Master of Science in Nursing (MSN) with a specialization in RN-to-MSN Diabetes Nursing
Master of Science in **Nursing** (MSN) with a specialization in **RN-to-MSN Diabetes Nursing**

The MSN Diabetes Nursing specialization presents advanced theories, research, and evidence-based practices of caring for the needs of individuals, groups, communities, and diverse populations with diabetes and its related conditions across the lifespan. Learners explore the advanced diabetes-specific pathophysiology needed to conduct physical and psychosocial assessments that inform diagnoses and help prioritize the needs and problems of diabetes patients. Learners collaborate with interdisciplinary teams to develop and implement education plans and outcomes-based care plans that effectively and safely treat and manage diabetes in patients. The curriculum also emphasizes the advanced professional nurse’s role in coaching, leading, consulting, educating, researching, evaluating, practicing, and serving as a change agent. Successful graduates of this specialization are prepared to pursue advanced roles as practitioner-scholars or diabetes specialists in a variety of research, education, or clinical settings to meet individual, community, population, organization, or system needs.

**RN-to-MSN Bridge Program**

Capella University offers RN-to-MSN bridge specializations for licensed registered nurses who have completed 135 quarter credits of undergraduate coursework. Learners in the RN-to-MSN bridge specializations are required to complete MSN5000, MSN5003, MSN5005, and MSN5007 before registering for any other MSN course. Upon successful completion of the RN-to-MSN bridge courses, learners pursue the program requirements for any Master of Science in Nursing specialization. **A Bachelor of Science in Nursing (BSN) degree will not be conferred.**

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*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

- Medical center
- Long-term care facility
- Home health care agency
- Community health agency
- Collaborative medical practice
- Outpatient clinic
- Hospital
- Insurance company
- Community or technical college
- Land-based or online college or university
- Government—local, state, federal

## RELATED JOB TITLES TO EXPLORE*†

- Diabetes nurse specialist
- Nurse manager
- Nurse educator
- Diabetes nurse clinician
- Nurse clinician
- Head nurse
- Director of wellness program
- Patient educator
- Diabetes nurse educator

## SPECIALIZATION OUTCOMES

- **Assessment:** Collect, prioritize, and process information to formulate diagnosis, goals, and the plan of care
- **Diagnosis:** Outline differential diagnoses and prioritize the diagnoses that will inform the plan of care
- **Outcome Identification:** Identify desired outcomes based on evidence and patient input
- **Planning:** Formulate a plan of care consistent with the evidence, diagnosis, and desired outcome
- **Implementation:** Operationalize the plan of care through leadership and collaboration with an interdisciplinary team
- **Evaluation:** Measure, analyze, and synthesize outcome data to revise, improve, or confirm the plan of care
- **Program Development:** Develop, lead, coordinate, and evaluate programs to meet community, population, organizational, and system needs

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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.
## Curriculum

- 16 required courses
- Total program credits: 66 quarter credits

### PRACTICE IMMERSION REQUIREMENTS

Minimum of 100 practicum hours.

### BRIDGE COURSES

**Required courses:**
- **NHS5004** Communication, Collaboration, and Case Analysis for Master’s Learners ........................................ 4 quarter credits
- **MSN5003** Health Assessment and Promotion for Disease Prevention in Population-Focused Health .... 4 quarter credits
- **MSN5005** Introduction to Nursing Research, Ethics, and Technology ......................................................... 4 quarter credits
- **MSN5007** Leadership for Nursing Practice .......................... 4 quarter credits

### CORE COURSES

- **NHS6004** Health Care Law and Policy .......................... 4 quarter credits
- **NHS6008** Economics and Decision Making in Health Care ....... 4 quarter credits
- **MSN6011** Evidence-Based Practice for Patient-Centered Care and Population Health .......................... 4 quarter credits
- **MSN6016** Quality Improvement of Interprofessional Care .......................... 4 quarter credits
- **MSN6021** Biopsychosocial Concepts for Advanced Nursing Practice 1 ........................................ 4 quarter credits
- **MSN6026** Biopsychosocial Concepts for Advanced Nursing Practice 2 ........................................ 4 quarter credits
- **MSN6030** MSN Practice Immersion and Capstone† ............. 6 quarter credits

### SPECIALIZATION COURSES

- **MSN6310** Diabetes Pathophysiology and Assessment ......... 4 quarter credits
- **MSN6312** Evidence-Based Education, Planning, and Outcomes for Diabetes Care ........................................ 4 quarter credits
- **MSN6314** Nonpharmacologic Interventions for Diabetes Care ........................................ 4 quarter credits
- **MSN6316** Pharmacologic Interventions for Diabetes Care ........................................ 4 quarter credits
- **MSN6318** Data Evaluation and Program Development in Diabetes Care ........................................ 4 quarter credits

*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.

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

Learners enrolled in the MSN Diabetes Nursing and RN-to-MSN Diabetes Nursing 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.
Bridge 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 practitionerscholar 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.**

MSN5003 Health Assessment and Promotion for Disease Prevention in Population-Focused Health
This course presents concepts, frameworks, and models used to foster health promotion and disease prevention, particularly in diverse and vulnerable populations. Learners explore individual and population wellness from multicultural, ethnic, traditional, and spiritual perspectives. Learners examine factors that cause disparities in wellness among people in diverse and vulnerable populations, and by analyzing effective health assessment methods and communication strategies, learners identify best practices for developing a population-focused approach to health promotion and disease prevention. **Prerequisite(s): NHS5004.**

MSN5005 Introduction to Nursing Research, Ethics, and Technology
This course introduces learners to nursing research, ethics, and information technology in health care settings. Learners explore the basic principles of nursing research and ways that information systems and patient care technologies contribute to improving patient outcomes. Learners also focus on ethics in nursing research and scholarship and how evidence-based practice relates to the effective use of information technologies in nursing practice. **Prerequisite(s): Completion of or concurrent registration in MSN5003.**

MSN5007 Leadership for Nursing Practice
In this course, learners examine theoretical concepts and leadership competencies for nursing practice. Learners explore evidence-based best practices and behaviors that support effective nursing leadership in health care settings, and analyze strategies for coordination, delegation, and goal setting and performance improvement. Learners also study concepts and principles of health care policy, legal and regulatory issues, and quality control in health care and the nursing profession. **Prerequisite(s): Completion of or concurrent registration in MSN5005.**

Core Course Descriptions

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, demographical, 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.

MSN6030  MSN Practice Immersion and Capstone  
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 coursework 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

MSN6310  Diabetes Pathophysiology and Assessment  
In this course, learners explore the aspects of pathophysiology that support comprehensive physical and psychosocial assessments unique to diabetes and its related conditions. Learners also study evidence-based strategies for evaluating data to establish a working diagnosis and prioritizing the needs and problems of patients with diabetes and examine the clinical and critical-thinking skills significant to the process of assessing and diagnosing patients across the lifespan.

MSN6312  Evidence-Based Education, Planning, and Outcomes for Diabetes Care  
In this course, learners explore the advanced coaching and communication skills needed to collaborate with diabetes patients, their families, and interdisciplinary teams to develop diabetes education and care plans with desired, measurable outcomes. Learners also study national standards of diabetes care and strategies for integrating evidence-based health promotion and disease prevention practices into diabetes education and care.
MSN6314  Nonpharmacologic Interventions for Diabetes Care  4 QUARTER CREDITS
In this course, learners integrate evidence-based, nonpharmacologic preventative and therapeutic interventions into teaching and clinical practice. Learners explore the advanced coaching and communication skills needed to facilitate and maintain patient lifestyle behaviors that promote diabetes management, quality of life changes, and future planning. Learners also study strategies for coordinating and adjusting nonpharmacologic therapies in the care of diabetes patients.

MSN6316  Pharmacologic Interventions for Diabetes Care  4 QUARTER CREDITS
In this course, learners integrate evidence-based, pharmacologic preventative and therapeutic interventions into teaching and clinical practice. Learners explore the advanced coaching and communication skills needed to facilitate and maintain patient adherence and persistence behaviors associated with pharmacologic therapies in the management of diabetes, its comorbidities, and its complications. Learners also study the pharmacologic and pharmacokinetic properties of diabetes medications and the contemporary technologies used to deliver diabetes medications.

MSN6318  Data Evaluation and Program Development in Diabetes Care  4 QUARTER CREDITS
In this course, learners use a quality improvement model to address a diabetes-related issue at the community, population, organization, or system level. Learners collect, evaluate, and interpret data as they define and develop treatment goals for patients with diabetes and its related conditions. Learners also focus on developing skills needed to pursue and maintain accreditation for diabetes education programs based on national standards and criteria.
**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>
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<td>Q2</td>
<td>MSN5003 Health Assessment and Promotion for Disease Prevention in Population-Focused Health</td>
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<td>MSN5005 Introduction to Nursing Research, Ethics, and Technology</td>
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<tr>
<td>Q3</td>
<td>MSN5007 Leadership for Nursing Practice</td>
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<td>Q4</td>
<td>MSN6011 Evidence-Based Practice for Patient-Centered Care and Population Health</td>
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<td>MSN6016 Quality Improvement of Interprofessional Care</td>
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<th>COURSES</th>
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<tr>
<td>Q5</td>
<td>MSN6021 Biopsychosocial Concepts for Advanced Nursing Practice 1</td>
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<tr>
<td></td>
<td>MSN6310 Diabetes Pathophysiology and Assessment</td>
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<td>Q6</td>
<td>MSN6026 Biopsychosocial Concepts for Advanced Nursing Practice 2</td>
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<td></td>
<td>MSN6312 Evidence-Based Education, Planning, and Outcomes for Diabetes Care</td>
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<tr>
<td>Q7</td>
<td>NHS6004 Health Care Law and Policy</td>
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<tr>
<td></td>
<td>MSN6314 Nonpharmacologic Interventions for Diabetes Care</td>
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<tr>
<td>Q8</td>
<td>NHS6008 Economics and Decision Making in Health Care</td>
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<td>MSN6316 Pharmacologic Interventions for Diabetes Care</td>
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<th>YEAR 3</th>
<th>COURSES</th>
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<tr>
<td>Q9</td>
<td>MSN6318 Data Evaluation and Program Development in Diabetes Care</td>
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<tr>
<td>Q10</td>
<td>MSN6030 MSN Practice Immersion and Capstone</td>
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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.

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<tr>
<td>Tuition per credit</td>
<td>$425</td>
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<tr>
<td>Resource kit per quarter</td>
<td>$125</td>
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There are many financial aid options available to help you offset tuition costs.

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

### 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.
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.

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Important Information about the educational debt, earnings, and completion rates of students who attended this program:

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Capella Tower
225 South Sixth Street, Ninth Floor
Minneapolis, MN 55402
1.888.CAPELLA (227.3552)
www.capella.edu

*ACCREDITATION
Capella University is accredited by the Higher Learning Commission.
HIGHER LEARNING COMMISSION
https://www.hlcommission.org
800.621.7440
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