Master of Science in Nursing (MSN) with a specialization in
Care Coordination

Effective July 10, 2017
Master of Science in Nursing (MSN) with a specialization in Care Coordination

The MSN Care Coordination specialization presents theories, research, and best practices for the nurse care coordinator. The specialization curriculum emphasizes client assessment and evaluation; care planning; transitioning of care; clinical efficiency; and monitoring, reporting, and analysis techniques used to meet the needs of individuals, caregivers, and families. Throughout the specialization, learners explore the historical evolution of care coordination and its relevance in population health, emerging health care models and their relationships to care coordination, care coordination structure and process, legal and ethical considerations, the role of cultural competence in care coordination, and the role professional nursing leadership plays in achieving successful quality measurement. Successful graduates of this specialization are prepared to pursue director-level and leadership positions in a wide range of health care settings and organizations that specialize in care coordination nursing.

Capella’s Care Coordination specialization is designed to prepare nurses to take an outcome-based role in coordinating care for a wide range of patients in order to ensure that they have the best care and a comprehensive understanding of their medical condition.

*The BSN, MSN, and DNP nursing degree programs at Capella University are accredited by the Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington, DC 20036, (202) 887-6791, http://www.aacn.nche.edu/ccne-accreditation.

This guide is intended to provide an overview of the specialization and is subject to change. Your enrollment counselor can provide updates, details, and Capella’s official University Catalog that specifies your program requirements.
Career Information

**RELATED EMPLOYMENT SETTINGS TO EXPLORE**

<table>
<thead>
<tr>
<th>Hospital</th>
<th>Insurance company</th>
<th>Rehabilitation center</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clinic/ambulatory care agency</td>
<td>Specialty care center</td>
<td>Skilled nursing facility</td>
</tr>
<tr>
<td>Long term care agency</td>
<td>Health care system</td>
<td>Federal, state, and local government</td>
</tr>
<tr>
<td>Home care</td>
<td>Home health nursing care</td>
<td></td>
</tr>
</tbody>
</table>

**RELATED JOB TITLES TO EXPLORE**

<table>
<thead>
<tr>
<th>Care coordinator</th>
<th>Nursing director/manager/ coordinator</th>
<th>Case manager</th>
</tr>
</thead>
<tbody>
<tr>
<td>Patient navigator</td>
<td>Clinical coordinator</td>
<td>Nurse educator</td>
</tr>
<tr>
<td>Care manager</td>
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</tbody>
</table>

**SPECIALIZATION OUTCOMES**

- Implement principles of nursing leadership in team-based care coordination, and foster methods to promote client-centered care and professional nursing practice
- Integrate technology with clinical nursing practice, social determinants, population management, education, and community-based health
- Apply literate, fluent and culturally competent behaviors as appropriate within diverse populations
- Apply evidence-based rationale in selecting national guidelines in care coordination structures for health promotion, disease management and disease prevention
- Apply information technology best practices for the client and clinical team using multiple communication methodologies

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*These are examples intended to serve as a general guide. Because many factors determine what position an individual may attain, Capella cannot guarantee that a graduate will secure any specific job title.

†Some positions require licensure and/or other designations. We encourage you to research requirements for your job target and career goals.

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Capella’s Career Center proactively assists learners and alumni in developing and implementing their unique career management goals. The Career Center staff is committed to helping you move forward in your career.

This specialization is offered in the GuidedPath delivery model.
## Curriculum

- **13 required courses**
- **Total program credits:** 54 quarter credits

### PRACTICE IMMERSION REQUIREMENTS
Minimum of 100 practicum hours.

### CORE COURSES

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NHS5004</td>
<td>Communication, Collaboration, and Case Analysis for Master's Learners</td>
<td>4</td>
</tr>
<tr>
<td>NHS6004</td>
<td>Health Care Law and Policy</td>
<td>4</td>
</tr>
<tr>
<td>NHS6008</td>
<td>Economics and Decision Making in Health Care</td>
<td>4</td>
</tr>
<tr>
<td>MSN6011</td>
<td>Evidence-Based Practice for Patient-Centered Care and Population Health</td>
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</tr>
<tr>
<td>MSN6016</td>
<td>Quality Improvement of Interprofessional Care</td>
<td>4</td>
</tr>
<tr>
<td>MSN6021</td>
<td>Biopsychosocial Concepts for Advanced Nursing Practice 1</td>
<td>4</td>
</tr>
<tr>
<td>MSN6025</td>
<td>Biopsychosocial Concepts for Advanced Nursing Practice 2</td>
<td>4</td>
</tr>
<tr>
<td>MSN6030</td>
<td>MSN Practice Immersion and Capstone†</td>
<td>6</td>
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</tbody>
</table>

### SPECIALIZATION COURSES

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSN6610</td>
<td>Introduction to Care Coordination</td>
<td>4</td>
</tr>
<tr>
<td>MSN6612*</td>
<td>Emerging Health Care Models and Care Coordination</td>
<td>4</td>
</tr>
<tr>
<td>MSN6614*</td>
<td>Structure and Process in Care Coordination</td>
<td>4</td>
</tr>
<tr>
<td>MSN6616*</td>
<td>Ethical and Legal Considerations in Care Coordination</td>
<td>4</td>
</tr>
<tr>
<td>MSN6618*</td>
<td>Leadership in Care Coordination</td>
<td>4</td>
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</tbody>
</table>

*Denotes courses that have prerequisite(s). Refer to the course descriptions for further details.
†Learners are responsible for the cost of their travel, accommodations, food, and other expenses associated with this course.

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**TRANSFER CREDIT**
A maximum of 12 quarter credits from previous graduate coursework may be transferred and applied to your program’s requirements.

**ADMISSION REQUIREMENTS**

- Bachelor’s degree in nursing from an institution accredited by a U.S. Department of Education-recognized accrediting agency or an internationally recognized institution
- Grade point average of 3.0 or higher on a 4.0 scale
- Current, unrestricted RN license (or its equivalent) to practice in the United States

The curriculum is aligned to the Case Management Society of America (CMSA) Standards of Practice for Case Management, the Patient Centered Medical Home model of care (PCMH), and AACN’s Essentials of Master’s in Education in Nursing.

Our competency-based curriculum was built around relevant, real-world health care problems to ensure you’ll gain the skills you need to provide and implement impactful, efficient solutions.

This specialization does not prepare graduates for licensure as an RN or APRN.

Learners enrolled in the MSN Care Coordination and RN-to-MSN Care Coordination specializations are required to maintain a current, unrestricted RN license throughout their program.

In North Carolina, Nurse Educators must be certified by the National League for Nursing or complete nine graduate credit hours of educational content coursework before they may teach in an academic setting. For more information about Certification for Nurse Educators (CNE), see the National League for Nursing’s website (http://nln.org/professional-development-programs/Certification-for-Nurse-Educators).

The courses in this program may require live web conferencing activities and/or learner audio/video recordings. Learners who require assistive technology or alternative communication methods to participate in these activities should contact Disability Services to request accommodations.
Core Course Descriptions

**NHS5004 Communication, Collaboration, and Case Analysis for Master’s Learners**

This course prepares learners for master’s-level coursework in the School of Nursing and Health Sciences. Throughout the course, learners analyze how the role of the practitioner-scholar guides leadership in the health care field and determine the ways in which they can effectively use communication strategies expected of health care professionals. In particular, learners examine the attributes that contribute to effective and ethical health care leadership, including professional collaboration, communication, inclusion, and decision making. **Must be taken during the learner’s first quarter. Cannot be fulfilled by transfer.**

**NHS6004 Health Care Law and Policy**

In this course, learners examine the political, legal, and regulatory issues impacting health care organizations and environments. Learners analyze the effects of health care policy on health care practice and service delivery, with particular emphasis on the strategies used to monitor and maintain legal and regulatory compliance. Learners also identify and apply health care policy and law concepts that promote organizational improvement.

**NHS6008 Economics and Decision Making in Health Care**

This course helps learners develop and demonstrate concepts, principles, issues, and trends in health care economics and the economic decision-making practices employed in the health care environment. Learners analyze the political, legal, regulatory, organizational, demographic, and multicultural implications of business decisions on health care economics; explore the ways economic and stakeholder influences affect operational planning and decision making; and practice applying performance monitoring and process management measures as part of the decision-making process. Learners also examine cost-effective problem solving; community- and population-based orientation; and effective use of health care market research, analysis, and assessment.

**MSN6011 Evidence-Based Practice for Patient-Centered Care and Population Health**

Learners in this course acquire an understanding of the nature of evidence and its relative value and weight in making clinical decisions that impact patient and population outcomes. In particular, learners assess appropriate methods and analytic approaches in order to investigate, evaluate, and synthesize the best available evidence for potential solutions and innovations.

**MSN6016 Quality Improvement of Interprofessional Care**

In this course, learners develop and demonstrate competence in the design, implementation, and evaluation of interprofessional quality improvement initiatives. Learners investigate models for quality improvement, with an emphasis on outcome identification and measurement. Learners also examine quality within the context of patient safety through adverse event and near-miss analyses.

**MSN6021 Biopsychosocial Concepts for Advanced Nursing Practice 1**

Learners in this course develop the knowledge, skills, and abilities needed to integrate select biopsychosocial concepts into professional processes that promote quality and cost effective patient and systems outcomes, with particular emphasis on the ways in which these concepts impact the National Academy of Medicine’s six aims of health care improvement: Safe, Effective, Patient-centered, Timely, Efficient, and Equitable.

**MSN6026 Biopsychosocial Concepts for Advanced Nursing Practice 2**

Learners in this course develop the knowledge, skills, and abilities needed to integrate select biopsychosocial concepts into professional processes that promote quality and cost effective patient and systems outcomes, with particular emphasis on the ways in which these concepts impact population health, as defined by the Institute for Healthcare Improvement.
Capella University
WWW.CAPELLA.EDU

**Specialization Course Descriptions**

**MSN6030  MSN Practice Immersion and Capstone**
6 QUARTER CREDITS
Learners in this course develop their critical thinking skills and gain advanced nursing knowledge in preparation for master’s-level nursing practice in a designated specialization. Learners create and implement a personalized practice immersion experience under the supervision of a preceptor at a field site of their choice and demonstrate synthesis of professional and academic growth and practice. Throughout the practice immersion, learners also develop and maintain an electronic portfolio that includes course work products, demonstrations of competency and outcome achievement, and practice experience documentation (number of hours, preceptor evaluations, achievement of objectives, and contributions to the organization). **Department consent is required for registration. Cannot be fulfilled by transfer.**

**Specialization Course Descriptions**

**MSN6610  Introduction to Care Coordination**
4 QUARTER CREDITS
This course provides learners with an overview of the historical evolution of care coordination and its role in nursing practice. Learners analyze current care coordination trends, such as the paradigm shift to health promotion and chronic disease management at the community level, as well as the influence of technology on the development of health care data collection systems. In particular, learners assess how these trends and technological advances have driven change in national health care policy.

**MSN6612  Emerging Health Care Models and Care Coordination**
4 QUARTER CREDITS
Learners in this course examine how emerging health care models are incorporated into the larger framework of clinical care oversight. Learners analyze the role of informatics in nursing care coordination and the ways in which client information is collected and used to influence health outcomes. Learners also identify the ways in which care coordination can support cost efficiency, promote improved health consumerism, and effect positive health outcomes. **Prerequisite(s): MSN6610.**

**MSN6614  Structure and Process in Care Coordination**
4 QUARTER CREDITS
Learners in this course gain an understanding of the various care coordination components, including client selection criteria, communication methodologies, clinical team development, assessment tools, care plan and profile development, cultural considerations, data structuring for reporting, and clinical efficiency. Learners also consider the responsibilities of the nurse care coordinator to the client prior to the implementation of the care plan and during the care coordination process. Course topics include successful strategies for interviewing and organizing information around client health, goal setting, efficient clinical oversight, technological support, and data formatting. **Prerequisite(s): MSN6610.**

**MSN6616  Ethical and Legal Considerations in Care Coordination**
4 QUARTER CREDITS
In this course, learners examine the care coordination process in relation to confidentiality and client privacy, management of consents for health care, client rights in the care coordination process, terminations of care coordination management, and the importance of clinical team collaboration and communication. Learners navigate the process of aligning limited resources with client needs and gain an understanding of the balance required between cost effectiveness and conscious stewardship. Throughout the course, learners are expected to demonstrate an understanding of the importance of cultural literacy with regard to client health care considerations. **Prerequisite(s): MSN6610.**

**MSN6618  Leadership in Care Coordination**
4 QUARTER CREDITS
This course focuses on the relationships between nursing leadership, successful strategic planning, exceptional communication, and team collaboration in the care coordination process. Throughout the course, learners examine how the care coordinator leader plays a central role in supporting team, client, family, and caregiver expectations that promote positive health outcomes. **Prerequisite(s): MSN6610.**

Capella’s MSN degree program uses simulations, group problem solving, and real-time coaching sessions to strengthen the collaboration and communication skills needed by health care leaders.

In this program, you’ll have access to Capella’s exclusive virtual health care environments that simulate health systems in an immersive environment, which allows you to practice real-world challenges like interdisciplinary communication strategies, ongoing plan refinement, setting up support structures in the home, and more.

Capella’s MSN degree program uses simulations, group problem solving, and real-time coaching sessions to strengthen the collaboration and communication skills needed by health care leaders.
Recommended Course Sequence

This recommended course sequence assumes learners take two courses per quarter. Some learners elect to take fewer or more based on workload and the amount of time available for graduate study.

<table>
<thead>
<tr>
<th>YEAR 1</th>
<th>COURSES</th>
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<tbody>
<tr>
<td>Q1</td>
<td>NHS5004 Communication, Collaboration, and Case Analysis for Master's Learners</td>
</tr>
<tr>
<td>Q2</td>
<td>MSN6011 Evidence-Based Practice for Patient-Centered Care and Population Health</td>
</tr>
<tr>
<td></td>
<td>MSN6610 Introduction to Care Coordination</td>
</tr>
<tr>
<td>Q3</td>
<td>MSN6016 Quality Improvement of Interprofessional Care</td>
</tr>
<tr>
<td></td>
<td>MSN6612 Emerging Health Care Models and Care Coordination</td>
</tr>
<tr>
<td>Q4</td>
<td>MSN6021 Biopsychosocial Concepts for Advanced Nursing Practice 1</td>
</tr>
<tr>
<td></td>
<td>MSN6614 Structure and Process in Care Coordination</td>
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<table>
<thead>
<tr>
<th>YEAR 2</th>
<th>COURSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q5</td>
<td>MSN6026 Biopsychosocial Concepts for Advanced Nursing Practice 2</td>
</tr>
<tr>
<td></td>
<td>MSN6616 Ethical and Legal Considerations in Care Coordination</td>
</tr>
<tr>
<td>Q6</td>
<td>NHS6004 Health Care Law and Policy</td>
</tr>
<tr>
<td></td>
<td>MSN6618 Leadership in Care Coordination</td>
</tr>
<tr>
<td>Q7</td>
<td>NHS6008 Economics and Decision Making in Health Care</td>
</tr>
<tr>
<td></td>
<td>MSN6030 MSN Practice Immersion and Capstone</td>
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</tbody>
</table>
Digital course materials covered by the quarterly resource kit fee offer advantages such as immediate mobile access to books; fast, easy full-text search of materials; digital note-taking; and peer collaboration through note sharing.

**Tuition and Fees**

This tuition estimate is effective July 10, 2017, and is subject to change. For current pricing, visit the Capella University website at www.capella.edu.

<table>
<thead>
<tr>
<th>TUITION/FEE</th>
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<tbody>
<tr>
<td>Tuition per credit</td>
<td>$425</td>
</tr>
<tr>
<td>Resource kit per quarter</td>
<td>$125</td>
</tr>
</tbody>
</table>

**Financial Aid**

Capella University offers assistance to learners who qualify and would like to secure educational funding to help finance their academic program. A number of options are available, given the diverse needs and backgrounds of prospective learners. Options include:

- Federal Direct Stafford Loan Program
- Federal Direct PLUS Loan Program
- Non-federal loans through preferred lenders and financial institutions
- Capella scholarships
- External scholarships
- Veterans’ educational benefits and U.S. armed forces discounts
- Corporate and higher education alliances
- Employer tuition reimbursement

Regarding loan programs, interest rates for Stafford student loans are low compared to other types of consumer loans, and repayment can be deferred until after graduation. In compliance with federal and state laws, Capella University has established policies for all learners regarding satisfactory academic progress, which is necessary for financial aid eligibility.

There are many financial aid options available to help you offset tuition costs.

Contact an enrollment counselor at 1.888.CAPPELLA (227.3552) to discuss your financial aid opportunities.
Academic Leadership

F. Patrick Robinson, PhD, RN, FAAN
Dean
Dr. Patrick Robinson serves as the dean of the School of Nursing and Health Sciences at Capella University. Prior to joining Capella, Dr. Robinson served as Senior Vice President of Academics for Orbis Education, Dean of Curriculum and Instruction at Chamberlain College of Nursing, Executive Assistant Dean of the University of Illinois at Chicago College of Nursing, and Chair of the Department of Health Management and Risk Reduction at the Niehoff School of Nursing at Loyola University Chicago. Additionally, Dr. Robinson is a fellow of the American Academy of Nursing (FAAN). He holds a BSN and MSN from Indiana University, a PhD in Nursing Science from Loyola University Chicago and has completed a post-doctoral fellowship in biobehavioral nursing research at the University of Illinois at Chicago.

Christy Davidson, DNP, RN
Associate Dean and Director of Nursing
Dr. Christy Davidson serves as associate dean and director of nursing for Capella University’s School of Nursing and Health Sciences. Dr. Davidson has been with Capella since 2010, and has been a registered nurse for almost 18 years, having previously served as a staff nurse, clinical nurse specialist, legal nurse consultant, and nurse manager. Her areas of specialty and interest include women’s and children’s health, leadership and management, and quality improvement. Dr. Davidson holds a DNP in Leadership from the University of South Alabama and holds both an MSN in Adult Health and a BSN from the University of Mobile.

Constance Hall, EdD/CI, RN
Faculty Chair
Dr. Constance Hall serves as the faculty chair for graduate nursing. Dr. Hall brings over twenty-five years of nursing education and clinical nursing experience to her new role. Her career has included nursing service administrative positions, faculty, and academic leadership roles. She has demonstrated expertise in nursing education curriculum development and her area of research focuses on nursing students’ perceptions of stress producing situations. Dr. Hall holds both an EdD/CI in Leadership with a specialty in curriculum and instruction and an MSN in Educational Leadership from the University of Phoenix, School of Advanced Studies. She also holds a BA in Biology from Hendrix College.
Move Forward with Capella University

WORKING SCHOLARS
Capella provides an online, flexible learning environment for working adults who are also determined scholars. That connection between academic and professional work infuses the entire Capella experience—from the faculty we recruit to the course projects you complete. The theories discussed in the courseroom are designed to develop working knowledge for everyday situations.

AN ACCREDITED UNIVERSITY
Our accreditation* is an assurance to students, employers, and the public that Capella University meets or exceeds established standards for quality of faculty, curriculum, and learner services. It is also an important factor in the ability to transfer credits among higher education institutions. Regional accreditation, the type held by Capella, is the most common type for major public, state, and private institutions in the United States.

VALUING YOUR KNOWLEDGE AND EXPERIENCE
Adults bring a wealth of experience and learning to their education. Capella courses are designed to bring out your perspectives just as you gain from others’ ideas. Your knowledge can also be worth time and money: An enrollment counselor can help you estimate how much of your prior learning may apply toward your Capella degree program.

Important Information about the educational debt, earnings, and completion rates of students who attended this program: http://capellaresults.com/assets/includes/gainfulemployment/cta/GE/GE15/masters/MSN_Care_Coord_gedt.html.

*ACCREDITATION
Capella University is accredited by the Higher Learning Commission.

HIGHER LEARNING COMMISSION
https://www.hlcommission.org
800.621.7440

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