



Program of Study: Registered Nurse to Master of Science–Nursing: Nursing Leadership in Health Care Systems

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 Leadership in Health Care Systems program, which incorporates the advanced roles of clinician, researcher, learner/educator/coach, leader, community advocate, manager of systems, collaborator, and consultant. The Master’s prepared nurse requires clinical and organizational decision-making skills based on critical thinking, evidence-based research, and diagnostic reasoning. The nurse prepared at the advanced level synthesizes elements of caring into the nurse-client relationship within practice based on advocacy, as well as ethical, social, legal, political, and historical perspectives. Emphases are placed on client empowerment with unconditional regard for all. The advanced practice role includes an advanced clinical component such as nurse practitioner or the clinical nurse specialist (CNS). The nursing role specialty includes a continuation of nursing knowledge in nursing leadership or nursing education. Students who choose to progress into the graduate program will have the opportunity to select one of several tracks.

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 |
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| 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 |

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| 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:

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| 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

Nursing Leadership in Health Care Systems Core:

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| MLE 601 | Introduction to Organizational Leadership | This course is designed to be an introduction to the cross-functional complexities inherent in organizational life. Students will develop an advanced skill-set enabling effective leadership of each of the major organizational functions (namely marketing, finance, human resource management, information systems, and operations management). Students will understand the difference between transformational and transactional leadership and how both are critical to effective leadership, with the primary emphasis in this class being placed on transactional leadership. | 3 |
| MGT 625 | Leadership Styles and Development | This course explores the nature of business leadership models and theories, examining these models through a broad variety of insights and viewpoints and analyzes these approaches to leadership, giving special attention to how the models can improve leadership real-world organizations. | 3 |
| BUS 604 | Organizational Ethics | This course explores the role of ethics in the organization. An emphasis is placed upon discussing how ethics affects policy formation, developing awareness of ethical situations, and forming a personal value system to guide ethical decision-making and professional conduct in business and society. | 3 |
| MLE 605 | Leading High Performance Teams | This course is an experiential introduction to models of team dynamics and group process. Issues discussed will include such topics as meeting management, team building, assessment, roles and responsibilities of the team leader, characteristics of successful teams, strategies for designing and supporting teams in the workplace. Students will also be instructed in methods used to motivate others in helping an organization succeed. | 3 |

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| MGT 626 | Organizational Systems and Cultures | Students explore organizational systems and cultures as complex and powerful phenomena that profoundly influence the behavior of both individual employees and organizations as a whole. The course of study includes the diagnosis of organizational systems and cultures and the proactive management and shaping of these forces. | 3 |
| MGT 623 | Organizational Development and Change | Students explore the behavioral forces and relationships that influence organizational effectiveness and change. Topics include the study of intervention strategy and change management. | 3 |
| LDR 650 | Diversity Management and Leadership | Demonstrating organizational leadership demands the development and implementation of diversity management and a commitment to lead using values-based strategic and operational objectives designed to champion organizational diversity as a source of strength. Students will demonstrate the capacity to value the talents and skills of a diverse workforce with respect to gender, age, race, ethnicity, disability, and lifestyle. Students will master leadership skills based on a comprehension that leading and managing diversity is a process of constructing a work place that is inclusive and allows all employees to reach their full work potential. Through diversity leadership, students will make significant cognitive connections across organizational practices and access the full talents of individuals to achieve and sustain a competitive advantage. | 3 |

Total Nursing Leadership in Health Care Systems Core Credits: 21

Total RN to BSN Undergraduate Core Credits: 27

Total Nursing Graduate Core Credits: 15

Total Registered Nurse to Master of Science–Nursing: Nursing Leadership in Health Care Systems Core Credits: 63