



Advent Health
UNIVERSITY

Online

RN-BSN Student Handbook

Academic Year 2020-2021

TABLE OF CONTENT

Section A	3
INTRODUCTION	4
DEPARTMENT OF NURSING MISSION STATEMENT	4
BSN PROGRAM GOALS	5
DEPARTMENT OF NURSING PHILOSOPHY	5
RN-BSN TRACK DESCRIPTION	8
ONLINE EDUCATION	8
LEARNING OUTCOMES	9
RN-BSN CLINICAL COMPETENCIES	10
CLINICAL EXPERIENCES	11
SERVICE LEARNING ACTIVITIES	11
STUDENT PARTICIPATION	11
TRACK ADMINISTRATIVE AND ACADEMIC PERSONNEL	12
CONTACT INFORMATION	13
RN-BSN TRACK POLICIES	16
PROFESSIONAL CLINICAL BEHAVIORS	21
ACADEMIC AND PROFESSIONAL INTEGRITY	22
NETIQUETTE	22
DISCIPLINARY POLICY	24
CONFLICT RESOLUTION / GRIEVANCE	25
DISCIPLINARY DOCUMENTATION FORM	28
Section B	30
CURRICULUM: BRIDGE (DIPLOMA-BSN) COURSES	31
CURRICULUM: ASN-BSN COURSES	32
STUDENT RESOURCES	34
NURSING COURSE DESCRIPTIONS	35
COURSE SELECTION & SEQUENCING	38
RECOMMENDED PROGRAM PLAN	39

Section A

Section A

DEPARTMENT OF NURSING MISSION STATEMENT

In harmony with the Mission of the University, the Department of Nursing provides educational experiences within a Christian environment, designed to promote excellence in nursing.

Introduction

Congratulations on the decision to pursue a Baccalaureate of Science in Nursing at AdventHealth University. You may have just recently graduated and earned your registered nurse license, or perhaps you have been planning for a while to further your professional education. Whether you are a novice or an experienced nurse, you have made the first step in turning that dream into an action-oriented goal. In order to make this goal a reality, the RN-BSN Track is designed to meet a variety of student needs.

The *RN-BSN Track Student Handbook* includes essential information that will help you understand the philosophy, requirements, and policies specific to the nursing program. This handbook supplements the general information found in the *Academic Catalog*. With this information, the *Academic Catalog*, and the guidance of the advisor, the student will develop a study plan that is individualized and workable.

Department of Nursing Mission Statement

In harmony with the AdventHealth University' Mission Statement, the Department of Nursing develops nurse leaders who live the healing values of Christ. Faculty provide educational experiences within a Christian environment, designed to promote excellence in nursing. Furthermore, the Department provides educational opportunities for students to explore and develop university values of nurture, excellence, spirituality, and stewardship as related to nursing leadership.

Nurture. Nurture encompasses working with others including nursing colleagues, inter-professional entities, community members, patients, and families. Graduates are equipped to deal effectively with change, assist team members to work collaboratively, and apply critical thinking skills to manage and work with individuals as well as systems.

Excellence. Excellence in leadership is promoted through the study of quality initiatives and the safety issues inherent in today's healthcare milieu. Graduates are able to utilize evidence-based practice, provide data and guide others in vital decisions made in healthcare and higher education.

Spirituality. Spirituality directs and guides graduates in the practice of Christian professionalism. Guided by Christian ethics and biblical standards, graduates provide vision, offer solutions and assist the organization to operationalize its mission of offering *healthcare as ministry*.

Stewardship. Stewardship is also part of the repertoire of graduates as they use organizational resources judiciously. As conscientious stewards, graduates are respectful of the time, effort and resources available to patients and families, coworkers, and the community at large.

BSN Program Goals

The Goals of the BSN program are to educate students to:

1. Demonstrate caring, Christian principles in professional nursing practice roles in a multi-cultural, global society who embrace the core values of AHU.
2. Provide excellent generalist nursing care that improves patient safety and population health outcomes.
3. Incorporate scientific, evidence-based knowledge from the sciences, humanities and arts to lead change in the health care system while collaborating with interprofessional teams.

Department of Nursing Philosophy

The faculty believe that the discipline of nursing is both an art and a science that promotes health through the delivery of wholistic care to individuals, families, and communities. The Department of Nursing uses the Neuman Systems Model as a framework for understanding professional, health-oriented service to individuals, families, and communities.

The practice and teaching of nursing is a calling to exercise God's gifts in a life of service to humanity. Through the profession of nursing, graduates extend the healing ministry of Christ by practicing *healthcare as ministry*. Faculty and students, guided by Christian principles, achieve personal and professional excellence through quality education and life-long learning.

Integrating the concepts from the Neuman Systems Model and AHU's Christian principles, the curriculum addresses the four metaparadigm concepts of nursing: (a) person, (b) environment, (c) health, and (d) nursing as follows.

Person. A person is a child of God who is an integrated whole, and created to live in harmony with God, self, and others. A person also is a patient or client system who may be the learner, the faculty, the support staff, an individual, family, or community. The patient or client system consists of five integrated variables that include physiological, psychological, socio-cultural, developmental, and spiritual factors. These variables are integrated into the nursing curriculum to prepare graduates with the capacity for caring, compassion, critical thinking, and respect for the dignity and self-determination of others. The nursing faculty are committed to caring, compassion, critical thinking, and respect for students by modeling these behaviors in the delivery of the curriculum.

Environment. The environment is all of God’s creation. The environment is an open and dynamic system consisting of intrapersonal, interpersonal, and extra-personal forces influenced by, and influencing the person’s response to stressors. The external environment may consist of virtual classrooms, teaching and learning media, practice settings, the student’s home and professional employment settings. Internal environments may include spiritual, cultural, psychological, social, and physiological factors that impact teaching, learning transactions, and the capacity for learning. These environmental factors are built into the planning, design, implementation, and evaluation of the curriculum.

Health. Health is a continuum of wellness to illness and is dynamic in nature. Optimal wellness or stability is achieved when the total patient or client system needs are met. A reduced state of wellness is the result of unmet patient or client system needs. Health is dependent on the interplay of internal and external resources to support the patient or client system. The nursing curriculum advocates for the health of self and others and is designed with a focus on health promotion, health maintenance, disease prevention, and health restoration. Therefore, the eight principles of health include C-Choice, R-Rest, E-Environment, A-Activity, T-Trust, I-Interpersonal Relationship, O-Outlook, and N-Nutrition (CREATION), and are embedded throughout the curriculum. Students engage in health-related activities across the lifespan that benefit the individual, family, community, and society to enhance optimal functioning.

Nursing. Nursing is both an art and a science that promotes health through the delivery of wholistic care to individuals, families, and communities. Nursing is a dynamic, interactive process and treats human responses to stressors throughout the life span. The curriculum is structured with a focus on the development of nurses who are accountable and responsible for developing and delivering caring, compassionate, wholistic nurse-patient or client system interactions. These interactions are extended through the healing ministry of Christ. Students are nurtured by faculty and learn to nurture others. Pedagogical excellence is modeled in preparing students for patient or client-focused professional nursing care using evidence-based practice.

CREATION Health Concepts

C-Choice – accept responsibility for optimal health

R-Rest – enjoy replenishing sleep and relaxation

E-Environment – create nurturing, rejuvenating surroundings

A-Activity – put the body into motion

T-Trust – express faith and belief in God

I-Interpersonal relationships – cultivate and celebrate relationships

O-Outlook – practice a positive, happy attitude

N-Nutrition – provide fuel for high performance throughout life

Note: Students are encouraged to review the application of each of the elements that comprise CREATION Health at the following website: <http://www.creationhealth.tv/>

Definition of Terms in the Neuman Systems Model

Basic Structure: The basic structure consists of common client survival factors related to system variables, as well as unique individual characteristics.

System variables: Physiological, psychological, socio-cultural, developmental, and spiritual factors.

Lines of Resistance: The lines of resistance protect the basic structure. These lines are activated following stressor invasion of the normal lines of defense.

Normal Lines of Defense: An adaptation level of health developed over time and considered normal for a particular individual client or system; it becomes a standard for wellness deviance determination.

Flexible Lines of Defense: Protective system for the client's stable state. Ideally it prevents stressor invasion and protects the normal line of defense. It is strengthened by primary prevention.

Stressors: Environmental factors that are intra-, inter-, and extra-personal in nature and have the potential for disrupting system stability by penetrating the system lines of defense and resistance. A stressor is inherently neutral or inert. The outcomes may be either positive or negative. The client system's perception of the stressors and coping abilities are major considerations for caregivers and clients.

Intrapersonal stressors: The internal environmental forces that occur within the boundary of the client system.

Interpersonal stressors: The external environmental interaction forces that occur outside the boundaries of the client system at the proximal range.

Extra-personal stressors: The external environmental interaction forces that occur outside the boundaries of the client system at the distal range.

Primary Prevention Level: Interventions before a reaction to stressors has occurred.

Secondary Prevention Level: Interventions after a stressor reaction has occurred (but before complications occur).

Tertiary Prevention Level: Interventions following treatment of a stressor reaction (but before complications develop into residuals).

Reaction: Response based on the perception of the stressor by the basic structure and may occur in varying degrees.

Intervention: Any preventive mode of action that modifies an actual or potential stressor at the primary, secondary, or tertiary level. These modes of action can be implemented by the client system, significant other, family, community, nurse, or other health care provider.

Reconstitution: Represents the return and maintenance of the system stability following treatment of a stressor reaction which may result in a higher or lower level of wellness.

RN-BSN TRACK DESCRIPTION

The Baccalaureate of Science in Nursing (RN-BSN Track) is designed to prepare registered nurses to provide wholistic health care to individuals, families, and communities. The program is grounded in Christian principles and integrated with courses from the arts and sciences that enrich the course of study and contribute to the development of a broader worldview of nursing. The program provides a foundation for the graduate to enhance professional growth, facilitate career mobility, and establish a foundation for graduate studies.

ONLINE EDUCATION

The RN-BSN Track courses are offered entirely online. These include opportunity for real-time (synchronous) interaction with faculty and peer students. Asynchronous interactions in discussion forums foster collaboration, cooperation and community-building through student engagement, learning accountability, and strong faculty presence. Collaborative activities and other interactive content enhance comprehension and retention. Class discussions may include opportunity for real-time (synchronous) interaction with faculty and peer students. Opportunities to learn from practical real-world involvement and activities demonstrate relevance of coursework to the practice environment. Online learning provides education to students located anywhere without compromising, quality, rigor, or integrity.

LEARNING OUTCOMES

- The AHU graduate will be a caring professional who possesses a willingness to nurture other individuals in the context of healthcare as a ministry.
 - The RN-BSN graduate will integrate caring, Christian principles to guide interactions with patients/clients, health care professionals, and the public.
- The AHU graduate will be an effective communicator who possesses appropriate verbal, nonverbal and written skills in the practice of healthcare as a ministry.
 - The RN-BSN graduate will use effective skills in communication and information- management.
- The AHU graduate will be a critical thinker who gathers relevant information and analyzes and uses that knowledge in practicing healthcare as a ministry.
 - The RN-BSN graduate will use critical thinking/reasoning/problem-solving skills to address healthcare needs throughout the life span.
- The AHU graduate will exhibit the characteristics of a Christian professional, treating everyone with respect and dignity in the context of healthcare as a ministry.
 - The RN-BSN graduate will evaluate ethical, legal, economic, and political factors that affect the management of health care for individuals, families, and communities.
- The AHU graduate will demonstrate professional expertise by passing appropriate professional examinations and exhibiting proficiencies within the context of healthcare as a ministry.
 - The RN-BSN graduate will integrate nursing research and other evidence-based approaches for use in safe practice.
 - The RN-BSN graduate will incorporate community resources to meet the primary, secondary, and tertiary health care needs of individuals, families, and communities.
 - The RN-BSN graduate will function in the roles of a nurse as a provider, designer, leader, educator, advocate and coordinator of nursing care as appropriate.
 - The RN-BSN graduate will synthesize knowledge from nursing, the arts, sciences and humanities to meet patients'/clients' physiological, psychological, socio-cultural, developmental, and spiritual needs.
- The AHU graduate will be one who fulfills social, civic, and environmental responsibilities by involvement of healthcare as a ministry.
 - The RN-BSN graduate will support the principles of social justice as related to service learning in the community.
- The AHU graduate will be a lifelong learner who pursues excellence and the ongoing acquisition of knowledge and professional expertise.
 - The RN-BSN graduate will participate in activities that foster on-going professional growth and development in self, others and the profession.

The University learning outcomes and the RN-BSN Track learning outcomes are measured through a series of academic activities that include, but are not limited to:

1. The students' ability to apply APA writing format in academic papers
2. The students' ability to communicate professionally in online discussion forums, group interactions, written and verbal messages, assignments, and interpersonally
3. The students' ability to progress through the RN-BSN Track with grades of C+ or better
4. The students' ability to apply critical thinking on a professional level
5. The students' ability to incorporate theoretical and evidence-based practice protocols in written work and practice settings
6. The students' ability to satisfactorily complete clinical projects at the undergraduate level of performance
7. The students' involvement in service learning activities in the community

RN-BSN CLINICAL COMPETENCIES

As a basis for planning the curriculum, the faculty identified areas of professional growth that differentiate the practice of an A.S. graduate from that of a B.S. graduate. The faculty recognize the need to develop the student's skills in order to function in non-hospital as well as hospital environments, and thus include two specifically community-based courses. To develop a nurse who is "provider of care, designer/ manager/ coordinator of care and a member of a profession" (AACN Essentials of Baccalaureate Education, p. 7), the following 8 characteristics of professional practice were selected by the faculty to guide clinical experiences:

- Provider of care:
 - A. The graduate of the RN-BSN Track will demonstrate the ability to:
 1. Integrate theory and practice
 2. Practice from an evidence-based (EBP)
 3. Engage in the fully autonomous aspects of practice (management of human responses to health problems)
- Designer/manager/coordinator of care
 - B. The graduate of the RN-BSN Track will demonstrate the ability to:
 1. Focus attention on planning care for groups as well as for individuals
 2. Include preventive and prophylactic interventions as well as therapeutic interventions
 3. Function as a leader in providing care
 4. Function as a teacher, not only of patient/family but also of fellow staff
- Participation in the maintenance of the profession
 - C. The graduate of the RN-BSN Track will demonstrate the ability to:

Engage in supportive activities of the profession as a whole through contributions and advocacy

CLINICAL EXPERIENCES

The RN-BSN Track includes clinical experiences that are integrated into some of the nursing courses. The clinical assignments are completed in community or other health care agencies outside of the virtual classroom setting. In courses, with clinical assignments, the student must complete all components of the clinical assignments satisfactorily to pass the course. *Failure to complete a clinical assignment may result in failure of the course.*

SERVICE-LEARNING ACTIVITIES

Professionals have a responsibility to contribute from their professional knowledge, skills, and expertise for the good of the community beyond the details of their employment. Therefore, students are required to complete service-learning activities in addition to the clinical projects. In the RN-BSN Track, these requirements are integrated into one course, NRS 335. These activities give students opportunities to become acquainted with community needs and develop connections with community leaders who are engaged in meeting those needs. Students will be expected to wear AHU ID badges for these activities as well as certain clinical activities.

STUDENT PARTICIPATION

Students also have an opportunity to participate in departmental Student Business Meetings at least once each trimester. Issues of concern are posted as threaded discussion Tracks in each nursing course and are open for one week for students to express their feelings about the issue under discussion. Students also have opportunities to influence program policy and function through end-of-course and program evaluations as well as direct discussion with course faculty throughout any course.

RN-BSN TRACK ADMINISTRATIVE AND ACADEMIC PERSONNEL

AdventHealth University

Department of Nursing
671 Winyah Drive, Orlando, FL 32803

Academic Administrator

Deena Slockett, Ed.D., MBA, RT(R) (M)

Senior Vice-President, Operational Strategy and Learning
Phone: 407-303-7747 ext. 1101095
e-mail: Deena.Slockett@ahu.edu

Student Services Administrators

Academic Operations: **Leanna Neubrander** @NEUBRANDER, Leanna

Admissions Team: **Lillian Garrido** @Garrido, Lillian

Student Experience Team: **Amanda Hayes** [@Hayes, Amanda \(AHU\)](mailto:@Hayes, Amanda (AHU))

Dean of Students: **Joshua Garrido** @Garrido, Joshua

Student Academic Support Services: **Dr. Joyce Anderson** @Anderson, Joyce

Faculty and Staff

Alicia Franco Bruno, PhD, MSN, RN

Chair, Department of Nursing
Phone: 407-303-5764 / Fax: 407-303-7893
e-mail: Alicia.Franco@ahu.edu

Lynelle Callender, DNP, RN, INS

Vice-Chair, Online Nursing Programs
Phone: 407-513-2294 / Fax: 407-303-0526
e-mail: Lynelle.Callender@ahu.edu

Leesuk Ferencsik, PhD, RN

Lead faculty: NRS 497 – Introduction to Nursing Research for RNs
Lead faculty – NRS 486 – Seminar in Nursing
Phone: 407-303-7747 ext. 110-1084 / Fax: 407-303-1872
e-mail: Leesuk.Ferencsik.ahu.edu

Tina Capparelli

Associate Registrar, RN-BSN Track
Phone: 407-303-7747 ext. 110-1096 / Fax: 407-303-9755
e-mail: Tina.Capparelli@ahu.edu

Amanda Hayes

Director of Online Student Experience
Phone: 407-362-1557 / Fax: 407-303-0946
e-mail: Amanda.Hayes@adu.edu

24/7 Help Desk Technical Support:

Toll Free Telephone: 1-877-642-1902

Submit a ticket or a live chat on the Canvas system

CONTACT INFORMATION

The information in this section is provided to assure that students are able to utilize the full array of course support that is provided by Adventist University.

Contact Sequence (See roles below)

Address *course content questions* in the following sequence:

Lead Faculty and then Online Nursing Vice-Chair.

Address *process questions* (“how do I ...”) in the following sequence:

Lead Faculty for course details; Academic advisor for registration details

Director of Student Success and Retention (Amanda Hayes)

The **Director of Student Success and Retention** also is available M-F 8:30am - 5:30pm to assist you with contacts or finding any other information you may need.

Address *Technological Questions*:

1. Contact the **24/7 Help Desk** to document the issue, receive immediate assistance, and obtain a problem identification number.
Toll-free 24/7 telephone access at 1-877-642-1902 or send email to external e-mail:
Submit a ticket or the live chat on the Canvas system.
2. Contact the Director of Online Student Success and Retention and/or course Lead Instructor.

Section Adjunct Instructor (in some courses)

The Section Adjunct Instructor is responsible for the following activities:

1. Moderating small group activities.
2. Facilitating students’ understanding of course concepts.
3. Monitoring and responding to discussion board postings.
4. Engaging students’ active participation in the course content.
5. Grading student assignments in a timely manner (within 6 calendar days) and providing feedback to the student.
6. Monitoring and recording weekly student participation in the course.
7. Contacting students not actively participating in the course.
8. Coaching students based on performances recorded in the grade-book.
9. Responding to student questions within 24 hours (during week) 48 hours (weekend).
10. Notifying the Lead Faculty/Course Coordinator of students not actively participating in the course.

Students should contact the Section Adjunct for the following issues:

1. Clarification regarding assignments and quizzes.

2. Clarification regarding understanding of the course content.
3. Inability to attend any group appointments.
4. Concerns related to performance in the course.

Lead Faculty / Course Coordinator

The Lead Faculty / Coordinator is responsible for the following activities:

1. Developing course content, including group activities, live conferences and discussion boards.
2. Monitoring student discussion forums and participation.
3. Analyzing results of quizzes and examinations.
4. Monitoring students' progress in the course.
5. Maintaining communication/team meetings with the section adjunct instructors.
6. Reviewing requests for extensions / incomplete grades.
7. Monitoring the student engagement in the course.
8. Recording and submitting final course grades and course data in TaskStream.

Students should contact the Lead Faculty for the following issues:

1. Questions about the material, including readings, assignments, Multi-media presentations, discussion forums, and group activities not answered by the section adjunct instructor.
2. Course policies or procedures.
3. Requests for extensions / incomplete grades.

Director of Student Success and Retention (Amanda Hayes)

The Director of Student Success and Retention is responsible for the following activities:

1. Student access to the course website.
2. Posting general course announcements.
3. Maintaining student records.
4. Maintaining databases, including address changes.
5. Facilitating course drops and withdrawals.
6. Maintaining live discussions and discussion boards.

Contact the Director of Online Student Success and Retention for the following issues:

- A. Change of Address.
- B. Non-receipt of course materials.
- C. Difficulty logging onto the course website.
- D. Difficulty contacting a faculty member.
- E. Submitting student-completed Drop/Withdrawal form.

Vice-Chair (Dr. Lynelle Callender)

The Vice-Chair is responsible for the following activities:

1. Faculty and program evaluation.
2. Implementation of program policies.
3. Assignment of faculty.
4. Compliance with accreditation and regulatory standards.

Contact the Vice-Chair for the following issues:

- A. Suggestions concerning program improvements/modifications.
- B. Issues not satisfactorily addressed by the Section Adjunct Instructor and the Lead Faculty/Course Coordinator.

Nursing Department Chair (Dr. Alicia Franco)

The Nursing Department Chair is responsible for the following activities:

1. Oversight of the nursing program.
2. Management of nursing faculty and staff.
3. Approval of student requests for academic exemptions (petitions).
4. Enforcement of compliance with departmental and university-wide accreditation and regulatory standards.

Contact the Department Chair for the following issues:

- A. Suggestions concerning program improvements/modifications.
- B. Issues not satisfactorily addressed by other program faculty or staff.

RN-BSN TRACK POLICIES

The following guidelines describe regulations of the program governing specific situations. Please read this information thoroughly. Students participating in the program are expected to abide by these policies.

PROFESSIONAL LICENSURE

The student in the RN-BSN Track is required to maintain an active unencumbered registered nursing license throughout the course of study. The nursing program reserves the right to request updated evidence of licensure status at any time. If at any time a student becomes unlicensed for any reason, is obligated to surrender licensure in any jurisdiction for disciplinary reasons or experiences any other change in licensure status (e.g., new expiration dates, revocation, suspension, change of names, etc.) the student must inform the University of the change. This notification must occur immediately if the student is currently participating in a course. If the student is not in a course at the time of the change, the notification must occur prior to registering for the next course. A copy of all licensure changes must be submitted to the Director of Online Student Success and Retention. ***Please be aware that the University is obligated to report any attempts at misrepresenting licensure status to appropriate regulatory agencies.***

CONFIDENTIALITY OF INFORMATION

All agency and client information students receive while completing clinical assignments considered confidential according to HIPAA. Release of this data (oral, written, electronic, or through any other means) to an individual or entity who does not have an authorized need to know is prohibited. It is possible to work with, have access to, and overhear information regarding patients, physicians, and others that must be considered confidential while implementing clinical projects. Students are directed, therefore, not to discuss agency business outside the clinical agency with anyone, including other students, family members, or agency personnel by any means – orally, in writing or via social media; doing so will violate the right of privacy of others. Relevant client or agency information that is shared in group activities, discussion forums, or written assignments must be done in a manner that ensures confidentiality and anonymity of the involved clients or agency. Students may ensure confidentiality and anonymity by using alternate names or initials. ***If photos are taken of students engaged in clinical assignments that includes clients, permission should be obtained. The photo should show only the back of the head of any client included in the picture.*** Any inappropriate or unauthorized retrieval, review, or sharing of confidential information is considered a breach of confidentiality. Students who violate or participate in a breach of confidentiality will face disciplinary action (see *Disciplinary Policy*).

DRESS CODE

AdventHealth University subscribes to a dress code that reflects principles of Christian modesty, neatness, simplicity, and appropriateness. In keeping with this philosophy, students are required to adhere to the following dress code as well as AHU ID badges when completing clinical projects, service-learning activities, or assignments:

1. Students who implement clinical assignments within an agency are expected to abide

by the agency's dress code. Students must identify themselves as students of the University by wearing their University-issued identification badges. ***Students are not permitted to wear employer identification badges while in the pursuit of course-related activities.***

2. The acceptable jewelry is a wedding band and/or engagement ring and post-type earrings; one on each ear.
3. Makeup and nail polish, if worn, should be worn in a manner that maintains a healthy, natural look.
4. Any time students are on official [non-clinical] business in an agency, they are expected to dress appropriately. This means professional-type attire that would be worn in an office or business-type setting (dress slacks or skirt with professional top). Uniforms and scrubs are appropriate for these activities unless specifically required by the agency personnel.

Jeans, flip-flops, shorts, low-cut tops, and revealing clothing are not considered appropriate attire.

GRADES

Students must obtain a grade of C (78%) or better to successfully complete a nursing course. Grades of C- and below cannot be applied to fulfill the requirements of the program.

LETTER GRADE DISTRIBUTION

The department of nursing uses the following grade scale for all nursing courses:

A	= 93.50-100	B-	= 81.50-84.49	D+	= 71.50-74.49
A-	= 90.50-93.49	C+	= 79.50-81.49	D	= 68.50-71.49
B+	= 87.50-90.49	C	= 77.50-79.49	D-	= 65.50-68.49
B	= 84.50-87.49	C-	= 74.50-77.49	F	= 00.00-64.49

GRADING POLICY

A variety of assignments and other tools will be used to evaluate student progress and in computing course grades. The criteria for these evaluations are listed within each specific course syllabus.

WITHDRAWAL/DROP POLICY

The student must download the withdrawal form from the Adventist University website, complete the form and submit to the Director of Online Student Success and Retention (Amanda Hayes) to withdraw/drop from any course. The grade recorded will be based on the date the withdrawal form is received by the Director of Online Student Success and Retention. If the student stops attending a course and does not submit the withdrawal form by the deadline, a grade of "WF" (withdrawal/failing) will be recorded for that course. When a student withdraws from the course:

1. The application fee is non-refundable.
2. The matriculation fee will be refunded if the student receives 100% tuition refund on **ALL** classes for the trimester.

Refund Policy: First week of class – 100% refund. No refund thereafter.

Grade Policy

Weeks in Session	No grade will be recorded during this period	Grade of “W” will be assigned during this period	Grade of “WF” will be assigned
7	End of 1st school week in the session	Beginning of 2nd week to end of 5th week	Beginning with the 6th week
14	End of 1st school week in the session	Beginning of 2nd week to end of 11th week	Beginning with the 12th week

INCOMPLETE GRADE POLICY

A grade of Incomplete (I) is assigned when extenuating circumstances, such as illness, the death of a family member, or a family emergency, prevent a student who is *passing a course* from completing the **final assignment** and other course requirements by the end of the trimester. The student must notify the course’s lead faculty of their intent to apply for an incomplete grade. The information submitted to the lead faculty must be specific enough that an appropriate determination for approval may be made. The lead faculty determines whether the request meets the criteria for an incomplete grade and forwards the request to the Nursing Department Chair who makes the final determination for approval.

The form then is sent to the Office of the Registrar. Incomplete coursework must be **completed by the subsequent trimester per the academic catalog**. It is the student’s responsibility to maintain contact with the lead faculty during the time contracted to complete the course work. The student must submit all course work established in the incomplete contract to change an incomplete grade to a course grade. If the student does not complete the contracted work by the established deadline, the incomplete grade will automatically revert to the grade earned at the end of the course. A student who cannot complete the contractual work by the specified deadline may request an extension from the lead instructor. Requests for extensions are individually considered and must be submitted **in writing at least three days** before the deadline established in the contract. Students will not be granted additional time to complete assignments submitted after the contracted date without the **approved extension**. The student is assessed a charge for the processing of an Incomplete grade. Refer to Fee Schedule in the *Academic Catalog*.

ATTENDANCE POLICY

The course syllabus outlines the specific learning outcomes, assignments, and student evaluations for each online course. A student failing to participate in course activities is subject to administrative withdrawal from the course. The student will be administratively withdrawn from the course if there are two consecutive weeks of recorded absence without notification to the faculty. In general, the following expectations regarding attendance and participation in course activities apply.

Students must demonstrate participation in the course within the first week to validate attendance. Several opportunities are provided in the course to validate attendance, including participation in group activities, posting and responding to discussion topics and introductions, and posting assignments. Students who are not present in the first week of class will be administratively withdrawn. All students are required to complete a variety of course assignments which may require participation in discussions, either synchronous or asynchronous, group projects, recorded lectures, and written or reading assignments.

Students who do not provide prior notification of an intended absence (except in extenuating circumstances, for example, if the student is unexpectedly hospitalized) may not have opportunities to make up lost work. Students with extenuating circumstances that prohibits them from actively participating in the course for an extended time are responsible for notifying the appropriate faculty. If accommodations cannot be made, students may consider requesting an incomplete grade (if applicable) or withdrawing from the course. Documentation of the circumstances necessitating the absence may be required.

PROGRESSION

Students may progress in the RN-BSN Track when they:

1. Maintain unencumbered active licensure to practice as registered nurses in their states of residence or practice.
2. Earn a minimum grade of at least “C” (2.0) in each baccalaureate degree nursing course and maintain a minimum cumulative GPA of 2.50. Evaluation of the nursing GPA occurs when 15 baccalaureate degree nursing program credits are completed
3. Earn a grade of at least “C” (2.0) in each cognate and general education course.
4. Successfully repeat up to two courses with a minimum grade of “C” (2.0), only one of which may be a nursing course:
 - One nursing course and one cognate course
 - One nursing course and one general education course
 - Two cognate courses
 - Two general education courses

Any exception must be petitioned.

COMPLETION

AdventHealth University will consider students for graduation and conferral of a Baccalaureate of Science Degree in Nursing when they have met the general requirements for graduation (see Graduation in the “Academic Information” section in the *Academic Catalog*) and when they:

1. Complete a minimum of 121 trimester hours of applicable credits.
2. Complete the prescribed course of study for the degree with a minimum cumulative GPA of 2.50.
3. Achieve a minimum grade of “C” (2.0) in each nursing, cognate, and general

education course.

4. Complete a minimum of 30 residency hours at Adventist University of Health Sciences.

NURSING HONORS

Students in the RN-BSN Track are awarded BSN honors to commend outstanding performance in the nursing program. BSN honors are granted to students who earned a nursing GPA of 3.5 or above, and

1. Have not failed a nursing course (grade of C- or below).
2. Have not breached the standards of academic integrity.

PETITIONS

Petitions for academic exemption may be considered for students enrolled in the RN-BSN Track and will only be considered in extenuating circumstances, except NRS497, which will only be taken with scheduled concurrent courses (NRS480 and 497). Students may have only one academic petition granted during their enrollment in the RN-BSN Track.

READMISSION AFTER A BREAK IN THE PROGRAM

Students who have not matriculated for one-to-two trimesters may resume their studies after first consulting with an advisor and providing proof of current licensure. Students who have not matriculated for three or more trimesters must apply to the program by completing a new application and going through the process for readmission. The program guidelines for the current Academic Catalog will apply. Students may not be readmitted after dismissal.

READMISSION AFTER DISMISSAL

Students who are dismissed from the RN-BSN Track with 10 or fewer credits to complete the program may apply for readmission. Students must complete and submit the *Petition for Academic Exemption* form to the RN-BSN Track Vice-Chair for readmission. Attach a separate, detailed analysis of the circumstances that led to the dismissal and a plan of action for corrective measures. The RN-BSN Readmission Committee reviews the petition, and if approved, a learning contract is sent electronically to student.

All applications will be considered individually. The following circumstances will normally disqualify the student from consideration for readmission:

1. Dismissal from the program due to plagiarism.
2. Dismissal from the program due to breach of academic integrity.
3. Dismissal from the program after repeated failures of the same nursing course.

The contract must be completed in its entirety. Upon return of the learning contract to the RN-BSN Vice-Chair, the Nursing Department Chair will sign the contract and forward to the Vice-president for Academic Administration for final approval; then to the Office of the Registrar for processing.

Approval for readmission is a *process*. Students should not anticipate re-entering the nursing program immediately after dismissal. All students readmitted after a dismissal re-enter the program on a probationary status. Students must be continuously enrolled in all registered courses through completion of the program (no breaks in courses or voluntary withdrawals). Failure to comply with any part of the learning contract may result in dismissal.

PROFESSIONAL BEHAVIORS DURING CLINICAL EXPERIENCES / OBSERVATIONS

When completing clinical assignments, students are responsible for:

1. Arriving on time for scheduled appointments.
2. Wearing professional attire and AHU ID badge worn on the left chest.
3. Completing required documents and reviewing procedures related to clinical experiences or project presentations.
4. Seeking every possible learning opportunity by using initiative, asking questions, and becoming active participants in the learning process.
5. Notifying the staff / clinical agents when leaving the clinical area.
6. Behaving as a “guest” in the clinical facility.
7. Establishing positive rapport with the "host" by:
 - i Being polite in one’s interactions with the staff.
 - ii Abiding by policies and procedures unique to the facility.
 - iii Using professional judgment when expressing negative feelings about occurrences in the clinical agency.
 - iv Showing interest and enthusiasm for learning.
 - v Expressing appreciation to those who helped contribute to the learning experiences.

PHOTOGRAPHS

A University-issued identification badge is required during attendance at clinical assignments. It is also required that a photograph of each student is posted in the online classroom for the following verification purposes:

1. Identification as an Adventist University student to the clinical agents when completing community clinical assignments and service-learning activities.
2. Identification as the presenter in certain clinical assignments.
3. A face contact in online communication and examination.

ACADEMIC AND PROFESSIONAL INTEGRITY

Students in the Baccalaureate of Science RN-BSN Track are expected to exhibit integrity in all activities. Adventist University reserves the right to deny admission to, or remove a student from the nursing program if the student has a record of misconduct unbecoming a professional practitioner or demonstrates behaviors that put the student, his or her peers,

or the University at risk. Academic dishonesty is not tolerated in the Baccalaureate of Science RN-BSN Track.

Students who violate standards of academic and professional integrity **will** receive a failing grade for the assignment or the course. The student will not have the option of a grade of “W” in the course and depending on the nature of the offense, **may be subject to warning, academic probation, suspension, or immediate dismissal from the program and/or the University.** Refer to the Disciplinary Policy for further information.

NETIQUETTE GUIDE FOR ONLINE COURSES

It is important to recognize that the online classroom is in fact a learning environment, and certain behaviors are expected when you communicate with both your peers and your instructors. These guidelines for online behavior and interaction are known as netiquette. *Please refer to the Netiquette Guide for Online Course Policy located on the my.ahu.edu website.*

Security

- Remember that your password is the only thing protecting you from pranks or more serious harm.
- Do not use passwords that are based on personal information that can be easily accessed or guessed.
- Do not share your password with anyone.
- Change your password if you think someone else might know it.
- Always log out when you are finished using the system.
- Logging on and allowing others to access course materials is considered an academic violation.

General Guidelines

When communicating online, you should always:

- Treat your instructor and classmates with respect in email or any other communication.
- Always use your professors’ proper title: Dr. or Prof., or if in doubt use Mr. or Ms.
- Unless specifically invited, don’t refer to your instructor by first name.
- Use clear and concise language.
- Remember that all college level communication should have correct spelling and grammar (this includes discussion boards).
- Avoid slang terms such as “wassup?” and texting abbreviations such as “u” instead of “you.”
- Convey a positive tone through word choice, syntax, punctuation, letter case, sentence length, opening, and closing. Written tone effects the reader just as the tone of one’s voice.
- Use standard fonts
- Avoid using the caps lock feature AS IT CAN BE INTERPRETTED AS YELLING.
- Limit and possibly avoid the use of emoticons like 😊 or :).

- Be cautious when using humor or sarcasm as tone is sometimes lost in an email or discussion post and your message might be taken seriously or sound offensive.
- Be careful with personal information (both yours and others’).
- Do not send confidential information via e-mail.
- Check your email daily.

Email Netiquette

When you send an email to your instructor, teaching assistant, or classmates, you should:

- Use a descriptive subject line.
- Use a salutation when writing a message “hello, good morning, etc”
- Be brief.
- Avoid attachments unless you are sure your recipients can open them.
- Sign your message with your name, course name, and best contact/e-mail address if it differs from the platform you are using.
- Think before you send the e-mail to more than one person. Does everyone really need to see your message?
- Be sure you REALLY want everyone to receive your response when you click, “reply all.”
- Be sure that the message author intended for the information to be passed along before you click the “forward” button.
- Double check the accuracy of the email address and email recipient before you click “send”.

Message Board Netiquette and Guidelines

When posting on the Discussion Board in your online class, you should:

- Make posts that are on topic and within the scope of the course material.
- Take your posts seriously and review and edit your posts before sending.
- Be as brief as possible while still making a thorough comment.
- Always give proper credit when referencing or quoting another source.
- Be sure to read all messages in a thread before replying.
- Do not repeat someone else’s post without adding something of your own to it.
- Avoid short, generic replies such as, “I agree.” You should include why you agree or add to the previous point.
- Always be respectful of others’ opinions even when they differ from your own.
- When you disagree with someone, you should express your differing opinion in a respectful, non-critical way.
- Do not make personal or insulting remarks.
- Be open-minded.

DISCIPLINARY POLICY

The disciplinary process is intended to help the student identify and correct unacceptable behaviors or noncompliance with one or more of AdventHealth University or the Department of Nursing policies. Implementation of disciplinary action is used to maintain a positive learning environment and to promote professional growth. There are four steps in the disciplinary process and these steps may be implemented at any time throughout the program. The *process may begin at any step* depending on the circumstances and behaviors. A formal documentation of the circumstances warranting the disciplinary action and the outcomes of the action is recorded in the student's academic file. The disciplinary process is cumulative and remains in effect throughout the RN-BSN Track. The four steps of the disciplinary process are:

1. Documentation
2. Warning
3. Probation
4. Dismissal

Depending on the circumstances and severity of the infraction, the student may be immediately placed in the warning, probation, or dismissal status. The following are common infractions that would lead to disciplinary action, up to and including dismissal from the program. (Note: this list is not inclusive of all possible infractions):

1. Breaching confidentiality (see Confidentiality Policy)
2. Fabricating of data
3. Giving, receiving, or using unauthorized information
4. Cheating on assignments, examinations, or other academic work
5. Plagiarizing the work of others
6. Being disruptive or unpleasant to others in group activities, discussion forums, student lounges, or other interactive communication media
7. Using unacceptable language or tone in any means of communication
8. Engaging in dishonest, unethical, or unprofessional conduct with clinical agency staff
9. Inflicting physical, mental, or emotional harassment directed at any student, faculty, or staff associated with Adventist University or its affiliate agency partners
10. Failing to follow rules and regulations established by the Nursing Department
11. Failing to follow rules and regulations established by Adventist University of Health Sciences

Disciplinary Process

1. **Documentation.** Documentation is initiated immediately following an unacceptable or noncompliant behavior. Application of other steps in the disciplinary process may be required, based on the severity of the action.
2. **Warning.** Students are placed on warning status with the second documentation of an unacceptable or noncompliant behavior. Application of further steps in the disciplinary process may be required, based on the severity of the action.
3. **Probation.** Students are placed on probationary status with the third documentation

of an unacceptable or noncompliant behavior. Application of further steps in the disciplinary process may be required, based on the severity of the action.

4. **Note:** All students who are readmitted to the nursing program after dismissal re-enter the program on a probationary status. Failure to comply with the terms of the readmission contract will lead to the next step in the disciplinary process, which is dismissal.
5. **Dismissal.** Students may be dismissed from the nursing program with the fourth documented unacceptable or noncompliant behavior. The first documented unacceptable or noncompliant action may lead to immediate dismissal, depending on the severity of the infraction. An example of an action that may lead to immediate dismissal is gross plagiarism (taking ownership of the original work of others).

Faculty Obligations

1. The RN-BSN nursing faculty or adjunct will confer with the student and complete the first page of the disciplinary action documentation form. The faculty will inform the student that the outcome will be determined by the RN-BSN faculty or adjunct. If the infraction is minor and only warrants documentation, the student will be informed immediately of the outcome by the lead faculty (next step in the disciplinary process).
2. The RN-BSN faculty or adjunct, including the RN-BSN Track Vice-Chair and the Department of Nursing Chair will confer to determine the severity of the infraction whenever the student may potentially be placed on warning, probation, or dismissal status.
3. Dismissal of a student with or without the specified number of documentations will be discussed with the RN-BSN Track Vice-Chair, the Department of Nursing Chair, and the Vice President for Academic Administration prior to notification to the student.
4. The RN-BSN Track Vice-Chair will complete the documentation for all students placed on warning, probation, or dismissal status. In addition, the student will be informed of the decision in writing on a “Disciplinary Action” form and in a telephone or face-to-face conference, depending on the student’s geographic location.

CONFLICT RESOLUTION / GRIEVANCE

The Department of Nursing promotes open communication, professionalism, and resolution of conflict at the level at which it occurs. Students who believe that their academic rights have been infringed upon or that they have been treated unjustly are entitled to fair, impartial consideration.

Definition of Terms

1. Concern or Complaint: a matter for the faculty to consider.
2. Conflict: differences expressed verbally or written.
3. Grievance: written statement submitted by the student to the Department of Nursing Chair, after completing steps 1 through 3 below.

Resources

An open access policy is maintained throughout the Department of Nursing to promote communication and resolution of concerns. Individuals are encouraged to attempt resolution at the level at which it occurred. Students have access to the faculty's telephone numbers and may contact the faculty either through the course e-mail or the faculty's University e-mail.

Note: Most of the concerns expressed by students relate to grades. Assignments are graded by the faculty without bias, using the grading rubrics developed by the lead faculty. Read the faculty feedback and review the assignment against the rubric to ensure compliance with the grading criteria before expressing concerns about grades. All concerns regarding grades should be communicated to the faculty **within one week** of receipt of the grade.

Grievance Process

The following grievance process applies to the Baccalaureate of Science in Nursing RN-BSN Track (also see the *Academic Catalog*):

1. **Step 1:** Discuss the concern /complaint with the involved faculty member no later than 1 week after the incident.
2. **Step 2:** The involved faculty must respond to the student within one week of receipt of the complaint.
3. **Step 3:** If the issue is not resolved, a written statement should be submitted to the next level (from faculty to lead faculty; from lead faculty to Track Vice-Chair) no later than one week after the response from the first response. The next level faculty will then confer with the initial faculty and respond to the student in writing within one week of receiving the student's written statement.
4. **Step 4:** If a resolution is not reached, the student submits a written statement to the Department Chair no later than one week after the RN-BSN Track Vice-Chair's response. The Department Chair will investigate the issue and reply in writing to the student within one week of receiving the student's written statement. ***This step is considered to be a formal grievance at this point.*** The student must submit the written formal grievance to the Department Chair within 4 weeks of the occurrence.
5. **Step 5:** If the student is still not satisfied with the outcome, the student may request

that all materials related to the grievance, including the written statements of the Track Vice-Chair and the Department Chair is given to the Vice President for Academic Administration who will review the grievance materials and return a written decision within two (2) weeks.

**ADVENTHEALTH UNIVERSITY DEPARTMENT OF
NURSING**

DISCIPLINARY ACTION DOCUMENTATION FORM

Student Name
Course number and name

Date of Incident

The disciplinary process involves four steps:

1. Documentation
2. Warning
3. Probation
4. Dismissal

Steps taken in this process remain in effect throughout the entire program (See the Disciplinary Policy).

DESCRIPTION OF BEHAVIOR(S) OR INCIDENT(S):

GOAL(S) FOR IMPROVEMENT:

Faculty's Signature:

Date

ACTION TAKEN:

DOCUMENTATION WARNING PROBATION
DISMISSAL Comments:

STUDENT'S RESPONSE

Student Signature

Date

FACULTY SIGNATURES and DATE

Course Faculty

Track Vice-Chair

Department Chairperson

Date

Copies to: Student, Academic Record

Section B

CURRICULUM

Students are required to complete specific **cognate and general education requirements** for graduation and conferral of a Baccalaureate of Science Degree in Nursing. Graduates of regionally accredited associate degree nursing programs are considered to have met these general education and cognate requirements. Graduates of diploma programs follow the process outlined below for “*RN-BSN Bridge Track.*”

BRIDGE TRACK (for Diploma Graduates)

Bridge status is granted to actively licensed registered nurse applicants who graduated from a diploma nursing program and do not have an Associate of Science Degree in Nursing from a regionally- accredited institution. Students admitted to the Bridge track are granted 43 block transfer credits by validation for having successfully passed the NCLEX exam and holding an active RN license.

There are two phases to the Bridge track. Phase I involves the successful completion of 18 credit hours of lower division credit as outlined below. Students accepted to the Bridge track are granted regular admission status and must complete all of the Phase I requirements before starting Phase II. Bridge students may transfer selected credits from regionally accredited institutions. Combined with the 64 block transfer hours of credit by validation, the Bridge student will have a total of **88-91** lower division credits at the completion of Phase I. The following courses are required, and must be completed with a minimum grade of "C":

Curriculum Requirements for Phase I:

Phase I Bridge General Education Courses				
ENGL 101 & ENGL 102	English Composition I English Composition II (OR)	3 credits 3 credits		
ENGL 250	Technical Writing	3 credits		
CHEM	Any College-level Chemistry	3 credits		
			6-9 credits	
Phase I Bridge Cognate Courses				
BIOL 101	Anatomy & Physiology I	4 credits		
BIOL 102	Anatomy & Physiology II	4 credits		
BIOL 225	Principles of Microbiology	4 credits		
NUTR 122	Nutrition	3 credits		
PSYC 128	Developmental Psychology	3 credits		
			18 credits	
Total Phase I Courses				24-27 credits
Block Transfer Credits (RN Licensure Validation & Holding a Valid RN License)				64 credits
Total Lower Division Credits				88-91 credits

Phase II Bridge General Education Courses				
STAT 205	Applied Statistics	3 credits		
RELT 368	World Religions for Healthcare	3 credits		
RELE 305 RELE 379	Ethics for Nursing and Allied Health OR Lessons on Living	3 credits		
			9 credits	
Nursing Courses				
NRS 314	Conceptual Foundations of Professional Nursing	2 credits		
NRS 337	Pathopharmacology for RNs	3 credits		
NRS 335	Health Promotion and Assessment for RNs	3 credits		
NRS 365	Nursing Informatics for RNs	2 credits		
NRS 375	Gerontological Nursing	2 credits		
NRS 440	Community Nursing for RNs	4 credits		
NRS 497	Introduction to Nursing Research for RNs	3 credits		
NRS 480	Leadership & Management for RNs	3 credits		
NRS 486	Seminar in Nursing	2 credits		
			24 credits	
Total Phase II Courses			33 credits	
Total Courses			121-124 credits	

REGULAR TRACK (for Associate Degree in Nursing Graduates)

A RN-BSN Track status is granted to actively licensed registered nurse applicants who (a) graduated from a regionally accredited associate degree in nursing program and (b) have the two (2) pre-requisite courses listed below credited to their RN-BSN transcript. Students who have yet to complete these two (2) prerequisite courses are classified as Pre-BSN students. Students who are admitted to the RN-BSN Track are granted 18 credits for applicable general education requirements in their associate degree program and 67 block transfer credits by validation for having successfully passed the NCLEX exam and holding an active RN license.

Credits from Associate Degree in Nursing with NCLEX Pass		82 Credits		
General Education Pre-requisites: (before admission to the nursing major)				
ENGL 101 & ENGL 102	English Composition I English Composition II (OR)	3 credits 3 credits		
ENGL 250	Technical Writing	3 credits		

CHEM	Any College level Chemistry	3 credits		
			6-9 credits	
General Education Courses				
STAT 205	Applied Statistics	3 credits		
RELT 368	World Religions for Healthcare	3 credits		
RELE 305 RELE 379	Ethics for Nursing and Allied Health OR Lessons on Living	3 credits		
			9 credits	
Total General Education			15-18	credits
Core Nursing Courses				
NRSG 314	Conceptual Foundations of Professional Nursing	2 credits		
NRSG 337	Pathopharmacology for RNs	3 credits		
NRSG 335	Health Promotion and Assessment for RNs	3 credits		
NRSG 365	Nursing Informatics for RNs	2 credits		
NRSG 375	Gerontological Nursing	2 credits		
NRSG 440	Community Nursing for RNs	4 credits		
NRSG 497	Introduction to Nursing Research for RNs	3 credits		
NRSG 480	Leadership & Management for RNs	3 credits		
NRSG 486	Seminar in Nursing	2 credits		
Total Nursing Credits			24 credits	
Total Credits			121 -124	credits

STUDENT RESOURCES

LEARNING RESOURCES

AdventHealth University is committed to ensuring positive learning outcomes for students enrolled in online courses. Students have access to the several learning resources, including:

1. The R. A. Williams Library
2. Ask-A-Librarian
3. Center for Academic Achievement
4. *Turn-it-in* Plagiarism Checker
5. *English Help* (for students whose first language is not English)
6. *Writing Center (Vocabulary in Context, Organizing a 5-Paragraph Essay, Verb Tenses)*

OTHER RESOURCES

Students in the *RN-BSN Track* have access to:

1. Pastoral Care Services
2. Counseling Services
3. Disability Services
4. Student Services
5. Financial Aid Services
6. Enrollment Services
7. Office of the Registrar
8. Bookstore
9. Online Student Managers
10. Enrollment and Faculty Advisors

NURSING COURSE DESCRIPTIONS

NRSG 314: Conceptual Foundations of Professional Nursing Practice for RNs two (2 credits, 7 weeks)

(Co-requisite: ENGL101 and ENGL102 **OR** ENGL250, and CHEM101)

This course focuses on concepts of professionalism, nursing process, evidence-based practice, and issues related to baccalaureate level nursing practice, which are congruent with professional nursing standards. Students analyze CREATION Health and the Neuman Systems Model to formulate a personal philosophy of nursing. This is a two (2) credit hour course and students are expected to complete thirty (30) clock hours.

NRSG 335: Health Assessment and Promotion for RNs (3 credits, 7 weeks)

(Co-requisite: NRSG 314)

This course explores concepts of health promotion, risk reduction, and disease prevention. Students analyze risk assessments, develop health promotion strategies, and apply principles of the CREATION Health Model to improve physical, psychosocial, and spiritual wellness. Emphasis is placed on the professional nursing roles of health advocate and educator. This course includes a clinical component (Service-Learning Activity). This is a three (3) credit hour course and students are expected to complete forty-five (45) clock hours.

NRSG 337: Pathopharmacology for RNs (3 credits, 7 weeks)

(Co-requisite: NRSG 314)

The course explores principles of physiology and the pathologic processes that alter the human lines of defense and resistance. The content builds on the knowledge from pharmacology related to pathophysiologic clinical alterations. Students will integrate concepts from The CREATION Health and Neuman Systems Models. This is a three (3) credit hour course and students are expected to complete forty-five (45) hours clock hours.

NRSG 365: Nursing Informatics for RNs (2 credits, 7 weeks)

(Co-requisite: NRSG 314)

This course is the combination of nursing science, information science, and computer science, integrated to facilitate nursing practice with technological structures supportive of evidence-based, decision-making. Information management in the health care setting is introduced related to the emerging

role of nurses who use computer technology to enhance their practice. Legal and ethical standards of documentation will be analyzed. Emphasis on quality and safety concerns are explored, along with workflow and professional documentation. This is a two (2) credit hour course and students are expected to complete thirty (30) clock hours.

NRSG 375: Gerontological Nursing for RNs (2 credits, 7 weeks)

(Co-requisite: NRSG 314)

This course reviews the normal processes and relationships involved in aging. The CREATION Health and Neuman Systems Models will be used to frame the nursing care that promotes and maintains the health of the aging population. Ethical, legal, political, and economical aspects of aging will be analyzed. Students will explore compassionate nursing practice related to dying clients. Prescription and non-prescription interventions will be discussed. Clinical assignments may include either acute care or community-based environments. This a two (2) credit hour course and students are expected to complete thirty (30) clock hours.

NRSG 440: Community Health for RNs (4 credits, 14 weeks)

(Co-requisite: NRSG 314)

This course will explore the role of the nurse caring for individuals, families, and communities, with an emphasis on designing, implementing, and evaluating population health-based interventions to promote health. The student will integrate caring, Christian principles to guide interactions with clients, healthcare professionals, and the public through effective communication skills. The student will appraise the community needs and design a CREATION Health, educational project by teaching to an aggregate in the community, that meets the demands for service to the community. This is a four (4) credit hour course with a clinical component, and students are expected to complete sixty (60) clock hours.

NRSG 480: Leadership and Management in Nursing for RNs (3 credits, 7 weeks)

(Co-requisite: NRSG 314)

This course is designed to introduce the student to activities that merge leadership and management theory with application to current nursing practice. The course focuses on the application of contemporary leadership and management principles in the current healthcare environment. This course includes clinical projects that are completed outside of the classroom setting including (a) an interview with a nurse leader and (b) attendance at a

professional organization meeting. This is a three (3) credit hour course and students are expected to complete forty-five (45) clock hours.

NRSG 486: Seminar in Nursing for RNs (2 credits, 7 weeks)

(Prerequisites: NRSG314, NRSG335, NRSG337, NRSG365, NRSG375, NRSG440, Graduation Application)

(Co-requisites: NRSG480 and NRSG497)

This course provides an opportunity for students to explore CREATION Health related issues and analyze the impact that cultural, economic, political and scientific changes have on healthcare. The course is a seminar in which students participate in the online discussions of a variety of issues relevant to the nursing profession and the health care system. This is a two (2) credit hour course and students are expected to complete thirty (30) clock hours.

NRSG 497: Introduction to Research for RNs (3 credits, 14 weeks)

(Pre-requisite: STAT205)

This course is designed to prepare practicing nurses to analyze the research methods, incorporate clinical appraisal, and integrate research results into nursing practice. Students learn to critique nursing, evidence-based, research articles that apply to their nursing practice. Additionally, they develop qualitative and quantitative research proposals, incorporating the CREATION Health and Neuman Systems Models, and are presented as the capstone project. This is a three (3) credit hour course and students are expected to complete forty-five (45) clock hours.

COURSE SELECTION

Students in the RN-BSN Track may enroll in a maximum of 12 credits each trimester; however, **only two courses may be taken each half of the trimester**. Plan to dedicate approximately three (3) hours weekly to academic activities for every credit hour. A three-credit course would require approximately nine (9) hours weekly throughout a full 14-week term. Compressed courses (offered in 7 weeks) are more intense. Your course selections during the trimester also impact your workload. The following is the maximum allowed course load:

1. Two term A courses and Two term B courses or
2. One 14-week course and One term A course and One term B course

COURSE PREREQUISITES AND SEQUENCING

Students will complete the 300-level nursing courses first (*NRS 314: Conceptual Foundations of Professional Nursing for RNs*, *NRS 335 Health Promotion and Assessment for RNs*, *NRS 336: Pathopharmacology for RNs*, *NRS 365: Nursing Informatics for RNs* and *NRS 375: Gerontological Nursing*) before taking the 400-level courses. Background knowledge acquired in your associate degree or diploma-nursing program lays the foundation for these courses, making it an easier transition into the upper division baccalaureate level courses.

NRS 314: Conceptual Foundations of Professional Nursing for RNs

NRS 314 is the first nursing course and can be completed with any 300-nursing course. Therefore, it is co-requisite to all other 300 nursing which may be taken concurrently. Prior to taking NRS 314, students must complete ENGL 101 (*English Composition I*) and ENGL 102 (*English Composition II*) OR ENGL 250 (*Technological Writing*), and CHEM 101 (*Survey of Chemistry*).

NRS 497: Introduction to Nursing Research for RNs

STAT 205: *Introduction to Applied Statistics* is a prerequisite course to NRS 475. Students should plan to register for STAT 205 at least one trimester before attempting to register for NRS 497. It is highly recommended that you enroll in NRS 497 close to the completion of the program and after completing NRS 365: *Nursing Informatics for RNs*.

NRS 486: Seminar in Nursing for RNs

NRS 486 is the final course in the RN-BSN Track and is the last course completed. **All** other nursing courses, with the possible exception of NRS 480 and NRS 490, should be completed before enrolling in NRS 486. An **application for graduation** must be on file in the registrar's office by the date specified by the Office of the Registrar to be eligible to enroll in NRS 486 (**two trimesters before the intended graduation date**).

RECOMMENDED COURSE PLAN

Note: The plan assumes that all general education and cognate courses have been completed.

Note: Students may divide any term taking the four (4) credit course alone in one term and the two seven (7) week courses together in one term.

	TERM 1	TERM 2	TERM 3
1ST 7 WKS	NRSG 314 (2 cr) NRSG 335 (3 cr)	NRSG 365 (2 cr)	NRSG 480 (3 cr)
2ND 7 WKS	NRSG 337 (3 cr)	NRSG 375 (2 cr)	NRSG 486 (2 cr)
14 WKS		NRSG 440 (4 cr)	NRSG 497 (3 cr)

Service-Learning Activities

The Service-Learning Activity (SLA) is based on acts of compassion (reflecting voluntary servanthood). Servanthood emphasizes who one is, as a person, rather than focusing on the task one does. Under the guidance of their course faculty, students will complete a Service-Learning Activity in NRSG 335. *Note: This is a mandatory course requirement to pass the course.*