

A top-down view of a light blue desk. In the upper right, a portion of a silver laptop is visible, with a pair of black-rimmed glasses resting on its surface. To the right of the laptop is an open, spiral-bound notebook with lined pages and a silver pen. In the lower right, a blue and silver stethoscope is positioned. The background is a solid, light blue color.

Granite State College
Nursing Handbook 2018-2020

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The Nursing Program Student Handbook contains information and policies designed to guide your education and ensure fair and equal treatment for all students. This is just one of the policy resources available to you. You should also refer to the most recent editions of the Granite State College Student Handbook, the College Catalog, and the College's website (granite.edu) for additional information.

General Policy Statement

Granite State College Nursing Program abides by policies expressed in the most recent edition of the Granite State College Student Handbook, Undergraduate Catalog, Graduate Catalog and the College syllabus template. These are available at the College's website, granite.edu and/or within the course documents. In addition, the program has developed the following information and policies specific to the undergraduate and graduate nursing programs, nursing practice, and/or required by clinical affiliates.

Mission of the Nursing Programs at Granite State College

The Mission of Granite State College Nursing Programs is to prepare registered nurses to meet the dynamic health care needs of diverse populations in New Hampshire and beyond while working in collaborative, inter-professional and evidence-based practice environments.

Vision of the Nursing Programs at Granite State College

Granite State College Nursing programs aspire to provide innovative, current and meaningful online education for nurses seeking baccalaureate and master's degrees in nursing.

Goals of the Nursing Programs at Granite State College

The goals of the RN to BSN degree program at Granite State College are to:

- Create meaningful learning experiences for registered nurses to acquire competency in evidence-based standards that reflect best practice for the baccalaureate RN.
- Cultivate the desire to engage in scientific inquiry and apply research to current and future practice in caring for diverse populations.
- Prepare registered nurses to thrive in an ever changing, interprofessional health care environment.

The goals of the Masters of Science in Nursing Health Care Leadership degree program at Granite State College are to:

- Prepare baccalaureate nurses to lead interprofessional teams in a diverse and ever-changing health care environments.
- Cultivate an intellectual desire for advanced inquiry and application of new knowledge to promote population health.
- Provide meaningful learning experiences for baccalaureate nurses to acquire competency in evidence-based standards that reflect best practice for nursing leadership.

Organizational Framework

The organizational framework for the nursing curricula at Granite State College is representative of evidence-based, clinically focused professional nursing practice. The framework includes the commitment to academic excellence through the incorporation of professional standards of nursing education and to align these standards with the RNs clinical practice. We embrace the diverse practice settings of nursing and provide opportunity through the graduate and undergraduate curricula to engage learning through interprofessional practice. The nursing programs at Granite State provide the structure and opportunity to apply knowledge and skills to the clinical practice environments.

The baccalaureate program in nursing provides an opportunity for licensed registered nurses to expand upon their knowledge toward the professional nursing role. The RN to BSN program is built upon professional standards from *The Essentials of Baccalaureate Education for Professional Nursing Practice* (2008) and acknowledges the experience that the RN brings to the classroom. The RN to BSN program builds on students' prior learning that typically included life sciences, social sciences, humanities, and nursing theory and practice, and strives to avoid repetition of content. In addition the nursing courses address concepts not commonly included in pre-licensure education. The program utilizes the foundation of evidence-based nursing practice and challenges the RN to envision his or her professional role as improving health outcomes for a population. The program recognizes that the students have ongoing opportunities in the work place to apply the knowledge and competencies as they progress through the program. The approach to learning is student centered. Granite State College utilizes innovative, online teaching methods to enhance engagement and evaluation of outcomes. The diverse student population provides a dynamic online classroom with opportunities to share experience and wisdom.

The graduate program in nursing is built upon professional standards from the *Essentials of Masters Education in Nursing* (2011) and the *American Association of Nurse Executives Competencies* (2015). The coursework includes evaluation of graduate level competencies required in health care leadership and particularly the role the professional nurse must play. The MSN program has a collaborative approach to leadership education that encourages and provides opportunity for interprofessional engagement. The curriculum focuses upon building the competencies for nursing leadership in modern health care environments. Throughout the interprofessional courses nursing students will establish opportunities to develop relationships with nurse leaders who can serve as a role model or mentor. The curriculum will connect these relationships to the competencies of a nurse leader through reflective analysis and clinical application. The program values experiential nursing knowledge and the application of current evidence-based scholarly information. Students are expected to be active learners and teachers within the online classroom.

RN to BSN PROGRAM INFORMATION

RN to BSN Admission Requirements

Applicants seeking admission to the Bachelor of Science in nursing program must complete the Granite State College application procedure, which includes submission of all previously earned credits for evaluation of applicability to program requirements. Applicants must meet all general admission requirements of the College and provide evidence of a current Registered Nurse license in the state where they practice. Applicants are considered conditional admits until all requirements have been fulfilled.

New associate degree graduates may take NUR 600 prior to passing NCLEX- RN®. No other NUR courses may be taken until the student is licensed. Statistics, if not included in previous education, is a pre-requisite for NUR 602. An applicant with a bachelor's or master's degree in another discipline will be required to take only the 30 credits of nursing courses, and Statistics if not already completed.

RN to BSN Student Learning Outcomes

The student program learning outcomes (PSLOs) of the RN to BSN program reflect The Essentials of Baccalaureate Education for Professional Nursing Practice (2008) which incorporate the IOM recommendations and QSEN competencies to meet society's need for professional nurses with contemporary skills across the spectrum of health care venues. The program's learning outcomes are as follows:

1. Delivery of safe, competent, and compassionate care within frameworks of law and ethics to patients, families, and the diverse groups of a community.
2. Be productive citizens characterized by significant contributions to society that are enlightened by knowledge of health care policy and politics and how they affect health care and nursing practice.
3. Advocate locally and nationally for social justice and equity in healthcare accessibility and quality.
4. Use of a variety of technologies to intervene in health-related problems of individuals, families, communities, and within the health care system.
5. Identify, evaluate, apply and / or compile evidence from a variety of resources to apply to health-related problems of individuals, families, communities, and the health care system.
6. Collaborate as member and/or leader of teams characterized by effective communication and mutual respect that enhance the quality of health care services and their delivery.

The student learning outcomes for each course reflect the program learning outcomes. The learning outcomes of each course are pieces necessary to attain the program's overall outcomes.

Course Descriptions and Student Learning Outcomes Across the Curriculum

RN TO BSN Program	NUR 600 Enhancing Your Nursing Career – 2 Credits	NUR 602 Evidence-Based Nursing Care – 4 Credits
	<p>Course Description</p> <ul style="list-style-type: none"> - Prerequisites: CRIT 502 Conducting Critical Inquiry and Math 504 Statistics - HLTC 550 US Healthcare Systems - HLTC 629 Law and Ethics; Interdisciplinary Seminar 	<p>Course Description</p> <p>Prerequisite: Math 504 Statistics</p>
<p>The graduates of the Granite State College Bachelor of Science in Nursing Program will help to meet society’s need for a more highly educated nursing workforce. The graduate will possess skill and knowledge in the following areas:</p>	<p>This course provides the RN to BSN student the opportunity to explore the contemporary nursing issues related to the major concepts that form a basis for the program outcomes and the additional nursing courses. Nursing knowledge is gained through a combination of experiential, evidence-based and classroom experiences. This course introduces the structure of evaluation and includes emphasis on evidence-based practice, professional trends and an opportunity to explore potential capstone project ideas.</p> <p>Course serves as a foundation to all NUR courses and is recommended to be taken just prior to NUR 602.</p>	<p>The contemporary nurse is continually faced with a wide variety of problems encountered in the care of patients. Thus the nurse must have a repertoire of problem-solving skills that is evidence-based and has been evaluated for safety and quality. Identification, evaluation, application, and/or compilation of evidence from a variety of resources to apply to health-related problems of individuals, families, communities, and the health care delivery system are essential tools of the contemporary nurse. Students will identify problems encountered in practice and find pertinent resources to assist in resolving them. The student will apply specific criteria to assess the quality of evidence, and as part of a team, will discuss whether it could be feasibly and ethically be applied to care of patients.</p>
Program Learning Outcomes	Learning Outcomes	Learning Outcomes
<ol style="list-style-type: none"> 1. Delivery of safe, competent, and compassionate care within frameworks of law and ethics to patients, families, and the diverse groups of a community. 2. Citizenship characterized by significant contributions to society that are enlightened by knowledge of health care policy and politics and how they affect health care and nursing practice. 3. Advocacy locally and nationally for social justice and equity in healthcare accessibility and quality. 4. Use of a variety of technologies to intervene in health related problems of individuals, families, communities, and within the health care system. 5. Identification, evaluation, application, and/or compilation of evidence from a variety of resources to apply to health related problems of individuals, families, communities, and the health care system. 6. Collaborate as member and/or leader of teams characterized by effective communication and mutual respect that enhance the quality of health care services and their delivery. 	<ol style="list-style-type: none"> 1. Describe the use of the Health Field Model in planning, implementing and evaluating health care. 2. Analyze the current issues in society and healthcare affecting nursing education and practice including accreditation. 3. Describe current trends in nursing education. 4. Describe the development of contemporary nursing knowledge. 5. Evaluate strengths and weakness of the major nursing and healthcare organizations. 6. Implement practices that meet the legal and ethical aspects related to patient contact during Experiential Learning. 7. Explore possibilities for the Capstone Project in NUR 655. 	<ol style="list-style-type: none"> 1. Develop an appreciation of the role of nursing research in contemporary health care. 2. Differentiate among several different types of research commonly used by nurse scientists. 3. Describe the steps of the nursing research process. 4. Retrieve and analyze literature about a specific nursing problem. 5. Describe basic sampling techniques. 6. Appreciate the legal and ethical ramifications of conducting research. 7. Critique a research article found in a peer-reviewed nursing journal. 8. Discuss use of evidence in clinical practice. 9. Assess potential barriers to applying evidence-based practice to a clinical problem.

Course Descriptions and Student Learning Outcomes Across the Curriculum

NUR 603 Nursing Care Of Populations – 4 Credits	NUR 604 Nursing Care of an Aging Population – 4 Credits
<p>Course Description Prerequisite: NUR 602 Evidence-Based Nursing Care</p>	<p>Course Description Prerequisite: NUR 602 Evidence-Based Nursing Care</p>
<p>This course expands the student’s focus from the care of individual patients to the care of aggregates. Aggregates may range from small to large, and include families, groups, communities, and the global population. Students will investigate the concept of community assessment and use a systems-based epidemiological model to organize data about health problems and populations at risk. Health challenges of specific diverse populations will be investigated along with resources for change within the community. Students will perform a problem-focused literature review about a selected problem and create a community-based plan of care. Students will also become familiar with public health resources and functions. This course involves a clinical experience which comprises 30 hours spent in virtual simulation.</p> <p>Three clinical experiences are required: home health, community health, and health promotion.</p>	<p>One of the most significant demographic trends that will affect health care delivery in the near future is how to most effectively care for an aging population with a relatively small nursing work force and a changing/uncertain health care reimbursement system. Most care of the aging population is expected to be community-based and will emphasize prevention of life compromising events and enhance health-related coping skills of patients and their families. Students will focus on maximizing the function and comfort of the home-based population. Students will enhance their skills in the assessment of the elderly and in family assessment, participate in the home care experience, and evaluate the present local capacity to meet identified needs.</p>
<p>Learning Outcomes</p>	<p>Learning Outcomes</p>
<ol style="list-style-type: none"> 1. Evaluate the differences of role and practice components in an institutional setting with those in the community. 2. Understand theoretical principles and issues in the care of aggregates. 3. Apply knowledge regarding epidemiological frameworks and concepts to promote and manage health and health alterations. 4. Understand the impact of cultural, socioeconomic, political, and environmental forces on the health of diverse aggregates. 5. Analyze the different resources available for retrieving and/or gathering data pertinent to the health of a community and its components. 6. Analyze assessment outcomes among communities and over a period of time, identifying trends and populations at risk. 7. Apply concepts related to bringing about change to a community health problem. 8. Apply knowledge gained about a selected global health problem. 	<ol style="list-style-type: none"> 1. Recognize the reciprocal impact of changing demographics of the aging populations and current and future health care policy and funding. 2. Use Evidence-based Practice for the assessment and care of older adults. 3. Differentiate between expected physical and mental changes associated with aging and unexpected individualized pathological changes. 4. Implement measures to maximize patient safety related to the Geriatric Syndromes. 5. Integrate knowledge of the interaction of physical/mental changes of aging, multimorbidity, and the geriatric syndromes with membership on the health care team to adapt care for the older adult. 6. Refine communication techniques to account for age related sensory changes of the older adult. 7. Adapt medication administration for elders to provide safe drug use in the home and various levels of care. 8. Provide pain management for older adults with regard to changes in physiology and current professional recommendations. 9. Teach primary, secondary, and tertiary preventive strategies to patients and caregivers to maximize wellness while preventing functional decline. 10. Relate the concepts of chronic disease, loss, suffering, caring nursing presence, and patient centered care when caring for older adults. 11. Apply the Health Field Model in the assessment, intervention, and evaluation of care for elders ranging from healthy to frail elders across the various levels of care. 12. Use assessment tools and communication techniques to identify and refer individuals experiencing potential or actual elder mistreatment. 13. Identify common community resources for elder care and reduction of care-giver burden. 14. Provide teaching and resources for disaster preparedness of elders living independently in the community. 15. Advocate for the autonomy of the older adult in making personal decisions for daily living and care in the last stage of life including residence, treatment and advance directives.

Course Descriptions and Student Learning Outcomes Across the Curriculum

NUR 606 The Nurse as Leader 4 Credits	NUR 607 Nursing Implications of Genetics and Genomics – 4 Credits	NUR 608 Informatics and Technology in Nursing Care – 4 Credits
Course Description Prerequisite: NUR 602 Evidence-Based Nursing Care	Course Description Prerequisite: NUR 602 Evidence-Based Nursing Care	Course Description Prerequisite: NUR 602 Evidence-Based Nursing Care
<p>The nurse of today and tomorrow must inevitably be a leader, whether at the bedside in assisting an individual patient toward enhanced health or leading health care organizations, public policy initiatives, and professional associations to maximize their contributions to the health of the nation. The nurse, as the most plentiful, versatile, and wide-spread of health care providers, must be prepared to develop and implement new visions and models of care delivery, applications of technology, stewardship of costly resources, evaluation and improvement of health care quality, and delivery of safe, effective health care in a variety of settings. The student will explore leadership theories and styles, evaluate appropriate application of several leadership approaches, practice the leadership role in a project to create a health-care related change, and offer collegial peer evaluation of classmates' work.</p>	<p>The human genome project has forever changed the understanding of human nature, health, illness, and approaches to patient care. During this course, topics will include current applications of genomic information and genetic interventions in health care. Students will learn to assess patients for possible genetic risk factors, genetic mutations occurring as a consequence of person-environment interaction, and specific health problems with known genetic bases. The nurse's role in assessment, case-finding, referral, and intervention will be emphasized. Students will also determine present regional applications of genetic medicine and familiarize themselves with existing community resources for assisting individuals with genetic issues.</p>	<p>The role of technology in health care will expand as various technologies evolve and become more available, and as evidence accumulates indicating their effectiveness in the delivery of health care. Nurses will be at the interface of humans and technology and will be accountable for safe, skilled, and ethical interventions. Nursing informatics, simulation as a way of practicing new skills safely, electronic methods for monitoring patients' changing conditions, "telemedicine", and electronic medical records are just a few of the tools that nurses will use in the delivery, documentation, and evaluation of health care.</p>
Learning Outcomes	Learning Outcomes	Learning Outcomes
<ol style="list-style-type: none"> 1. Organize interdisciplinary teamwork to produce high quality, cost-effective, safe, legal and ethical care of diverse patients and populations. 2. Differentiate between leadership and management and function in each role appropriately and productively. 3. Lead teams through the process of change. 4. Create a culture of mutual respect, fairness, cooperation, and collaboration in the workplace. 5. Advocate for optimum care for patients and optimum work conditions for staff. 6. Develop partnerships in and out of the organization to achieve strategic goals. 7. Recognize and guide teams through conflict to resolution. 8. Manage staff, time, equipment, and budgets to meet goals efficiently and effectively. 9. Select, develop, and evaluate staff in ways that empower and energize. 10. Evaluate and recommend evidence-based strategies for practical application. 11. Identify professional resources for implementing management and leadership roles. 12. Practice strategies for personal health and career development. 	<ol style="list-style-type: none"> 1. Update previous knowledge of genetics and genomics with current science. 2. Acquire essential nursing competencies for use in genetic-related care of diverse patients and families. 3. Discuss legal, ethical, and social policy ramifications of current genetic applications in nursing and medicine. 4. Assess family history and risk for genetic predispositions to health problems. 5. Provide basic genetic counseling and referral to patients throughout the testing process. 6. Understand the role of genetics in the genesis and treatment of cancer and other physical and mental illnesses. 7. Use principles of health promotion to prevent or mitigate genetic predispositions and facilitate adaptation. 8. Assess current local/regional and national health care practices in the use of genetic testing and interventions. 	<ol style="list-style-type: none"> 1. Explore how patient care technologies, information systems, and electronic communication devices serve to support safe nursing care. 2. Discuss the use of e-health and telehealth to deliver healthcare at a distance. 3. Conceptualize the role of Clinical Information System (CIS) documentation to achieve nurse-sensitive outcomes. Utilize appropriate terminology related to informatics in nursing. 4. Demonstrate skills in internet exploration and data review to enhance patient care. 5. Explore the role of information technology in improving patient care. 6. Consider the legal and ethical ramifications of using various technologies in the care of human beings. 7. Investigate the use of new technologies, including social networking tools and e-portfolios to enhance patient care. 8. Recognize the importance of workflow and care process redesign prior to implementation of new technology that changes nursing practice. 9. Evaluate site-specific computer programs.

Course Descriptions and Student Learning Outcomes Across the Curriculum

NUR 650 Nursing Capstone Practicum – 6 Credits	NUR 655 Integrative Nursing Practicum – 4 Credits
<p>Course Description Prerequisites: NUR 602, 603, 604, 607, 608, 606</p>	<p>Course Description Prerequisite: NUR 600, 602, 603, 604, 607, 608, 606</p>
<p>This course offers the opportunity to develop and implement a personalized practicum related to a preferred role for future professional nursing practice. The experience will include a project designed to resolve an evidence-based problem or improve the quality of an aspect of nursing practice in the work place. The student will incorporate throughout the practicum the knowledge, skills, and enhanced professionalism acquired in the BSN program. The role of the faculty will be that of consultant. The project will be presented to a group of the student's colleagues as well as in the peer group, and the student will elicit evaluation of his/her work from colleagues and peers. Using evaluation feedback, the student will hypothesize and present ways of improving the project's quality.</p>	<p>This course offers the opportunity to develop and implement a personalized practicum related to a preferred role for future professional nursing practice. The experience will include a project designed to resolve an evidence-based problem or improve the quality of an aspect of nursing practice in the work place. The student will incorporate throughout the practicum the knowledge, skills, and enhanced professionalism acquired in the BSN program. The role of the faculty will be that of consultant. The project will be presented to a group of the student's colleagues as well as in the peer group, and the student will elicit evaluation of his/her work from colleagues and peers. Using evaluation feedback, the student will hypothesize and present ways of improving the project's quality.</p>
<p>Learning Outcomes</p>	<p>Learning Outcomes</p>
<ol style="list-style-type: none"> 1. Analyze the current issues in society and healthcare affecting nursing education and practice including accreditation. 2. Describe current trends in nursing education. 3. Describe the development of contemporary nursing knowledge. 4. Evaluate strengths and weakness of the major nursing and healthcare organizations. 5. Implement practices that meet the legal and ethical aspects related to patient contact during Experiential Learning. 6. Propose and implement an individualized practicum with learning outcomes/ goals leading to a preferred role for future professional nursing. 7. Evaluate the degree to which the personal learning outcomes/goals are met by the individualized experience. 8. Investigate additional preparation beyond the BSN that would further support performance in the preferred role. 9. Support and encourage in practical ways the preferred developmental trajectory of peers in seminar and/or on Discussion Board. 10. Develop and present an evidence-based project related to your practicum that has specified potential to improve safety, quality, cost-effectiveness, and/or patient care outcomes. 11. Discuss the context of health care policy and politics and how they may affect the preferred role for future professional nursing practice. 12. Identify targeted advocacy needed to ensure justice and equity in the distribution of services provided through the preferred role for future professional nursing practice. 13. Describe the elements of informatics and technology needed to function well in the preferred professional nursing role. 	<ol style="list-style-type: none"> 1. Propose and implement an individualized practicum with learning outcomes/ goals leading to a preferred role for future professional nursing. 2. Evaluate the degree to which the personal learning outcomes/goals are met by the individualized experience. 3. Investigate additional preparation beyond the BSN that would further support performance in the preferred role. 4. Support and encourage in practical ways the preferred developmental trajectory of peers in seminar and/or on Discussion Board. 5. Develop and present an evidence-based project related to your practicum that has specified potential to improve safety, quality, cost-effectiveness, and/or patient care outcomes. 6. Discuss the context of health care policy and politics and how they may affect the preferred role for future professional nursing practice. 7. Identify targeted advocacy needed to ensure justice and equity in the distribution of services provided through the preferred role for future professional nursing practice. 8. Describe the elements of informatics and technology needed to function well in the preferred professional nursing role.

MSN in HEALTH CARE LEADERSHIP PROGRAM INFORMATION

MSN Admission Requirements

Applicants seeking admission to the master of science in nursing program must complete the Granite State College application procedure, which includes submission of all previously earned credits for evaluation of applicability to program requirements. Applicants must meet all general admission requirements of the College and of the graduate program. All applicants must have a BSN and provide evidence of a current Registered Nurse license in the state where they practice. Additional requirements for graduate admissions are outlined in the College Graduate Studies Catalog.

The Master of Science in Nursing Health Care Leadership provides opportunities to the registered nurses in New Hampshire and across the nation to earn a meaningful degree that will provide a clear pathway to work collaboratively with other professionals to improve health outcomes across diverse populations. The program is framed from the American Association of Colleges of Nursing (AACN) Essentials Series.

MSN Student Learning Outcomes

1. Integrate the practice of nursing with sciences and humanities to assess the unique needs of a diverse population and design, implement and evaluate a plan to impact the outcomes of nursing care within the population.
2. Apply leadership competencies in the provision of safe, high quality and cost effective care to individuals, populations, or communities within the health care system.
3. Analyze information from health care information systems related to quality initiatives that promote improved quality, cost, safety and health care outcomes.
4. Communicate research and practice outcomes to advance clinical practice.
5. Demonstrate competence in the analysis of current and emerging technologies that impact health care outcomes.
6. Advocate for policies that lead to improved population health outcomes or the improvement of the quality of the health care system.
7. Demonstrate caring, culturally responsive leadership communication both written and verbally, capable of effectively leading interprofessional teams.
8. Advocate for ethical health care practice through effective communication with interprofessional teams and stakeholders.
9. Demonstrate competence in the advanced practice as a nursing leader to promote improvement in health care outcomes for individuals, systems, or populations.
10. Nurse Leadership Concentration Expected Student Learning Outcomes
11. Demonstrate ability to lead initiatives that promote culturally competent and ethical care that promotes health and improvement of health among individuals, populations, or communities.
12. Implement and evaluate practice change based on innovative evidence-based nursing practice.
13. Demonstrate competency in financial management, human resource management, and strategic and operational planning within the health care setting.

Course Descriptions and Student Learning Outcomes Across the Curriculum

MSN Program	NUR 802 Translating and Integrating Research into Nursing Practice
Course Description	Course Description
<p>The Masters of Science in Nursing Health Care Leadership provides the necessary skills and knowledge to lead interprofessional teams in diverse health care environments. This program is fully aligned with the American Association of Colleges of Nursing (AACN) Essentials of Master's Education in Nursing. Registered nurses are building upon the competencies gained in a baccalaureate nursing and this program provides seamless progression to achieving the competencies required for nursing leadership. The MSN in Health Care Leadership equips the nurse to lead change, promote health and improve care for multiple populations.</p>	<p>This course provides the foundations for master's level nursing practice to advance nursing practice. The student is required to integrate theory, evidence, clinical judgment and research to improve population health outcomes. Evidence-based practice is applied to the role of the master's level nurse and will examine the ethical implications of research and translational scholarship. The student must be able to articulate how evidence is the basis for practice decisions and include the credibility and relevance of the sources. Practice guidelines will be discussed and their impact on health outcomes.</p>
Program Learning Outcomes	Learning Outcomes
<ol style="list-style-type: none"> 1. Integrate the practice of nursing with sciences and humanities to assess the unique needs of a diverse population and design, implement and evaluate a plan to impact the outcomes of nursing care within the population. 2. Apply leadership competencies in the provision of safe, high quality and cost effective care to individuals, populations, or communities within the health care system. 3. Analyze information from health care information systems related to quality initiatives that promote improved quality, cost, safety and health care outcomes. 4. Communicate research and practice outcomes to advance clinical practice. 5. Demonstrate competence in the analysis of current and emerging technologies that impact health care outcomes. 6. Advocate for policies that lead to improved population health outcomes or the improvement of the quality of the health care system. 7. Demonstrate caring, culturally responsive leadership communication both written and verbally, capable of effectively leading interprofessional teams. 8. Advocate for ethical health care practice through effective communication with interprofessional teams and stakeholders. 9. Demonstrate competence in the advanced practice as a nursing leader to promote improvement in health care outcomes for individuals, systems, or populations. 10. Nurse Leadership Concentration Expected Student Learning Outcomes. 11. Demonstrate ability to lead initiatives that promote culturally competent and ethical care that promotes health and improvement of health among individuals, populations, or communities. 12. Implement and evaluate practice change based on innovative evidence-based nursing practice. 13. Demonstrate competency in financial management, human resource management, and strategic and operational planning within the health care setting. 	<ol style="list-style-type: none"> 1. Integrate theory, evidence, clinical judgment, research, and interprofessional perspectives to improve practice and associated health outcomes for patient aggregates. 2. Examine the ethical implications of research and translational scholarship as well as the role of the RN to advocate and protect the patient as a research participant. 3. Articulate to diverse audiences the how evidence is the basis for practice decisions, including the credibility of sources of information, the relevance to the practice problem confronted as well as the financial and social implications. 4. Develop a collaborative approach to improve care outcomes and support policy changes through the generation and dissemination of knowledge and the planning and evaluation of outcomes. 5. Apply practice guidelines to improve health outcomes.

Course Descriptions and Student Learning Outcomes Across the Curriculum

NUR 812 Interprofessional Collaboration for Population Health	HLTC 801 Health Care Financial Management	HLTC 802 Advocacy and Health Policy
Course Description	Course Description	Course Description
<p>This course builds upon the value of interprofessional teams to develop and evaluate preventative interventions to improve population health. The role of the nurse within these teams will be viewed in terms of advocacy, value and leadership. The course will require the student to utilize effective communication techniques to engage and lead these teams. The student will utilize data sources and evidence-based practice to develop culturally relevant and linguistically appropriate health education strategies.</p>	<p>This course provides a critical introduction to the financial structure and challenges of health care finance. The student will learn the impact of current changes in health care and the need for clinical and financial integration. Content includes information specific to revenue cycles, billing compliance, charity care, bad debt and payers (private and government). The student will understand the unique budgeting processes and financial reporting requirements of health care organizations. The course discusses the interprofessional roles in the day to day financial operations. High level communication skills in finance to engage in dialogue with stakeholders will be required.</p>	<p>This course requires the student to employ analytical skills to evaluate the impact of institutional, regulatory and political policies on financial and health outcomes. Interprofessional health care roles will be introduced and integrated into decision making and advocacy in health care. Issues specific to health insurance, socioeconomic challenges and barriers to health care will be included. The student will examine the impact of emerging regulations, organizational and political change to health care quality and cost.</p>
Learning Outcomes	Learning Outcomes	Learning Outcomes
<ol style="list-style-type: none"> 1. Evaluate the unique roles and contributions of the interprofessional health care team. 2. Use effective communication techniques to develop, engage and lead interprofessional teams. 3. Advocate for the role of the professional nurse and the value added to interprofessional teams. 4. Synthesize broad determinants of health to design and deliver evidence-based, culturally relevant clinical prevention intervention and strategies. 5. Evaluate effectiveness of preventative interventions and their impact on outcomes that utilize health information and data sources. 6. Advance prevention services and promote effective population-based health policy through the application of nursing science. 7. Integrate clinical prevention strategies and population health concepts to develop culturally relevant and linguistically. 	<ol style="list-style-type: none"> 1. Analyze the impact of recent health care reform and the resulting critical need for closer clinical and financial integration. 2. Apply business and economic principles and practices to revenue cycle processes including private and government payers, billing compliance, audits, charity care and bad debt. 3. Review budgeting processes and financial reporting that is unique to the health care industry. 4. Appraise the ways financial and clinical decisions impact daily operations, as well as the financial health of the organization. 5. Evaluate the ways health care executives are addressing the current challenges in the financing of health care delivery. 6. Apply communication strategies to engage in dialogue with the finance team and stakeholders. 	<ol style="list-style-type: none"> 1. Analyze how policies influence the structure and financing of health care and population health outcomes. 2. Engage in the evaluation of current issues in health care insurance coverage, access and regulation specific to population health outcomes, socioeconomic challenges and current barriers. 3. Examine the effect of legal and regulatory processes on interprofessional practice, health care delivery, and patient outcomes. 4. Interpret research, bringing the value of an interprofessional, collaborative perspective, for policy makers and stakeholders. 5. Advocate for policies specifically to the impact they have to improve health.

Course Descriptions and Student Learning Outcomes Across the Curriculum

HLTC 811 Health Care Technology and Informatics	HLTC 812 Health Care Quality and Safety	NUR 850 Integrated Clinical Capstone for Nursing Leaders
Course Description	Course Description	Course Description
<p>This course provides students with the opportunity to ethically manage data, information, knowledge, and technology. Students will focus upon the development and quality of data driven outcomes. Students will critique and utilize research and evidence from data to inform decisions that impact the health care outcomes. In addition, the student will analyze emerging health care technologies as they are applied to environments, safety, cost and improvement of health. Ethics and privacy are emphasized in the evaluation of technology in health care.</p>	<p>This course provides an in-depth analysis of the quality and safety priorities in the current health care environments. Students will contrast the strengths and weaknesses of current quality improvement models including aspects related to efficiency, accuracy, and timeliness as well as being ethical and culturally responsible. The master's student will engage in the promotion of high level communications and advocacy that are necessary for quality and safety initiatives. The course includes the impact of regulatory organizations in health care quality. The student will be prepared to plan, implement and evaluate the results of a quality improvement and specifically address the improvements to health care outcomes.</p>	<p>This integrative clinical capstone is the final course in the Master of Science in Nursing Health Care Leadership. All other required coursework must have been completed prior to receiving approval to register for this course. Students in this course will have the opportunity to apply the principles learned in the entire program of study and will demonstrate competence by integrating and applying those skills to a real-world scenario. The student will be required to secure a clinical site and preceptor for this course. The course will culminate in a project focused on enhancing nursing practice by improving population health outcomes. Student will be required to verbally present and defend their project and achieved outcomes.</p>
Learning Outcomes	Learning Outcomes	Learning Outcomes
<ol style="list-style-type: none"> 1. Perform rigorous critique of evidence derived from databases to generate meaningful evidence-based decision making. 2. Analyze current and emerging technologies specific to health care environments, patient education, safety, cost effectiveness and improvement of health outcomes. 3. Evaluate outcome data using current communication technologies, information systems, and statistical principles to collaboratively develop strategies to reduce risks and improve health outcomes. 4. Promote policies that incorporate ethical principles and standards for the use of health and information technologies. 5. Provide oversight and guidance in the integration of technologies to document patient care and improve patient outcomes. 6. Integrate ethical principles in the use of technology in the areas of documentation of care and outcomes as well as in the application to health education. 	<ol style="list-style-type: none"> 1. Analyze information about quality initiatives and the unique interprofessional roles required to sustain improvements and improve population health outcomes. 2. Compare and contrast strengths and weakness of quality improvement models. 3. Promote a professional environment that includes accountability and high-level communication skills when involved in peer review, advocacy for patients and families, reporting of errors, and professional writing. 4. Plan, implement and evaluate evidence-based quality improvement methods to promote culturally responsive, safe, timely, effective, efficient, equitable, and patient-centered care. 	<ol style="list-style-type: none"> 1. Conduct a comprehensive and systematic nursing assessment as a foundation for decision making. 2. Utilize information and communication technologies to advance patient education, enhance accessibility of care, analyze practice patterns, and improve health care outcomes, including nurse sensitive outcomes. 3. Use knowledge of illness and disease management as well as the effects of the global environment to lead initiatives to provide individualized evidence-based care to populations. 4. Integrate both verbal and written communication skills in building relationships and in leading interprofessional teams in health care. 5. Employ knowledge and skills in financial management, health care economics and strategic and operational planning to design, deliver and evaluate care. 6. Apply acquired leadership competencies and evidence-based knowledge to design, implement and evaluate a project to improve population health outcomes across the health care delivery system. 7. Lead and advocate for culturally competent and ethical care that promotes health and improvement of health among individuals, populations, or communities. 8. Integrate an evolving personal philosophy of nursing and leadership into one's nursing practice. 9. Implement reflective strategies to promote lifelong learning in nursing that include professional standards and accountability.

Health, Character, and Technical Standards for the Nursing Programs

Technical standards have been established to inform the student of minimum standards needed to satisfactorily function in the program and ultimately succeed in the profession. Applicants who feel they may not be able to meet one or more of the technical standards listed should contact the Director to discuss individual cases. All academically qualified candidates will be considered for admission provided the technical standards for classroom and practice experiences can be met with reasonable accommodations. Subsequent evidence that a matriculated student is unable/unwilling to meet one or more of the standards, and thus unable to meet course objectives, may result in dismissal from the program.

The College must ensure that patients/clients of clinical affiliates are not placed in jeopardy by students during practice experiences. Therefore, students in practice experiences must demonstrate sufficient emotional stability to withstand the stresses, uncertainties, and rapidly-changing circumstances that characterize the responsibilities of patient/client care. Furthermore, the student is expected to have the emotional stability required to exercise sound judgment, accept direction and guidance from a supervisor, staff nurse, or faculty member, establish rapport, and maintain sensitive interpersonal relationships with patients, their families, agency staff, faculty, and classmates. Applicants must also be in good physical and mental health to meet program objectives. Participation in classes and practice experiences is expected. Technical standards are listed below:

- Sufficient hearing to assess patients' health, understand instructions, identify emergency signals, and engage in telephone conversation.
- Sufficient visual acuity to observe patients, interpret data, ensure a safe environment, and read fine print.
- Sufficient speech and language ability to read, express, comprehend, and exchange information and ideas in English verbally, non-verbally, and in writing, and to interact clearly and logically with patients, health care professionals, family members, faculty, and peers.
- Ability to work with frequent interruptions, to respond appropriately in emergencies or unexpected situations, and to cope with variations in workload and stress levels.
- Sufficient emotional intelligence to exhibit empathy and compassion, to maintain productive relationships in online, classroom, and clinical settings, and to integrate direction, instruction, and criticism into behavior.

- Sufficient strength, endurance, and motor coordination to participate in course requirements.
- Sufficient information technology skills to complete assignments according to program standards.
- Personal transportation to and from clinical experiences.
- Compliance with health and immunization requirements and criminal background check verification.

Students are required to complete vendor sponsored criminal background and tracking of health requirements for NUR 650 / NUR 655 and NUR 850. Cost is the responsibility of the student and based upon the state of licensure. (Ranges of student cost varies by state – currently \$78 - \$150). More information will be provided upon registration for the capstone course.

NURSING PROGRAM POLICIES

Criminal Background Check and Compliance Tracking for Practice Experience Courses Policy

Approved: 6/15/2017 | Revised 7/26/2018

Purpose and Scope

Granite State College Nursing Program is committed to the safety of the patients served by our nursing students in their practice learning / experiential application of the course outcomes. In order to protect the patients we serve as students, Granite State College Nursing Program requires all students to participate in both criminal background checks and compliance tracking of health status, insurance and licensure as required by the practice facility.

This policy applies to all students enrolled in a Nursing course at Granite State College that require a practice experience as defined by the Standards for Accreditation of Baccalaureate and Graduate Nursing Programs, (American Association of Colleges of Nursing, 2013, p.21).

Policy

- Satisfactory results of a criminal background check are required to progress in the nursing course that requires practice experience. Criminal background check will be administrated by CastleBranch, Inc.
- All requirements set forth in the CastleBranch Compliance Tracker for Granite State College are required for students to progress in any nursing course that requires practice experience.
- Courses for the 2018-2020 Catalog Year and beyond that require practice experience are NUR 650, NUR 655, and NUR 850.
- Students will be provided information regarding costs and requirements when they are accepted into the Nursing Program.
- All requirements must be met to receive a passing grade on the applicable assignment and or course.
- The Program Director of the nursing programs will have oversight of this policy's implementation.
- Any student who is unable to complete these requirements must contact the Program Director to discuss options for verification.
- The host facility may waive any requirement for students who have met their employment requirements after consultation with the Program Director.

Identification and Licensure Policy

Approved: 6/15/2017 | Revised: 7/26/2018

Purpose

In the nursing programs, there will be experiences designed to allow students to apply in practice what they have learned in the classroom. During these practice experiences it is the priority of Granite State College to protect the public and for the students to professionally represent Granite State College.

Policy

- Students must hold a current license in the state in which the experience is being conducted. The student must also always be identifiable as a Registered Nurse and a Granite State College Student. Prior to any clinical activities, students must obtain a name tag or badge. This identifies the student by name as a Registered Nurse in the state in which they are licensed. The badge must also identify the RN as a Granite State College Student.
- Students must select only clinical sites in a state(s) where they are licensed as a Registered Nurse and they must be clearly identified as a Granite State College Student. Students should wear a Granite State ID badge when at a health care facility or event in the role of a Granite State nursing student.
- Although a student may be an employee of a health care agency and also a student engaging in a practice experience there, clarity about the student vs. employee role must be maintained at all times. In some situations, it may be appropriate to use both employee identification and Granite State College RN to BSN identification to meet policy requirements of both institutions. However, a student may not function as an agency employee and Granite State nursing student simultaneously.

Policy for All Practice Experiences in the Nursing Program

Approved: 6/15/2017 | Revised: 7/26/2018

Purpose

To ensure that current and subsequent students will be welcomed by the hosting clinical agency and to clarify expectations for the student.

Policy

- Students are expected to collaborate with program director in determination of a site for clinical practice requirements.
- Students are expected to ascertain and comply with any requirements of a selected facility / host partner for participation in practice experiences.
- If the Granite State College program director or the facility / host partner is not satisfied with the student's documentation of clinical requirements, other arrangements to complete the practice requirement may need to be made. If unable to do so, the student will be unable to meet the course requirements and unable to proceed in the program.
- Students are expected to transport themselves in a timely fashion to the practice experience.
- Students are expected to promptly notify a contact person at the facility when tardiness or absence appears likely or has become inevitable.
- Students must be prepared physically, cognitively, academically, and emotionally for practice experiences.
- Students with symptoms of an infectious process must defer their practice experience until they are well.
- Students are expected to adhere to the preferred dress code of the agency and wear a Granite State College nursing program name tag when in the role of a Granite State student.
- Students are expected to be licensed as a RN and adhere to the Nurse Practice Act in the state where the facility is located.
- Students are expected to adhere to the American Nurses Association Code of Ethics at all times.

Confidentiality

- Ensuring the confidentiality of all information about a patient is an ethical, moral, and legal requirement of healthcare professionals. The student must abide by all federal and state laws as well as institutional policies. These include but are not limited to Health Insurance Portability and Accountability Act (HIPAA) and clinical agency policies.

- Students should not be in possession of any documents containing identifiable information about any patient or institution.
- Disclosure or misuse of confidential information may subject the student to legal consequences, State Board of Nursing disciplinary action as well as dismissal from the Nursing program.

Precepted Practicum Experiences Policy

Approved: 6/15/2017 | Revised: 7/26/2018

Purpose

This policy is in place to provide guidelines and expectations for NUR 655, NUR 650 and NUR 850 for all nursing students.

Policy

1. The student must develop practicum goals and must pursue those goals under the guidance of Granite State College faculty and a preceptor* through a formal agreement between the College, the agency, and the preceptor.
2. The precepted practicum experience includes all of the following:
 - a. A document specifying the terms of the practicum with dates and attachments, student's practicum goals, student's and preceptor's current resume / qualifications and/or any additional documentation required by the agency related to the proposed practicum.
 - b. A completed Host Partner Agreement or facility specific agreement for the student experience. (form available from the Program Director)
 - c. Orientation for the preceptor by Granite State College faculty to include program's definition of the preceptor role, review of the syllabus for the specific course, course learning outcomes, student's practicum goals, roles of student, preceptor, and faculty, and the student's current level of education and experience.
 - d. Discussion among preceptor, student, and Granite State College faculty about learning experiences needed and mutual facilitation of the student's goal achievement.
 - e. Orientation of the student to the clinical site by the preceptor.
 - f. Facilitation and guidance by the preceptor to the student in the learning activities needed to meet the student's practicum goals.
 - g. Formative and summative discussions among the student, preceptor, and Granite State College faculty regarding student's progress toward practicum goals.

- h. Evaluation of the precepted experience at its conclusion by the student, preceptor and faculty.
- i. Final evaluation of the student's practicum performance and assignment of a grade is a function of the Granite State faculty.

* *A preceptor is an experienced practitioner who facilitates and guides students' clinical learning experiences in the preceptor's area of practice expertise.*

- *RN to BSN Preceptors must have a minimum of a Bachelor's Degree in Nursing.*
- *MSN Preceptors must have a minimum of a Master of Science Degree.*