

MSN in Innovation and Intra/Entrepreneurship in Advanced Nursing Practice

This online degree is designed for the graduate nursing student who seeks to re-invent and innovate in nursing practice in a variety of roles, as clinician, educator, administrator, clinical scientist or in the business environment of healthcare. It is designed to emphasize entrepreneurial and intrapreneurial approaches to advanced nursing practice. This MSN track offers maximal curriculum flexibility and includes the designing of a substantive capstone project that demonstrates innovation and the extension of the creative boundaries in nursing education, nursing administration, or nursing practice.

Total Credits Required: 46 quarter credits

Required Track courses: (18 credits)

- NURS 586 Innovation in Advanced Nursing Practice: Theory and Application (3)
- NURS 587 Case Studies in Intra/Entrepreneurship and Innovation in Nursing (3)
- NURS 588 The Nurse as Intra/Entrepreneur and Consultant (3)
- NURS 636 Innovation Capstone Project I (3)
- NURS 637 Innovation Capstone Project II (3)
- NURS 638 Innovation Capstone Project III (3)

MSN Core Courses: (18 credits)

NURS 669 Professional Seminar for Advanced Practice Nurses (1)

Flexible Plan of Study: (9 credits)

A selection of cognates from the Le Bow College of Business; the College of Information Science and Technology and the College of Media and Design Arts will be available to students in addition to cognates in the graduate nursing program.

Brief course descriptions

Innovation in Advanced Nursing Practice: Theory & Application: This course will explore the theoretical literature from diverse disciplines on how innovations are conceived, implemented and evaluated. This course will include discussion of theories of innovation and invention particularly applied to health care; disruptive innovations in health care; breakthrough dilemmas, the role of mentoring and apprenticeship in innovation. The course will also include how health care and nursing organizations and systems are structured to drive or support innovation and intra/entrepreneurial ideas. Finally, exercises on how to “see things differently” and explore “need based innovation” in health care and how to promote ‘out-of-the-box’ thinking will be emphasized.

Case Studies in Intra/Entrepreneurship and Innovation in Nursing: Using a case study model of great **and** bad ideas in nursing practice, education, and administration, students will explore some of the intrapreneurial and entrepreneurial experiments, innovations, and creative ventures in nursing, including both successes and failures. For example, students will analyze the rise and demise of “Patient Focused Care” as an organizer of nursing care delivery; the decline of the entry level Nursing Doctorate; uses of technology to improve nursing care; and the successful implementation of the Associate Degree in Nursing; nurse practitioners as disruptive innovations in the delivery of primary care, and the rise of nurse managed health centers as cost effective alternatives to primary care delivery. These are but a few of the infinite number of nursing trends, practices and ideas, both good and bad, that could be examined using the Harvard Business School case study model of analysis.

The Nurse as Intra/Entrepreneur and Consultant: Using a business development model, each individual will create a business plan, from vision, through action plan, to opening day. This idea could be for a new service for an organization (intrapreneurial) or an idea for a service that one would provide as an independent business venture (entrepreneurial). This course will provide practical skills on how a nurse can start a business, how to act as a consultant, and how to use advanced nursing knowledge to support either an independent or partially independent practice. Content will focus on needed traits and skills of the intra/entrepreneur, business plan components, best business practices, inexpensive marketing strategies and 'best practice' strategies on "how" to start and run a nursing-oriented business.

Innovation Capstone Project I
Innovation Capstone Project II
Innovation Capstone Project III

Under the direction of a nursing faculty mentor with direct expertise in the student's planned project, students will spend three quarters developing a capstone project. The faculty mentor may also require the student to obtain an additional non-faculty co-mentor in the area of the student's project. The student will complete the project by submitting an extensive portfolio of the project's conception, development, implementation and evaluation. The student will also submit the original work product, i.e. invention, innovation, design, paper, etc. Finally, the student will submit a 30-minute videotaped presentation of the project. During this three quarter period, students will attend class online, both synchronously and asynchronously, to discuss the progress of their projects – both pitfalls and successes, and provide support to each other during this period of creative, but independent work.

Logistics of the IIE ANP Track

This MSN track is only for the highly disciplined, independently thinking graduate nursing student whose career objectives may not be met by a more traditional graduate nursing curriculum. The aim is to graduate forward thinking nurses who may make unique contributions to nursing and health care.

This MSN track builds on the core but also provides some flexibility in course selection and requires a capstone project that reflects a very high level of inventiveness, scholarship, and overall excellence. A committee of 3 nursing faculty (including the Track Coordinator I and IE in ANP) will first approve a project proposal that represents these qualities. Upon submission of the required portfolio and other materials, this committee will reconvene to examine whether the submitted project indeed meets a high level of inventiveness, scholarship, and overall excellence. The committee may consult outside members if other expertise is needed to fully and properly evaluate the student's work product. The committee may decide (as a rule) to conduct a conference call with the student to ask questions. A majority vote is necessary to approve the project. A project that does not meet this standard must undergo revision and re-submission. A project may only be re-submitted once.

Curriculum Concept Developers: H. Michael Dreher, Gloria F. Donnelly, Mary Ellen Smith Glasgow, and Vicki D. Lachman

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