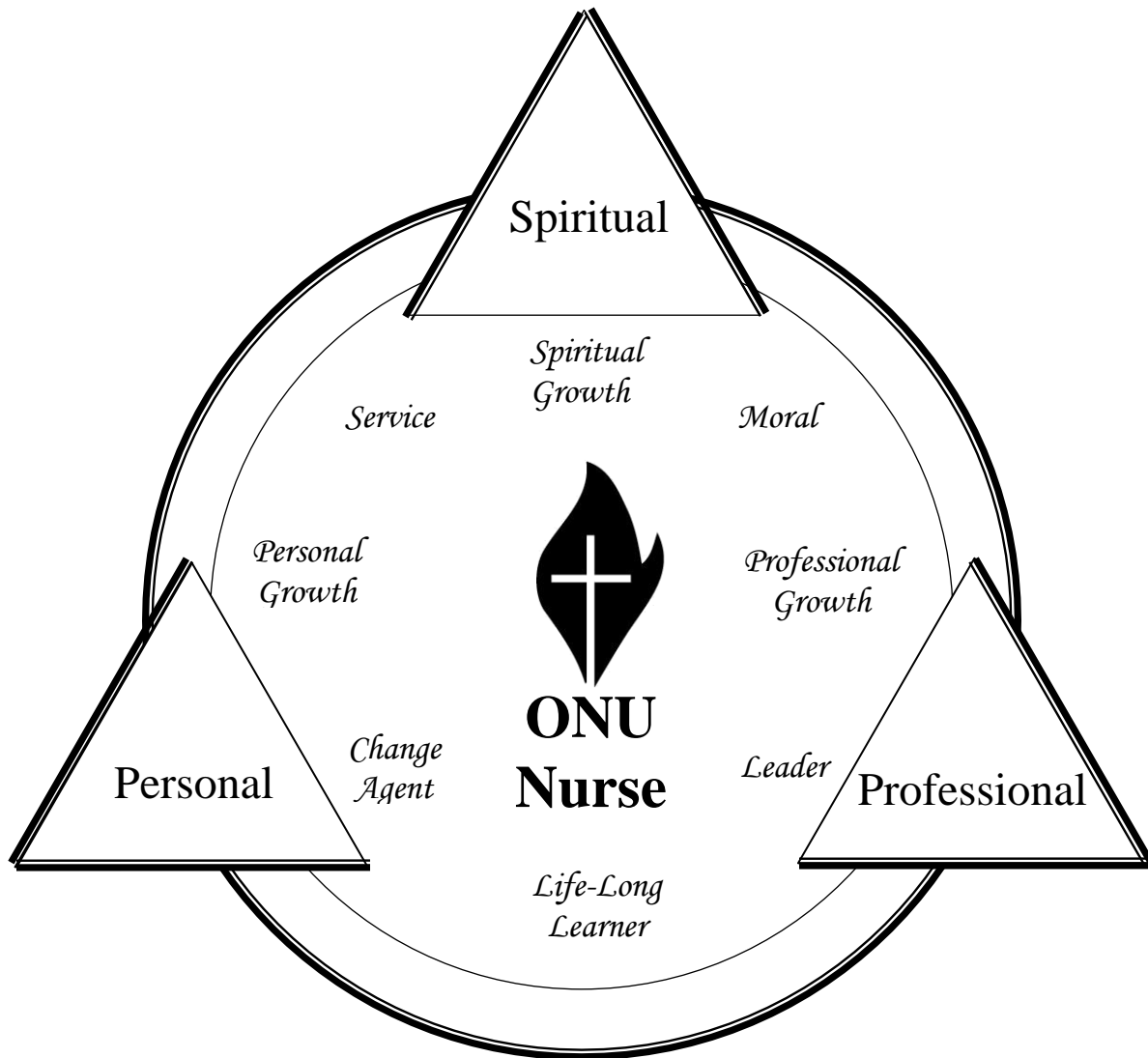


# Olivet Nazarene University

## Department of Nursing

### RNBSN Student Handbook



# Table of Contents

	<u>Page</u>
<b>SIGNATURE PAGE</b>	4
<b>OVERVIEW</b>	5
Message from the Director	5
History of the Nursing Program	6
Accreditation Status	8
Department of Nursing Organizational Chart	9
<b>NURSING PROGRAM ORGANIZING FRAMEWORK</b>	10
Mission Statement	10
Philosophy	10
Program Goals	10
Expected Outcomes of the Graduate	10
Conceptual Framework	11
Continuing Nursing Student Roles	12
Correspondence of Central Themes to Program Outcomes	13
Level Objectives	16
<b>RNBSN DEGREE REQUIREMENTS AND PROGRAM PLAN</b>	18
Admission to the RNBSN Degree for Registered Nurses Program	18
Transfer of Credit Policy	18
Diploma Program Graduate	19
Learner Requirements	19
Graduation Requirements	20
<b>RNBSN DEGREE ADMISSIONS, PROGRESSION, DISMISSAL POLICIES</b>	21
Admissions, Retention, and Progression	21
Statement of Academic Integrity	21
Ethics/Plagiarism	22
Academic Integrity Appeals Process	22
<b>RNBSN ACADEMIC INFORMATION AND POLICIES</b>	23
Initial Attendance for Online Courses	23
SGCS Attendance Policy	23
Attendance for Online Courses	24
Discussions	25
Assignments – Online and On Ground	25
Late Work Policy	25

## Table of Contents (cont.)

	<u>Page</u>
Code of Conduct	25
Final Grade Appeal – SGCS – Nursing	26
Informal Process	27
ONU Inclement Weather Policy	27
Evaluation Procedure and Grading System	28
RNBSN Nursing Courses	28
Supporting Courses	30
Progression of Courses – Example of Program Plan	31
Guidelines for Accommodating Students with Disabilities	32
Privacy and Confidentiality Under the Health Insurance Portability and Accountability Act of 1995 (HIPAA)	32
FERPA	33
Academic Problem Solving	34
Benner Library	34
Program Evaluation	35
Kappa Sigma Chapter	35
ANA Code of Ethics	36
Portfolio Guideline	37
Learning Outcome Evidence RNBSN Portfolios	38
 <b>RESOURCES</b>	 39
APA	39
Textbook Distribution	39
Technology Requirements	39
Telephone Directory	40

## **Olivet Nazarene University Department of Nursing**

I, the undersigned, agree to the use of my course work and/or test scores for the purpose of evaluation during my academic tenure at Olivet Nazarene University. I understand the information will be aggregated data solely for the purpose of enhancing the overall quality of the nursing program.

In addition, I have reviewed *Olivet Nazarene University RNBSN Nursing Student Handbook, 2008-2009* edition. I accept responsibility for knowledge of the handbook contents, and agree to abide by the standards and academic policies found herein. I accept responsibility for knowledge of the handbook contents of all new versions that might be distributed throughout my program.

I understand I must complete the Nursing Informatics Online course prior to the first nursing course (NRSG 301). If I do not complete the training, I will be administratively withdrawn from the program and forced to reapply.

I understand I am responsible for monitoring my ONU email, as this is how the Nursing Faculty and Administration will be communicating with me from this point forward.

Print Name \_\_\_\_\_

Signature \_\_\_\_\_

Date \_\_\_\_\_ (mo/day/year)

**Please sign and date this form then Fax or mail to:**

**Department of Nursing  
One University Ave.  
Bourbonnais, IL 60914  
FAX: 815-939-5383**

## **OVERVIEW**

### **Message from the Director**

Welcome to Olivet Nazarene University, Department of Nursing. We are pleased that you have enrolled in the nursing program to further enhance your nursing education. We hope that your experience is rewarding and fulfilling.

This Baccalaureate Student Handbook contains the information that you will need to know about the Department of Nursing and its policies. Be sure to read it as you are responsible for knowing and complying with the contents. The Handbook is revised annually to ensure quality and integrity of the program. However we have the obligation and right to add or revise policies as necessary during the academic year. If an occasion arises whereby a major policy revision is needed before the annual review you will be notified at least 24 hours in advance of the change by the Director. Other sources of information are in the Olivet Nazarene University Catalog.

ONU professors are highly qualified to guide your academic journey. Their rich educational and experiential backgrounds multiply your opportunities to learn and mature throughout your stay with us. If you have questions, concerns, or just want to talk about your educational progress, do seek them out. They are your guides for the duration of your educational experience and are committed to making your professional growth a positive enriching experience. What you learn and how well you learn are choices you make. While faculty can mentor you, they cannot learn for you. Choose wisely! Again we welcome you on this personal decision to enhance your academic preparation and we are excited that you have chosen Olivet!

*Linda Davison, Ed.D., R.N.*

Interim Director of Nursing

## **History of the Nursing Program**

As early as 1959, the possibility of initiating a baccalaureate nursing program was considered by Olivet Nazarene University administration. The University did not find it feasible to initiate a program at that time, but recognition of the need for nurses and the discontinuance of the hospital based school for nurse education in the city prompted reconsideration early in 1966. At the May meeting of the Olivet Board of Trustees, approval was given for the development of a baccalaureate degree program in nursing.

Assistance in planning the program was given by the Director of Nursing at Northern Illinois University and a nurse coordinator of the Illinois Department of Registration and Education. By September of 1966, the first chair, Faye Riley, of the newly organized Department of Nursing was employed.

The first students in nursing education started in the fall of 1967. A program of the Dedication on October 1968 indicates there were 34 students continuing in the course.

Classes met in various buildings of the campus. The first Department of Nursing office was located in Reed Hall of Science. Also, the lecture room of Reed Hall was used for classes requiring demonstrations. Rooms of Wellman Hall as well as in a college-owned building on Marseilles Street were used for teaching other classes. Later, the office of the Department of Nursing was located in Burke Hall. Receiving a gift from Mr. and Mrs. Gerett M. Wisner and a federal grant made it possible to construct an adequate building for the nursing program.

Ground was broken for the Wisner Hall for Nursing Education in February 1970. It was first used in 1971. Wisner Hall provided four classrooms, a student lounge, a resource center with 24 carrels (each equipped with tape and viewing machines), an auditorium capable of seating 150 students, office space for 20 faculty members, and a faculty lounge. Originally the Audio-Visual Department of the college occupied a large area in Wisner Hall. That space was made available to the nursing department when the audio-visual equipment was moved to Benner Library in 1976.

The Department of Nursing was designated a Division of Nursing in the spring of 1977 by the college administration.

The Division of Nursing received full approval from the National League for Nursing in 1979 with the most recent approval in 1993. The nursing program made application to the Commission for Collegiate Nursing Education (CCNE) and received preliminary approval in 1997, and full approval in 2001. In 1990, the Division of Nursing established a non-traditional track of the program of nursing for registered nurses with an associate degree or a three-year diploma desiring the Bachelor of Science Degree in Nursing. The first class began in January, 1991.

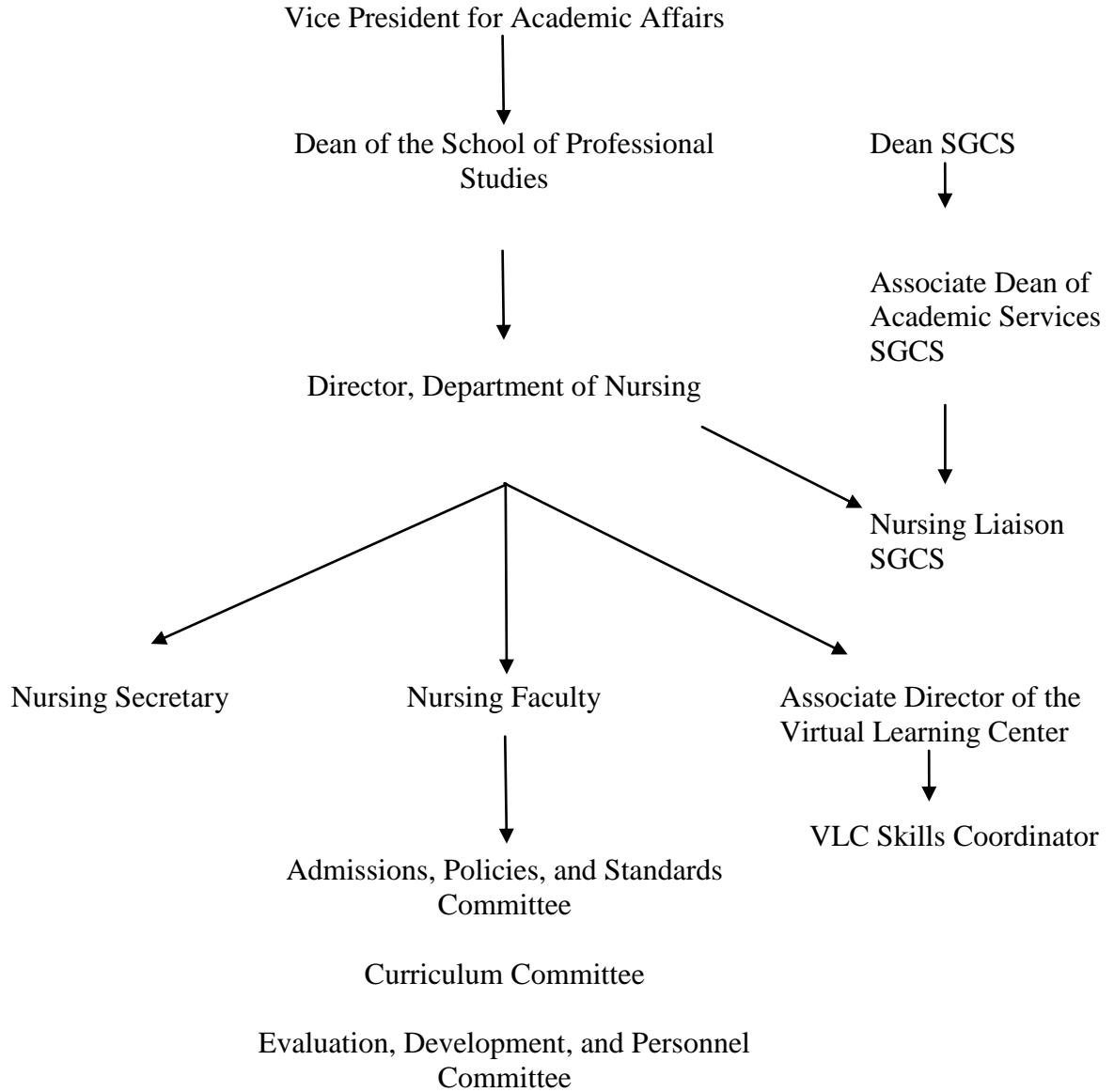
In October, 2000, a Master's in Nursing Program was established to prepare nurses for the advanced practice role. In May 2003, the first cohort of MSN students graduated. In May 2005, the MSN program's Continuous Improvement Progress Report was approved and in November 2006, the MSN program was reviewed for accreditation by CCNE and accreditation was awarded by AACN. In 2007 an expanded MSN offering was launched to include tracks in Administration and Leadership, Nursing Education, and Emergency Response, Disaster Preparedness.

With the restructuring of the University in 2006, the Division of Nursing became the Department of Nursing under the auspice of the School of Professional Studies.

**Olivet Nazarene University  
Nursing Programs  
are fully accredited  
by**

**Commission on Collegiate Nursing Education  
One Dupont Circle, NW  
Suite 530  
Washington, DC  
20036-1120  
Phone: (202)-887-6791**

## Department of Nursing Organizational Chart



## **NURSING PROGRAM ORGANIZING FRAMEWORK**

### **Mission**

The mission of the Department of Nursing is to provide Christian nursing education designed to prepare each graduate for a life of service to God and humanity. In this endeavor, students integrate faith and learning as they examine concepts inherent in personal, professional, and spiritual growth through life-long learning and leadership.

### **Philosophy**

Historically, nursing has been responsive to societal needs for change. Nurses should have knowledge of the heritage of nursing and how it has emerged as a profession. Nurses must be visionary about the future while being aware of the past and present. The Department of Nursing integrates the mission of Olivet Nazarene University, “Education with a Christian Purpose” into the Department’s mission and philosophy.

### **Program Goals**

Graduates are prepared to continue in the profession of nursing as contributing members of the discipline, to promote, maintain, and restore the health of clients in a variety of settings.

The goals of the RNBSN nursing major are to prepare graduates to:

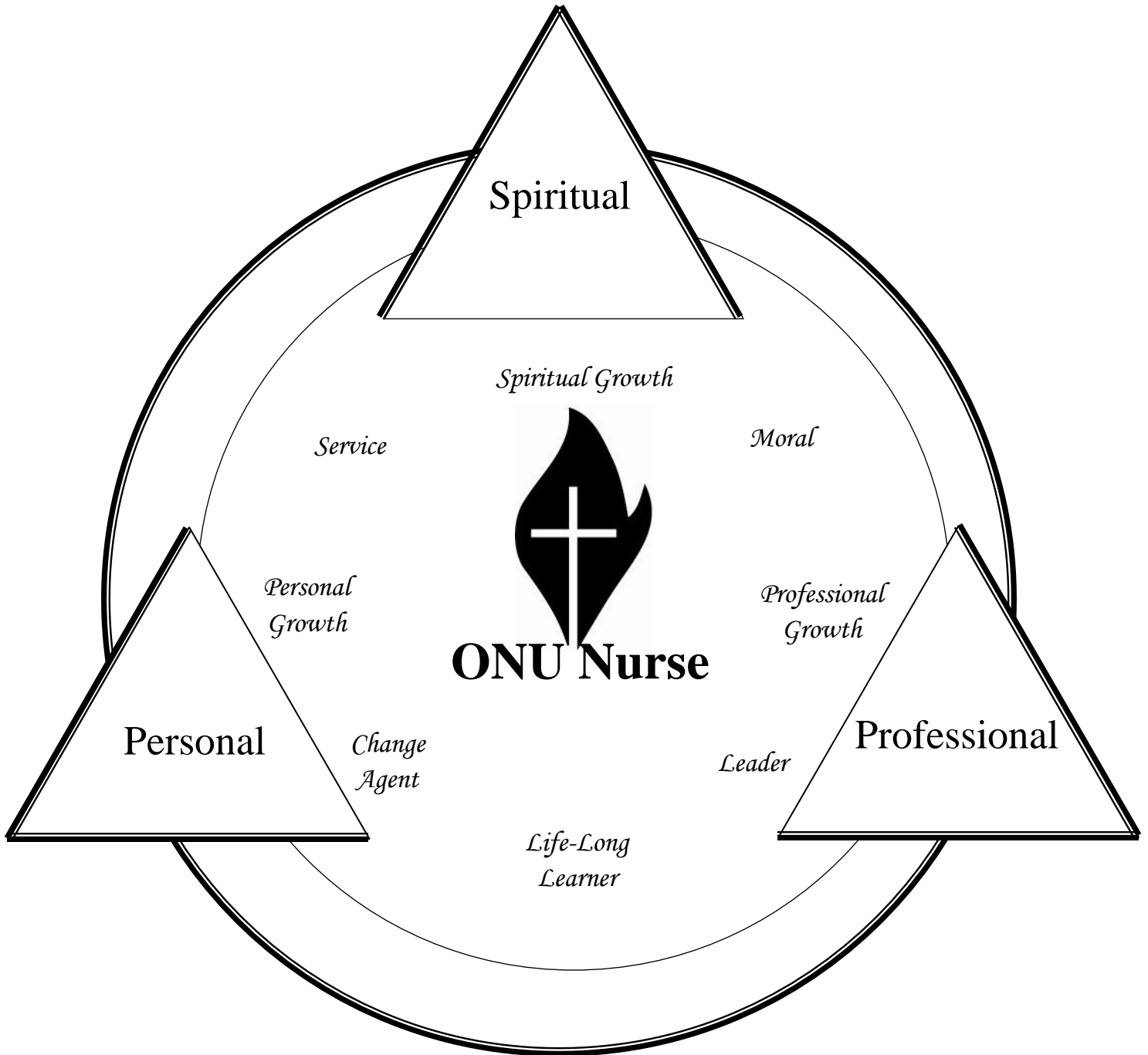
- I. Serve God and humanity in diverse roles and settings.
- II. Integrate faith and life-long learning as they develop concepts inherent in personal, professional, and spiritual growth, within the setting of a Christian liberal arts university.
- III. Demonstrate the development of leadership skills and an understanding of the dynamic health care environment to recommend constructive change.
- IV. Assimilate ethical, moral, spiritual, and professional concepts into their nursing practice.

### **Expected Outcomes of the Graduate**

The expected outcome characteristics of the RNBSN graduates include:

- An ethical, moral, and spiritual professional.
- A life-long learner committed to personal, professional, and spiritual growth.
- An individual capable of providing leadership through service to God and humanity in diverse roles and settings.
- A leader and change agent.

## Conceptual Framework of the Program



## **Olivet Nazarene University Continuing Student Nursing Roles**

### **Leader:**

Nurses are responsible to prepare today for tomorrow's challenges. They must be fully aware of the past, learn from it, and be fully aware of present circumstance. From this foundation the leader has a sense of the future, to plan for and shape it. Leaders, through their vision, creativity, and ability are able to create change and manage transition moving nursing toward a preferred future.

### **Change Agent:**

Nurses have the ability to influence others such as colleagues, communities, organizations, systems, and policies and will ultimately create change in nursing practice, the profession, and/or society.

### **Life-long Learner:**

Nurses throughout their careers are exposed to a variety of opportunities that support unique learning. Through self-evaluation nurses develop an appreciation for life-long learning within, and beyond professional activities as a result of personal and professional development. Nurses will continue the journey of learning by participation in professional seminars and conferences, attending graduate or additional schooling, and involvement in professional organizations and career opportunities.

### **Professional Growth:**

Nurses scrutinize their professional growth by completion of the required course work in the Department of Nursing preparing themselves for integration into the professional community. Learning of skills and competencies will enable nurses to deliver safe and effective nursing care in a variety of settings.

### **Personal Growth:**

Nurses analyze their personal growth through effective verbal and written communication and appreciation of the nursing process through research and scientific inquiry. They demonstrate care for others, application of knowledge in the clinical setting, and a maturing world view.

### **Spiritual Growth:**

Nurses will examine their knowledge of the Christian faith through completion of the Biblical classes offered at the University, syntheses of faith into service to God, and service to the local and global community.

### **Service:**

Nurses generate a meaningful time and dedication in service to God and mankind in order to meet the needs of individuals, targeted populations, and the local and global community.

### **Ethical:**

Nurses apply a personal philosophy of nursing practice grounded in the ethical values of their faith and profession. Judgments on moral dilemmas will be based on high ethical standards and made with responsible and rational decisions. Decisions are made with the willingness to accept responsibility for their actions.

### **Morals:**

Nurses have the confidence to operate consistently within the confines of the Christian faith. However, there is a willingness to consider alternate views on ethical issues and personal values in the local and global community.

### Correspondence of Central Themes to Program Outcomes

Central Themes	Program Goals
<p><b>Leader:</b> Nurses are responsible to prepare today for tomorrow's challenges. They must be fully aware of the past, learn from it, and be fully aware of present circumstance. From this foundation the leader has a sense of the future, to plan for and shape it. Leaders, through their vision, creativity, and ability are able to create change and manage transition moving nursing toward a preferred future.</p>	<p>I. Serve God and humanity in diverse roles and settings.</p> <p>III. Promote the development of leadership skills and an understanding of the dynamic health care environment to recommend constructive change.</p> <p>IV. Assimilate ethical, moral, spiritual, and professional concepts into their nursing practice.</p>
<p><b>Change Agent:</b> Nurses have the ability to influence others such as colleagues, communities, organizations, systems, and policies and will ultimately create change in nursing practice, the profession, and/or society.</p>	<p>II. Integrate faith and life-long learning as they develop concepts inherent in personal, professional, and spiritual growth, within the setting of a Christian liberal arts university.</p> <p>III. Promote the development of leadership skills and an understanding of the dynamic health care environment to recommend constructive change.</p>
<p><b>Life-long Learner:</b> Nurses throughout their careers are exposed to a variety of opportunities that support unique learning. Through self-evaluation nurses develop an appreciation for life-long learning within, and beyond professional activities as a result of personal and professional development. Nurses will continue the journey of learning by participation in professional seminars and conferences, attending graduate or additional schooling, and involvement in professional organizations and career opportunities.</p>	<p>I. Serve God and humanity in diverse roles and settings.</p> <p>II. Integrate faith and life-long learning as they develop concepts inherent in personal, professional, and spiritual growth, within the setting of a Christian liberal arts university.</p> <p>III. Promote the development of leadership skills and an understanding of the dynamic health care environment to recommend constructive change.</p> <p>IV. Assimilate ethical, moral, spiritual, and professional concepts into their nursing practice.</p>

Central Themes	Program Goals
<p><b>Professional Growth:</b> Nurses scrutinize their professional growth by completion of the required course work in the Department of Nursing preparing themselves for integration into the professional community. Learning of skills and competencies will enable nurses to deliver safe and effective nursing care in a variety of settings.</p>	<ul style="list-style-type: none"> <li>I. Serve God and humanity in diverse roles and settings.</li> <li>II. Integrate faith and life-long learning as they develop concepts inherent in personal, professional, and spiritual growth, within the setting of a Christian liberal arts university.</li> <li>III. Promote the development of leadership skills and an understanding of the dynamic health care environment to recommend constructive change.</li> <li>IV. Assimilate ethical, moral, spiritual, and professional concepts into their nursing practice.</li> </ul>
<p><b>Personal Growth:</b> Nurses analyze their personal growth through effective verbal and written communication and appreciation of the nursing process through research and scientific inquiry. They demonstrate care for others, application of knowledge in the clinical setting, and a maturing world view.</p>	<ul style="list-style-type: none"> <li>I. Serve God and humanity in diverse roles and settings.</li> <li>II. Integrate faith and life-long learning as they develop concepts inherent in personal, professional, and spiritual growth, within the setting of a Christian liberal arts university.</li> <li>III. Promote the development of leadership skills and an understanding of the dynamic health care environment to recommend constructive change.</li> <li>IV. Assimilate ethical, moral, spiritual, and professional concepts into their nursing practice.</li> </ul>
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<p><b>Morals:</b> Nurses have the confidence to operate consistently within the confines of the Christian faith. However, there is a willingness to consider alternate views on ethical issues and personal values in the local and global community.</p>	<p>II. Integrate faith and life-long learning as they develop concepts inherent in personal, professional, and spiritual growth, within the setting of a Christian liberal arts university.</p> <p>IV. Assimilate ethical, moral, spiritual, and professional concepts into their nursing practice.</p>

### RNBSN Program Level Objectives

At the conclusion of each level, the nursing students are expected to achieve the following level objectives. Each level objective contributes to the program outcomes.

Level 3	NRSG 301 – Introduction to Informatics and Baccalaureate Nursing	A. Analyze concepts from the arts and sciences which contribute to personal growth.
	NRSG 342 – Transcultural Nursing (online)	B. Examine historical and contemporary perspectives on social, political, ethical, legal, and economic issues affecting health care and professional nursing practice.
	NRSG 355 – Health Assessment/Pathophysiology	C. Effectively communicate to probe ideas, organize information, and produce solutions to problems.
	NRSG 395 – Nursing Research (online)	D. Formulate methods to gather information, both subjective and objective.
	NRSG 326 – Community Health Nursing (online)	E. Examine the factors which influence the development of a philosophy of nursing.
Level 4	NRSG 441 – Advanced Adult Health Nursing	F. Examine respectful and caring behavior recognizing the uniqueness and worth of the individual.
	NRSG 436 – Global Health Care (online)	G. Investigate the relationship among values, culture, environment, and client response to health experiences.
	NRSG 445 – Families in	I. Investigate critical thinking skills in the classroom.
		J. Analyze principles of safe and effective nursing practice.
		K. Analyze information from a variety of sources to identify patient care needs.
		L. Discover the necessity of lifelong learning, global citizenship, and service.
		M. Examine theories and models which guide clinical judgment.
		N. Practice professional and ethical behavior in holistic care of individuals, groups, and communities.
		A. Develop concepts from the arts and sciences which contribute to personal growth.
		B. Analyze historical and contemporary perspectives on social, political, ethical, legal, and economic issues affecting health care and professional nursing practice.
		C. Consistently communicate effectively to convey ideas across media.
		D. Produce information, compose inferences, evaluate, and propose solutions to problems.

	Crisis	E. Develop respectful and caring behavior recognizing the uniqueness and worth of the individual.
	NRSG 463 – Leadership/Management in Nursing (online)	F. Create clinical decision making strategies which are safe, situationally relevant, and ethically responsible to respond to health needs of clients. G. Develop a holistic perspective in the delivery of nursing care to promote, maintain, and restore health.
	NRSG 470 – Issues in Health Care, Law, and Ethics	H. Systematize selected theories and models to professional nursing practice. I. Assess therapeutic responses of individuals, groups, and communities. J. Generalize the relationship among values, culture, environment, and client responses to health experiences.

## **RNBSN DEGREE REQUIREMENTS AND PROGRAM PLAN**

### **Admission to the RNBSN Degree for Registered Nurses Program**

Olivet Nazarene University carefully assesses BSN program applicants on the basis of evidence provided in all application materials. Therefore, while a personal interview is not required, application materials submitted must be prepared thoroughly, thoughtfully, and professionally for full consideration. Applications will be processed upon receipt of all required materials.

To be admitted into Olivet Nazarene University's Bachelor of Science in Nursing degree program, an applicant must meet these prerequisites:

1. Submit a completed Olivet Nazarene University application form.
2. An associate degree in nursing from a regionally accredited institution or a diploma from a school for registered nurse education.
3. Official transcripts\* from *all* previously attended institutions.  
*\*Official Transcript: A transcript with the registrar's seal from the institution granting credit sent directly to the Director of Admissions and Student Services, Olivet Nazarene University, School of Graduate and Continuing Studies, One University Avenue, Bourbonnais, IL 60914-2345.*
4. Submit a copy of a current R.N. license.
5. Have a minimum cumulative grade point average of 2.75 or better (4.0 scale) from all institutions previously attended.
6. Submit a \$50 application fee.
7. Schedule (by calling the School of Graduate and Continuing Studies at 1-877-4OLIVET or 1-877-465-4838) an academic advising appointment with a student services counselor.
8. Possess moral character consistent with attendance at a Christian university.
9. Demonstrate the ability and discipline necessary to pursue rigorous college-level studies.

### **Transfer of Credit Policy**

A maximum of 82 credit-hours (or equivalent quarter-hours) may be accepted from community/junior colleges as transfer credit to the BSN degree-completion program at Olivet. Only courses with a grade of C or above are eligible for transfer consideration.

## Diploma Program Graduate

Prior learning experience may be awarded up to 30 semester hours. To be considered, the following documents must be submitted *at the time of application* to the program.

1. Letter from immediate supervisor.
2. Current vitae.

The Director of Nursing will make the definitive decision on acceptance into the program. A fee will be assessed for this opportunity.

## Learner Requirements

1. Learners must be formally admitted to the BSN program by Olivet Nazarene University officials prior to attending classes.
2. Students who have not completed the six-hour Christianity core general education requirement prior to entering the BSN program must take Olivet's BIBL 310 – Biblical Hermeneutics and THEO 400 – Faith and Contemporary Issues as part of the packaged program.
3. Learners must attend an orientation session, normally held one week prior to the class start and successfully complete an online blackboard training session (NRSB 102) two weeks before NRSB 301.
4. The use of the personal computer is an integral component of Olivet's RNBSN program. Specific technology requirements are listed on the Resource page in this handbook.
5. Olivet's continuing studies programs are accelerated. In all such academic programs, class attendance is extremely important and is expected at all times. Even a single absence or missed class time equal to one class period will reduce the course grade. The more class time that is missed, the lower the grade.
6. A course may be repeated with Director of Nursing's permission. Courses may be repeated only once.

*\* In order to progress to the next Nursing level (from 300- to 400-level courses), learners must receive a grade of C (2.0) or higher in each course of the Nursing major. Failure to do so requires the student to re-take the class with the possibility of not continuing with their current cohort but another one.*

7. Learners must submit all course assignments in a satisfactory and timely manner as designated in the course syllabus in compliance with the Assignments and Discussion Board sections of this handbook.
8. A cumulative grade point average of 2.75 is required to progress in the Nursing courses.
9. A minimum grade of C (2.0) is required in each of the supporting courses.

## Graduation Requirements

1. Successful completion of the RNBSN program's core curriculum and a minimum of 32 credit-hours of resident study at Olivet Nazarene University, which is met through the major and supporting courses.
2. A maximum of 61 semester hours of general education/support coursework that must be distributed as follows:
  - a. General Education Requirements
 

English Composition I	3 hours
English Composition II	3 hours
Speech	3 hours
History	3 hours
International Culture (three hours met in core curriculum)	6 hours
Literature (from Department of English)	3 hours
Fine Arts	3 hours
Biblical Hermeneutics	3 hours
Faith and Contemporary Issues	3 hours
  - b. Required Supporting Courses
 

Basic Concepts of Chemistry	4 hours
Human Anatomy and Physiology I	4 hours
Human Anatomy and Physiology II	4 hours
Microbiology	4 hours
Nutrition, Health, Fitness	3 hours
Lifespan Human Development	3 hours
Introductory Sociology	3 hours
Statistics	3 hours
3. A total of 128 semester hours of coursework, the balance of which may be earned through additional classes or CLEP exams.
4. Completion of the upper-division requirement of 40 hours (38 hours met through completion of the core curriculum).
5. A cumulative grade point average of 2.75 is required to progress in the Nursing courses and to graduate with the Bachelor of Science degree in Nursing.
6. Degree candidates are required to file an "Intent to Graduate" form provided by the Office of Admissions and Student Services in the School of Graduate and Continuing Studies. This form must be received at least two months prior to the expected date of graduation for January and May conferrals, and six months before August conferral.
7. Payment of all tuition and fees.

## **RNBSN DEGREE ADMISSIONS, PROGRESSION, AND DISMISSAL POLICIES**

### **Admissions, Retention, and Progression Policy**

1. Learners must demonstrate the ability to write in a format consistent with undergraduate level work and professional standards (APA format).
2. Learners must maintain a 2.75 grade point average (4.0 scale) to remain in the program.
3. Failure to demonstrate meeting any of the above will result in student withdrawal by the Director of Nursing. Students will then have to petition to re-enter the program.

### **Statement of Academic Integrity**

Seeking after truth is at the heart of an education at a Christian liberal arts university such as Olivet. ONU students are expected to be truthful in all areas of life including the academic arena. Those who engage in any form of academic dishonesty value their own personal gain more than their desire to seek truth; consequently, their behavior is incompatible with the goals and objectives of the university. Academic dishonesty includes, but is not limited to plagiarism, cheating and falsification. Any student engaging in such practices will be subject to the following consequences in part or in whole:

1. A failing grade on the test, project, assignment or course itself. This decision rests with the professor and the director of the program.
2. Incidents of academic dishonesty must be reported to the departmental chairperson, and/or to the Vice President for Academic Affairs for further action such as suspension or expulsion.

(ONU University Life Handbook 2006-2007)

## **Ethics/Plagiarism**

Plagiarism is defined as use of intellectual material produced by another person without acknowledging its course. For example:

- Wholesale copying of passages from works of others into an assignment, paper, posting, or thesis without acknowledgement.
- Using the views, opinions, or insights of another without acknowledgement.
- Paraphrasing another person's characteristic or original phraseology, metaphor, or other literary device without acknowledgment.
- Faculty will monitor for evidence of plagiarism. All work must be submitted through the correct blackboard process to be assessed for evidence of plagiarism.
- Self-plagiarism is the use of the learner's work from a previous class and is highly discouraged. Should the learner's previous work be used, it must be cited as such.

For further information on Olivet Nazarene University Conduct and Responsibilities, see the Catalog at the course link (ONU Bulletin).

*Students suspected of plagiarism require faculty to contact the Chair, Director of the Nursing Department at ONU directly.*

## **Academic Integrity Appeals Process**

A student may appeal the professor's decision by initiating the following process within one week of the alleged incident of academic dishonesty. Sessions may be audio taped for future reference.

- |        |   |
|--------|---|
| Step 1 | The student must meet with the professor to discuss the allegation of academic dishonesty.  |
| Step 2 | If not satisfied with the professor's decision, the student must arrange a meeting to discuss the allegation of academic dishonesty with the professor and the Director of Nursing.   |
| Step 3 | If the student is still not satisfied with the decision, the student must arrange a meeting to discuss the allegation of academic dishonesty with the professor and the Director of Nursing, and the Vice President for Academic Affairs.                 |
| Step 4 | If the student is still not satisfied with the decision, the student must request a hearing before the Academic Ethics Committee which consists of three (3) faculty and three (3) student representatives. The decision of this committee will be final. |

## RNBSN ACADEMIC INFORMATION AND POLICIES

### The Online and On Ground Course - Start and End Dates

Courses start on Day 1 of Week 1 at 12:01 a.m. Courses end on Day 7 of the last week of a course at 11:59 p.m.

### The Course Week

The course week consists of seven days; Day 1, Day 2, Day 3, etc.

Day 1 is the first day the course begins and Day 7 is considered the last day of the week.

Courses may begin on different days of the week for each cohort so faculty and students will need to equate Day 1 with the start date for a course.

START DAY	DAY 1	DAY 3	DAY 7
MONDAY	Monday	Wednesday	Sunday
TUESDAY	Tuesday	Thursday	Monday
WEDNESDAY	Wednesday	Friday	Tuesday
THURSDAY	Thursday	Saturday	Wednesday
FRIDAY	Friday	Sunday	Thursday
SATURDAY	Saturday	Monday	Friday

### Submission Times

A day is comprised of the timeframe between 12:01 a.m. and 11:59 p.m. Any coursework (assignments, discussion questions, etc.) due on a given day must be submitted within this timeframe to be considered submitted on time. No course work will be accepted after Day 7 of the last week of a course.

### Attendance

To be considered in attendance for an online course week you must make at least one post per week. That means you must make a post between 12:01 a.m. CST on Day 1 and 11:59 p.m. CST on Day 7. Attendance is not the same as participation. Participation guidelines are found in the syllabus of each course. Failure to post in a given week will result in an unexcused absence.

### School of Graduate and Continuing Studies – Attendance Policy For ALL courses

1. One absence (and only one) may be excused without the grade being affected provided make-up work is satisfactorily completed:
  - The learner must contact the instructor
  - The absence must be the result of unavoidable circumstance
  - Make-up work is satisfactorily completed before the start of the following workshop.

2. All subsequent absences will result in an automatic grade reduction
3. The number of absences relative to grade reduction will reflect number of workshops in the course (assuming one absence is excused based on the approved criteria list above):

For courses with 7, 8, or 9 workshops:

2<sup>nd</sup> absence will result in a “B”

3<sup>rd</sup> absence will result in a “C”

The 4<sup>th</sup> absence will result in an “F”

For courses with 4, 5, or 6 workshops:

2<sup>nd</sup> absence will result in a “C”

3<sup>rd</sup> absence will result in an “F”

For courses with 2 or 3 workshops:

An alternative cohort must be found so learner can attend the course in total.

4. Grades will be monitored with final attendance.
5. Grades must reflect absences – no exceptions.
6. If the first absence is not excused or the learner does not complete the necessary make-up work, the grade will be reduced beginning with the first absence.

Instructors will address tardiness on an individual basis. Learners are expected to arrive for class on time and remain for the entire four hour period.

### **Attendance – Online Courses**

Students are expected to communicate directly with the course instructor regarding any circumstance that may result in absence of course participation. Course participation is met through discussion postings and submission of assignments by the required due date.

1. Learners in online courses must post at least one substantive online message per course week to be considered in attendance.
2. Failure to log in and post at least once a week will result in an unexcused absence. Grade reductions according to the Attendance Policy in this handbook will be applied.
3. Participation is not the same as attendance. Participation requirements are determined by the instructor and will be thoroughly explained in the course syllabus.
4. Students with an unexcused absence will receive a 50% grade reduction for any assignments submitted during that week.

We encourage you to contact your advisor to discuss your options regarding attendance and withdrawal based on your personal circumstances. Any learner who has missed 29 consecutive calendar days will be withdrawn from his or her respective program. If you have any questions regarding the new attendance policy, please contact your academic advisor.

Absence is defined as not fulfilling **ANY** of the above requirements. Due to the nature of some discussions, instructors may not allow students to post in advance when confronted with an emergent absence request. No discussions are allowed to be posted in retrospect due to absences. Each week posting deadline time is Day 7, 11:59 p.m. CST.

## **DISCUSSIONS**

Participation points will be given based on the discussion posting requirements found in each course grading rubric. To ensure all members of the learning community have sufficient time to respond to discussions, you are expected to adhere to the following guide for discussion posting:

- Post your initial activity no later than Day 3 of each week by 11:59 p.m. CST.
- Respond to three of your colleagues' initial postings during each week on three different days.
- Provide colleagues with reflective thoughts, personal experience, resources, or general thoughts regarding their insight to the activity or topic.

Posting after the required date will result in the grade reduction as stated in the rubric.

## **ASSIGNMENTS (Online and On Ground)**

Points will be awarded for assignments guided by a grading rubric in each course. The course syllabus and classroom online links are available for accessing the grading Rubric in every course. Students should use the rubric as a method of ensuring the objectives of the assignment are met. Students with an unexcused absence will receive a 50% grade reduction for any assignments submitted during that week.

## **LATE WORK POLICY**

No late papers/assignments will be accepted after the date and time stated in the syllabus or otherwise stated by the professor. In extreme circumstances exceptions may be made (i.e. illness). However, this must be agreed upon by the student and professor prior to the due date.

## **CODE OF CONDUCT**

Students are expected to project a scholastic demeanor and to interactively respond to class activities. Students, at all times, are expected to be respectful of their peers, the institution, its facilities, and its personnel. Discussions in the classrooms and online are totally independent of the work environment. Discussion should remain in the correct arena.

## Final Grade Appeal - SGCS – Nursing

Evaluation in the form of grading is viewed by the administration as a contractual relationship between faculty member and learner. Although learners have the right to appeal, actual changes in grades are rare and at the option of the course facilitator. The administration does not intervene, except in cases of extreme circumstances, and acts only as intermediary. ***Grade appeals must be initiated within 14 days after the date final grades are posted.***

Should a learner feel there is concrete reason to appeal a course grade, these procedures should be followed:

1. Within 3 days of the posted grade, the learner should initiate the appeal with the course facilitator who assigned the grade. The learner and the facilitator should seek a resolution to the situation.
2. If the learner is not satisfied with the initial appeal to the facilitator or if the facilitator is not available, the learner, within 3 days of the failed resolution with the facilitator, must contact the Director of Nursing. A statement and all supporting documentation must be submitted to the Director of Nursing at this time. The Director of Nursing will notify the student of the decision within 3 days of receiving the student's statement and supporting documentation. At this time, the Director of Nursing's decision is forwarded to the Office of Academic Services.
3. If the learner is not satisfied with the appeal to the Director of Nursing, the learner may, within 3 days of the date of the Director's decision, initiate a formal grade appeal by:
  - a. Informing the Director of Nursing of the learner's choice to move forward in the process.  
**and**
  - b. Contacting the Office of Academic Services to request a grade appeal form.
4. The learner should fill out the form completely and return it to the Office of Academic Services within 30 days. A copy of the appeal is kept on file in the School of Graduate and Continuing Studies office, one is sent to the faculty member, and one is sent to the Director of Nursing.
5. The course facilitator responds to the appeal on an appropriate form and returns it to the Director of Academic Services. The Director of Nursing will forward all documentation from the initial appeal to the Director of Academic Services.
6. The Director of Academic Services notifies the learner in writing of the disposition of the appeal, as determined by the Grade Appeal Committee.

7. If the learner is not satisfied with the response from the faculty member, he or she may appeal to the Academic Review Committee. ***The learner must submit an appeal within 30 days of the date the course facilitator's response is mailed.***
8. The Director of Academic Services notifies the facilitator and convenes the Academic Review Committee. The Academic Review Committee is comprised of the Director of Academic Services, the Director of Admissions and Student Services, the Program Coordinator, and a University faculty member. If the appeal is based on a decision made by a member of the committee, that member steps down from the appeal; an appropriate substitute is appointed by the Dean for Graduate and Continuing Studies.
9. The Academic Review Committee records the nature of the appeal, action taken, and rationale. The Director of Academic Services gives copies of the appeal record to the learner, the facilitator responsible for the course grade, and the Dean for Graduate and Continuing Studies.
10. The Academic Review Committee is considered the highest formal level of appeal.

### **INFORMAL PROCESS**

When disagreements occur within courses in the Department of Nursing (other than a final grade appeal), the informal process is the first mechanism for resolution. This process involves documented conferences progressing sequentially between:

1. The student(s) and involved instructor;
2. The student(s), involved instructor, and course coordinator (as applicable);
3. The student(s), instructor, and Director of Nursing.

The informal process should be initiated by the student no later than 10 school days after the disputable incident (Contact the Nursing Department for official form).

If a satisfactory conclusion is not attained by the completion of step 3 of the informal process, the student may then initiate the formal process with the Department of Nursing Grievance Committee.

### **ONU Inclement Weather Policy**

In the case of inclement weather, the University will follow the practice of closing the campus when the Bradley/Bourbonnais public schools are closed. There will be radio announcements on WKAN, Shine 89, and WVLI.

For those classes meeting off campus, Harper College will also be used as the criteria for

deciding to close down.

### **Evaluation Procedure and Grading System**

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95 – 100	A	
92 – 94.9	A-	
89 – 91.9	B+	
86 – 88.9	B	
83 – 85.9	B-	
80 – 82.9	C+	
77 – 79.9	C	
74 – 76.9	C-	
71 – 73.9	D+	Non-passing scores
68 – 70.9	D	
65 – 67.9	D-	

### **Nursing Courses for Registered Nurses**

#### **NRSG 301 – Introduction to Informatics and Baccalaureate Nursing (4 hours)**

This course presents an overview of concepts for professional nursing practice and nursing informatics. The historical, philosophical, and professional perspectives are presented as the genesis for the development of professional nursing. Emphasis is placed upon the theoretical basis for the science of nursing. Also included in the module are the concepts of communication between health providers, to assist nurses in obtaining health information, and to assist nurses as they develop health education materials and health presentations.

#### **NRSG 342 – Transcultural Nursing (4 hours – online)**

In this course, the development of cultural sensitivity is studied. Learners design delivery of culturally appropriate nursing care incorporating the role and function of the family across the life span.

#### **NRSG 355 – Health Assessment/Pathophysiology (3 hours)**

The focus of this course is to strengthen physical assessment knowledge through the understanding of selected pathophysiological processes. Emphasis is placed on the concepts of cellular injury, inflammation, hypoxia, and cancer, as well as the health continuum, the nursing history, examination, and interviewing techniques, and documentation.

#### **NRSG 395 – Nursing Research (3 hours - online)**

This course provides the basic foundation for an understanding of nursing research. Included in the course are an overview of nursing research, steps in the research process, research designs, research methodology, data collection and analysis, and utilization of research.

**NRSG 326 – Community Health Nursing (3 hours - online)**

The focus of this course is on the role of a nurse in the health and well-being of the community. Health promotion, disease prevention, and health maintenance of local communities are assessed and evaluated. The health care delivery system, cultural diversity, ethics, and sociopolitical forces are examined. High risk population aggregates are studied and the roles of various community and public health nurses are explored. Resources investigated will include community agencies, clinics, and government agencies.

**NRSG 441 – Advanced Adult Health Nursing (3 hours)**

This course focuses on a study of critical and crisis situations across the life span. Emphasis is given primarily to the individual, but the impact of crisis on the family is also discussed.

**NURS 436 - Global Health Care (3 hours - online)**

The course is designed to provide an overview of international health issues and the role of the nurse in preserving and promoting health in diverse communities. Students will analyze the health of global communities and discuss potential avenues of health promotion, health protection, health prevention, and health maintenance. Target populations are assessed and evaluated in relation to health care access and sociopolitical forces. Principles of epidemiology are explored and the effects of environmental health issues are evaluated.

**NRSG 445 – Families in Crisis (3 hours)**

This course presents group theory and crisis intervention in the management of dysfunctional families. Selected therapeutic groups are observed and group assignments completed.

**NRSG 463 – Leadership/Management in Nursing (3 hours - online)**

This course is the study of management and leadership theories, principles, and concepts. This course will focus on transforming personal leadership. Emphasis is placed on facilitating professional leadership behavior.

**NRSG 470 – Issues in Health Care, Law, and Ethics (3 hours)**

A critical examination of the profession of nursing in the 21<sup>st</sup> century will be analyzed within theoretical frameworks. Topics will include legal, ethical, political, and professional issues that will challenge students. These timely topics will be presented in a way that will provoke thought, dialogue, and debate. The future of nursing within the evolving health-care system will be speculated.

## **Supporting Courses**

### **BIBL 310 – Biblical Hermeneutics (3 hours)**

This course presents the (a) different types of literature found in the Bible, (b) the major schools of thought about biblical inspirations and authority, and (c) a set of principles that can be used by learners to permit a systematic interpretation of biblical literature. Learners taking this course learn how to apply basic principles of interpretation to their own study of biblical literature. In addition, the course presents a condensed chronology of the Bible, and the relationship of the Old Testament to the New Testament is discussed.

### **MTH 116 (3 hours)**

This course is an introduction to statistical methods, including sampling, measures of dispersion, averages, and statistical inferences.

### **THEO 400 – Faith and Contemporary Issues (3 hours)**

This course is designed to expand understanding of the content of Christian faith, its historical development, and its expression in ethical living. Learners explore the major religious traditions in Christian history, including their own, compare the major ecumenical and Protestant confessions of faith, and examine biblical foundations of Christian doctrine and lifestyle. This course is required of all learners, and, in part, meets the general education requirements for Christianity.

**EXAMPLE OF PROGRAM PLAN**  
**OLIVET NAZARENE UNIVERSITY**  
 Bachelor of Science in Nursing Degree  
 Degree Completion Track

Group:

Class Night:

Class Site:

**ORIENTATION:**

Class	Credits						
<b><i>BIBL 310 Biblical Hermeneutics</i></b>	<b>3</b>						
1. NRSG 102 Olivet BSN Informatics Training (Online Orientation Tutorial)	0						
2. NRSG 301 Introduction to Informatics and Baccalaureate Nursing	4						
3. NRSG 342 Transcultural Nursing ( <b>Online</b> )	4						
4. NRSG 355 Health Assessment / Pathophysiology	3						
5. MTH 116 Intro to Statistics	3						
6. NRSG 395 Nursing Research ( <b>Online</b> )	3						
7. NRSG 326 – Community Health Nursing ( <b>Online</b> )	3						
8. NRSG 441 Advanced Adult Health Nursing	3						
9. NRSG 436 Global Health Care ( <b>Online</b> )	3						
10. NRSG 445 Families in Crisis	3						
<b><i>THEO 400 Faith &amp; Contemporary Issues (Online)</i></b>	<b>3</b>						
11. NRSG 463 Leadership/Management in Nursing ( <b>Online</b> )	3						
12. NRSG 470 Issues in Health Care, Law and Ethics	3						

The School of Graduate and Continuing Studies reserves the right to change this schedule if necessary. Classes canceled due to weather will be rescheduled.

## **Guidelines for Accommodating Students with Disabilities**

In accordance with the National Council of State Board of Nursing (NCSBN) the following competencies are necessary for the professional practice of nursing:

1. The ability to see, hear, touch, smell and distinguish colors.
2. Oral and writing ability with accuracy, clarity, and efficiency.
3. Manual dexterity, gross, and fine movements.
4. Ability to learn, think critically, analyze, assess, solve problems, and reach judgment.
  - a. Students must be able to establish cause and effect relationships
  - b. Students must be able to prioritize data and tasks.
  - c. Emotional stability and ability to accept responsibility and accountability.

*American Association of colleges of Nursing (AACN, 2001)*

*For further information on Accommodating Students with Disabilities refer to the School of Graduate and Continuing Studies Bulletin and the ONU University Handbook or Contact the Chair, Director of Nursing.*

## **Privacy and Confidentiality under the Health Insurance Portability and Accountability Act of 1995 (HIPAA)**

With the enactment of the Health Insurance Portability and Accountability Act of 1996 (HIPAA) the idea that patients have the right to privacy and confidentiality became more than just an ethical obligation of health care providers, students and health care organizations. It became the law. Under no circumstances should a student ever release or remove confidential patient information or discuss patient information with anyone unless it is needed for treatment of the patient.

Breaking a HIPAA privacy rule may jeopardize the clinical affiliation agreement between ONU and the health care institution and may result in the student's removal from the clinical rotation. The U.S. Department of Health and Human Services enforces HIPAA. A breach of the privacy rules can mean either a civil or criminal sanction. If found guilty of a civil or criminal act, a student may be prevented from licensure in the profession of nursing.

Civil penalties are usually monetary fines. These penalties can result in fines of up to \$100,000 for each violation of the law, up to a limit of \$25,000.

Criminal penalties for wrongful disclosure can include not only large fines but also prison time. The criminal penalties increase as the seriousness of the offense increases. These penalties can be as high as fines of \$250,000 or prison sentences of up to 10 years.

## **Family Educational Rights and Privacy Act (FERPA)**

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

- Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.
- Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.
- Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):

School officials with legitimate educational interest;  
Other schools to which a student is transferring;  
Specified officials for audit or evaluation purposes;  
Appropriate parties in connection with financial aid to a student;  
Organizations conducting certain studies for or on behalf of the school;  
Accrediting organizations;  
To comply with a judicial order or lawfully issued subpoena;  
Appropriate officials in cases of health and safety emergencies; and  
State and local authorities, within a juvenile justice system, pursuant to specific State law.

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school.

For additional information or technical assistance, you may call (202) 260-3887 (voice). Individuals who use TDD may call the Federal Information Relay Service at 1-800-877-8339.

Or you may contact us at the following address:

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, D.C. 20202-5920

### **Academic Problem Solving**

Problems are best resolved at the level on which they occur. If you are having a problem in one of your courses, discuss your concerns with the course instructor. The instructor will want to hear your views and will welcome the opportunity to talk with you. Most academic problems can be resolved at this level. If the problem cannot be resolved at this level then contact the Director of Nursing, who will listen to your concerns and try to help all parties involved achieve a resolution that is equally shared among all members of the learning community.

As professional nurses transitioning in advance leadership roles, it is important to respect the organizational structure so that problems can be resolved at the level on which they occur. *Responding* versus *reacting* is an important aspect of leadership. The RNBSN nursing program is built on the premise of shared responsibility in a learning community of which everyone is responsible members.

### **Benner Library**

Benner Library makes numerous resources available for nursing students. In addition to a full complement of nursing books, Benner provides a substantial number of nursing periodicals, both in print and in electronic format. Nursing students have access to several health-related online article databases, which include *CINAHL*, *Medline*, *Health Source: Nursing*, *PsycInfo*, *PsycArticles*, and *ERIC*. Articles not available in full text may be ordered through Benner's Interlibrary Loan service.

Should other library resources be needed, Olivet students can request materials from any other library in ILCISO, a consortium of 65 Illinois academic libraries. In addition, ONU nursing students have access to libraries at many of the clinical agencies.

Access Benner Library's home page at <http://library.olivet.edu> for the most current information about the library's resources and services, including specific information for off-campus students. For additional assistance, contact the Interlibrary Loan Division at (815) 939-5439 or the Reference Desk at (815) 939-5355.

## **Program Evaluation**

Assessment is an integral part of student learning. The assessment process involves observation and judgment of each student's academic performance on the basis of explicit criteria established in the course syllabi. In the assessment process feedback is also essential. Faculty feedback provides the student with information that can be used to reflect on one's personal and professional growth and development within the teaching-learning environment. Program assessment illustrates program effectiveness to the faculty and larger community. The achievement of program outcomes is determined by multiple assessments, and the student's evaluation of course learning. Outcomes are analyzed and the aggregate data is used to develop, maintain, and revise the curriculum.

*Students and faculty are required to complete any course and program assessment data collection instruments honestly to support quality improvement.* The Director of Nursing is committed to ensure building best practice educational experiences for ONU's RNBSN program. This assurance is based on quality feedback from students, faculty, and community of interest.

## **Kappa Sigma Chapter**

Kappa Sigma Chapter of Sigma Theta Tau International invites nursing juniors and seniors with a grade point average of 3.0 or higher who demonstrate academic excellence, potential for leadership, and a desire to advance the profession of nursing to apply for membership. The top 35% of each class is eligible for membership. Invitations are extended from the chapter faculty counselors in early March. Fifty percent of courses must be completed before RN students are eligible to be inducted.

## **American Nurses' Association Code for Nurses**

### **Code of Ethics for Nurses**

1. The nurse, in all professional relationships, practices with compassion and respect for the inherent dignity, worth and uniqueness of every individual, unrestricted by considerations of social or economic status, personal attributes, or the nature of health problems.
2. The nurse's primary commitment is to the patient, whether an individual, family, group, or community.
3. The nurse promotes, advocates for, and strives to protect the health, safety, and rights of the patient.
4. The nurse is responsible and accountable for individual nursing practice and determines the appropriate delegation of tasks consistent with the nurse's obligation to provide optimum patient care.
5. The nurse owes the same duties to self as to others, including the responsibility to preserve integrity and safety, to maintain competence, and to continue personal and professional growth.
6. The nurse participates in establishing, maintaining, and improving healthcare environments and conditions of employment conducive to the provision of quality health care and consistent with the values of the profession through individual and collective action.
7. The nurse participates in the advancement of the profession through contributions to practice, education, administration, and knowledge development.
8. The nurse collaborates with other health professionals and the public in promoting community, national, and international efforts to meet health needs.
9. The profession of nursing, as represented by associations and their members, is responsible for articulating nursing values, for maintaining the integrity of the profession and its practice, and for shaping social policy.

Reprinted by permission from *Code for Nurses with Interpretive Statements*. Kansas City, MO. 1985.

## RNBSN Portfolio Guideline

Your professional portfolio is a reflection of your growth as a professional nurse. Throughout your education, you will experience wonderful and positive changes in how you view yourself, nursing, and health care. We capture your growth through snapshot descriptions of how you embrace or apply what you are learning. There is no course grade or credit attached to the Portfolio but it is a requirement for progressing into each subsequent course and for graduation. **In your final RNBSN course, you will submit your portfolio and it will be retained in the Olivet Nazarene University, Department of Nursing indefinitely. Therefore you are encouraged to keep a copy for yourself as it will not be returned.** Your portfolio must be saved and will be submitted electronically via a link in your final course, NRS 470. Files must be in this format: Last name, course number, and paper name(optional). Example: SmithNRS301philosophy.doc

Here is how the Portfolio is built. Each section represents a course in the program and will have a benchmark assignment (signified by ‘B’) that will be retained in your portfolio. At the end of each course:

Part A – Benchmark Assignment + your Professional Vitae. Place the assignment into the Section. If you received feedback from the professor on how the paper could be improved, please modify your paper before inserting it into your portfolio.

Part B – My Growth Thus Far. Write a brief summary of what you perceive to be the: 1) The most meaningful points from the course and 2) How the course content has or will help you as a professional nurse.

Section # and Course Title	Part A – Benchmark Assignment + Current Vitae	Part B -My Growth Thus Far
NRSG 301 – Introduction to Informatics and Baccalaureate Nursing	Philosophy Paper; Initiate a Vitae according to the enclosed guide	Part B - My Growth Thus Far
NRSG 342 – Transcultural Nursing ( <b>online</b> )	Cultural Interview and Assessment Paper; update Vitae	Part B - My Growth Thus Far
NRSG 355 – Health Assessment/ Pathophysiology	Pathophysiology and Assessment Paper; update Vitae	Part B - My Growth Thus Far
NRSG 395 – Nursing Research ( <b>online</b> )	Individual Critique; update Vitae	Part B - My Growth Thus Far
NRSG 326 Community Health Nursing ( <b>online</b> )	Community Assessment Part I and II Paper; update Vitae	Part B - My Growth Thus Far
NRSG 441 – Advanced Adult Health Nursing	Internal and External Threats Assessment Paper; update Vitae	Part B - My Growth Thus Far
NRSG 436 Global Health Care ( <b>online</b> )	Global Assessment Part I and II; update Vitae	Part B - My Growth Thus Far
NRSG 445 – Families in Crisis	Group Leadership Paper; update Vitae	Part B - My Growth Thus Far
NRSG 463 –Leadership/Management in Nursing ( <b>online</b> )	Strategic Plan; update Vitae	Part B - My Growth Thus Far
NRSG 470 – Issues in Health Care, Law, and Ethics	Personal and Professional Practice Values Paper; update Vitae <b>Portfolio Collected</b>	<b>Part B Philosophy Paper</b>

**RNBSN LEARNING OUTCOME EVIDENCE PORTFOLIOS**

Course	Assignment
NRSG 301 – Introduction to Informatics and Baccalaureate Nursing	Philosophy Paper
NRSG 342 – Transcultural Nursing <b>ONLINE</b>	Cultural Interview and Assessment Paper
NRSG 355 – Health Assessment/Pathophysiology	Pathophysiology and Assessment Paper
NRSG 395 – Nursing Research <b>ONLINE</b>	Individual Critique
NRSG 326 – Community Health Nursing <b>ONLINE</b>	Community Assessment Part I and II Paper
NRSG 441 – Advanced Adult Health Nursing	Internal and External Threats Assessment Paper
NRSG 436 – Global Health Care <b>ONLINE</b>	Global Assessment Part I and II
NRSG 445 – Families in Crisis	Group Leadership Paper
NRSG 463 – Leadership/Management in Nursing <b>ONLINE</b>	Strategic Plan
NRSG 470 – Issues in Health Care, Law, and Ethics	Personal and Professional Practice Values Paper

Outcome characteristics matched to classes and evidence in student portfolio.

**Ethical** – NRSG 395, NRSG 463

**Moral** – NRSG 463, NRSG 470

**Spiritual** – NRSG 445

**Life Long Learner** – NRSG 436, NRSG 463

**Growth** – Beginning in NRSG 301 and throughout the curriculum

**Leader** – NRSG 463

**Change Agent** – NRSG 326, NRSG 436, NRSG 463, NRSG 470

## RESOURCES

### APA

Olivet Nazarene University requires that all written work of students adheres to the guidelines established by APA.

<http://www.apa.org>

<http://owl.english.purdue.edu/owl/resource/560/01>

<http://www.wisc.edu/writing/Handbook/DocAPA.html>

<http://www.liu.edu/CWIS/CWP/library/workshop/citapa.htm>

### Textbook Distribution

The RNBSN Program at Olivet Nazarene University includes an Educational Resource Fee (ERF) that aligns with each student's tuition package per course. The ERF not only covers the cost of textbooks and other instructional materials, it also covers the handling, shipping, and distribution costs; as well as the costs of writing/updating the instructional modules and student tutoring services.

Textbooks will be delivered to students during their on-ground orientation sessions or via direct mailings to their homes. Controlling the distribution of textbooks ensures the quality and preserves the integrity of the RNBSN program.

### Technology Requirements

All students are responsible for their own Internet and Computer Access. The following is recommended:

Component	Minimum	Recommended
Processor	Intel Pentium III or AMD K6-3 or Macintosh G4	Intel Pentium IV 2.8GHz or AMD Athlon XP 2800+ or Macintosh G5
Memory – RAM	128 MB	512 MB
Hard Drive	1 GB free space	More than 1 GB free space
Operating System	Windows 98SE or Macintosh OS 9	Windows XP Professional or Macintosh OS X
Software	Microsoft Office 2007	Microsoft Office 2007
		<b>*Maintain current Anti-virus software</b>

## RNBSN Telephone Directory

Interim Director of Nursing, Dr. Linda Davison <a href="mailto:ldaviso@olivet.edu">ldaviso@olivet.edu</a>	815/939-5317
Administrative Liaison for Nursing Programs, Gail Parzygnat <a href="mailto:gparzygn@olivet.edu">gparzygn@olivet.edu</a>	815/939-5276
Secretary, Department of Nursing, Cathy McMullian <a href="mailto:cmcmulli@olivet.edu">cmcmulli@olivet.edu</a>	815/939-5340
School of Graduate and Continuing Studies	815/939-5291
Toll Free Number	877/465-4838
Chaplain, School of Graduate and Continuing Studies, Joan Dean <a href="mailto:jdean@olivet.edu">jdean@olivet.edu</a>	815/928-5514
Coordinator of Advisement, Vicki Newsome (Main Campus) <a href="mailto:vnewsome@olivet.edu">vnewsome@olivet.edu</a>	815/939-5017
Student Services Counselor, Jeanette Schreffler (Main Campus) <a href="mailto:jschreff@olivet.edu">jschreff@olivet.edu</a>	815/939-5004
Student Services Counselor, Maggy Panicker (CRC) <a href="mailto:mpanicke@olivet.edu">mpanicke@olivet.edu</a>	847/590-0675, ext. 11
Student Services Counselor, Ann Marie Turner (CRC) <a href="mailto:aturner1@olivet.edu">aturner1@olivet.edu</a>	847/590-0675, ext. 14
Financial Aid Counselor, Carol Stevenson <a href="mailto:csteven2@olivet.edu">csteven2@olivet.edu</a>	815/939-5075
Continuing Studies Accounting, Nicole Carroll (payment information) <a href="mailto:ncarroll@olivet.edu">ncarroll@olivet.edu</a>	815/939-5064
Program Specialist, Andrea Lawrence <a href="mailto:alawrenc@olivet.edu">alawrenc@olivet.edu</a>	815/928-5599
Information Technology Help Desk	815/939-5302
Benner Library, Academic Outreach Librarian, Pam Greenlee <a href="mailto:pgreenle@olivet.edu">pgreenle@olivet.edu</a>	815/928-5439