Code of Ethics for Nurses (2025) and include thoughtful and responsive communication as well as accountability and ethical conduct. As professionals, we model accountability and ethical conduct. We practice humility and lifelong learning for the advancement of nursing.

VII. SOCIAL JUSTICE (as theory, practice, and outcomes) embodies health equity, anti-racism, and active approaches to address social, economic, political, historical, and environmental injustices. It is our professional responsibility to address systems of oppression, as these are the root causes of health inequities.

1.3 Department of Nursing: Position on Anti-Racism

Cal State East Bay's (CSUEB) Department of Nursing acknowledges that structural racism is a reality in our society, institutions of higher education, health sciences, and healthcare. This acknowledgment requires that we apply the principles of anti-racism to dismantle the negative and divisive impact of racism in all forms in our program including, but not limited to, admission policies, program curricula, and priorities of our committees. We recognize that anti-racism in nursing education will positively impact the experiences and wellness of communities beyond our program. Therefore, CSUEB Department of Nursing holds a commitment to diversity, equity and inclusion in a manner that prepares our graduates to personally and collectively contribute to a future where health equity is a reality.

CSUEB's Department of Nursing resolves to:

- Nurture and maintain a culture and environment of accountability where students, staff, and faculty can work and learn free from racism and any accompanying forms of oppression including, but not limited to, sexism, transphobia, ableism, and ageism.
- Contribute to a more diverse and inclusive nursing education and workforce pipeline
- Value lived experiences of learners and colleagues when considering various charges and priorities of committees, boards, and curricular planning
- Uphold a commitment to full engagement and respect in learning settings (classroom, skills lab, clinical, field days, etc.)
- Systematically design, introduce, and integrate learning materials, clinical evaluations, pedagogical approaches, and learning experiences consistent with anti-racism and cultural humility.
- Encourage research and service activities that put anti-racism into practice.
- Maintain an oversight committee that ensures that our stated intentions are put into action, are effective, transparent, and are adapted as needed.

Approved 5/20/2021

1.4 Graduate Student Affirmation Form

We welcome you to the department. As members of this community of nurse leaders and graduate students at Cal State East Bay, it is vital that we individually and collectively hold ourselves accountable and support each other in embodying the core nursing values and ethics. Given the gravity and responsibility of the roles we play in the lives of so many, we put forth the program values (1.2) and provisions of the ANA Code of Ethics. These form the backbone of professional conduct.

Your journey as a nurse leader and graduate nursing student is not merely about acquiring skills and knowledge but also internalizing these values and ethical standards in the pursuit of enacting change. We outline guidelines and expectations consistent with these values and ethics as we contribute positively to the profession of nursing.

[*Please review and sign this form after reading the entire student handbook. We will collect your forms at Immersion 2025.*]

Provisions of the American Nurses Association Code of Ethics

1	The nurse practices with compassion and respect for the inherent dignity, worth, and unique attributes of every person.
2	A nurse's primary commitment is to the recipient(s) of nursing care, whether an individual, family, group, community, or population.
3	The nurse establishes a trusting relationship and advocates for the rights, health, and safety of recipient(s) of nursing care.
4	Nurses have authority over nursing practice and are responsible and accountable for their practice consistent with their obligations to promote health, prevent illness, and provide optimal care.
5	The nurse has moral duties to self as a person of inherent dignity and worth including an expectation of a safe place to work that fosters flourishing, authenticity of self at work, and self-respect through integrity and professional competence.
6	Nurses, through individual and collective effort, establish, maintain, and improve the ethical environment of the work setting that affect nursing care and the wellbeing of nurses.
7	Nurses advance the profession through multiple approaches to knowledge development, professional standards, and the generation of policies for nursing, health, and social concerns.
8	Nurses build collaborative relationships and networks with nurses, other healthcare and non-healthcare disciplines, and the public to achieve greater ends.
9	Nurses and their professional organizations work to enact and resource practices, policies, and legislation to promote social justice, eliminate health inequities, and facilitate human flourishing.
10	Nursing, through organizations and associations, participates in the global nursing and health community to promote human and environmental health, well-being, and flourishing.

Please initial to affirm the following:

____ I acknowledge that as a nursing student, I have a responsibility to act in a manner consistent with the essential attributes of the profession.

____ I will conduct myself in a manner that exhibits professional values and is in accordance with the American Nurses Association (ANA) Code of Ethics for Nurses.

Privacy and Confidentiality

____ I agree to protect the privacy of faculty, peers, patients, and family members of patients by not inappropriately disclosing confidential information about faculty, peers, patients, or their family members that is disclosed to me in my capacity as a Cal State East Bay nursing student. In addition, I agree not to inappropriately disclose confidential information about my agency or institution that is disclosed to me in my capacity as a Cal State East Bay nursing student. I will adhere to HIPAA guidelines.

____ I will not discuss or post information, photos, or videos that include patients or family members or that take place in a patient care area, including but not limited to a hospital room or someone's home.

____ I will not discuss or post any information, photos, or videos about faculty, peers, or any agency/facility on any electronic venue (i.e. Facebook, Instagram, Twitter, cellphones, etc.). Nor will I leave/save any patient, family, faculty, clinical facility, or student information on any open-access desktop or hard drive. Please refer to the [Photo release form in this handbook]

Academic Integrity

____ I will maintain and uphold the academic integrity policy of the Department of Nursing and will not condone nor participate in activities of academic dishonesty including, but not limited to, plagiarism (including self-plagiarism), cheating, or copying another's work.

____ I understand that examinations are confidential and I will not share questions or answers with other students. Nor will I be a party to disseminating confidential test information to current or future students.

____ I will not take any portion (questions and answers) of examinations or assignments nor will I post these materials in any form on public websites, applications, or social media platforms, regardless of privacy and sharing settings.

____ I will report any potential or actual breach of exam information to course faculty.

____ I will cooperate in the event that the department is investigating a breach in nursing student conduct.

____ I have read and agree to abide by the Department of Nursing's Social Media Policy and the National Council of State Boards of Nursing's "A Nurse's Guide to the Use of Social Media"

Culture and Climate of Our Nursing Programs

____ I will conduct myself with humility and empathy when interacting with members of the MSN community in learning settings (in-person and virtual).

____ Consistent with the ANA Code of Ethics, if I witness harm, experience harm, or hear about harmful behavior towards another classmate, faculty member, client/patient in a clinical setting, I will notify the Program Coordinator to initiate a process of repair.

____ I will bring concerns to faculty in a manner consistent with lines of communication outlined in this handbook.

____ If I enact harm, I will engage in the process of self-reflection, apology, and reparative action to make things as right as possible. I recognize that I do not have to do this alone and can contact faculty for support.

____ I will strive to help create a brave and positive learning environment, where cooperation takes precedence over competition and curiosity and humility are prioritized. I will be mindful of how my actions (body language, spoken words, typed words, etc.) influence my classmates/colleagues as well as MSN staff and faculty.

____ I understand that behaviors that are not consistent with this student affirmation are grounds for discipline under the rules of the Department of Nursing as well as the University's Student Conduct, Rights, and Responsibilities.

The Student Handbook

____ I have read the Nursing Student Handbook. I am aware that it contains information on topics including (but not limited to) program description, requirements, policies, and resources.

____ I agree to uphold the federal civil rights law included in the Health Insurance Portability and Accountability Act (HIPAA) and adhere to the University's Standards for Student Conduct.

Student's Signature: _____

Student's Printed Name: _____

Date: _____

1.5 MSN Program Learning Outcomes (PLOs)

MSN Program PLOs prior to Fall 2025

1. Integrate theoretical and scientific knowledge of ethical/legal principles, advanced nursing practice and clinical excellence in professional practice as well as role development in clinical, organizational and academic settings.

2. Lead change to improve quality outcomes and demonstrate effective leadership in advanced practice roles in nursing our diverse, multicultural community.

3. Critically analyze evidence in the advanced practice of nursing and in the planning, delivery and evaluation of quality care in clinical, organizational and academic settings.

4. Integrate healthcare technologies to facilitate interprofessional collaboration that improves clinical practice, education and organizational management.

5. Design culturally inclusive, ethical, and innovative nursing care practices and systems in clinical prevention and population care for individuals, families, and communities across the healthcare system.

6. Develop and cultivate interprofessional partnerships that foster a culture of lifelong learning and professional development to advance excellence in nursing practice.

MSN Program PLOs beginning Fall 2025

1. Integrate theoretical, scientific, and nursing knowledge, ethical/legal principles, person-centered care, and clinical expertise in advanced professional practice.
2. Advocate for and demonstrate effective leadership in advancing health equity and improving quality outcomes of care in diverse, multicultural communities.
3. Critically analyze research and advance nursing scholarship to integrate best evidence into nursing practice.
4. Use healthcare informatics and technologies to facilitate interprofessional communication, collaboration, and coordination of safe, cost-effective care across the care continuum for individuals, families, and populations.
5. Design culturally inclusive, ethical, and innovative nursing care practices and systems in clinical prevention and population health for individuals, families, and communities.
6. Develop and cultivate interprofessional partnerships that foster a culture of mutual learning, respect, and professional development to advance excellence in nursing practice.
7. Demonstrate a commitment to lifelong learning and professional role development to pace with the requirements of effective nursing practice and leadership in the evolving healthcare environments.

1.6 Fall Immersion Experience and Requirement

MSN students, staff, and faculty gather in-person every year shortly before the first day of the semester. The purpose of this mandatory two-day Immersion experience is to orient students to the program and upcoming academic year, help students establish a supportive network, familiarize students with campus resources, and reinforce academic skills to succeed in an online learning environment. This required in-person gathering is particularly important given that all courses are asynchronous and online. The process of students and faculty working together in the spirit of inquiry is strengthened through relational groundwork from Immersion. Broadly speaking, faculty and staff design Immersion to facilitate community building while preparing each group for the particular priorities and opportunities of the upcoming academic year, which are significantly different depending on whether students are entering the program or preparing to graduate. The two-day experience provides students opportunities to meet fellow learners, meet with course faculty, and participate in workshops focused on strategies for success as graduate students. The specific dates for the upcoming academic year are communicated to current students by March and with incoming students at the time they are offered admission.

1.7 The College of Health

Launched at the start of the Fall 2025 semester, the College of Health demonstrates the university's commitment to the health and wellness of the San Francisco Bay Area region / Ohlone Territory and beyond. The five departments that comprise this college are: Kinesiology, Nursing, Public Health, Speech, Language and Hearing Sciences, and Social Work. Learn more about the planning process that led to the creation of the College of Health on the University's Office of Academic Affairs website.

1.8 Accreditation

Accreditation indicates that an institution maintains standards of higher learning, facilitating the achievement of credentials for professional practice.

Cal State East Bay receives our institutional accreditation by the WASC Senior College and University Commission, commonly known as WASC.

The Masters of Nursing program at California State University, East Bay is accredited by the Commission on Collegiate Nursing Education (http://www.ccneaccreditation.org).

1.9 Key Contacts

Department Chair: Monika Eckfield, PhD, RN, PHN / monika.eckfield@csueastbay.edu

Program Coordinator: Claire Valderama-Wallace, PhD, MPH, RN / claire.valderama-wallace@csueastbay.edu

MSN Administrative Support: Maria Diaz Lopez / Email: maria.diazlopez@csueastbay.edu

MSN CURRICULUM

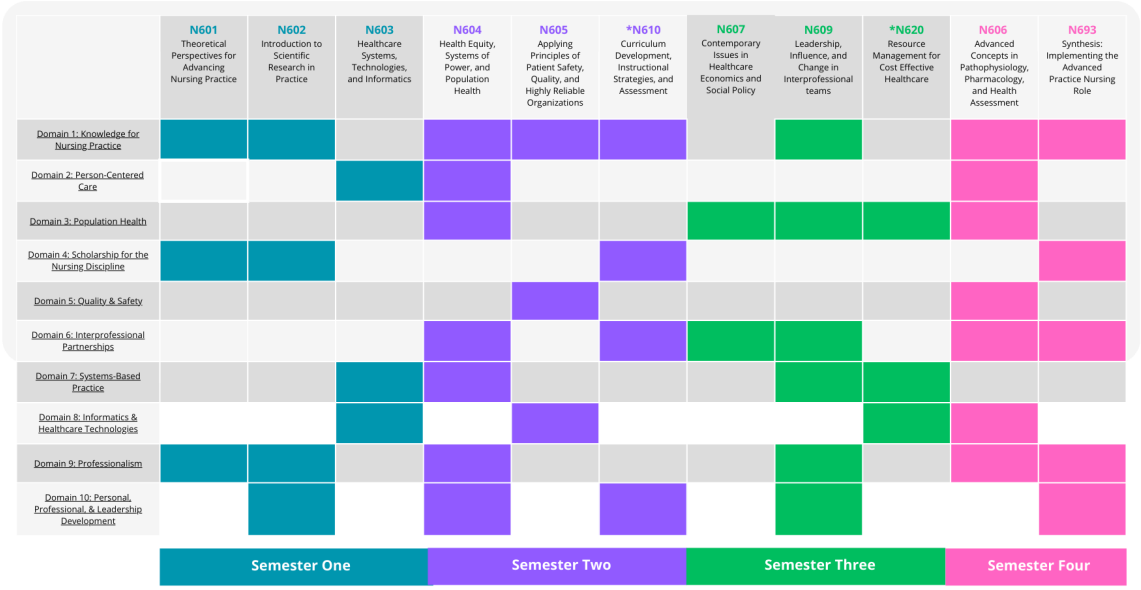
2.1 Overview and Alignment with National Nursing Education Standards

Every aspect of the program (order of courses, course learning objectives, Synthesis Project requirements, etc.) is designed with an eye on the micro and the macro phenomena and processes of nursing, health care, and the health of our communities. Our faculty and staff recognize that facilitating learning and serving as effective leaders with a reflective practice are necessary to enact change in pursuit of health equity.

A foundation of this curriculum is the American Association of Colleges of Nursing's (AACN) latest Essentials of Nursing Education, focused on competency-based education (CBE). The advanced-level competencies that inform our curriculum can be found here. AACN defines CBE as "a system of instruction, assessment, feedback, self-reflection, and academic reporting that is based on students demonstrating that they have learned the knowledge, attitudes, motivations, self-perceptions, and skills expected of them as they progress through their education." These Essentials are organized by ten domains, which are threaded throughout our curriculum, as indicated in the map below (arranged by semester and domain). The Commission on Collegiate Nursing Education (CCNE) is one of the primary nursing accreditation bodies in the United States and the agency that accredits our Bachelor's and Master's programs. You can find information about accreditation standards, policies, and procedures here.

CSUEB MSN Roadmap

CROWSSWALK WITH THE NEW ESSENTIALS OF NURSING EDUCATION



MSN Program Roadmaps

For students admitted prior to Fall 2025

2.2 Nursing Education Concentration Roadmap

This is the full-time roadmap. Students currently on a part-time progression plan are to continue with that individualized progression plan. Please contact the MSN Program Coordinator with any clarifying questions.

YEAR ONE (Full-Time) - 2024-2025 Academic Year			
Fall (9 units)		**Spring (9 units)**	
N601	Theoretical Perspectives for Advancing Nursing Practice (3)	N604	Health Equity, Systems of Power, and Population Health (3)
N602	Introduction to Scientific Research in Practice (3)	*N611	Learner-Centered Theories & Methods (2)
N603	Healthcare Systems, Technologies, and Informatics (3)	*N612	Advanced Concepts in Pathophysiology, Pharmacology, and Health Assessment (4)

YEAR TWO (Full-Time) - 2025-2026 Academic Year			
Fall (9 units)		**Spring (6 units)**	
N607	Contemporary Issues in Healthcare Economics and Social Policy (3)	N615	Instructional Practicum: Teaching and Clinical Specialty Practices (3)
N613	Curriculum Design & Outcomes (3)	N693	Master Synthesis (3)
N614	Instructional Strategies & Educational Technology (3)		

For students admitted prior to Fall 2025 (continued)

2.3 Nursing Leadership & Administration Concentration Roadmap

This is the full-time roadmap. Students currently on a part-time progression plan are to continue with that individualized progression plan. Please contact the MSN Program Coordinator with any clarifying questions.

YEAR ONE (Full-Time) - 2024-2025 Academic Year			
Fall (9 units)		**Spring (9 units)**	
N601	Theoretical Perspectives for Advancing Nursing Practice (3)	N604	Health Equity, Systems of Power, and Population Health (3)
N602	Introduction to Scientific Research in Practice (3)	N621	Principles and Practices of Quality Patient Care (3)
N603	Healthcare Systems, Technologies, and Informatics (3)	N608	Leadership Influence and Change (3)
YEAR TWO (Full-Time) - 2025-2026 Academic Year			
Fall (9 units)		**Spring (6 units)**	
N607	Contemporary Issues in Healthcare Economics and Social Policy (3)	N625	Leadership Practicum: Administrative Role in Organizational Setting (3)
N623	Organizational Systems & Finance Management in Healthcare (3)	N693	Master Synthesis (3)
N624	Human Resources Management for Healthcare (3)		

For students admitted prior to Fall 2025

2.4 Course catalog descriptions

Core Courses

N601 Theoretical Perspectives for Advancing Nursing Practice (3 units) This course explores theories used to advance nursing practice. Learners apply knowledge synthesis and translation to practice to address health inequities, leadership, and complex healthcare systems.

N602 Introduction to Scientific Research in Practice (3 units) This course introduces and reinforces the application of scientific inquiry to inform leadership in evidence-based practice to improve patient care.

N603 Healthcare Systems, Technologies, and Informatics (3 units) Learners analyze current and emerging healthcare information and communication technologies to enhance care of individuals, communities, and populations with a focus on inter-professional collaboration to employ best practice in electronic health, mobile health, and telehealth systems

N604 Health Equity, Systems of Power, and Population Health (3 units) This course focuses on critically examining how systems shape the conceptualization, measurement, promotion, and protection of health for individuals, communities, and populations. Students will explore various collaborative strategies to design and evaluate initiatives, programs, and services to advance health equity.

N607 Contemporary Issues in Healthcare Economics & Social Policy (3 units) Current national health economics and policy issues are analyzed with a focus on the impact to accessibility, affordability, and quality. Engagement strategies for advanced practice nurses in health policy development, implementation, and advocacy for public health are critically evaluated

N693 Master Synthesis (3 units) This course reflects student's expertise and capability as a nurse leader in education or administration. The student will integrate theory and research knowledge to address a selected clinical problem or organizational issue. The outcome of this course is a formal scholarly paper (Refer to Syllabus for guidelines and rubrics). Students are encouraged to share their findings with the nursing community by submitting a peer reviewed manuscript or conference abstracts for presentation.

For students admitted prior to Fall 2025 (continued)

2.4 Course catalog descriptions

Nursing Education Concentration Courses

N611 Learner-Centered Theories and Methods (2 units) - Learner-centered education encompasses methods of teaching that shift the focus of instruction from the teacher to the student. This course will explore theories of learning, strategies for learner centered teaching including learner-centered principles. The four domains important to learning will be examined.

N612 Advanced Concepts in Pathophysiology, Pharmacology & Health Assessment (4 units) - The course deepens conceptual understanding of pathophysiologic processes that explain human responses to selected acute and chronic diseases across the life span. Pharmacotherapy knowledge of further drug classifications with emphasis on their therapeutic uses and the nurse educator's role in teaching safe and effective patient management is integrated. The course builds on basic and experiential knowledge of health assessment. Comprehensive physical, psychological, and cultural assessment focuses on applying critical thinking in systematic and focused assessment for common diseases in clients across the life span.

N613 Curriculum Design and Outcomes (3 units) - This course focuses on the components of curriculum design, development, implementation and evaluation in nursing education. Application of curriculum theory is included. Analysis of program data for continuous improvement is discussed.

N614 Instructional Strategies & Educational Technology (3 units) - This course introduces pertinent principles of teaching/learning, instructional methods, and educational technology that facilitate teaching, assessment, and evaluation in the 21st century classroom setting. The focus is on applying popular and innovative strategies in healthcare education, including the use of a variety of technology resources to achieve teaching/learning goals.

N615 Instructional Practicum: Teaching & Clinical Specialty Practices (3 units) - This course is a concentrated teaching and practical experience to support the development of nurse/patient educator in a clinical specialty area. Under the supervision of a graduate faculty and a doctorate prepared RN preceptor, students have the opportunity to put in practice the role of clinical educator to actively engage nurses and communities participation. Note: there are two components: a teaching practice (50 hours) and clinical practice (40 hours).

Teaching practice - Students will implement actionable part of the Synthesis project in clinical or academic setting. The field experience is guided by course faculty and agency preceptor who has an advanced degree in nursing and in a formal educator role. Upon

completion, students will submit a written abstract that addresses the teaching projects' significance, objectives, methodology, and evaluation.

Clinical practice - Students will gain direct care experiences that help advance their expertise in a clinical area of practice. Students will spend a portion of the course time with a clinical preceptor who is an advanced practice provider (e.g. CNS, NP, MD) in an interdisciplinary care setting. Students will develop learning objectives and planned activities, and submit a summary report that addresses learning outcomes and reflections on the learning experience.

For students admitted prior to Fall 2025 (continued)

Nursing Leadership & Administration Concentration Courses

N621 Principles and Practices of Quality Patient Care (3 units) - This course examines the principles and practices of quality improvement in health care settings. Theories, models, and methods of quality improvement and patient safety are discussed. Applications of system assessment, data management and analysis, and evaluation methods to design safe, effective, and efficient healthcare delivery systems are discussed.

N622 Leadership Influence and Change (3 units) - This course explores concepts of effective leadership in nursing in the context of changing healthcare systems and provides the student with the skills needed to develop the leadership role. Theories of leadership and influence will be analyzed and strategies for effective leadership including complex system thinking, organizational culture, ethics, inter-professional communication, change models, conflict resolution, characteristics of leaders and team building will be presented.

N623 Organizational Systems & Finance Management in Health Care (3 units) - This course examines organizational health care delivery systems, and nursing management perspective of organizational development. Issues of healthcare economics and financial management, budgeting, current standards and regulatory agency requirements are discussed.

N624 Human Resources Management for Health Care (3 units) - This course examines human resource management in the current healthcare with a focus on the role of the nurse manager/executive. Application of organizational and administrative theories to human resources models will be discussed.

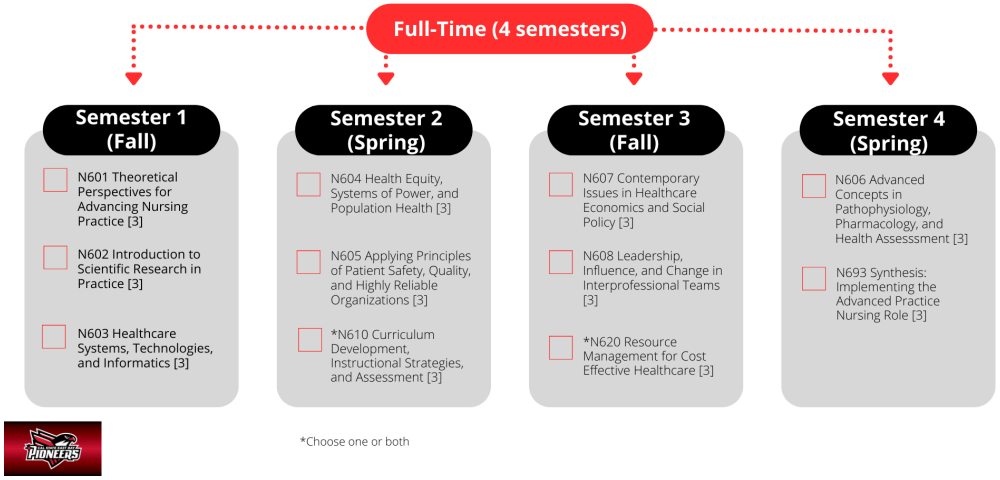
N625 Leadership Practicum: Nurse Administrative Role in Organizational Setting (3 units) - This practicum course directs the student in application leadership and administrative principles to the leadership role through a mentored practice experience in an organizational setting.

About the Leadership Practicum: This is a field-based learning experience taken concurrently with the Master Synthesis in the final semester of the graduate program. Students will implement actionable part of the Synthesis project organizational setting. The field experience is guided by course faculty and agency preceptor who has an advanced degree in nursing and in a formal leadership /administrative role. Upon completion, students will submit a written paper that addresses the leadership projects' significance, objectives, methodology, and evaluation.

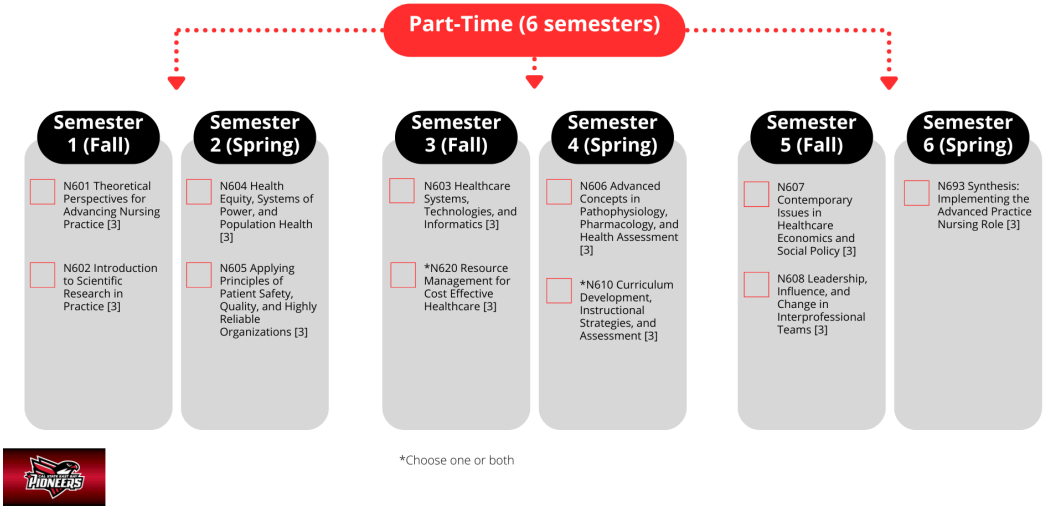
For students admitted starting Fall 2025

2.5 Roadmaps

Cal State East Bay MSN Program Roadmap



Cal State East Bay MSN Program PT Roadmap



2.6 Course Catalog Descriptions

N601 Theoretical Perspectives for Advancing Nursing Practice
This course explores theories used to advance nursing practice. Learners apply knowledge synthesis and translation to practice to address health inequities, leadership, and complex healthcare systems.

N602 Introduction to Scientific Research in Practice
This course introduces and reinforces the application of scientific inquiry to inform leadership in evidence-based practice to improve patient care.

N603 Healthcare Systems, Technologies, and Informatics
Learners analyze current and emerging healthcare information and communication technologies to enhance care of individuals, communities, and populations with a focus on inter-professional collaboration to employ best practice in electronic health, mobile health, and telehealth systems

N604 Health Equity, Systems of Power, and Population Health
This course focuses on critically examining how systems shape the conceptualization, measurement, promotion, and protection of health for individuals, communities, and populations. Students will explore various collaborative strategies to design and evaluate initiatives, programs, and services to advance health equity.

N605A Applying Principles of Patient Safety, Quality, and Highly Reliable Organizations
Patient safety, quality improvement, change management, adult learning centered approaches, and high reliability organization theories and models are examined. System assessment, data analysis, project management, and initiative execution are explored providing strategies to foster safe, effective, and efficient healthcare delivery.

***N610 Curriculum Development, Instructional Strategies, and Assessment**
This course focuses on applying innovative curricular and instructional strategies across practice and educational settings, including educational technologies and data analysis for continuous improvement and program evaluation.

N607 Contemporary Issues in Healthcare Economics and Social Policy
Current national health economics and policy issues are analyzed with a focus on the impact to accessibility, affordability, and quality. Engagement strategies for advanced practice nurses in health policy development, implementation, and advocacy for public health are critically evaluated.

N609 Leadership, Influence, and Change in Interprofessional Teams
In this course learners apply theories of nursing leadership in the changing healthcare systems. Strategies for adapting effective leadership are presented, including complex system thinking, organizational culture, ethics, interprofessional communication, change models, and conflict resolution.

***N620 Resource Management for Cost Effective Healthcare**
This course examines organizational health delivery systems and complex resource management. Application of organizational, administrative, and economic strategies to maintain and advance practice standards.

N606 Advanced Concepts in Pathophysiology, Pharmacology, and Health Assessments
This course lays the foundation for advanced nursing practice and organizational effectiveness by introducing and reinforcing concepts of advanced pharmacology, pathophysiology and physical health assessment.

N693 Synthesis: Implementing the Advanced Practice Nursing Role
This course provides the opportunity for students to demonstrate, reflect on, and synthesize their expertise as nurse leaders.

2.7 Direct Care Experience Requirement [For students admitted all 2025]

A required component of N606 is the completion of 40 minimum hours providing direct care while working with an advanced practice nurse preceptor. The purpose of this experience is to work with an APRN in professional encounters with individuals/families to facilitate positive health outcomes. Students' learning will help to advance their expertise in a clinical area with a particular population aligned with the focus of their Synthesis Project. Students will develop learning objectives and collaborate with their preceptor to identify and create learning activities. Students will reflect on the ways that a graduate prepared nurse has a deeper, contextualized, and more complex understanding of a particular population's health care experiences. This will nurture a perspective that students will apply as nurse leaders.

The definition of direct care, per the American Association of Colleges of Nursing (2021) is as follows:

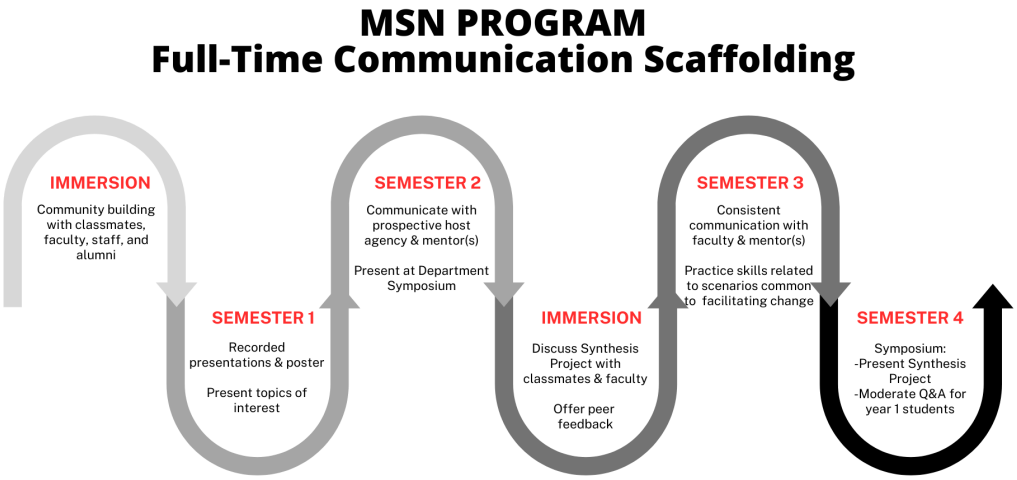
> "Direct care refers to a professional encounter between a nurse and an actual individual or family, either face to face or virtual, that is intended to achieve specific health goals or achieve selected health outcomes. Direct care may be provided in a wide range of settings, including acute and critical care, long term care, home health, community-based settings, and telehealth. (AACN, 2004, 2006; Suby, 2009; Upenieks, Akhavan, Kotlerman et al., 2007)."

While students identify a potential site and mentor for their Synthesis Projects, it is also a good time to consider a prospective placement and preceptor for this direct care requirement. The Synthesis Project Mentor Manual and Direct Care Preceptor Manual are available on the MSN Program Canvas Site and will be reviewed annually.

As students take initiative to identify their Synthesis Projects and mentors, it is an expectation and demonstration of leadership for students to also identify a prospective direct care preceptor. Cal State East Bay's Department of Nursing has numerous clinical partners and is positioned to support MSN students in this program requirement. Forms required for the Direct Care Experience will be available on MSN Program and N606 Canvas sites.

2.8 Communication Skills Scaffolding [For students admitted Fall 2025]

Serving as nurse leaders requires a multiplicity of communication skills, strategies, and practices. Several skills integrated into the program are outlined below and more will emerge as learners bring their approaches to the program and each other:



2.9 Department of Nursing Symposium [For students admitted Fall 2025]

All MSN students are expected to present at the annual Department of Nursing Symposium. Graduating students will present their Synthesis Projects while returning students will present a selection of coursework from the academic year. The symposium will take place within 1 month prior to the commencement ceremony.

SYNTHESIS PROJECT GUIDELINES

For students admitted prior to Fall 2025

3.1 Overview

The purpose of this culminating project is for students to apply knowledge acquired throughout the program in conjunction with pre-existing expertise. Students demonstrate originality, independent thinking, familiarity with current evidence, and the ability to contribute as leaders in practice settings aligned with their career goals. Students design, implement, and evaluate a project with the guidance of Cal State East Bay faculty and one or two preceptors (two if Nursing Education and one if Nursing Leadership and Administration). N693 Master's Synthesis is taken concurrently with the practicum corresponding to the student's concentration (N615 for Nursing Education and N625 for Nursing Leadership and Administration). All projects should contribute to improved quality of nursing practice and patients outcomes.

For students admitted prior to Fall 2025 (continued)

3.2 Timeline

Successful and timely progression through the program includes preparation for the Synthesis Project. These dates provide a roadmap for gradual and successful project planning, implementation, and evaluation for students graduating Spring 2026.

SUMMER 2025: PRIOR TO GRADUATING
May to July □ Attend a virtual concentration-specific information session to review expectations, required forms, and due dates; reach out to MSN Coordinator with clarifying questions or to brainstorm/discuss ideas □ Draft a preliminary personalized timeline for project preparation □ Review faculty feedback on assignments submitted during the previous year to continue to develop your writing practice
FALL SEMESTER PRIOR TO GRADUATING
□ **Practicum Intent Form (Friday, July 25, 2025)**: upload the form as a Word document to the MSN Program Canvas Site (this will only be accessible to faculty and staff involved in Synthesis Projects) □ **Immersion (August 4-5, 2025; Hayward campus)**: Attend all sessions designated for returning students, corresponding to your concentration; be prepared to discuss the status of your project with faculty and staff **Wednesday, October 1, 2025 – the following are due:** □ Project Work Plan: upload to the MSN Program Canvas Site □ Finalized Practicum Intent Form: upload to the MSN Program Canvas Site □ File for spring 2026 graduation; the university will email eligible students with instructions (indicate when you complete this on the MSN Program Canvas Site) **Friday, October 17 - the following are due in N607:** □ Health documentation, background check, and drug screening via CastleBranch □ Preceptor Information Sheet(s): upload your sheet(s) to the MSN Program Canvas Site; ensure that your preceptor(s) have reviewed the preceptor manual **Friday, October 31:** submit an IRB proposal to CSUEB/site as needed ***Note:*** All required forms (Practicum Intent Form, Preceptor Information and Agreement, Evaluation Surveys, and Preceptor Satisfaction Survey) are available on Canvas. The Preceptor Information and Agreement form can be found in the Preceptor Manuals.

SPRING 2026 – FINAL SEMESTER IN THE PROGRAM
Friday, January 9, 2026 □ Students must complete all practicum site onboarding by this date, including site-specific training modules; if not, students will complete practicum and synthesis during the spring 2027 semester □ Complete N615/N625 and N693 with regular communication with faculty and preceptor(s) **Monday, February 23, 2026** □ Check the CSUEB Commencement website for relevant updates (date and time of commencement, purchasing regalia, etc.) **Monday, April 27, 2026** □ Submit your completed synthesis paper in N693 **Wednesday, May 6, 2026** □ Submit evaluations of practicum site(s) and preceptor (see appendices) **Mid-May 2026** □ Participate in the Department of Nursing commencement ceremony on the Hayward campus (optional but highly encouraged)

3.3 Onboarding requirements

Consistent with university and practicum site policies, all MSN students are required to complete onboarding requirements in a timely manner to facilitate placement. Even if a student is completing their project at their place of employment, a separate onboarding process is required in their role as a student, which is an entirely separate approval process. There are three components: 1) health documentation, 2) background check, and 3) drug screening. All students will be provided with access to a secure online account through Castlebranch, which is the portal for submitting all documentation.

The Department of Nursing and University's Each role requires adherence to particular institutional policies to protect privacy and ensure appropriate preparation. As such, health documentation must be submitted even when students are completing practicum at their place of employment. Health documentation includes the following: Measles (Rubeola) Titer

- Mumps Titer
- Rubella Titer
- Varicella (Chicken Pox) Titer
- Hepatitis B Surface Antibody Titer
- Tuberculosis (TB) Skin Test

  -Some sites request a 2-step PPD: 1st within 365 days of clinical start date

and 2nd within 90 days of start date

- TB symptom review
- Tetanus, Diphtheria, and Pertussis (Tdap)
- CPR Certification
- Health insurance
- Influenza vaccine
- RN license
- COVID-19 vaccine and booster(s)
  - COVID-19 Vaccine
    Submit proof of a complete COVID-19 vaccine series of 2 shots at least 21 days apart or as recommended depending on the vaccine type received.
    OR
    Submit documentation of COVID-19 vaccine declination (such as medical exemption, religious, or personal belief/preference).

  - COVID-19 Vaccine Booster
    Submit proof of COVID-19 booster vaccine.
    OR
    Submit documentation of COVID-19 vaccine declination (such as medical exemption, religious, or personal belief/preference).
- N95 mask fitting: some sites require information about N95 mask fitting and completion of particular modules. These are site-specific and it is the responsibility of students to complete these in accordance with the onboarding due dates above.

3.4 Synthesis Paper

This scholarly paper serves as the culmination of learning in the MSN program and is the final deliverable in N693 Master's Synthesis. This paper is to be written in APA 7th edition, aligned with scientific writing (see Appendix J for the outline). Students are encouraged to submit their papers to a peer-reviewed journal for publication.

3.5 Institutional Review Board (IRB)

If your Synthesis Project includes working with human subjects (employees, patients, students, etc.), proper approval at the practicum site is required. This may be in the form of a letter from someone with sufficient authority to approve the project (such as a senior administrator), or it may require review by the practicum site's IRB. Contact the IRB Office at your practicum site prior to submitting your Synthesis Project Work Plan to determine whether an IRB application is required. It is helpful to inquire about the site's IRB meeting schedule. Note that the IRB review process at CSUEB and at the practicum site can take several weeks and IRBs often do not meet during the holidays (December-early January). An overview of the general components of an IRB application and the CSUEB submission process is available (see 6.12).

SYNTHESIS PROJECT GUIDELINES

For students admitted Fall 2025

3.6 Overview and timeline

This project is the culminating experience through which MSN students apply what they have learned by demonstrating numerous Advanced Level competencies as outlined by the American Association of Colleges of Nursing's (AACN) New Essentials of Nursing Education. The purpose of this project is for students to demonstrate these competencies through the planning, implementation, and evaluation of enacting change with the guidance of faculty and mentor(s). Students demonstrate originality, independent thinking, and deep familiarity with existing knowledge, policies, and practices in alignment with their career goals. All projects should contribute to increased quality of nursing practice and patient / learner outcomes. The curriculum is designed in alignment with national nursing education standards and the ongoing and anticipated priorities facing our communities. Our faculty group has designed this curriculum to guide students in the planning, implementation, and evaluation of their synthesis projects, as outlined below. Mentors serve a pivotal role in this process within the host agency, complementing the role of the faculty guiding the academic aspect of the project. Synthesis Project infrastructure (integration within courses, timeline, manuals, and forms) is reviewed annually by MSN faculty and staff during spring semester.

Note: The Synthesis Project Mentor Confirmation Form is available on the MSN Program Canvas site.

3.7 Alignment with Essentials of Nursing Education

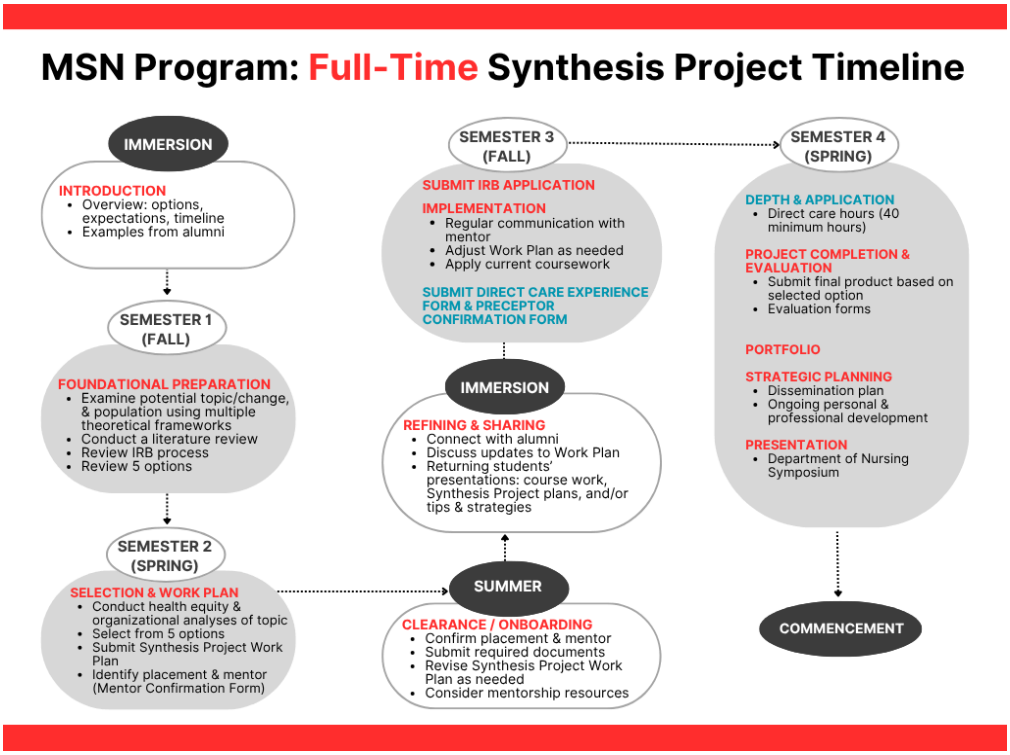
MSN students will demonstrate numerous advanced level competencies as outlined by the AACN's New Essentials of Nursing Education. The tables below enumerate these competencies. The competencies in black text apply to all options while the color-coded competencies are aligned with particular Synthesis Project options.

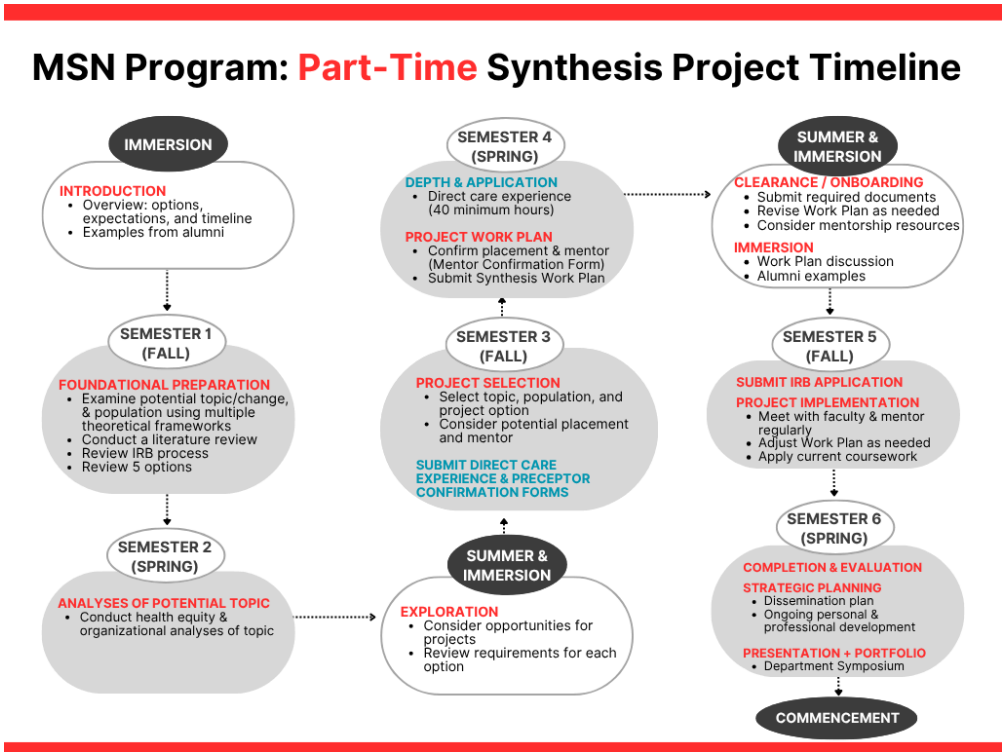
	Domain 1 Knowledge for Nursing Practice	Domain 2 Person-Centered Care	Domain 3 Population Health	Domain 4 Scholarship for the Nursing Discipline	Domain 5 Quality & Safety
Competencies relevant to every option (33) Health Policy/Advocacy (17) Organizational Change Proposal (1) Research Project (9) Quality Improvement Project (5) Teaching Project (4)	1.1e Translate evidence from nursing science as well as other sciences into practice 1.1f Demonstrate the application of nursing science to practice 1.2f Synthesize knowledge from nursing & other disciplines to inform education, practice, and research 1.2g Apply a systematic and defendable approach to nursing practice decisions 1.2h Employ ethical decision making to assess, intervene, and evaluate nursing care 1.3e Synthesize current and emerging evidence to influence practice 1.3f Analyze decision models from nursing & other knowledge domains to improve clinical judgment	2.2g Demonstrate advanced communication skills and techniques using a variety of modalities with diverse audiences 2.2h Design evidence-based, person-centered engagement materials 2.4g Integrate advanced scientific knowledge to guide decision making 2.5j Develop evidence-based interventions to improve outcomes and safety 2.6f Monitor aggregate metrics to assure accountability for care outcomes 2.6h Contribute to the development of policies and processes that promote transparency and accountability 2.7d Analyze data to identify gaps and inequities in care and monitor trends in outcomes 2.7e Monitor epidemiological and system-level aggregate data to determine healthcare outcomes & trends 2.9i Analyze system-level and public policy influence on care coordination	3.1m Develop a collaborative approach with relevant stakeholders to address population healthcare needs, including evaluation methods 3.2d Ascertain collaborative opportunities for individuals & organizations to improve population heatlh 3.2e Challenge biases and barriers that impact population heatlh outcomes 3.2f Evaluate the effectiveness of partnerships for achieving health equity 3.4f Identify opportunities to influence the policy process 3.4h Engage in strategies to influence policy change 3.4i Contribute to policy development at the system, local, regional, or national levels 3.4j Assess the impact of policy changes 3.4k Evaluate the ability of policy to address disparities & inequities within segments of the population 3.5f Appraise advocacy priorities for a population 3.5g Strategize with an interdiscplinary group & others to develop effective advocacy approaches	4.1h Apply and critically evaluate advanced knowledge in a defined area of nursing practice 4.1i Engage in scholarship to advance health 4.1j Discern appropriate applications of quality improvement, research, and evaluation methodologies 4.1l Disseminate one's scholarship to diverse audiences using a variety of approaches or modalities 4.1m Advocate within the interprofessional team and with other stakeholders for the contributions of nursing scholarship 4.2f Use diverse sources of evidence to inform practice 4.2g Lead the translation of evidence into practice 4.2j Articulate inconsistencies between practice policies and best evidence 4.3e Identify and mitigate potential risks and areas of ethical concern in the conduct of scholarly activities 4.3f Apply IRB guidelines throughout the scholarship process 4.3i Apply ethical principles to the dissemination of nursing scholarship	5.1k Integrate outcome metrics to inform change and policy recommendations 5.1m Lead the development of a business plan for quality improvement initiatives 5.1o Advance quality improvement practices through dissemination of outcomes 5.3e Advocate for structures, policies, and processes that promote a culture of safety and prevent workplace risks and injury 5.3h Role model and lead well-being and resiliency for self and team

	Domain 6 Interprofessional Partnerships	Domain 7 Systems-Based Practice	Domain 8 Informatics & Healthcare Technologies	Domain 9 Professionalism	Domain 10 Personal, Professional, and Leadership Development
Competencies relevant to every option (33) Health Policy/Advocacy (17) Organizational Change Proposal (1) Research Project (9) Quality Improvement Project (5) Teaching Project (4)	6.1g Evaluate effectiveness of interprofessional communication tools & techniques to support and improve the efficacy of team-based interactions 6.1i Role model respect for diversity, equity, and inclusion in team-based communications 6.1j Communicate nursing's unique disciplinary knowledge to strengthen interprofessional partnerships 6.2g Integrate evidence-based strategies and processes to improve team effectiveness and outcomes 6.2h Evaluate the impact of team dynamics and performance on desired outcomes 6.2i Reflect on how one's role and expertise influences team performance 6.4e Practice self-assessment to mitigate conscious and implicit biases toward other team members 6.4g Integrate diversity, equity, and inclusion into team practices 6.4i Promote an environmental that advances interprofessional learning	7.1e Participate in organizational strategic planning 7.1g Analyze system-wide processes to optimize outcomes 7.1h Design policies to impact health equity and structural racism within systems, communities, and populations 7.2h Design practices that enhance value, access, quality, and cost-effectiveness 7.2i Advocate for healthcare economic policies and regulations to enhance value, quality, and cost effectiveness 7.2k Recommend system-wide strategies that improve cost-effectiveness considering structure, leadership, and workforce needs 7.2l Evaluate health policies based on an ethical framework considering cost-effectveness, health equity, and care outcomes 7.3e Apply innovative and evidence-based strategies focusing on system preparedness and capabilities 7.3f Design system improvement strategies based on performance data metrics 7.3h Design system improvement strategies	8.1i Propose a plan to influence the selection and implementation of new information and communication technologies 8.3h Formulate a plan to influence decisionmaking processes for selecting, implementing, and evaluating support tools 8.3k Pose strategies to reduce inequities in digital access to data and information 8.5k Advocate for policies and regulations that support the appropriate use of technologies impacting health care 8.5l Analyze the impact of federal and state policies and regulation on health data and technology in care settings	9.1h Analyze current policies and practices in the context of an ethical framework 9.2j Advocate for practices that advance diversity, equity, and inclusion 9.2l Facilitate communication that promotes a participatory approach 9.3i Advocate for nursing's professional responsibility for ensuring optimal care outcomes 9.3j Demonstrate leadership skills when participating in professional activities and/or organizations 9.3m Advocate for policies/practices that promote social justice and health equity 9.3o Lead in the development of opportunities for professional and interprofessional activities 9.5h Identify opportunities to lead with moral courage to influence team decision-making 9.5i Engage in professional organizations that reflect nursing's values and identity 9.6j Analyze the impact of structural and cultural influences on nursing's professional identity	10.1d Evaluate the workplace environment to determine level of health and well-being 10.2j Expand leadership skills through professional service 10.3j Provide leadership to advance the nursing profession 10.3k Influence intentional change guided by leadership principles and theories 10.3p Advocate for the promotion of social justice and eradication of structural racism and systematic inequity in nursing and soceity 10.3q Advocate for the nursing profession in a manner that is consistent, positive, relevant, accurate, and distinctive

For students admitted Fall 2025 (continued)

3.8 Synthesis Project Timelines





For students admitted Fall 2025 (continued)

3.9 Synthesis Project Options

Given the numerous ways to enact change across various settings where nurses are engaged in clinical practice, policy work, education, and research, we offer five options for students to choose from. We encourage students to make their selection based on their career goals, current opportunities, and topic and population of interest. Every student will identify at least one mentor to guide their work, with the support of MSN faculty and coursework. While every student submits a Synthesis Project Work Plan [Appendix M], the end product varies based on the option. Furthermore, the Strategic Planning assignment in N693 includes the drafting of synthesis project dissemination plans. This might include submitting the paper to the journal identified by the student, a toolkit to share with colleagues, an abstract to submit to a professional conference, etc. The outlines and examples of these final products will be updated annually and posted on the MSN Program Canvas Site.

<u>Five Synthesis Project Options (final products due in N693 in the final semester)</u>

- **Health Policy and Advocacy**
  - Final product: white paper and implemented advocacy action (plan, evaluation, and reflection)
- **Organizational Change Proposal**
  - Final product: white paper with a detailed implementation plan, determination of the return on investment, and evaluation plan
- **Research Project**

    - Final product: publishable scholarly paper
- **Quality Improvement Project**
    - Final product: publishable scholarly paper
- **Teaching Project**
    - Final product: publishable scholarly paper

3.10 Institutional Review Board (IRB)

If your Synthesis Project includes working with human subjects (employees, patients, students, etc.), contact the IRB Office at your practicum site prior to submitting your Synthesis Project Proposal to determine whether an IRB application is required. It is helpful to inquire about the site's IRB meeting schedule. Note that the IRB review process can take several weeks and IRBs often do not meet during the holidays (December-early January). An overview of the general components of an IRB application and the CSUEB submission process is available (see 6.12).

3.11 Finding a Mentor

Subject matter experts and leaders with deep familiarity with institutional policies and practices as well as networks are vital to MSN student success while completing Synthesis Projects. Mentors are also expected to demonstrate commitment to ongoing professional development as a mentor. Further qualifications depend on the specific Synthesis Project option that students select. Students are welcome to work with multiple mentors. The Synthesis Project Mentor Manual will be available on the MSN Program Canvas Website and will be reviewed annually during spring semester by MSN staff and faculty. There are numerous approaches to mentorship and it is important to explicitly discuss this as you identify and work with your mentor. The following are resources for graduate students:

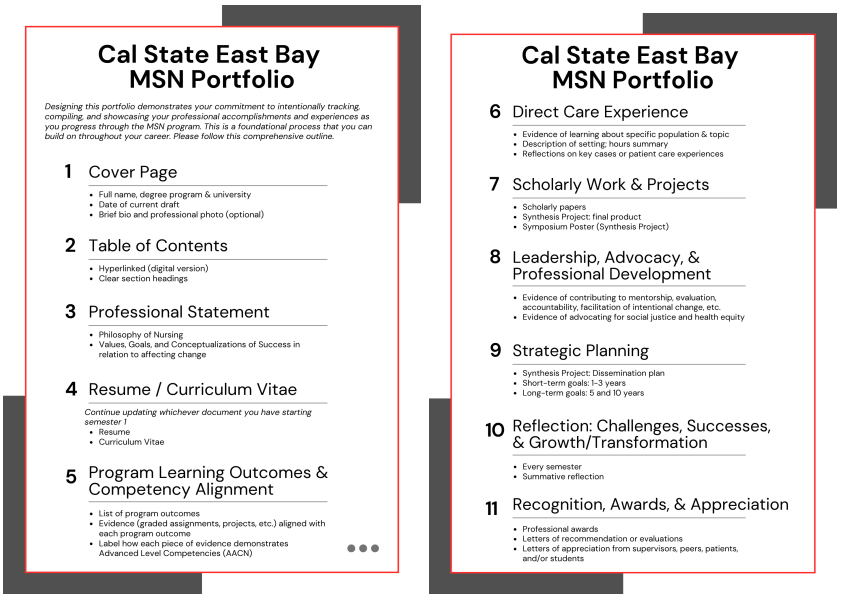
- University of Massachusetts Institute for Teaching Excellence and Faculty Development: Mutual Mentoring Guide
- Harvard T.H. Chan School of Public Health: The Mentor-Mentee Relationship
- Michigan State University Office of Faculty and Academic Staff Development: Best Practices for Mentors and Mentees in Academic Settings
- Inclusive Graduate Education Network & USC Rossier: Equity-Minded Mentoring Toolkit

PORTFOLIO GUIDELINES

4.1 Overview

Cal State East Bay's MSN Program is committed to supporting MSN students' continuing efforts to track and compile professional accomplishments and experiences to not only affirm their leadership but to identify ongoing goals and opportunities. The portfolio is a graded assignment in the final semester in N693 Synthesis: Implementing the Advanced Practice Nursing Role. Students are asked to gather materials every semester.

4.2 Portfolio Components



POLICIES AND PROCEDURES

5.1 General Information

There are numerous policies and procedures guiding the day to day work and facilitation of Cal State East Bay's MSN Program, including those which are specific to the program, department, college, and university. Please visit the Office of Graduate Studies website for additional information.

5.2 Enrollment

It is an expectation that all MSN students communicate with faculty and the program coordinator when they have concerns about their courseload or are considering a transition between part-time or full-time coursework. Please refer to the roadmaps in section two for the full-time and part-time roadmaps. Graduate students at CSUEB have five years to complete coursework towards a Master's degree. The university's Important Dates website specifies dates related to enrollment, fee payment, course drop deadline, withdrawal deadline, etc. Students who do not attend courses for consecutive semesters are automatically discontinued per university policy and will need to discuss re-applying to the program to be reinstated. Note that the drop deadline is important in relation to student finances and reimbursement policies.

5.3 Student Conduct, Rights, and Responsibilities and Essential Functions

Cal State East Bay exists for the pursuit of knowledge, a commitment to lifelong learning, and the well-being of society. A spirit of inquiry and mutual respect is required for an environment that protects this commitment. The responsibility for creating conditions that protect the freedom to teach and learn is shared by all members of the Cal State East Bay community. Standards for Student Conduct, Student Rights and Responsibilities, and relevant policies and executive orders can be found here. Student participation in program governance is important to the Department of Nursing faculty and staff.
The department's Student Affairs Committee welcomes the participation of MSN students and invites MSN students to complete the annual Nursing Student Check-In Survey as part of our efforts toward continuous improvement. MSN students are also welcome to attend the monthly MSN faculty meetings.

Essential Functions: Physical And Mental Qualifications

The Department of Nursing follows the Cal State East Bay nondiscrimination policy and strives to create equal access to learning opportunities for students. A student who is requesting academic accommodations needs to contact the Accessibility Services office at Cal State East Bay to coordinate the appropriate steps. It is to the student's advantage to do this as soon as possible in the term to ensure that approved accommodations can be granted in a timely manner.

In a complex discipline such as nursing, there are essential functions or abilities necessary for progression in the program. These essential functions include, but are not limited to, the following:

A. Critical Thinking: A student must demonstrate critical thinking ability sufficient for clinical judgment.

1. Make effective clinical decisions.
2. Identify cause and effect relationships with clinical data.
3. Develop nursing care plans.
4. Perform math calculations requisite to safe dosage calculations and medication administration.
5. Read, synthesize, analyze, evaluate, and integrate material in the classroom and the clinical setting.

B. Professional-Ethical Conduct: A student must possess the ability to reason morally and practice nursing in a professional and ethical manner.

1. Demonstrate integrity, honesty, responsibility, and tolerance.
2. Abide by professional standards of practice.
3. Deliver compassionate care to all patient populations.

C. Interpersonal Skills: A student must demonstrate appropriate interpersonal abilities while interacting with individuals, families, and groups from a variety of social, emotional, cultural, and intellectual backgrounds.

1. Communicate effectively and sensitively with other students, faculty, staff, patients, families, and other professionals.
2. Demonstrate willingness and ability to give and receive feedback.
3. Develop mature, sensitive, and effective relationships with clients.
4. Establish trust and rapport with clients and colleagues

D. Communication: A student must have the ability to clearly communicate in oral and written forms, and to effectively interpret communication with others.

1. Demonstrate person-centered care and ethical documentation

F. Tactile: A student must have sufficient tactile ability to perform a physical assessment of a patient and to perform procedures necessary for nursing care.

1. Perform therapeutic functions

G. Auditory: A student must have sufficient auditory ability to effectively monitor and assess health needs of patients.

1. Hear cries for help.
2. Hear alarms on equipment and overhead codes.
3. Hear auscultatory sounds using a stethoscope.
4. Hear and interpret verbal communication from patient
5. Communicate over the telephone.

H. Visual: A student must possess visual ability for observation and assessment necessary in nursing care.

A. Observe patient responses (e.g. changes in skin color, grimaces).
B. See drainage on dressings and note characteristics of body fluids.
C. Note fluid levels in collection devices, syringes and infusion devices.
D. Read gauges that monitor patient progress (e.g. sphygmomanometer).
E. Discriminate colors for diagnostic purposes.
F. Assess movements of patients.
G. Observe patient behavior (e.g. in rehabilitation or psychiatric facilities).

I. Behavioral-Emotional Health: A student must possess the emotional health required for full use of his or her intellectual abilities, the exercise of good judgment, and the prompt completion of all responsibilities attendant to the care of patients.

1. Maintain mature, sensitive, and effective relationships with patients, students, staff, faculty, and other professionals under even highly stressful situations.
2. Experience empathy for the situations and circumstances of others and effectively communicate that empathy.
3. Be willing to examine and change his or her behavior when it interferes with productive individual or team relationships.
4. Prioritize competing demands.
5. Function in stressful circumstances.
6. Separate own needs and experiences in order to maintain objectivity and client-centered care.
7. Adjust to changing circumstances.
8. Plan effectively and complete all assigned duties carefully.
9. Communicate over the telephone.

5.4 Accommodations for Students with Disabilities

For disability and other learning-related needs and accommodations, including if you would need assistance in the event of an emergency evacuation, please communicate with your instructor as soon as possible. Students with disabilities are also encouraged to contact the Accessibility Services office at CSUEB Accessibility Services to meet with a counselor who can advise you on your options, including your rights under Section 504 of the Rehabilitation Act and the Americans with Disabilities Act.

5.5 Academic Integrity

As a member of the academic community, students are expected to act with integrity and avoid plagiarism and other forms of cheating. By enrolling in CSUEB courses, students agree to uphold the standards of academic integrity described at CSUEB Academic Dishonesty Policy.

5.6 Graduate Nursing Grading and Course Progression

Grading will follow the grade scale below - note that in the MSN program a grade of B- or higher is considered passing. No rounding will occur when determining final course grades. It is a sound practice to regularly check your course grades and be in communication with course faculty regarding any questions and concerns you have.

93 - 100 A	**80 - 82 B-**	67 - 69 D+
90 - 92 A-	77 - 79 C+	63 - 66 D
87 - 89 B+	73 - 76 C	60 - 62 D-
83 - 86 B	70 - 72 C-	59 and below F

Consistent with university policy, receiving an “I” (incomplete” requires that a student complete outstanding coursework within one calendar year from the end of that semester. Students cannot repeat a course in which the current grade is an incomplete. The university grade policy can be found here.

5.7 Line of Communication: Department of Nursing

When students have questions or concerns about a specific course, please communicate directly with the faculty of record for that course. Please consult the following line of communication:

Dean, College of Health

Department of Nursing Executive Committee

Department Chair

Advisor / MSN Program Coordinator

Faculty of Record

Student

5.8 Grade Appeal and Academic Grievance

Cal State East Bay students can request a formal review of a course grade (assignment, exam, project, or other similar course component) or an Academic Dishonesty Report. The policy is available here along with members of the committee, a summary of the process, relevant contacts, etc.

5.9 Discrimination, Harassment, and Retaliation

Title IX and CSU policy prohibit discrimination, harassment and retaliation, including Sex Discrimination, Sexual Harassment or Sexual Violence. CSUEB encourages anyone experiencing such behavior to report their concerns immediately. CSUEB has both confidential and non-confidential resources and reporting options available to you. Non-confidential resources include faculty and staff, who are required to report all incidents and thus cannot promise confidentiality. Faculty and staff must provide the campus Title IX coordinator and or the DHR Administrator with relevant details such as the names of those involved in an incident. For confidential services, contact the Confidential Advocate at 510-885-3700 or go to the Student Health and Counseling Center. For 24-hour crisis services call the BAWAR hotline at 510-845-7273. For more information about policies and resources or reporting options, please visit the following websites.
https://www.csueastbay.edu/riskmanagement/complaint.html
https://www.csueastbay.edu/administration/title-ix/index.html

5.10 Student Advising

The MSN Program Coordinator serves as the advisor for all enrolled MSN students. Students are encouraged to meet with the coordinator once per semester for a brief check-in. General advising may include: course progression planning (if part-time), course equivalency determination, graduation procedures, graduate education, etc. For concerns and questions about a specific course, please contact course faculty directly. For concerns and questions regarding support with course enrollment and registration services, contact MSN Admin, Maria CD Lopez.

5.11 Social Media Policy

The Cal State East Bay Department of Nursing recognizes that communication via social media is integral to reaching audiences important to the university, including current students, prospective students, faculty, staff, alumni, local communities, and other stakeholders. Student participation on social media is guided by university policy. Many students use social media platforms that include but are not limited to Facebook, Twitter, Snapchat, blogs, podcasts, YouTube, LinkedIn, Vine, Instagram, Pinterest, Whisper, and Yik Yak. These allow for the exchange of ideas but must be utilized responsibly and must not violate patient confidentiality or professional behavior. Sharing sensitive and confidential information is governed by the Health Insurance Portability and Accountability Act (HIPAA) and Family Educational Rights and Privacy Act (FERPA) and professional nursing standards.

A. Any statements and/or photos placed on a social media site should reflect positively on oneself, fellow classmates, the University and clinical sites. Prior written consent is required before taking or posting student photographs and video, faculty photographs and video, or College events on social media sites and the Cal State East Bay Website. The Department of Nursing adheres to the American Nurses Association (ANA) Social Media Policy.

B. The use of electronic and other devices is only appropriate if authorized by faculty. This applies to theory courses and clinical placements. Personal phone conversations, texting, or social networking are not allowed while in patient/client 61 areas or in the classroom. If a student is responding to an emergency phone call or text, the student must leave the classroom or clinical area as deemed necessary.

C. Use of personal cellular phones and other electronic devices may or may not be permitted by clinical agencies. Students are expected to adhere to clinical agency policies regarding the use of personal electronic devices. Clinical agencies may require students to sign an attestation form in support of their policies on use of electronic devices and/or social media.

D. The following example is how the Social Media Policy might be applied: During a pediatrics rotation, a nursing student treated a young boy with diabetes. As the boy was getting ready to leave the hospital, the student nurse used their cell phone to take his picture and then posted it on their Facebook page, along with comments about the bravery he displayed while receiving insulin injections. A few days later, the student nurse was expelled from her nursing program for violating federal privacy laws.

E. Refer to the NCSBN's A Nurse's Guide to the Use of Social Media

F. Cal State East Bay Photographic Release Form can be found in Appendices.

5.12 Student Email Policy

Email is considered an official method for communication at Cal State East Bay because it delivers information in a convenient, timely, cost effective, and environmentally aware

manner. Students are expected to check their Horizon email on a frequent and consistent basis in order to stay current with course, program, and university information and communication.

5.13 Student Injury Reporting Policy

If a student is injured in the clinical setting and needs medical attention, the student must have medical insurance to cover the cost or pay cash.

A Student Non-Employee Accident/Injury Report Form (see Forms section of Risk Management website) must be completed by the student and the clinical faculty person.

Report the accident/Injury to your Department Chair within 8 (eight) hours. Copies of the Accident/Injury Report should be distributed to Dept. office and Risk Management (SA RM4700) within 24 hours of date of Accident/Injury. This form is placed in the student's department file.

The student is not covered by Workman's Compensation because she/he is not an employee.

DO NOT FILE WORKMAN'S COMPENSATION FORMS

The Student injury form can be found in Appendices.

5.14 Acceptable Computer Use

Refer to the university's Information Security website for resources related to responsible use, security policies and procedures.

STUDENT RESOURCES AND SERVICES

6.1 Sigma Nu Xi At-large Chapter

Sigma, formerly known as Sigma Theta Tau International, is an international nursing honors society founded in 1922. The society represents excellence in nursing which is reflected in the achievements of individual members and by the accomplishments of its collective chapters. Sigma's mission is to advance world health and celebrate nursing excellence in scholarship, leadership, and service. Sigma's vision is to be the global organization of choice for nursing. For decades, most full-time faculty at Cal State East Bay Nursing have been Sigma members, as have many of our students at or upon graduation.

Sigma's Nu Xi At-Large Chapter, henceforth Nu Xi, was established in 1992. Nursing programs from Cal State East Bay, Samuel Merritt University, and Holy Names University worked collaboratively to establish an official chapter to serve the East Bay Nursing

Community. Members of the Nu Xi Chapter have various professional opportunities including: the ability to collaborate with a variety of accomplished nurse members who live and work throughout the East Bay region; potential participation in national and international conferences hosted by Sigma, and exclusive access to Sigma's job boards. The Nu Xi Chapter has been recognized for its exemplary accomplishments by Sigma in various ways, including but not limited to being honored with Sigma's prestigious Chapter Key Award.

At Cal State East Bay, nursing faculty will determine which students have met the high standards consistent with being invited to join Sigma. If you are among those students, Cal State East Bay will forward your contact information to Sigma so that you may receive a formal induction invitation. Your address will only be shared with Sigma if you have given the nursing department permission to do so.

The criteria for induction into the Nu Xi Chapter of Sigma changes periodically, since it is governed by Sigma's international by-laws. Historically, the requirements to be inducted have included the following:

For Undergraduate Nursing Students: completed at least half (>50%) of the nursing curriculum; a cumulative nursing GPA in the top 35% of the class (with at least a 3.0 GPA); and meet academic integrity standards.

For MSN/Graduate Nursing Students: completed at least one fourth (>25%) of the nursing curriculum, have achieved academic excellence (at schools where a 4.0 grade point average system is used, this equates to at least a 3.5)

6.2 Professional Development Opportunities

All Cal State East Bay MSN students are encouraged to seek certifications aligned with their professional interest, expertise, and goals. Certification demonstrates the knowledge and skills to serve as nurse leaders with particular areas of focus. Graduates of this MSN program are eligible for the following certifications by the National League of Nursing (NLN): Certified Academic Clinical Nurse Educator and Academic Nurse Educator. Graduates are also eligible for the Nurse Manager and Leader Certification through the American Organization for Nursing Leadership

6.3 Office of Graduate Studies

This Office of Graduate Studies provides information and guidance for prospective, newly admitted, and current graduate students about various academic programs and support services. Numerous links can be found on this site, including Accessibility Services, upcoming events, and much more.

6.4 University Library

Cal State East Bay's Library includes numerous in-person and online services and resources which are essential for the academic success of MSN students. A representative

from the Library presents at every Immersion and students are encouraged to reach out to the Library throughout the program while completing coursework and the Synthesis Project.

6.5 Canvas / Online Campus Resources

Cal State East Bay utilizes Canvas as the Online Learning Management System. In addition to faculty overviews of their specific courses on Canvas at Immersion, incoming students will meet with a representative from the Online Campus. Numerous guides for students are available here.

6.6 Important Dates

University dates (holidays, course add/drop due dates, enrollment periods, filing for graduation, etc.) are outlined on the university website and is updated every semester. Be sure to review and add relevant dates to your calendars.

6.7 Graduate Nursing Student Academy (GNSA)

The Graduate Nursing Student Academy provides resources and services to graduate nursing students at AACN member schools. These include scholarships, writing support, webinars, leadership opportunities, career resources, etc.

6.8 Continuing education for RN license renewal

Per the BRN, “college courses taken for college or university credit can be used for RN continuing education.” Click here for more information.

6.9 Strategies for Success in an Online Graduate Program

Establish boundaries (time, space, social, etc.) to protect study time - including a dedicated study space	Protect time and space doing activities that are nourishing and grounding; do your best to avoid sacrificing these to complete schoolwork	Celebrate your accomplishments
Do your best to maintain a consistent schedule	Connect with your classmates and colleagues: consider scheduling times to check-in, support each other as thought partners, etc.	Incorporate regular movement and various ways to manage and prevent stress
Set specific times to check your Horizon email rather than having constant notifications that might distract / escalate stress	Reach out to faculty with questions and concerns as they emerge	Noting how you have defined success and how this might change as you progress through the program
Be patient. Reading, writing,	Consider how you’ve learned in	Familiarize yourself with your

designing, implementing, evaluating, and setting goals are practices that often require attention and ongoing refinement.	the past as well as more current ways that support your learning.	resources through the university website, MSN Program Canvas Site, individual course sites, the student handbook, etc.

6.10 Developing a Writing Practice

Developing your writing practice is a process that includes trusting and strengthening your voice, deepening and widening your theoretical knowledge, and engaging in a great deal of reading and discussion with thought partners. This process also includes asking for and receiving specific and constructive feedback. The following are some strategies that can be helpful for developing a writing practice:

Reflection: What positive experiences have you had with reading and writing? What contributed to these being positive?	Closely consider feedback from faculty and peers; follow-up with them with any clarifying questions.	What time of day, location, and environmental conditions best support reading with focus and clarity?
What time of day, location, and environmental conditions best support writing with focus and clarity?	Do you have a tendency to edit yourself out of writing to the point where you have difficulty finishing a sentence of paragraph? Be mindful of how you distinguish between writing and editing so that they are separate processes.	When you face challenges with writing, there are multiple ways to address this: pause and return to reading to unlock your ideas, identify specific next tasks to complete, review transitions and flow, review your draft for any inconsistencies, ask a trusted person for feedback
Trusting your voice - your ideas, stances, and knowledge do not disappear in scientific writing	You can work solo or with partner(s) in various ways: 30 minutes of dedicated writing then checking in, writing until you've written a specific number of pages, etc.	As you deepen your familiarity with scholarship and scholars, identify those whose writing styles speak to you.

6.11 Opportunities for Role Development

While the Synthesis Project and Portfolio are the culminating activities of this program, students are encouraged to expand their view to include not only expertise in a topic and problem/opportunity and a population of interest but also broader role development. Graduate nursing students are encouraged to participate in activities, events, and processes where relevant issues are discussed and deliberated, decisions are made, policies are developed, etc. Theses include spaces of shared governance, BRN meetings, professional organization events, local/county council and supervisors' meetings, state and national legislative meetings, faculty meetings, academic senate meetings, Board of Trustees meetings, scholarly gatherings (summits, conferences, symposia, etc.), non-profit and grassroots organizations meetings, online proceedings of national nursing and public health organizations, etc.

6.12 Institutional Review Board (IRB) Guidelines for CSUEB

Cal State East Bay MSN Program: Synthesis Project IRB Guidance

Students conducting human subjects research in the completion of their Synthesis Project are required to submit an application to the Institutional Review Board (IRB) where they will gather data and complete their project. Note that each agency's IRB has a particular set of requirements and meeting schedule, but the components listed below are standard for reviewing that work with human subjects is designed and implemented ethically.

GENERAL COMPONENTS OF AN IRB APPLICATION

- Project title
- Investigators' contact information (MSN student and faculty advisor) and CITI certificates
- Background: problem statement, purpose, significance, hypothesis, goals of project
- Methods: data collection and analysis
    - Data collection instrument(s): survey(s), interview questions, etc.
    - Quantitative, qualitative, mixed methods, evidence-based approach to analysis; software
- Human subjects involved
    - Step-by-step procedures that participants will take part in and duration of participation
    - Demographics (gender, race, ethnicity, age, etc.), anticipated number, investigators' access to this population, inclusion and exclusion criteria, rationale for involving any vulnerable populations
- Recruitment plan and materials (email, flyers, etc.)
- Dissemination: how you plan to present and/or publish your research
- Confidentiality: how you will store and secure data to protect participant confidentiality

- Potential benefits and risks to participants and investigators' strategies to reduce risk
- Consent process description and form
- References

SUBMISSION PROCESS (Cal State East Bay)

1. Bookmark the Cal State East Bay IRB home page - there are many links here; follow this guide for more focused guidance
2. Review the Frequently Asked Questions page and discuss with your faculty advisor
3. Review the overall process (particularly "How to avoid a lengthy review process")
4. Ensure that you have Cayuse access - this is the online portal to submit your IRB application
    a. Faculty have access to Cayuse and must contact irb@csueastbay.edu with your NetID and CSUEB Horizon email address request that they grant you access
5. Review Complete Protocol Package
6. Review protocol components - Protocol guidelines / Specific guidance about consent form and recruitment materials

APPENDICES

Appendix A Sigma Nu Xi Consent Form

Cal State East Bay Nursing students need to sign, scan and submit this sheet to the nursing office (as occurs for immunization documents). It relates to possible invitation into the Nu Xi at Large Chapter ("Nu Xi") of the Sigma Nursing Society.

Sigma (formerly Sigma Theta Tau International), founded in 1922, is the International Honor Society for nursing. The society represents excellence in nursing which is reflected in the achievements of individual members and by the accomplishments of its collective chapters. Sigma's mission is to advance world health and celebrate nursing excellence in scholarship, leadership, and service. Sigma's vision is to be the global organization of choice for nursing. For decades, most full-time faculty at Cal State East Bay Nursing have been Sigma members, as have many of our students at or upon graduation. Members of the Nu Xi Chapter have various professional opportunities including: the ability to collaborate with a variety of accomplished nurse members who live and work throughout the East Bay region; potential participation in national and international conferences hosted by Sigma, and exclusive access to Sigma's job boards.

At Cal State East Bay, nursing faculty will determine which students have met the high standards consistent with being invited to join Sigma. If you are among those students, Cal State East Bay will forward your contact information to Sigma so that you may receive a formal induction invitation. Signing this form grants Cal State East Bay permission to share your basic contact information with Sigma if you are selected for induction. If you do not wish us to provide Sigma your contact information, write "Do not share my contact information" below your signature on this form and you will not be considered for possible induction.

The criteria for induction into the Nu Xi Chapter of Sigma changes periodically, since it is governed by Sigma's international by-laws. Historically, the requirements to be inducted have included the following:

• For an MSN/Graduate Nursing Student: completed one fourth (≥25%) of the nursing curriculum, have achieved academic excellence (at schools where a 4.0 grade point average system is used, this equates to at least a 3.5)
Print Student Name: _____

Date: _____ Signature: _____

Office Staff Use Only

If name & signature only mark as "Granted" If "Do not share my contact information" also handwritten mark as "Declined"

Appendix B
Cal State East Bay Photographic Release Form

Please initial in the spaces below what uses of photographs of you are consented to, and sign at the end of the release form. Photos will only be used in the ways you consent to. Your name will not be identified in these photos

1. ____Photographs can be reviewed by the designated individual or individuals.
2. ____Photographs can be used for project illustration (i.e., yearbook, DVD).
3. ____Photographs can be used for promotional materials, such as brochures or fliers.
4. ____Photographs can be used for classroom presentations.
5. ____Photographs can be used for academic conference presentations.
6. ____Photographs can be used for fundraising presentations/proposals.
7. ____Photographs can be used for newspaper or magazine publication.
8. ____Photographs can be posted on a web site for promotional purpose

NAME _____

SIGNATURE DATE _____

(*This form can be individualized to the occurrence.)

Appendix C
Sample Health Care Provider Statement Form

The following statement can be printed for use by your physician to document your ability to return to the direct care experience/clinical:

Dear Physician/Nurse Practitioner:

There are minimum entry level qualifications required for professional nursing practice for students in the nursing program at California State University, East Bay (CSUEB). _____ is a student in the Cal State East Bay MSN program and should provide you with a copy of the Essential Functions for Nursing Practice. Please complete the following:

To the Chair of the Nursing Department:

_____(student name) has been under my care for a medical condition on _____ (date). I have reviewed the Essential Functions for Nursing Practice and certify that: 84 1. The student is capable of performing Cardiopulmonary Resuscitation without limitations.

Yes/No (circle one)

Comments:

_____ (student name) may return to clinical practice with no limitations.

Yes/No (circle one)

Comments:

Health Care Provider's Name _____

Health Care Provider's Signature_____

Date _____

Appendix D. Synthesis Project Work Plan
[for students admitted prior to Fall 2025]

Cal State East Bay MSN Program: Synthesis Project Work Plan

This work plan is a 3-page minimum description and plan for your Synthesis Project [APA 7th Edition]

TITLE PAGE

- Student name and MSN concentration
- Synthesis faculty name
- Title of project
- Date

BACKGROUND

- Problem statement
- Population focus
- Significance and goals of project (proposed change)
- Hypothesis
- Student positionality in relation to population and problem (how professional and lived experiences may influence how you approach this work)

THEORETICAL FRAMEWORK

SUMMARY OF INITIAL LITERATURE REVIEW

BRIEF DESCRIPTION OF INFORMATICS AND TECHNOLOGIES MATTERS RELEVANT TO THE TOPIC/ SETTING

CONCENTRATION

- Nursing Education
- Nursing Leadership and Administration

SETTING

- Where will you be conducting your Synthesis Project?
- Is this your current place of employment?

PRECEPTOR - COMMUNICATION

- Notes and/or questions from preliminary conversations including discussion about the Preceptor Manual aligned with your concentration
- Preliminary plan for communication during project implementation

DOES YOUR PROJECT INCLUDE HUMAN SUBJECT RESEARCH? ❒yes ❒no

If yes, which institution's IRB will you submit your protocol to?

PROPOSED METHODS & NECESSARY SKILLS/STRATEGIES FOR GATHERING INFORMATION / DATA

- Data collection (survey, interviews, etc.)
- Data analysis (quantitative, qualitative, software, etc.)
- What data collection skills and analysis do you currently have that are applicable?
- What data collection and analysis skills require support and mentorship?

RECRUITMENT OF PARTICIPANTS / INVITATION OF EXPERTS & STAKEHOLDERS

- Proposed plan for reaching out to and inviting stakeholders
- Brief description of your project to include when inviting/recruiting
- Recruitment materials (email(s), flyer(s), etc.)

ENSURING ETHICAL PRACTICE WITH PROJECT PARTICIPANTS: DESCRIPTION OF INVOLVEMENT, CONSENT, AND CONFIDENTIALITY

- Demographics Are you working with any vulnerable populations (pregnant people, prisoners, children, people with cognitive impairment)
- Your access to participants and stakeholders
- Potential benefits to participating in this project
- Potential risks to participating in this project
- Steps you will take to mitigate potential risks to partners
- Consent process and form

- Methods to maintain confidentiality and keep data secure

PRELIMINARY PROJECT TIMELINE

GENERAL PROJECT PREPAREDNESS

- Anticipated sources of support and resources to design, implement, and evaluate your project
- Anticipated barriers and potential ways to mitigate these

REFERENCES

Appendix E. Synthesis Paper Outline
[for students admitted prior to Fall 2025]

Cal State East Bay MSN Program: Synthesis Project Paper Outline

Utilize the formatting requirements of the target journal you identified for your Work Plan

ABSTRACT / EXECUTIVE SUMMARY

INTRODUCTION AND BACKGROUND

- Project description
- Significance of project
- Project Purpose and objectives
- Background

THEORETICAL FRAMEWORK

LITERATURE REVIEW

- Introduction
- Search and retrieval strategies
- Summary

METHODS

IMPLEMENTATION, EVALUATION, AND OUTCOMES

DISCUSSION

CONCLUSIONS

- Summary
- Implications
- Outstanding questions and considerations

- Recommendations

REFERENCES

APPENDICES

- Literature review table
- Instruments
- Figures
- Additional resources for dissemination

Appendix F. Synthesis Project Work Plan
[for students admitted Fall 2025]

Cal State East Bay MSN Program: Synthesis Project Work Plan

This work plan is a 3-page minimum description and plan for your Synthesis Project [APA 7th Edition]

TITLE PAGE

- Student name
- Title of project
- Date

BACKGROUND

- Problem statement
- Population focus
- Significance and goals of project (proposed change)
- Hypothesis
- Student positionality in relation to population and problem (how professional and lived experiences may influence how you approach this work)

THEORETICAL FRAMEWORK [refer to N601]

SUMMARY OF INITIAL LITERATURE REVIEW [refer to N602]

BRIEF DESCRIPTION OF INFORMATICS AND TECHNOLOGIES MATTERS RELEVANT TO THE TOPIC/ SETTING

SELECTED OPTION AND RATIONALE

- Health policy and advocacy
- Organizational change proposal
- Quality Improvement project
- Research project
- Teaching project

Rationale:

SETTING

- Where will you be conducting your Synthesis Project?
- Is this your current place of employment?

MENTOR CONTACT INFORMATION AND QUALIFICATIONS (CREDENTIALS AND RELEVANT WORK EXPERIENCE)

- Name
- Credentials
- Relevant work experience
- Contact information (email, phone)
- Preliminary plan for communication with mentor (including discussing the Synthesis Project Mentor Manual)

DOES YOUR PROJECT INCLUDE HUMAN SUBJECT RESEARCH? ❒yes ❒no

If yes, which institution's IRB will you submit your protocol to?

PROPOSED METHODS & NECESSARY SKILLS/STRATEGIES FOR GATHERING INFORMATION / DATA

- Data collection (survey, interviews, etc.)
- Data analysis (quantitative, qualitative, software, etc.)
- What data collection skills and analysis do you currently have that are applicable?
- What data collection and analysis skills require support and mentorship?

RECRUITMENT OF PARTICIPANTS / INVITATION OF EXPERTS & STAKEHOLDERS

- Proposed plan for reaching out to and inviting stakeholders
- Brief description of your project to include when inviting/recruiting
- Recruitment materials (email(s), flyer(s), etc.)

ENSURING ETHICAL PRACTICE WITH PROJECT PARTICIPANTS: DESCRIPTION OF INVOLVEMENT, CONSENT, AND CONFIDENTIALITY

- Demographics Are you working with any vulnerable populations (pregnant people, prisoners, children, people with cognitive impairment)
- Your access to participants and stakeholders
- Potential benefits to participating in this project
- Potential risks to participating in this project
- Steps you will take to mitigate potential risks to partners

- Consent process and form
- Methods to maintain confidentiality and keep data secure

PRELIMINARY PROJECT TIMELINE

PRELIMINARY IDEAS FOR N606 DIRECT CARE EXPERIENCE DURING FINAL SEMESTER (focus is on holistic & complex understanding of population and topic of interest) - *note: your final selection will be due by the 3rd week of September*

- Site and Unit/Department
- Explanation of how this direct care experience is relevant to your project/population of interest (*2-4 sentences*)
- Direct care preceptor and qualifications (advanced practice nurse)
- Name of Educator (responsible for onboarding students at the site)

PRELIMINARY IDEAS FOR DISSEMINATION

- Potential journal and general formatting requirements
- Potential conference
- Additional venue(s) and audience(s)

GENERAL PROJECT PREPAREDNESS

- Anticipated sources of support to design, implement, and evaluate your project
- Anticipated barriers and potential ways to mitigate these

REFERENCES