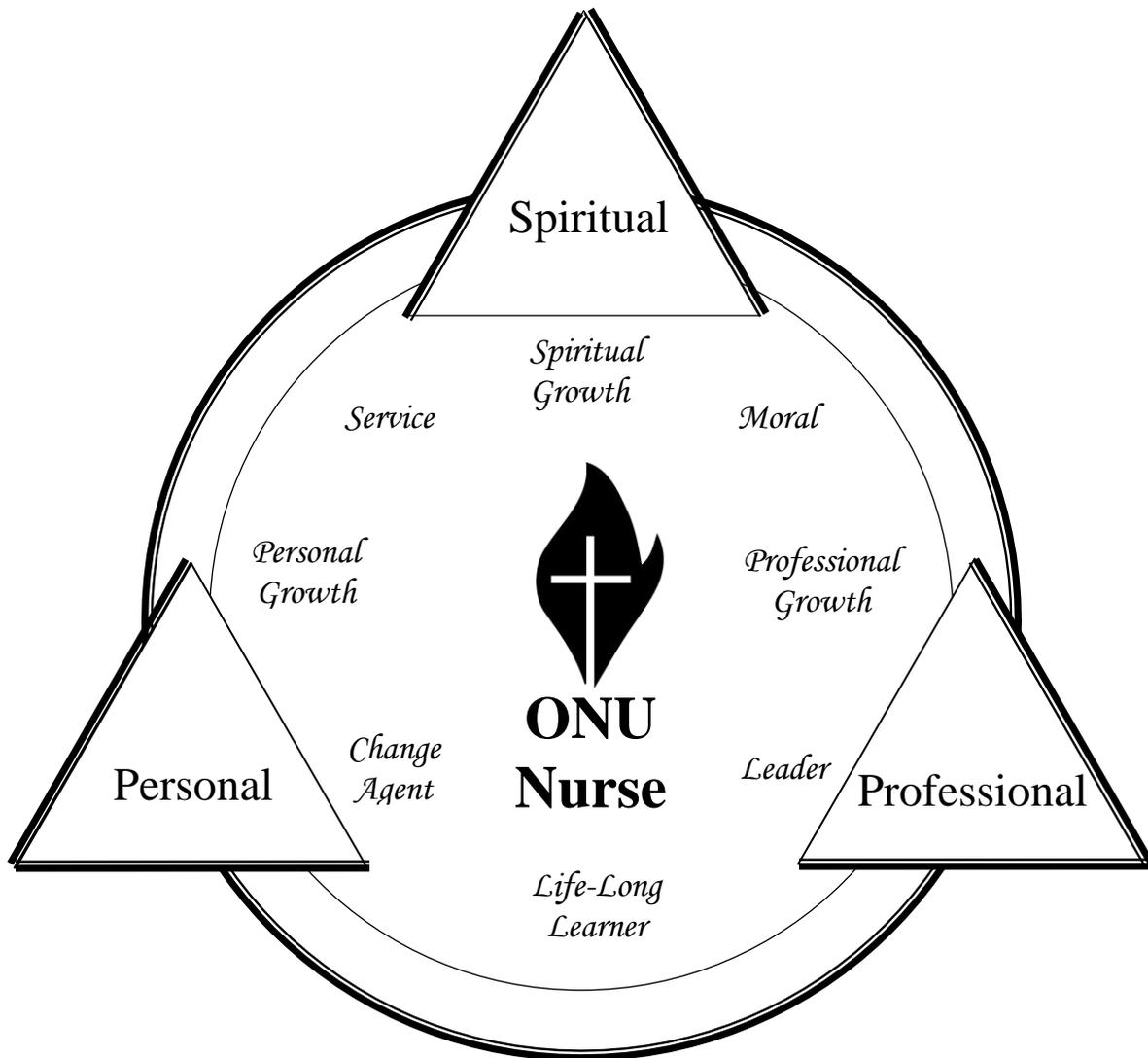


# Olivet Nazarene University

## Department of Nursing

### RNBSN Student Handbook



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**Olivet Nazarene University Department of Nursing  
Handbook Agreement**

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*. 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 Joule training on the my.ONU.edu portal website and GNS 312-Strategies for Students Success with a C prior to the first nursing course (NRSB 301). If I do not complete the course and pass with a C (77%), I will be administratively withdrawn from the program and forced to reapply.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**

## **History of the Nursing Program**

As early as 1959, the possibility of initiating a baccalaureate nursing program was considered by Olivet Nazarene (then) College administrative members who did not find it feasible to initiate a program at that time. However, recognition of the need for nurses and the discontinuance of St. Mary's hospital, diploma program in Kankakee prompted reconsideration early in 1966. At the May 1966 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 Department Chair 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 was employed to develop and lead the newly organized Department of Nursing. The first students to enroll in the nursing program started in the fall of 1967. The Dedication program 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 hall of Reed 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. A generous gift from Mr. and Mrs. Gerett M. Wisner and a federal grant made it possible to construct a free standing building dedicated for the nursing program.

Groundbreaking for the Wisner Hall for Nursing Education was in February 1970 and 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), the Evelyn Witthoff - Geraldine Chappell auditorium (respectively named for a Physician – RN missionary team to India) 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. Other departments and offices have shared the building space through the years as well.

The building remains a beautiful testament to the faithfulness and generosity of the Wisner's. Wisner has been updated with a Virtual Hospital, high fidelity simulation manikins, and 31 computer stations for study, standardized testing, and interactive learning.

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.

Kappa Sigma Chapter, Sigma Theta Tau, International Nursing Honor Society was established here on May 12, 1984 through the hard work and dedication of the first Chapter President, Sue Davison, and the Executive Board Members, VP-Margaret Frogge, Treasurer-Marvina Eckert, Secretary-Brenda Johnson, and Faculty Advisors-Leann Eaton and Amy Golyshko. The Nursing Students in Action joined the National Student Nurses Association in 2008.

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

With the 2006 restructuring of the University, the Division of Nursing became the Department of Nursing within the School of Professional Studies.

As of May 2011, 4612 nursing graduates (2680 traditional and 1932 RNBSN and MSN degrees combined) have gone out from ONU in Christian service to meet the needs of people throughout the world. At this juncture in history, we look forward to our 40<sup>th</sup> Homecoming of graduating classes, and to especially celebrate the first 32 graduates of 1971. We are planning a time of celebration and ask that you spread the word to make this a truly memorable and heartwarming Homecoming. We plan to offer a special tribute to our past nursing program chairs:

Faye Riley

Margaret Seely

Dr. Carolyn Rohe

Dr. Alberta David

Dr. Loretta Reinhart

Jan Holmes

Dr. Norma Wood

Dr. Bonnie Beardsley

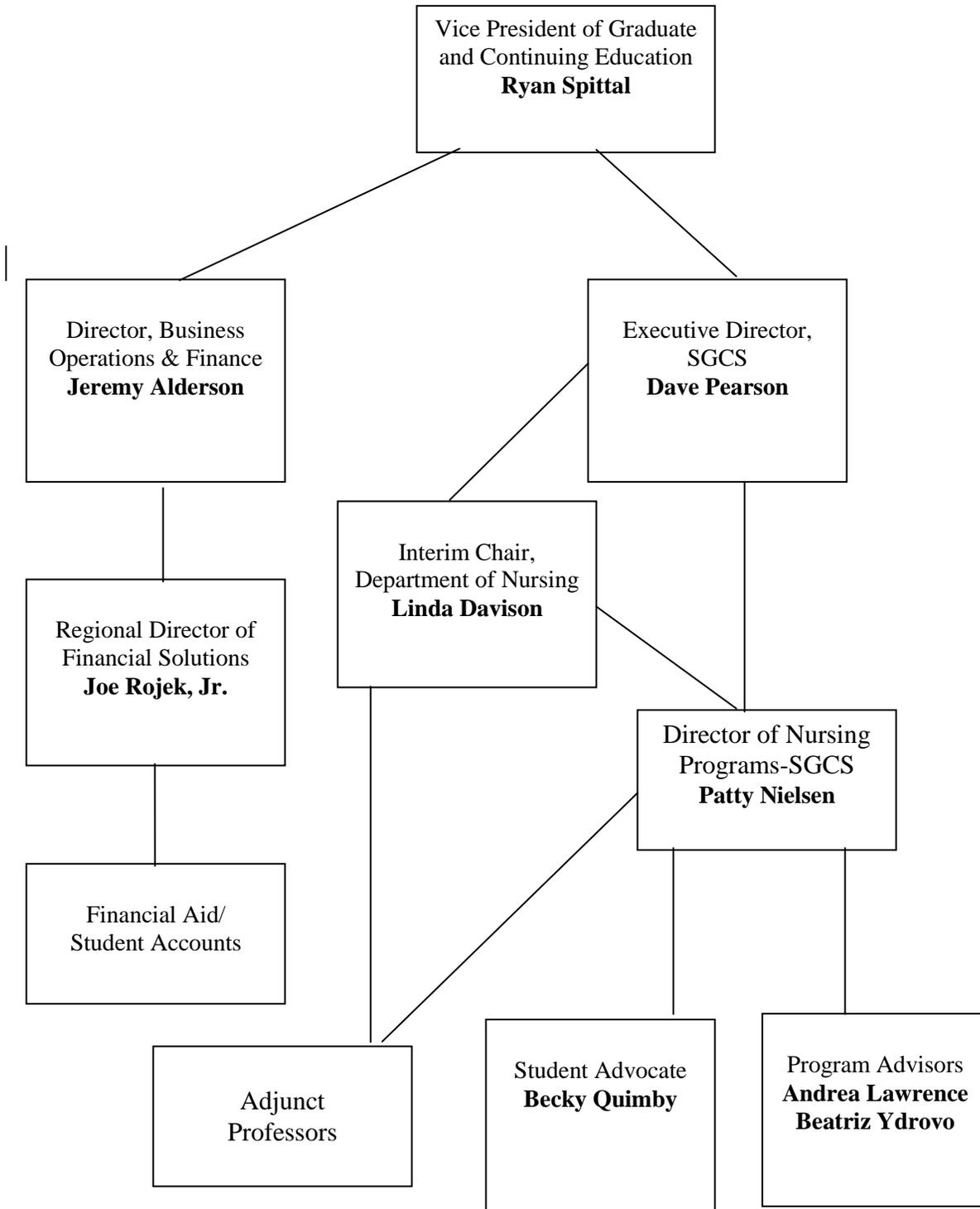
Dr. Linda Davison

Dr. Susan Draine

**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**

## School of Graduate and Continuing Studies 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 investigate concepts inherent in personal, professional, and spiritual growth through life-long learning and leadership.

### **Philosophy**

The philosophy of the Olivet Nazarene University Department of Nursing encompasses spiritual, personal, and professional concepts that include the roles of leader, change agent, life-long learning, and service guided by ethical and moral standards.

### **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:

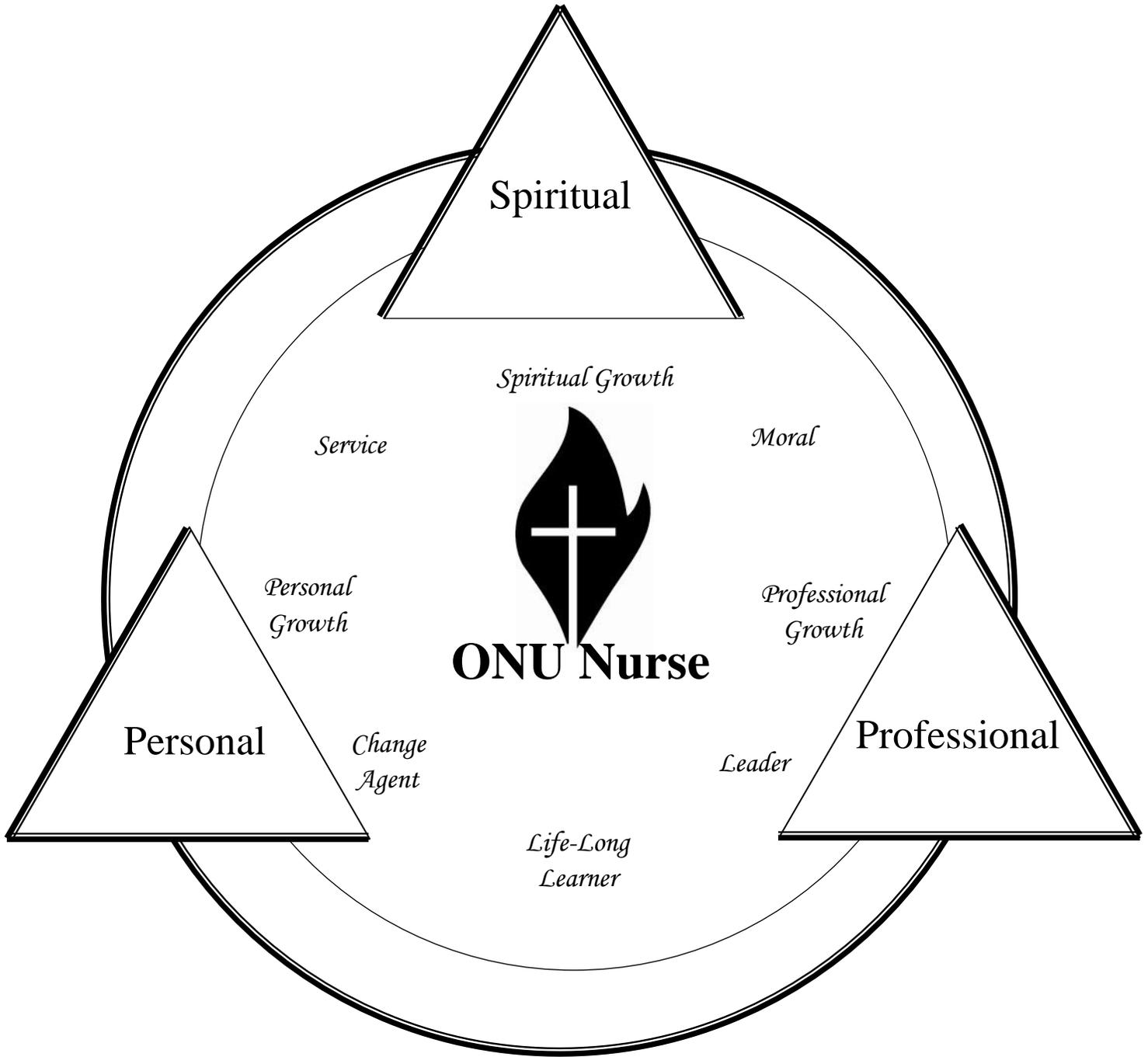
- I. Serve God and humanity in diverse roles and settings.
- II. Integrate faith and life-long learning as they develop concepts inherent in personal, professional, and spiritual growth, within the setting of a Christian liberal arts university.
- III. Recommend the concepts of leadership skills and 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 advanced practice 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 produce 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 through collaborative inter/intra professional communication. This should ultimately facilitate 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 demonstrate 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 evaluate their personal 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 discuss 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 systematize 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 choose 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 convey 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 plan 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>
<p><b>Spiritual Growth:</b> Nurses will examine their knowledge of the Christian faith through completion of the Biblical classes offered at the University, synthesis of faith into service to God, and service to the local and global community.</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>IV. Assimilate ethical, moral, spiritual, and professional concepts into their nursing practice.</li> </ul>

## 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 312 – Strategies for Student Success (Weeks 2-6 online)	<ul style="list-style-type: none"> <li>A. Analyze concepts from the arts and sciences which contribute to personal growth.</li> <li>B. Examine historical and contemporary perspectives on social, political, ethical, legal, and economic issues affecting health care and professional nursing practice.</li> <li>C. Effectively communicate to probe ideas, organize information, and produce solutions to problems.</li> <li>D. Formulate methods to gather information, both subjective and objective.</li> <li>E. Examine the factors which influence the development of a philosophy of nursing.</li> <li>F. Examine respectful and caring behavior recognizing the uniqueness and worth of the individual.</li> <li>G. Investigate the relationship among values, culture, environment, and client response to health experiences.</li> <li>I. Investigate critical thinking skills in the classroom.</li> <li>J. Analyze principles of safe and effective nursing practice.</li> <li>K. Analyze information from a variety of sources to identify patient care needs.</li> <li>L. Discover the necessity of lifelong learning, global citizenship, and service.</li> <li>M. Examine theories and models which guide clinical judgment.</li> <li>N. Practice professional and ethical behavior in holistic care of individuals, groups, and communities.</li> </ul>
	NRSG 301 – Introduction to Informatics and Baccalaureate Nursing	
	NRSG 342 – Transcultural Nursing (online)	
	NRSG 355 – Health Assessment/Pathophysiology	
	NRSG 395 – Nursing Research (online)	
	NRSG 326 – Community Health Nursing (online)	
Level 4	NRSG 441 – Advanced Adult Health Nursing	<ul style="list-style-type: none"> <li>A. Develop concepts from the arts and sciences which contribute to personal growth.</li> <li>B. Analyze historical and contemporary perspectives on social, political, ethical, legal, and economic issues affecting health care and professional nursing practice.</li> <li>C. Consistently communicate effectively to convey ideas across media.</li> <li>D. Produce information, compose inferences, evaluate, and propose solutions to problems.</li> </ul>
	NRSG 436 – Global Health Care (online)	

	<p>NRSG 445 – Families in Crisis</p>	<p>E. Develop respectful and caring behavior recognizing the uniqueness and worth of the individual.</p>
	<p>NRSG 463 – Leadership/Management in Nursing (online)</p>	<p>F. Create clinical decision making strategies which are safe, situationally relevant, and ethically responsible to respond to health needs of clients.</p>
	<p>NRSG 470 – Issues in Health Care, Law, and Ethics</p>	<p>G. Develop a holistic perspective in the delivery of nursing care to promote, maintain, and restore health.</p> <p>H. Systematize selected theories and models to professional nursing practice.</p> <p>I. Assess therapeutic responses of individuals, groups, and communities.</p> <p>J. Generalize the relationship among values, culture, environment, and client responses to health experiences.</p>

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

### **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**

As a diploma graduate, the following documents must be submitted *at the time of application* to the program:

1. Letter from immediate supervisor
2. Current vitae

The Department Chair 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 online orientation, and successfully complete an online Joule training session.
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. It is not a requirement, but having your own computer will increase your success. Sharing your computer with children and other household members can make it difficult to meet course deadlines.
5. Olivet's programs are rapid paced. 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. Students may only enroll in any nursing course no more than two times.

*\* 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 joining another one.*

7. A cumulative grade point average of 2.75 is required to progress in the Nursing courses.
8. 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.
9. A minimum grade of C (2.0) is required in each of the supporting courses. A C- is considered a failing grade.

## **GRADUATION REQUIREMENTS**

1. Successful completion of the RNBSN program's core curriculum and a minimum of 32 credit-hours of study at Olivet Nazarene University, which is met through the major and supporting courses.
2. A maximum of 55 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
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.
5. All nursing, supporting, and general education course requirements must be completed within five years of initial enrollment to be awarded the degree of BSN.
6. 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.
7. Degree candidates are required to file an “Intent to Graduate” form provided by the Graduation Specialist. 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.
8. Payment of all tuition and fees.

Note: All nursing, supporting, and general education course requirements must be completed within five years of initial enrollment to be awarded the degree of BSN.

## **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 Programs - SGCS. Students will then have to petition to re-enter the program.
4. Learners must complete all program requirements for core, support, and general education courses.

### **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.

<b>START DAY</b>	<b>DAY 1</b>	<b>DAY 3</b>	<b>DAY 7</b>
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.

## **DISCUSSION BOARD REQUIREMENTS**

The grading for discussion activities is outlined in the course-grading rubric. Students are required to support their discussions with citations, write in APA and provide a reference list at the bottom of their posting.

Participation points are based on the Discussion Postings. If this is a required part of the course assessment, the standard policy for discussion requirements and the grading rubric are consistent in each course syllabus. When discussion is part of the required assessment, to ensure all members of the learning community have sufficient time to respond, you are expected to adhere to the following guidelines:

- Submit your 250 word initial discussion board post no later than the third day of each week by 11:59 p.m. CST. You must submit an initial post before writing a feedback post in response to another's initial post. Your initial post must include your textbook(s) and at least one scholarly reference beyond textbook(s).
- Respond to three of your colleagues' initial postings with a minimum of 75 word post during each week on three different days. Each feedback post must include at least one scholarly reference.
- Provide colleagues with reflective thoughts, personal experience, resources, or general thoughts on the topic.
- Posting after the required date will result in a grade reduction as stated in the rubric.
- Discussion Board posts need to be in APA format for quotes and references. Due to limitations with Joule, spacing (single vs. double) will not be considered in the grading. Placement of periods, parentheses and italics will be graded.

## **Discussion Requirements and Rubric (Online or On Ground)**

**Up to 0.5 points can be deducted for APA and/ or grammar.**

### **5 Points (Exemplary)**

- Discussion postings and responses are responsive to the requirements of the Discussion instructions and are posted by the due date.
- Discussion postings and responses significantly contribute to the quality of interaction by providing rich and relevant examples, applicable research support, discerning ideas, and/or stimulating thoughts/probes, and are respectful when offering suggestions, constructive feedback, or opposing viewpoints.
- Discussion postings and responses demonstrate an in-depth understanding of concepts and issues presented in the course (e. g., insightful interpretations or analyses, accurate and perceptive parallels, and well-supported opinions), and are well supported, when appropriate, by pertinent research.
- Discussion postings and responses provide evidence that the student has read and considered a sampling of colleagues' postings and synthesized key comments and ideas, as applicable.

### **4 Points (Proficient)**

- Discussion postings and responses are responsive to the requirements of the Discussion instructions and are posted by the due date.
- Discussion postings and responses contribute to the quality of interaction by providing examples, research support when appropriate, ideas, and/or thoughts/probes, and are respectful when offering suggestions, constructive feedback, or opposing viewpoints.
- Discussion postings and responses demonstrate some depth of understanding of the issues and show that the student has absorbed the general principles and ideas presented in the course, although viewpoints and interpretations are not always thoroughly supported.
- Discussion postings and responses provide evidence that the student has considered at least some colleagues' postings and synthesized some key comments and ideas, as applicable.

### **3 Points (Sufficient)**

- Discussion postings and responses are posted by the due date but are not always responsive to the requirements of the Discussion instructions.
- Discussion postings and responses do little to contribute to the quality of interaction or to stimulate thinking and learning.
- Discussion postings and responses demonstrate a minimal understanding of concepts presented, tend to address peripheral issues, and, while generally accurate, display some omissions and/or errors.

- Discussion postings and responses do not provide evidence that the student has considered at least some colleagues' postings or synthesized at least some key comments and ideas, as applicable.

### **2 or Less Points (Developing)**

- Discussion postings and responses are posted past the late deadline, defined as 11:59 p.m. on the due date, and/or do not address the requirements of the Discussion instructions.
- Discussion postings and responses do not contribute to the quality of interaction or stimulate thinking and learning.
- Discussion postings and responses do not demonstrate an understanding of the concepts presented in the course, and/or do not address relevant issues, and/or are inaccurate and contain many omissions and/or errors.
- Discussion postings and responses do not provide evidence that the student has read or considered colleagues' postings, as applicable.

## **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. Rewriting graded paper(s) will not be allowed.

## **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.

## **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.

## **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.

## NURSING EVALUATION PROCEDURE AND GRADING SYSTEM

95 – 100	A	Passing scores
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-	

### INCOMPLETE GRADES

Students may be given an incomplete for a course at the discretion of the course instructor and the approval of the Director of Nursing Programs – SGCS. Normally this is granted for a period of no more than one week beyond the official last day of the course. The student must have 85% of the course work completed at the time the incomplete is requested. No opportunity is offered to make up any missing discussion postings. Points for discussion activities are provided according to the program discussion rubric found in each course syllabus.

### FINAL GRADE APPEAL - SGCS – NURSING

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

1. Within 3 business days of the posted grade, the learner should initiate the appeal with the course Instructor who assigned the grade. The learner and the Instructor should seek a resolution to the situation.
2. If the learner is not satisfied with the outcome of initial appeal to the Instructor, or if the Instructor is not available, the learner must contact the Director of Nursing Programs – SGCS within three days of the failed resolution with the Instructor. A statement and all supporting documentation must be submitted to the Director of Nursing Programs – SGCS at this time. The Director of Nursing Programs – SGCS will notify the student of the decision within three days of receiving the student’s statement and supporting documentation. At this time, the Director of Nursing Programs – SGCS decision is forwarded to the Dean of the School of Graduate and Continuing Studies with a copy forwarded to the Nursing Department Chair.
3. If the learner is not satisfied with the appeal to the Director of Nursing Programs – SGCS, the student must contact the Dean for the School of Graduate and Continuing Studies within three days of the failed resolution.

- a. Contacting the office of the Dean of School of Graduate and Continuing Studies to request a grade appeal form.
  - b. Grade appeals to the Dean of the School of Graduate and Continuing Studies must be initiated within 14 days after the date final grades are posted.*
4. The Dean of the School of Graduate and Continuing Studies notifies the learner in writing of the disposition of the appeal, as determined by the Grade Appeal Committee.
  5. The Academic Review Committee records the nature of the appeal, actions taken, and rationale. The Dean of the School of Graduate and Continuing Studies gives copies of the appeal record to the learner, the facilitator responsible for the course grade, and Director of Nursing Programs – SGCS.
  6. The Academic Review Committee is considered the highest formal level of appeal.

## **APPEAL OF ADMINISTRATIVE WITHDRAWAL**

If a student has been administratively withdrawn from the SGCS RNBSN program and they feel there is a concrete reason to appeal the withdrawal these procedures should be followed:

1. Within three days of receipt of their notification of administrative withdrawal, the student should submit a written appeal to the Director of Nursing Programs - SGCS.
2. The Director of Nursing Programs – SGCS will investigate the circumstances surrounding the withdrawal.
3. This decision will be communicated in writing to the students within 3 days of their appeal.

## **PROCESS OF RE-ENTRY**

The student should contact their student advocate to initiate the process of re-entry.

## **PERSONAL PORTFOLIO**

Throughout the RNBSN program we recommend that you construct a portfolio of your benchmark assignments. This is not an assignment that will be turned in, but it will be beneficial to you when interviewing for jobs when you are able to show the quality of work that you are able to produce. We suggest that you make the recommended changes to the designated benchmark assignments and save them to a CD or flash drive for creating your personal portfolio.

## BENCHMARK ASSIGNMENTS FOR RNBSN PERSONAL PORTFOLIO

### RNBSN - LEARNING OUTCOME EVIDENCE

NRSG 342 – Transcultural Nursing ONLINE	Cultural Interview and Assessment Paper
NRSG 395- Nursing Research	Mini Proposal
NRSG 436 – Global Health Care ONLINE	Global Assessment Part I and II
NRSG 445 – Families in Crisis	Group Leadership Paper
NRSG 463 – Leadership/Management in Nursing ONLINE	Strategic Plan
NRSG 470 – Issues in Health Care, Law, and Ethics	Personal and Professional Practice Values Paper, Learner Outcomes Reflection

### RNBSN Outcome characteristics matched to classes

Ethical – NRSG 470, NRSG 395	Growth –NRSG 470, Learner Outcomes Reflection
Moral – NRSG 470, NRSG 395	Leader – NRSG 463
Spiritual – NRSG 342, NRSG 445	Change Agent – NRSG 436
Life Long Learner – NRSG 436	

## 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**

### **GNS 312 – Strategies for Student Success (3 hours)**

This course develops the necessary writing skills needed of professional nurses by health care organizations. Emphasis is placed on thorough articulation of thought and appropriate use of scientific rationale using 6th edition APA style formatting and paper development. Students learn successful participation in online learning, and refine their skills in Microsoft Word, Power Point and Excel programs through tutorials. Students build their electronic library and resource utilization skills, review self-paced modules, and complete assignments on a weekly basis related to computer technology. Foundational guidelines for scholarly discussion board participation and effective time management will also be reviewed. Students must satisfactorily pass this course before they may begin any of the credited nursing classes in the BSN completion program.

### **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.



## **PRIVACY AND CONFIDENTIALITY UNDER THE HEALTH INSURANCE PORTABILITY AND ACCOUNTABILITY ACT OF 1995 (HIPAA)**

To ensure your written course assignments comply with the 1996, *Health Insurance Portability and Accountability Act*, please never name:

- Your employer
- A patient
- A co-worker

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 site and/or nursing program. 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. A modification to HIPAA is the HITECH (Health Information Technology) Act.

To be eligible for American Recovery and Reinvestment Act (2009) funding, healthcare facilities must prove they are HIPAA compliant. The HITECH Act defines and enforces compliance standards, rules, and penalties related to the electronic exchange of the electronic medical or health record (EMR, EHR) programs and Patient Health Information (PHI). In gross summary, HITECH requires:

- 1. Enforced HIPAA compliance** — willful neglect may result in up to a fine of \$250,000 for a single violation and repeated violations may be fined up to \$1.5 million. Anyone can initiate a complaint regarding non-compliance.
- 2. Access to EMR** — all health records must be available as an EMR and/or shared (by patient permission) as an encrypted PHI (ePHI) record.
- 3. Accountability of Business Associates** — health care business associates and providers must ALL adhere to privacy/security requirements or EVERYONE is culpable (Compliance Compatibility Security Rule).
- 4. Notification of Data Breach** — it is mandatory to notify a patient of a data breach of any unsecured information, meaning that it was shared with a business associate using an unencrypted format or without patient permission.
- 5. Additional Requirements** — HITECH defines additional requirements to address patient privacy in electronic marketing and accounting practices.

For the latest information regarding HIPAA, go to <http://www.edocscan.com/hitech-act-hipaa-compliance-regulations>

## **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. Articles not available in full text may be ordered through Benner's Interlibrary Loan service. The nursing home page can be accessed at <http://library.olivet.edu/pubserv/guides/nursing/index.html>.

Should other library resources be needed, Olivet students can request materials from any other library in CARLI, a consortium of 76 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 Department at (815) 928-5439 or the Reference Desk at (815) 939-5355, or [ill@olivet.edu](mailto:ill@olivet.edu).

## **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 Department Chair is committed to ensure building best practice educational experiences for ONU's BSN program. This assurance is based on quality feedback from students, faculty, and community of interest.

## **THE HONOR SOCIETY OF NURSING, SIGMA THETA TAU INTERNATIONAL, KAPPA SIGMA CHAPTER**

Kappa Sigma Chapter of Sigma Theta Tau International invites RNBSN students with a grade point average of at least 3.0 or higher and fall within the top one-third of their class who demonstrate academic excellence, potential for leadership, and a desire to advance the profession of nursing to apply for membership. Invitations are extended from the chapter faculty counselors in the spring. Fifty percent of courses must be completed before RNBSN students are eligible.

## AMERICAN NURSES ASSOCIATION CODE FOR NURSES

### Code of Ethics for Nurses

The ANA House of Delegates approved these nine provisions of the new *Code of Ethics for Nurses* at its June 30, 2001 meeting in Washington, DC. In July, 2001, the Congress of Nursing Practice and Economics voted to accept the new language of the interpretive statements resulting in a fully approved revised *Code of Ethics for Nurses with Interpretive Statements*.

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.

American Nurses Association, *Code of Ethics for Nurses with Interpretive Statements*, Silver Spring, MD: American Nurses Publishing, 2001.

## RESOURCES

### APA

Olivet Nazarene University requires that all written work of students adheres to the guidelines established by APA (6<sup>th</sup> ed.). If students require assistance with APA, it is recommended to use tools of student success on ONU's Portal.

### 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

Chair, Department of Nursing, Dr. Linda Davison <a href="mailto:ldaviso@olivet.edu">ldaviso@olivet.edu</a>	815/939-5317
Director of Nursing Programs – SGCS, Dr. Patty Nielsen <a href="mailto:pnielsen@olivet.edu">pnielsen@olivet.edu</a>	815/939-5062
Administrative Assistant, Department of Nursing, Cathy McMullian <a href="mailto:cmcmulli@olivet.edu">cmcmulli@olivet.edu</a>	815/939-5340
School of Graduate and Continuing Studies	877/465-4838
Information Technology Help Desk	815/939-5302
Chaplain, School of Graduate and Continuing Studies, Joan Dean <a href="mailto:jdean@olivet.edu">jdean@olivet.edu</a>	815/928-5514
Student Advocate, Becky Quimby (Bourbonnais Campus) <a href="mailto:rjqimby@olivet.edu">rjqimby@olivet.edu</a>	815/939-5009
Financial Solutions , Chelsie Geasa <a href="mailto:cmgeasa@olivet.edu">cmgeasa@olivet.edu</a>	815/928-5662
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