



Program of Study: Registered Nurse to Master of Science-Nursing: Nursing Education

Program Description

This program is a blend of the existing Registered Nurse to Bachelor of Science in Nursing and Master of Science–Nursing programs. The RN to BSN curriculum will be truncated by several courses whose content will be covered in the Master’s materials. After the third semester in the course of study below, students will be eligible to transfer into the existing Master of Science–Nursing: Nursing Education Track (MS-NEd) concentration, which prepares advanced professional nurses in the nursing role specialty of nursing education. The NEd track addresses the expanding educational needs of the nursing profession. The Nurse Educator may practice in a variety of settings. The Nurse Educator will be prepared to practice in acute or chronic care settings as a staff-educator or in a role that is responsible for planning implementing and evaluating continuing education programs. The Advanced-Professional Nurse Educator will also be prepared to assume a faculty position in a traditional college of nursing or in a non-traditional program that relies on online technology as a teaching medium. Competencies of the Professional Practice Nurse Educator include utilizing assessing educational needs, planning programs to meet those needs, and evaluating the outcomes of their programs. This is accomplished in the context of an evidence-based practice model.

Admission Requirements

In addition to the general Undergraduate Admission Requirements listed in the Admission Policy and Procedure section of the Grand Canyon University catalog, the following admission requirements must be met.

1. Applicants for the RN to MSN track must have a current unencumbered, unrestricted license as a registered nurse in the state where they are employed as an RN.
2. Cumulative GPA of 3.0 or greater is required for admittance to the program.
3. Applicants must have at least 83 undergraduate credits that include Statistics and Pathophysiology classes with or transferable to Grand Canyon University before beginning the Program of Study listed below.

RN to MSN Undergraduate Core:

Course Number	Course Title	Course Description	Credits
NRS 430	Professional Dynamics	This course is a bridge course for the RN returning to formal education for the baccalaureate degree in nursing. The course focuses on differentiated nursing practice competencies, nursing conceptual models, professional accountability, integrating spirituality into practice, group dynamics, and critical thinking. Emphasis is placed as well on writing and oral presentation skills.	3

NRS 429	Family Centered Health Promotion	This course focuses on family theories, health promotion models, cultural diversity and teaching learning principles. The course emphasizes the family as the client, family FHP health assessments, screenings across the life span, communication, community resources, and family education. Appropriate health promotion education will be evaluated against evidence based research and practice.	3
NRS 433	Introduction to Nursing Research	This course promotes the use of research findings as a basis for improving clinical practice. Quantitative and qualitative research methodologies are presented. Emphasis is on the critical review of research studies and their applications to clinical practice. An overview of evidence-based practice is provided. This course is designated as a GCU Writing Intensive Course.	3
NRS 434	Health Assessment	This course focuses on methods of health history taking, physical examination skills, documentation, and health screening. The course emphasizes the individual as the client, functional health patterns, community resources, and the teaching learning process.	3
NRS 431	Community Health Systems and Concepts I	This course focuses on the community as a large system of people, cultures, geography, economics, spiritual values, and legal-political influences that impact the health of the community. Emphasis is placed on critical analysis, using epidemiological data and functional health pattern assessments to plan and intervene in areas of health promotion with community groups.	3
NRS 438	Community Health Systems and Concepts II	This course focuses on nursing care of populations and communities, especially health promotion and communication. There is a concentration on selected vulnerable subgroups in the community. Emphasis is placed on critical analysis, using epidemiological data and functional health pattern assessments to plan and intervene with vulnerable groups.	3
NRS 437	Ethical Decision Making in Healthcare	This course is a general introduction to the field of biomedical ethics. Students study the application of ethics and moral theories to concepts and issues arising in the health care professions. The course provides students, both as consumers and providers, an opportunity to study ethical decision making, health care situations with implications for ethical decision making and analysis of ethical behavior of individuals involved in health care. Topics will include exploration of major ethical theories and principles, informed consent, confidentiality and ethical implications of selected issues such as abortion, euthanasia, assisted suicide and allocation of scarce resources.	3
NRS 451	Nursing Leadership and Management	Registered nurses with current licensure have a basic understanding of the role of the professional nurse. This course emphasizes further development of the professional nurse role. Critical management and leadership values, styles, and skills are a major focus. Particular attention is given to the identification of personal leadership styles and values. Importance is placed on development of effective management and leadership skills with emphasis on effective communication.	3
NRS 349	Spirituality in Healthcare	This course explores the concept of spirituality as it relates to the person who is involved in the health care system. Since illness and stress can amplify spiritual concerns and needs, health care professionals are in a unique position to assist the patient/client in meeting those needs. This course explores the relationship between health care professionals and those they serve. Topics include performing spiritual assessment, identifying those experiencing spiritual well-being as well as those experiencing a threat to spiritual well-being, and planning and evaluating care related to spiritual wellness. A spiritual care framework is used to apply these concepts to a variety of populations in diverse clinical settings.	3

Total RN to BSN Undergraduate Core Credits: 27

Nursing Graduate Core:

NUR 501	Advanced Nursing Issues and Roles	This course examines the expanded practice of the Advanced Professional Nurse. The focus of the course is scope of practice, role behavior, and depth and breadth of knowledge in selected areas of advanced practice (FNP and CNS) and nurses in role specialties such as nursing education and nursing leadership. Course content includes an exploration of critical questions and current issues related to the various defined Advanced Professional Nursing roles and examination of the related role issues with an emphasis on caring, diversity, and spiritual aspects in nursing care delivery.	3
NUR 503	Healthcare Policy and Finance Issues	This course integrates the process of health care policy development with a critical focus on the organizational and financial aspects of health care delivery systems including managed care systems, Medicare and Medicaid issues, and continuous quality improvement (CQI).	3
NUR 505	Advanced Nursing Theory	This course focuses on the critical evaluation and utilization of the theoretical foundations of nursing as well as pertinent theoretical concepts from related fields of study such as the social and biological sciences, educational, organizational, and leadership theory.	3
NUR 507	Health Care Research Analysis and Utilization	This course focuses on the critical analysis of health care and nursing research with a focus on the utilization of evidence-based research as foundation of client care and development of client services. Advanced research methods as applied toward complex clinical and organizational problems will be integrated.	3
NUR 511	Evidence-based Practice Project	This course provides an opportunity to prepare an evidence-based practice (EBP) project proposal that addresses a problem, issue, or concern in professional practice. Students will identify a problem focus, propose a research-based solution, search for evidence using the evidence-based databases that support their solutions, and develop implementation, evaluation, and dissemination plans. Students will focus on developing an EBP project that is appropriate for their educational track: nursing leadership, adult clinical nurse specialist, nursing education, or family nurse practitioner.	3

Total Nursing Graduate Core Credits: 15

Advanced Nursing Core:

NUR 642	Advanced Physiology and Pathophysiology	This web-enhanced course focuses on the advanced physiology and pathophysiology principles. This course will be used to guide the Nurse Practitioner, Clinical Nurse Specialist, and the Nursing Education student in interpreting changes in normal function that result in symptoms indicative of illness. The emphasis will be placed on the genetic, molecular, cellular, and organ system levels. Prerequisite: Undergraduate Pathophysiology.	3
NUR 644	Advanced Pharmacology	This course focuses on the advanced pharmacotherapy principles and practices to enable students to prescribe and monitor the effects of medications and selected herbal therapy. Emphasis is on the pharmacodynamics of clients with common, acute and chronic health problems in various stages of the life cycle in diverse populations. Evidence-based research provides the basis for selecting effective, safe but cost-efficient pharmacologic or integrative regimens. Appropriate client education as to various prescribed pharmacologic agents in incorporated. Legal requirements for prescriptive writing and dispensing authority are covered. Prerequisite: NUR 642.	3

NUR 640	Advanced Health Assessment and Diagnostic Reasoning	This course builds upon the student's previous assessment skills offering more advanced health assessment content to provide the foundation for the advanced practice-nursing role. This course gives emphasis to focused assessments for a chief complaint that include physical, psychosocial and spiritual health assessment, risk assessment, functional assessment, and physical examination in diverse populations. The student uses a systematic method of diagnostic reasoning and clinical decision-making to establish a differential diagnosis. An overview of appropriate protocols for performing health screening and ordering, performing, and interpreting lab, radiographic, and other diagnostic data are included based on best practice consistent with resource allocations. Effective communication and client teaching/counseling to eliciting clients' interpretation of their health status and perceived barriers, is incorporated throughout the course so to maintain a nursing focus on patient responses to illness or the threat of illness. Effective documentation and medical record keeping are required. To begin the transformation to an advanced professional nurse, students are to start a professional journal that they are to keep throughout the program. (1 clinical credit = 50 contact credits). Prerequisite Course: Undergraduate Health Assessment course. Co-requisite: NUR 640C. (Students in the Nursing Education program are exempted from taking NUR 640C)	3
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Total Advanced Nursing Core Credits: 9

Nursing Education Major Core:

NUR 645	CNS I: Theoretical Foundations	This course focuses on theories of teaching/, traditional, and alternative instructional strategies, and evaluation methods applicable to nursing education in the classroom and clinical setting. Strategies to enhance critical thinking are included. The course includes the development of learning activities for adult learners from diverse backgrounds. Prerequisite: NUR 649.	3
NUR 649	Curriculum Development	This course examines professional standards as a foundation for curriculum design in nursing education in all settings. It explores the nature of traditional, nontraditional, and continuing nursing education. Topics include the role of the faculty, curriculum design; its dimensions, objectives, and dynamics. The course includes curriculum frameworks that support adult learning, competencies, and learning experiences to achieve measurable outcomes, and a model for curriculum evaluation.	3
NUR 647	Instructional Development for Distance Learning	This course emphasizes the development (or conversion) of educational programs to be delivered in an online format. Principles of curriculum development, teaching/learning theories, and implementation of evaluation strategies will be modified to the online learning environment. Prerequisite: NUR 645	3
NUR 665	Teaching Practicum	(4 clinical credits = 150 contact credits) A culminating practicum experience, completed in person with a nurse educator preceptor in a selected setting. This clinical practice will afford students the opportunity to refine educational expertise in the areas of assessment of learning needs, program/curriculum planning, implementation, and evaluation. The course includes needs of the adult learner, alternative learning methods including distance learning, and budget planning. Prerequisites: NUR 645, NUR 647, and NUR 649.	3

Total Nursing Education Major Core Credits: 12

Total Undergraduate Core Credits: 27

Total Nursing Graduate Core Credits: 15

Total Advanced Nursing Core Credits: 9

Total Registered Nurse to Master of Science–Nursing: Nursing Education Major Core Credits: 63