



Southwestern College Professional Studies

Nursing (RN to BSN) Program Student Handbook

Fall 2015

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Welcome to the Southwestern College Professional Studies

RN to BSN Nursing Program!

The staff and faculty at Southwestern College Professional Studies are here to assist you in reaching your professional and educational goals. Southwestern College offers you an accelerated method of earning your BSN through a planned course schedule for completion, while allowing for some flexibility. The College is accredited by the Higher Learning Commission, and is a member of the North Central Association. The baccalaureate degree in nursing at Southwestern College Professional Studies is accredited by the Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington, DC 20036, 202-887-6791; email - <http://www.aacn.nche.edu/ccne-accreditation>

Southwestern College's RN to BSN nursing program is:

- Designed to build upon your previous knowledge and experiences in nursing, to enhance your understanding and application of professional nursing concepts
- Developed as a cohort model and an accelerated format
- Allows learners to focus on fewer courses in a short amount of time
- Completely online - requires a high degree of motivation and the ability to be self-directed
- Dedicated to adult learners, who are expected to consistently and regularly devote adequate time to course work

Information in this handbook has been provided to assist you in planning and completing your degree and it is specific to the RN to BSN nursing program. The handbook is designed to be used in conjunction with the *Southwestern College Professional Studies Undergraduate Catalog*. Please feel free to contact the Southwestern College Professional Studies staff and/or the nursing director, if you have further questions about program policies or procedures.

Program Description

Registered nurses (RNs) with a diploma or an associate degree in nursing may earn a Bachelor of Science degree in Nursing (BSN) through Southwestern College Professional Studies. This program builds on previous education and experience and is designed to position graduates for leadership roles and career advancement in a variety of healthcare settings. In recognition that nurses are broadly educated and have transferable knowledge and skills, the Southwestern College RN to BSN program provides the opportunity for intensive study in nursing leadership, and offers preparation for graduate study in a specialized area of nursing practice or to earn a certificate in related fields offered by SCPS – specifically health administration, education or the faith ministry.

** Learners are responsible for all policies included in this handbook. All nursing course syllabi list the current version of the handbook as a required resource; therefore learners are expected to obtain the most current copy for their reference.

SOUTHWESTERN COLLEGE PROFESSIONAL STUDIES
Nursing Program

STATEMENT OF BELIEF
REGARDING RN-BSN ARTICULATION

The Southwestern College Bachelor of Science degree in Nursing (BSN) Program for registered nurses (articulation) is designed to provide the most comprehensive and effective education possible, in a convenient format.

Southwestern College nursing faculty and administration believe learning takes place in multiple settings, through multiple experiences, and endorse the knowledge adult students bring to the educational setting. Therefore, the goal is that learning motivated by the curriculum, is facilitated by new content. Students are not asked to repeat coursework from previous nursing programs, and any clinical experiences are designed with student input, to meet course outcomes. Students build on past educational and experiential accomplishments, as they explore concepts integral to the baccalaureate-degree level of nursing education.

A progressive online curriculum with well-qualified instructors, small classes, and meaningful experiences provides a well-rounded program of quality. The nursing faculty bring a wide-range of healthcare experiences to the courses, to enhance the learning experience for the student. Registered nurses can continue working as they attend online classes and study independently

SOUTHWESTERN COLLEGE PROFESSIONAL STUDIES
Nursing Program

MISSION

The mission of the RN to BSN Program is consistent with the mission, vision and values of Southwestern College:

- intellectual growth and career preparation
- individual development and Christian values
- lifetime learning and responsible citizenship
- leadership through service in a world without boundaries

Founded in 1885 by Kansas Methodists and now related to the Kansas West Conference of the United Methodist Church, Southwestern College provides a values-based learning experience that emphasizes intellectual, personal, and spiritual growth.

Southwestern College:

- Prepares students for careers and for graduate studies with courses that foster critical thinking and effective communication and are characterized by meaningful professor-student interaction.
- Employs emerging technologies that promote learning.
- Strives to live by and teach a sustainable way of life.
- Provides preparation for a wide range of church-related vocations and involvement.
- Offers programs that embrace prior learning and facilitate career progression for working adults, members of the armed services, and persons in transition

The Southwestern College RN TO BSN Program is designed to facilitate the baccalaureate education of registered nurses to:

- lead change in health care;
- create health in a diverse and global society;
- undertake evidence-based practice and quality improvement;
- think critically, be professionally accountable and engage in life-long learning.

Graduate nurses are prepared through integration of knowledge from the humanities and sciences with nursing concepts and professional values, including the significance of human diversity.

To accomplish this important mission, the proposed curriculum is based on the five competencies recommended by the Institute of Medicine for all health professional education and explicated in the 2009 Institute of Medicine report on the "Implications for Nursing Education." Nurses, along with other health professionals must be prepared to

- Work in inter-professional teams
- Provide patient-centered care
- Engage in evidence-based practice
- Promote effective quality improvement
- Utilize informatics to enhance healthcare practice

SOUTHWESTERN COLLEGE PROFESSIONAL STUDIES

Nursing Program

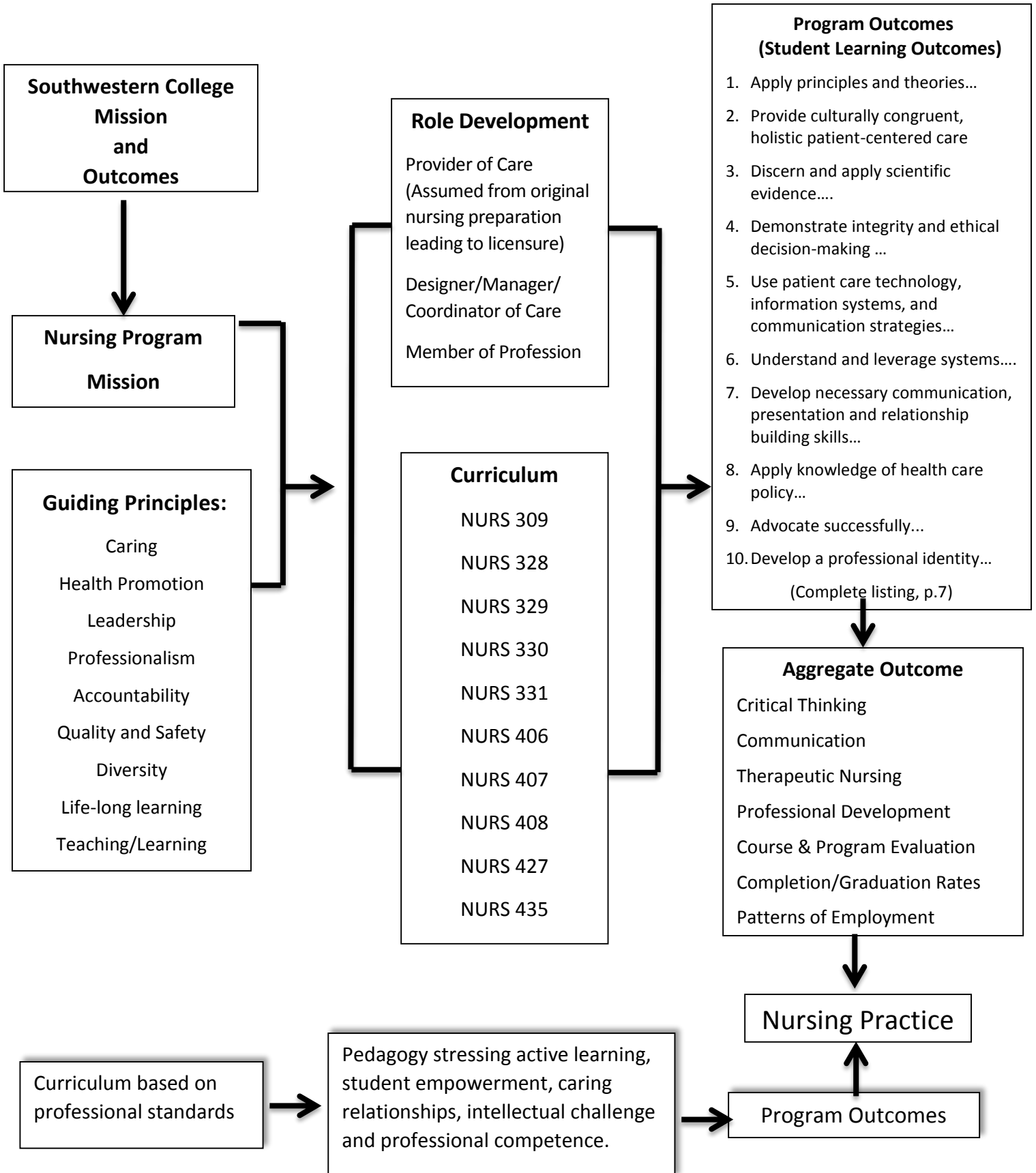
Nursing Program Outcomes

The Southwestern College Department of Nursing mission provides a foundation upon which the program outcomes have been developed. These outcomes describe the characteristics toward which students grow through the curriculum. Every learning experience and interaction in the curriculum is designed to relate directly or indirectly to one or more of the program outcomes. The nursing program at Southwestern College prepares the graduate to:

1. Apply principles and theories from the sciences, humanities, and arts to the nursing care of individuals, groups, and diverse populations.
2. Provide culturally congruent, holistic patient-centered care to individuals and families across the health continuum, across the lifespan, and across healthcare settings.
3. Discern and apply evidence-based information to promote the health of individuals, families, groups and communities.
4. Demonstrate integrity and ethical decision-making in the provision of competent, compassionate care, respecting the dignity and worth of each patient.
5. Use patient care technology, information systems, and communication strategies to support safe, quality nursing practice.
6. Understand and leverage systems in promoting change for quality improvement.
7. Develop necessary communication, presentation and relationship building skills for advocacy and leadership in healthcare.
8. Apply knowledge of health care policy and finance as well as legislative and regulatory processes to influence health both locally and globally.
9. Advocate successfully for the health of the public and for the nursing profession.
10. Develop a professional identity and incorporate professional values in practice.

SOUTHWESTERN COLLEGE PROFESSIONAL STUDIES
Nursing Program

Curriculum Organizing Framework



SOUTHWESTERN COLLEGE PROFESSIONAL STUDIES

Nursing Program

CURRICULUM GUIDING PRINCIPLES DEFINED

The nursing curriculum is based on principles derived from the nursing program mission. These principles were developed for curricular implementation using the American Association of Colleges of Nursing (AACN) *Essentials of Baccalaureate Education for Professional Nursing* (AACN, 2008), current nursing literature, and through interaction with the program's community of interest. The principles which pervade the curriculum are described below. The process of curriculum delivery is accomplished through the faculty's beliefs about effective teaching and learning.

Caring: "To care for another person, ...is to help him grow and actualize himself (p. 1). To care requires knowledge, alternating the rhythms of caring, having patience, the practice of honesty, trusting others will grow, being humble, hope that growth will take place, and courage to step into the unknown (Mayeroff, 1971). To care for others requires self-awareness, self-understanding.

"The mandate for nursing within science as well as within society is a demand for cherishing of the wholeness of human personality" (Watson, 1988, p. 29). "Nursing as a human science and human care is always threatened and fragile. Because human care and caring requires a personal, social, moral, and spiritual engagement of the nurse and a commitment to oneself and other humans, nursing offers the promise of human preservation in society (p. 29).

Caring requires sensitivity to the cultural context of those cared for, it assumes nurse autonomy, caring as a way of being in relationship, and caring as a moral imperative. Caring from the heart is a response from the core of each person, a response to the call to be human. It is revealed uniquely in the established patterns of different cultures and manifested by all who share a common human journey (Roach, 1997, p. 5).

Nurses approach the patient with the intention of improving his or her welfare/situation by caring about and for the patient. They monitor and keep watch over the patient, connect with and try to create an authentic relationship with the patient, and encourage the patient to express positive and negative feelings (Wolf, Freshwater, Miller, Sherwood, Jones, Uccellitti, 2001). Nurses understand that patient perceptions of caring are often different than those of nurses, and that caring outcomes may be demonstrated in terms of either subjective experiences or objective client outcomes (Hood, 2010).

The department of nursing believes caring is an integral part of nursing practice, that persons live life to its fullest when caring relationships exist. Nursing practice takes the art of caring and applies it to promote the health of individuals and communities.

Health Promotion: Health promotion is behavior motivated by the desire to increase well-being and actualize human health potential. Health promotion is multidimensional. This is illustrated by the idea that the health of individuals and families is affected markedly by the community, environment, and society in which the individuals and families live (Pender, Murdaugh, and Parsons, 2011). Health promotion as a framework for nursing practice encourages nurses to integrate nursing and behavioral science perspectives in motivating individuals to engage in behaviors directed toward the enhancement of health (p. 60).

The department of nursing believes health promotion is a powerful tool that can guide nursing practice and affect the health and well-being of individuals as they strive for actualization in all areas of their lives. It can also be a powerful positive influence on the health care system, and on the health of society in general.

Leadership: Leaders play a crucial role in setting a vision; but, results come from something leaders cannot necessarily direct, from a unified whole created among the players—a relational holism that transcends separateness (Wheatley, 2006). According to Gardner (1989) the essential condition of leadership is, indeed, the ability to achieve a workable group unity and build community (Grossman & Valiga, 2009) Governing principles, guiding visions, strong values, organizational beliefs are a few rules individuals can use to shape their own behavior. The leader’s task is to communicate them clearly, to keep them ever present, and then allow individuals in the system their random sometimes chaotic-looking meanderings (Wheatley, 2006). Leadership and employee involvement are necessary for nurses and other health-care providers to be productive employees (McNeese-Smith, 1992, pp. 393 – 396).

Five leadership behaviors include (Kouzes & Posner, 1995):

- *Challenging the Process* – leaders seeking to be informed, welcoming challenging situations and new approaches to issues.
- *Enabling Others to Act* – empowering others, building trust, encouraging teamwork, involving and strengthening others.
- *Inspiring a Shared Vision* – involving others and providing direction to achieve the vision.
- *Encouraging the Heart* – providing support and encouragement to staff and celebrating accomplishments.
- *Modeling the Way* – setting and living up to high standards, emphasizing values, and constantly practicing what is established as a standard.

According to Grossman and Valiga, (2009) we have moved from the “scientific” age to the “new science” or “complex, relationship” age – a shift that calls for a new leadership, because the “new science” acknowledges that chaos is the norm (particularly in the current health care system). And, if we allow it, growth is found in chaos and disequilibrium (Wheatley, 2006). In the health care system of the future, creating communities of change will be the challenge of leadership.

Professionalism: The term “professional” implies the formation of a professional identity, and accountability for one’s professional image...professional nurses are knowledge workers, have strong critical thinking, communication, and assessment skills, and demonstrate an appropriate set of values and ethical decision-making skills (AACN, 2008).

Nurses participate in the advancement of the profession through evidence-based practice processes, and in professional advocacy and policy development arenas. They contribute in some way to the leadership, activities, and the viability of their professional organizations. Professionalism also means advancing the profession by developing, maintaining, and implementing professional standards in clinical, administrative, and educational practice.

The practice of nursing is taking care of other individuals and more. Professional nurses participate in promoting the welfare of profession. They recognize the stake they hold in the health-care system and in nursing’s place within that system, and participate in evolution of that system.

Accountability: Nurses bear “responsibility for the nursing care that...patients receive and are individually accountable for their own practice...(including) direct care activities, acts of delegation, and other responsibilities such as teaching, research, and administration. They are accountable for nursing judgment and action, and ethical conduct that is grounded in the moral principles of fidelity and respect for the dignity, worth and self-determination of patients” (ANA, 1990). “Individual nurses are responsible for assessing their own competency, and consulting and collaboration with other health care providers when the needs of patients are beyond his or her qualifications and competencies” (ANA, 1990).

The faculty believes each practicing nurse is individually accountable for his/her own behavior and the actions taken by the nurse in private and in the work setting. On a broader scale, nurses have great potential to lead innovative strategies to improve the quality and safety of the health care system (RWJ/IOM, 2010).

Diversity: Patients, families, and communities are culture-bound, and therefore different. The care given must be sensitive to the cultural context of those cared for (Wolf, Freshwater, Miller, Sherwood, Jones, & Uccellitti, 2001). Competent transcultural care blends culturally-based practices with empirically based medical practices, while addressing conflicts that may arise during this process (Hood, 2010).

The department of nursing believes the uniqueness of human being is, at times, manifested in culture. Cultures bump up against each other when world communication and world travel exists. Sensitivity toward and acceptance of others are essential to meaningful and effective nursing care.

Life-long learning: Emancipation is the gift of education as it releases one from the inhibitions of asking the unasked, and escape from the easy acceptance of the ready answer, a confronting of the social injustice of the oppressive classroom and a discontentment with passivity (Bevis, 1989).

The department of nursing believes change is constant, that new understandings surface that affect persons, health, the environment and that these understandings have implications for nursing practice. A desire for learning that continues over a life time is essential for life and work to be satisfying and effective.

Teaching –Learning: Integral to the practice of nursing is the concept of teaching-learning. Nurses are both teachers and learners. They learn through their own life experiences and reflection on those experiences. Learning is enhanced through positive, caring relationships. Teaching is the practice of guiding patients, fellow students, etc. toward meaningful learning experiences and encouraging reflections. It is most effective when it is provided in a positive and caring environment.

Learning that occurs in a caring, interactive environment which promotes learner maturity and accountability is essential to professional nursing education. Experiences based on caring relationships among students and faculty enhance learning and promote professionalism (Bevis, 1989). The education process, whether involving students in a classroom or patients in a health care setting, identifies instructional content and effective teaching strategies, based on an assessment of learning needs, readiness to learn, and learning styles (Bastable, 2003).

Individuals, including nurses, must subject themselves to a learning process. In doing so personal growth flourishes and caring is possible. Otherwise, caring is restricted and professionalism is thwarted.

SOUTHWESTERN COLLEGE PROFESSIONAL STUDIES

Nursing Program

ASSESSMENT OF STUDENT OUTCOMES

It is the responsibility of the faculty to determine whether the curriculum is effective in meeting the program outcomes, or individual learning outcomes. Therefore, specific activities have been developed to systematically assess aggregate outcomes, which are derived from the program outcomes.

It is important to note that assessment activities are designed to determine if aggregates (groups) of students show growth toward outcomes. In other words, individual students are not tracked for assessment purposes and are not identified in assessment reports; nor do students receive grades for assessment activities. Assessment activities and results are always reported in aggregate form only. Individual course evaluation and program exit assessment is one activity used to assess achievement of aggregate outcomes.

In the final course (NURS435), students will complete a paper to reflect and evaluate their growth toward professional development and related to the nursing program outcomes. In addition, learner course work is assessed for the indicators of critical thinking and communication.

**** Please Note:**

- Learners are expected to complete course evaluations, at the end of the course. Learner input is helpful in providing teaching-learning feedback related to the course materials.
- After completing the nursing program, learners will complete assessment activities as a part of meeting graduation requirements. It is the student's responsibility to complete these activities.

SOUTHWESTERN COLLEGE PROFESSIONAL STUDIES

Nursing Program

REQUIREMENTS FOR THE RN to BSN DEGREE COMPLETION PROGRAM

Admission Requirements:

In recognition that nurses are broadly educated and have transferable knowledge and skills, the Southwestern College RN to BSN program provides the opportunity for intensive study in nursing leadership, and offers preparation for graduate study in a specialized area of nursing practice or to earn a certificate in related fields offered by SCPS – specifically health administration, education or the faith ministry.

Program Requirements

Admission to the RN to BSN Program

Learners seeking admission to the RN to BSN program must:

1. Have completed a Registered Nurse (RN) diploma or associate degree in nursing
2. Provide proof of current, unrestricted licensure to practice as a registered nurse
3. Have a minimum cumulative 2.5 GPA for all college course work. Applicants with at least a cumulative 2.0 GPA, but less than a 2.5 may be granted conditional admission. Conditional admission restricts the number of credit hours to enroll in during any one session and requires a minimum GPA of 2.5 in courses completed in the nursing curriculum at SCPS. Conditional admission learners are expected to work with their Academic Success Coach.
4. **Option for Dual enrollment between ADN and BSN program**
To assist in the seamless transition from an Associate's degree program to a BSN program, learners who need to complete six (6) or fewer credit hours of the associates degree can apply to Southwestern College's RN to BSN program. Learners can begin taking nursing courses (if the pre-requisite requirement is met) and continue in the completion of their associate degree. Upon graduation, from the associates program, the nurse learner has 90 days to pass the NCLEX exam. Nursing learners who do not have a current Registered Nurse license will not be able to progress after the fourth course.
5. **Validation of Credit** - RN to BSN learners may receive up to 30 hours of nursing credit for proficiency validated by licensure. This is available for nurses who have been active in clinical practice for at least the last two years, or have graduated from an associate degree in nursing program within the last year. This allows 30 nursing credit hours from the associate's degree program to be validated as meeting the outcomes equivalent to those achieved in baccalaureate-degree-granting institutions.

Transfer Credit

1. 64 credit hours are granted by transfer ADN's for holding a current, non-restricted RN license.
2. 40 credit hours are granted by transfer for an accredited Diploma in Nursing.
3. College course work taken by students in addition to the above may be transferred in per college policies. Transcripts are evaluated on an individual basis.

Graduation Requirements

1. Complete all foundation and major courses with an overall GPA of 2.0
2. Complete **a minimum of 124 credit hours**, with at least 60 hours at a bachelor's degree-granting institution
3. Complete at least 30 credit hours with a C average or above from Southwestern College.

General Education Requirements

The following courses are graduation requirements of the BSN program. If not completed prior to acceptance to the BSN program, and if not offered by SCPS, these courses must be completed at a regionally accredited institution.

English 101 and 102*	6 credit hours
Statistics**.....	3 credit hours
General Psychology	3 credit hours
Human Development or Lifespan	3 credit hours
Oral Communication	3 credit hours
College Math or College Algebra.....	3 credit hours
Anatomy& Physiology	5 credit hours
Microbiology	3 credit hours
Nutrition	3 credit hours
Humanities	3 credit hours
Social Science	3 credit hours
Pathophysiology	3 credit hours
Electives.....	3+ credit hours

* *Strongly recommended prior to starting the Nursing courses – **MUST** be taken within the first 15 credits.*

** *Strongly recommended prior to starting the Nursing courses or before NURS331*

Students in the Nursing Program prior to Fall 2013 may be completing the following Nursing Program courses:

- NURS310 Introduction to Professional Nursing
- NURS332 Caring: A Foundation for Nursing
- NURS333 Health Promotion: a Framework for Nursing
- NURS334 Theories, Issues and Trends in Nursing
- NURS336 Health Assessment
- NURS345 Nursing Research
- NURS400 Ethical and Legal Dilemmas in Nursing
- NURS410 Community Health Nursing
- NURS426 Culturally Competent Nursing Care
- NURS334 Pathophysiology for Current Practitioner
- NURS440 Nursing Management
- NURS442 Research Applications in Nursing

Students entering the program beginning Spring 2014 – Nursing Program Courses:

- NURS309 Nursing Theories/Professional Practice
- NURS328 Quality Improvement through Information Technology
- NURS329 Healthcare Systems and Policy
- NURS330 Nursing Leadership and Management
- NURS331 Evidence-Based Practice
- NURS406 Patient Centered Care Coordination
- NURS407 The Social and Moral Context of Health
- NURS408 Community-Based Public Health Nursing
- NURS427 Trends and Issues Facing Healthcare
- NURS435 Professional Nursing Practicum/Project

SOUTHWESTERN COLLEGE PROFESSIONAL STUDIES

Nursing Program

UNDERGRADUATE DEGREE POLICIES**Attendance/Participation**

Students are expected to access courses and be “present” in the online environment regularly. First and foremost, this involves “checking in” to courses within the first two days of class by responding to the instructor’s questions. It also involves meeting all course requirements, and fully participating in all course discussions as defined in each course. Learners should thoroughly read through the course Syllabus and Unit Schedule and review all assignment documents. For online learners, regular, systematic weekly participation is required according to the tenets established on the course syllabus. Initial discussion posts should be made by the deadline in the Discussion Board grading rubric and responses should be made throughout the week, in order to obtain full points for the Discussion Board assignment. Lack of regular participation during the six-week course may result in a lower grade for the course. Learners who fail to demonstrate participation in an online course by the end of the first week of course may be administratively withdrawn, unless other arrangements have been made with their instructor and program director.

Please refer to the Undergraduate Catalog for the following:

- Failure to meet course requirements
- Academic integrity policy
- Incomplete work
- Appeal of grade
- Grievance procedure
- Withdrawal requests

Graduation Requirements

A total of 124 hours must be earned to graduate. Students must have at least 60 hours from a four-year college or university, and at least 30 hours from Southwestern College. At least 15 of the last 30 hours earned toward your degree must be taken from Southwestern.

PLEASE NOTE: It is the student’s responsibility to file an application for graduation with the registrar’s office by an established deadline each graduation period (May, August, December). The application is available on the Registrar’s website at: www.sckans.edu/registrar - Click on Graduation.

SOUTHWESTERN COLLEGE PROFESSIONAL STUDIES

Nursing Program

VALIDATION OF COURSE CREDIT**RN to BSN Program Transfer:**

Students seeking admission to the nursing program, after completing some nursing course work in another RN to BSN nursing program, will first complete the steps outlined in the program's admission policy. The transfer of nursing coursework taken at another educational institution will be evaluated on an individual basis. Placement in the nursing program will be determined after such evaluation. Students requesting admission after attending another nursing program must submit information (transcripts, syllabi, etc.) to the admissions coordinator/registrar.

The following will assist the students in preparing a plan of study focusing on individual student qualifications and learning needs.

Transferring credit for courses successfully completed at the previous institution. Credit for transfer courses must be reviewed by the SCPS admissions coordinator/registrar and approved by the Nursing program director.

Process:

- The student submits the course substitution form, along with a catalog description and course syllabus for each nursing course to be considered. Courses must have been taken from an accredited program (see undergraduate catalog for specifics) and students must have received a grade of "C" or better, as validated by the student's transcript.
- The nursing program director will review the syllabus. Course content and outcomes will be evaluated for equivalency. Additional information regarding the course may be requested.
- After a determination is made, a plan of study is developed and discussed with the student.
- The registrar and nursing director will make the final decision about approving the course for transfer and posts credit on the student's transcript.

Students Transferring with an Associate's Degree in Nursing:

Validation of Credit - RN to BSN learners may receive up to 30 hours of nursing credit for proficiency validated by licensure. This is available for nurses who have been active in clinical practice for at least the last two years, or have graduated from an associate degree in nursing program within the last year. This allows 30 nursing credit hours from the associate's degree program to be validated as meeting the outcomes equivalent to those achieved in baccalaureate-degree-granting institutions.

SOUTHWESTERN COLLEGE PROFESSIONAL STUDIES

Nursing Program

NURSING STUDENT CREDENTIAL VERIFICATION AND INFORMATION FORM

Student: _____ Entrance Date: _____

Student ID # _____ Student's phone number: _____

Student's address: _____

Employer: _____ Photo for Student ID: _____

RN license number: _____ State: _____ Expiration date: _____ Status: _____

CPR certification (expiration date) _____ Background Check – date complete _____

Health Requirements (copies required for all of the following):

- Vaccination for or immunity to Measles, Mumps, & Rubella _____ (date)
- Vaccination for or immunity for Tdap _____ (date)
- Varicella status (history of chicken pox/ documented vaccination or titers) _____ (date)
- TB skin test - results of a negative PPD (pure protein derivative) TB test, a negative chest x-ray report, or TB Questionnaire _____ (date)
- Documentation that the Hepatitis B vaccine series has been completed or a copy of a signed Hepatitis B declination form _____ (date)

I certify that I have met the requirements of the program's Health Requirements Policy as outlined in the *Professional Studies RN to BSN Nursing Program* and I am in compliance with this policy.

Student Signature: _____ Date: _____

Student Name (Printed): _____

Nursing Program Representative: _____ Date: _____

SOUTHWESTERN COLLEGE PROFESSIONAL STUDIES

Nursing Program

CREDENTIAL AND HEALTH REQUIREMENTS

Each student entering the nursing program must comply with specific health requirements, while in the nursing program. These help to ensure the safety and well-being of the student, patients/clients, and staff in practicum settings, while meeting regulatory requirements.

1. Current (as required) negative tuberculosis (T. B.) skin test. Persons converting to a positive test, or those with previous history of a positive result will be required to have a chest x-ray.
2. Measles and Rubella documentation, which must occur in one of the following ways.
 - a. If you were born BEFORE 1957, you are considered immune and do NOT need to provide documentation.
 - b. If you were born IN OR AFTER 1957, provide written documentation of:
 - two MMR vaccinations,
 - written laboratory confirmation of immunity (documentation of positive titer), or
 - physician-diagnosed measles
3. Tetanus Toxoid, Diphtheria and Pertussis – provide documentation in one of the following ways.
 - One booster dose of a Tdap vaccine in the last 10 years
 - Tdap within last 2 years
 - Tetanus/Diphtheria within last 10 years if over 64 years of age
4. Varicella (chicken pox) documentation, which must occur in one of the following ways:
 - a. a statement of a positive history for chicken pox from the student (or relative or physician, if the student is unsure) is acceptable verification.
 - b. laboratory confirmation of positive varicella titer
 - c. documentation of two (2) varicella vaccines

Negative laboratory screening indicates no immunity and requires restrictions on patient care assignments. Students cannot care for a varicella infected patient (chickenpox and shingles).

Exposure to chickenpox (outside the clinical site) by students or instructors with no immunity requires exclusion from clinical assignments during days 10-21 post exposure.

Students must report the exposure to the department director and employee health department. Students may return to the clinical areas when their skin lesions are dried up and scabbed.
5. Immunization for Hepatitis B is strongly recommended for all health workers, and all nursing students are expected to receive the Hepatitis B vaccination. Any student who is unable to take this vaccination for medical reasons, should sign a waiver. The waiver will state that the student has received advisement on the risk of exposure to Hepatitis B, and that the student has made the decision to refuse the vaccination.
6. Influenza vaccinations are strongly recommended. Some healthcare agencies may require students to have the influenza vaccination. This will need to be obtained at the student's expense.
7. Students with transmissible infection: Students are presumed healthy and if any of the following illnesses are encountered, the student may not participate in the practicum setting: Streptococcal infections of the throat; herpes simplex; herpes zoster; dysentery, confirmed organism or diarrhea; staphylococcal infections; infectious hepatitis (viral); tuberculosis; hepatitis B, seasonal influenza, H1N1 virus.
8. Students are responsible for their own health-care costs, and are responsible for their own health insurance coverage during their educational experience.

Other Required Credentials and Information – collect for admission, required by the end of the first course:

1. Background check – completed through CertifiedBackground.com (instructions provided) – **students pay for this when they register on the website.**
2. Current professional CPR certification (to include infant CPR and choking management) within 3 months of admission. It is the student's responsibility to renew the certification prior to expiration.
3. Malpractice insurance coverage (at least \$1,000,000 per occurrence and at least \$3,000,000 in the aggregate per annum) – **covered by the college**
4. Completion of Training for "Bloodborne Pathogens Exposure Control Plan", according to OSHA Standard 29 CFR part 1910 – completed in first Nursing Program course
5. Completion of Health Insurance Portability and Accountability Act (HIPAA) training – completed in first Nursing Program course
6. Some healthcare facilities may require other credentials and/or information from the student requesting placement in their facility (e.g. drug screen). Special agency requirements will be need to be obtained at the student's expense.
7. Signed confidentiality agreement
8. Signed verification of student handbook

If a student fails to **provide and maintain** any of the credentials, immunizations and program requirements, the student may be placed on probation and be required to submit the necessary documentation according to the probationary contract. If a student fails to satisfy the contract, the student may be suspended from the program and be required to reapply to the program.

SOUTHWESTERN COLLEGE PROFESSIONAL STUDIES

Nursing Program

COURSE SCHEDULING AND DELIVERY

All nursing courses are taken online. In order to take full advantage of the flexibility and convenience of the online learning environment, all nursing courses are taken online using the Blackboard course management system (see below for some further information). Most of the courses are taken over the standard Southwestern College Professional Studies six-week session. Nursing courses are scheduled consecutively. Beginning in the Spring 2014, the program will be using a cohort model, with one course following another on a schedule to completion. Learners will follow a set schedule and in that schedule, learners can complete the nursing courses in 14 months.

Requirements in the Nursing Program:

- There are no pre-requisite courses to complete prior to starting the nursing courses. However, it is strongly recommended that RN students complete English 101, English 102 and Statistics prior to starting the nursing program courses. Students **MUST** complete English 101 and 102 by the end of 15 credits (by the end of the 5th course). This will assist the learner in completing nursing course assignments that involve writing.
- NURS309 – Nursing Theories and Professional Practice is a pre-requisite for other nursing courses. This is a bridge course that provides learners with orientation to Blackboard, which is the learning management system that the online courses are delivered through. This course also helps learners with getting back into the school and learning mode.
- The final course, NURS435 – Professional Nursing Practicum and Project (only 12-week course) is the final course in the program. Includes an independent clinical practicum with a nurse leader and a professional project. All other nursing courses must be completed prior to taking this course

A current schedule of course offerings can be found on Self-Service, and click on “Find Courses” on the home page.

SOUTHWESTERN COLLEGE PROFESSIONAL STUDIES

Nursing Program

PRACTICUM EXPERIENCE**New Curriculum (beginning Spring 2014):**

The Practicum experience will occur throughout the nursing program and will culminate in the final nursing course, **NURS435 – Professional Nursing Practicum and Project**. The learner will identify a nurse leader(s), with a BSN or higher nursing degree, in a healthcare setting and will identify other leadership learning opportunities. The learner will spend 72 hours with the nurse leader(s) and in other leadership capacities to observe various situations and gain knowledge related to the nurse leader role. The learner will also identify a project of interest to complete for this course. The project may be developed with the nurse leader, or the student may identify a topic of interest where they would complete a professional nursing project. The practicum and project will need to be approved by the course instructor and/or Director of Nursing. Designated paperwork is required for this course and the activities.

Old Curriculum (Prior to Spring 2014):

Practicum experiences occur in conjunction with two nursing courses: **NURS410 Community Health Nursing and NURS440 Nursing Management**. These assignments have been included in the new curriculum.

These practicum experiences should help learners to achieve their personal and professional goals, as well as course and program outcomes. The practicum experiences should not be repetitive of previous learning experiences, but rather bring new learning and allow learners new insights. These experiences should benefit the learner and enhance their knowledge as a professional nurse.

Students are responsible for designing their own practicum experiences, with consultation from the instructor. Faculty will assist learners in planning their experiences, but students are responsible for specific arrangements. There is required paperwork that needs to be completed PRIOR to starting their practicum experience.

**** PLEASE NOTE:** It is essential that learners begin to plan for their practicum experiences several weeks before the actual course begins so that they will have plenty of time to meet requirements. Learners should consider their prior professional nursing experiences, both in the academic and work settings, so that individual learning experiences can be planned and arranged to meet specific needs.

Prior to the beginning of the practicum experience the learner is responsible to:

1. Identify the agency where the practicum will occur, and the individual who has agreed to supervise the experience;
2. Communicate the agency of choice with the Nursing Program director to obtain approval and to ensure agency agreement exists between the practice agency and Southwestern College.
3. Complete practicum paperwork and give to the instructor – remember to include course outcomes, including specific dates and times student plans to attend the practicum; and
4. Verify with the agency and preceptor, the responsibilities of the student, agency, and program in completing the practicum experience.

The course syllabus will provides further information and detailed instructions regarding the practicum experience and project guidelines. Learners must be prepared to make arrangements to achieve the outcomes of the practicum experience.

SOUTHWESTERN COLLEGE PROFESSIONAL STUDIES

Nursing Program

GENERAL CLASS POLICIES**LATE ASSIGNMENT POLICY:**

Due dates for all written work are posted in the assignment instructions on Blackboard. Written work must be submitted through assignments in Blackboard by the due date and time scheduled, in order to receive full credit. If you know of a conflict that will prevent you from completing an assignment on time, please let the instructor know PRIOR to the time the assignment is due. **Late work submitted will receive a 10% grade drop per day that it is late, beginning after the due date and time.** Discussion questions must be submitted on time, during the week of the discussion, in order to receive credit for the discussion forum. Quizzes must be completed by the deadline to receive credit for the Unit Quiz.

DUE DATES FOR CLASS ASSIGNMENTS:

The due dates for all written assignments will be located in the courses syllabus and in each unit. Learners need to make sure to review the syllabus and unit schedule to ensure course work is being completed by the due date.

Discussion Board posts: Discussion Board participation, via the discussion board on Blackboard are an important part of course dialogue for the purpose of processing information and analyzing issues. Most courses include discussion forums, and many include one or two forums per week. Students are expected to participate fully in these discussions. The initial post must be posted according to the Discussion Board grading rubric. Discussions should be complete by the posting dates and on-going discussions should take place among the learners throughout the week. Learners need to follow the Discussion Board rubric in order to receive all points for the Discussion Board activity.

In order to meet the course objectives and receive credit for the course, **ALL course assignments are due by the last day of the course.** If a student is unable to complete the course work by the last day of the course, the student must communicate with the instructor PRIOR to the last day of the course and request an extension for completion (incomplete). The approval for a course extension will be decided by the instructor and the Nursing Program director. There is paperwork to complete and a timeframe for assignment completion to be determined.

SOUTHWESTERN COLLEGE PROFESSIONAL STUDIES

Nursing Program

(Updated** Spring 2014) NURSING PROGRAM CURRICULUM & COURSE DESCRIPTIONS****NURS309: Nursing Theories and Professional Practice (3 cr hrs)**

As the first course for registered nurses who are pursuing a baccalaureate degree in nursing, this course explores the increasing complexity of healthcare and changes in professional nursing. Through an understanding of nursing theories and the history of the role of the nurse in society, learners develop further knowledge of the evolving healthcare environment and delivery of healthcare, and the developing role of professional nursing in managing, collaborating, and advocating for quality patient care, and forging productive relationships with other key stakeholders as they examine and plan individual career goals.

NURS328: Quality Improvement through Information Technology (3 cr hrs)

Used appropriately, technology can improve quality, reduce cost, eliminate waste, augment access, increase efficiency and productivity, and improve patient safety and health outcomes. Learners will develop leadership and management competencies related to health informatics and the use of information for quality assessment, evaluating performance, decision-making, and other related purposes. Learners will explore effective and ethical information management practices that help to ensure patient confidentiality, information security and integrity, and information accessibility.

Prerequisite: NURS309.

NURS329: Healthcare Systems and Policy (3 cr hrs)

The healthcare system includes hospitals, nursing homes, clinics, school and drugstore clinics, and a variety of other organizational entities. Behavior of individuals and organizations, forms and styles of communication, and cultural values and patterns differ according to the size of the healthcare organization, type, location, purpose, and assumed typical patient. Learners in this course identify organizational theories and models of care that they apply to various healthcare settings in order to understand the relationship between theoretical models and organizational dynamics. Topics for discussion and analysis includes systems thinking, process improvement projects, regulatory requirements, and models for advocacy and collaboration. Prerequisite NURS309.

NURS330: Nursing Leadership and Management (3 cr hrs)

Learners develop theoretical and practical knowledge of leadership and management components of nursing practice. Through a study of research-based theories and concepts, learners cultivate an appreciation for the roles of leadership and followership. The course also explores the nurse manager's operational leadership and management responsibilities, including effective communication skills, management of personnel, the budgetary process, risk management, and human resource responsibilities. Upon completion, learners will be able to utilize evidence-based research and practice knowledge to impact progressive healthcare improvements. Prerequisite NURS309.

NURS331: Evidence-Based Practice (3 cr hrs)

Learners develop the skills to read, critique, analyze, and determine how to utilize research and existing knowledge bases in nursing practice. The course provides the learner with an understanding of the evidence-based process and its application to nursing care. Developing the skills to access sources of evidence through databases and to utilize a model to translate the evidence to practice, learners increase their knowledge and skills to participate on a team implementing evidence-based care. Prerequisites: NURS309.

NURS406: Patient Centered Care Coordination (3 cr hrs)

The approach toward medical care has evolved from considering the patient a subject to treat to inclusion of the patient as a member of his or her care team. This course explores the importance of understanding a patient's genetic profile, the patient's understanding of his or her illness, the patient's culture's values, beliefs, and norms to be considered toward illness and treatment, and the patient's own goal for treatment and its outcome help form the basis for a team-based decision regarding the patient's care. Because each person is a member of a community, the course includes a focus on the social and economic principles that contribute toward the formation of a community's culture. Learners gain knowledge in inter-professional communication and the optimization of expertise. Prerequisites: NURS309 & Comp. II

NURS407: The Social and Moral Context of Health (3 cr hrs)

Learners are introduced to the major ethical theories, principles, and models for the recognition, analysis, and resolution of ethical dilemmas in health care practice. Particular attention is given to the concepts of social justice, diversity, and socio-economic dislocations in relationship to differential access to care, treatment inequity, and health disparities. Prerequisite NURS309 & Comp. II

NURS408: Community-Based Public Health Nursing (3 cr hrs)

Learners develop an understanding of the concept of partnering with the community as the basis for nursing practice in and on behalf of the community. Epidemiology, illness prevention, health promotion, disease prevention, and disaster preparedness approaches are explored and applied to community settings. Learners apply the practices of community assessment, disease prevention, and health promotion to planning, implementing, and evaluating community health interventions. Prerequisite: NURS309 & Comp II

NURS427: Trends and Issues Facing Healthcare (3 cr hrs)

Learners study current political, economic, and social trends affecting nursing and the healthcare system. Learners will integrate knowledge from previous courses to further explore healthcare quality and safety, evidenced-based practice, informatics, and the nurse's role in today's healthcare system. Prerequisite: NURS309 & Comp II

NURS435: Professional Nursing Practicum and Project (3 cr hrs)

Learners explore and reflect upon the application of the program outcomes and the knowledge and skills gained from their coursework as they explore, observe, and further experience nursing leadership and mentorship in a healthcare setting (72 hours). While working with a nurse in a leadership role, the nursing learner identifies, assists in providing leadership to, and participates in a clinically focused project that will refine clinical, leadership, analytical, decision making, project and task management, interpersonal, communication, and presentation skills. A project plan with expected outcomes is developed by the learner, Program Director, Field Supervisor (Preceptor), and authorized representative from the healthcare setting, if different from the Field Supervisor. The plan is developed after the completion of 21 credit-hours of professional coursework and is approved by the Program Director and authorized representative before the project begins.

The Program Director or designee serves as an advisor throughout the project. The course will culminate in the preparation of two comprehensive projects: A scholarly, research-based, and comprehensive report on the outcome of the clinically focused project; and a detailed and substantiated presentation on how the learner has achieved the nursing program outcomes through his or her coursework, practicum, and professional nursing project. The presentation's audience is the Program Director and other program and academic staff. (3 credits, 12 week course)

Prerequisite: completion of all NURS courses (concurrent enrollment permitted for NURS427, only) & Comp II

NURSING PROGRAM CURRICULUM & COURSE DESCRIPTIONS (Prior to Spring 2014)

(These courses are transitioning out with a program curriculum update that was implemented Spring 2014)

NURS 310 Introduction to Professional Nursing Education: *(3 Credit Hours)*

An introduction to the concept of professionalism, and to BSN education. Exploration of program philosophy and mission, and of skills necessary to be a successful adult learner. Learner roles, critical thinking, and scholarly work are addressed.

NURS 332 Caring: A Foundation for Nursing: *(3 Credit Hours)*

Analysis of the concept of caring with exploration of caring theory, relationships, influences and behaviors, and development of caring for self and others, and as the essence of nursing.

NURS 333 Health Promotion: A Framework for Nursing Practice: *(3 Credit Hours)*

Health promotion and disease prevention as a framework for nursing practice are explored from a theoretical, philosophical and historical perspective. Consideration of clients as individuals with health issues is approached from a positive orientation.

NURS 334 Theories, Trends, and Issues in Nursing: *(3 Credit Hours)*

Past, present, and future of nursing. Analysis of the impact of current health-care system dynamics on nursing roles.

NURS 336 Health Assessment: *(3 Credit Hours)*

Comprehensive health assessment essential to professional nursing practice.

NURS 345 Nursing Research: *(3 Credit Hours)*

Principles of research and identification of applications to nursing practice. Experiences in the research process through writing a research proposal and critical evaluation of written research. Students must successfully complete this course before enrolling in 442. Prerequisite: Successful completion of two nursing courses.

NURS 400 Ethical and Legal Dilemmas in Nursing: *(3 Credit Hours)*

Ethical principles and legal issues associated with nursing and health care are explored. Personal introspection and self-understanding are emphasized.

NURS 410 Community Health Nursing: *(3 Credit Hours)*

Development of an understanding of the concept of community as partner as the basis for nursing practice in and for the community. Emphasis is on theories critical to understanding the community as partner, the process of community as partner, and strategies for health promotion. Includes practicum experience.

NURS 426 Culturally Competent Nursing Care: *(3 Credit Hours)*

Cultural diversity, as well as universality is emphasized in comparing beliefs, values, and practices pertaining to health, care expressions, and well being among cultural groups.

NURS 434 Pathophysiology for Current Practitioners: *(3 Credit Hours)*

Major pathophysiologic concepts are explored in this course using a body systems approach. Theories relating etiology, pathogenesis and clinical manifestations physiology, chemistry, and other science courses provide the foundation for exploring human dysfunction. This course provides a basis for understanding alterations in functioning imposed by stressors and disease processes so that application to understanding clinical manifestations can be made.

NURS 440 Nursing Management: (3 Credit Hours)

Exploration of management skills necessary to function as a professional practitioner within today's health-care organizational hierarchy. Practicum component includes observation of management skills as they are applied in an organizational setting. Includes practicum experience.

NURS 442 Research Applications in Nursing: (3 Credit Hours)

Application of the research process to nursing, and exploration of evidence based practice. Basic statistical methods for conducting research are explored and research results are interpreted. Prerequisite NURS 345.

SOUTHWESTERN COLLEGE PROFESSIONAL STUDIES

Nursing Program

FACULTY-STUDENT COMMUNICATION

It is the intent of faculty to be available to students as necessary and appropriate to meet students' needs. Students are expected to take the initiative to e-mail faculty with any course-related question or concerns they may have. You will find that faculty check their e-mail often, and will reply within a reasonable amount of time. You can expect a reply within 24 - 48 hours during the work week. You are welcome to e-mail faculty during the weekend; however, faculty may not be available to respond until Monday.

Each course syllabus contains information regarding faculty contact information, as well as requirements which must be met in order for students to successfully complete the course. Students' work will be evaluated according to the criteria listed in each syllabus and on Blackboard.

Students will have the opportunity to evaluate each course upon its completion. Students are expected to complete the online course evaluation as directed.

Student input: Students have the opportunity to provide input into the program, including curriculum, teaching learning processes, and learning resources, through periodic program focus groups. These groups are held either in asynchronous discussion forum format, or through synchronous Collaborate sessions, both using Blackboard.

SOUTHWESTERN COLLEGE PROFESSIONAL STUDIES

Nursing Program

QUALITY INDICATORS FOR CRITICAL THINKING**QUALITY INDICATOR 1: Understands Relationships**

- Appropriately analyzes similarities or explains understanding of relationships among concepts
- Identifies connections among concepts/ideas

QUALITY INDICATOR 2: Seeks Appropriate Use of Information: Open-mindedness

- Questions and seeks validation of assumptions from credible sources; draws conclusions consistent with evidence
- Considers various points of view
- Generalizes information appropriately

QUALITY INDICATOR 3: Justifies Decisions and is Motivated by Good

- Validates appropriateness of decisions; uses appropriate principles to make decisions; understands consequences of decisions
- Objectively chooses among alternatives in making decisions
- Reflects about and questions "rightness" of decisions

QUALITY INDICATOR 4: Acknowledges Change as Constant

- Acknowledges need for change
- Identifies consequences of change

QUALITY INDICATOR 5: Aware of/Emancipated from Hegemony

- Makes decisions or takes action without influence of hegemony; shares concerns with others
- Recognizes and questions patterns of authority and influence
- Challenges authority when appropriate

SOUTHWESTERN COLLEGE PROFESSIONAL STUDIES

Nursing Program

QUALITY INDICATORS FOR WRITTEN COMMUNICATION

QUALITY INDICATOR 1: Ideas and Content

- The paper is clear and holds the reader's attention all the way through.
- The writer seems to know the topic well and chooses details that help make the subject clear and interesting.
- The writer is in control of the topic and has focused the topic well.
- Important ideas stand out. The writer uses the right amount of detail (not too much or too little) to make important ideas clear.

QUALITY INDICATOR 2: Organization

- Ideas, details, and examples are presented in an order that makes sense. The paper is very easy to follow.
- Paper has an inviting beginning and ending that works well.
- Ideas, paragraphs, and sentences are tied together so that the reader can see connections.
- Details seem to fit where they are placed.

QUALITY INDICATOR 3: Word Choice

- The writer carefully selects words to make the message clear.
- Words are accurate, strong, and specific.
- The writer may experiment with new words or use everyday words in a new, interesting way.
- The writer uses colorful expression and experiments with figurative language effectively. Imagery is well developed.
- Words are fresh, original, and fun to read.

QUALITY INDICATOR 4: Voice

- The writer is very sincere, individual, and honest. This paper stands out from the others.
- The writer seems to care deeply about the topic.
- The writer seems to speak right to the reader and to care about getting his or her ideas across.
- Paper may show originality, liveliness, excitement, humor, or suspense.

QUALITY INDICATOR 5: Writing Conventions (Grammar, Capitalization, Punctuation, Spelling, Paragraphing)

- There are no glaring errors in writing conventions, and the paper is easy to read and understand.
- Punctuation is correct and helps the reader understand each sentence.
- Spelling is accurate.
- There are no major errors in grammar. (For example, subjects and verbs go together; singular and plural word forms used correctly)
- Paragraphs start and stop at the right places.

QUALITY INDICATOR 6: Sentence Fluency

- The paper is easy to read and understand. It flows smoothly from one idea to the next.
- The writing sounds natural (the way someone might speak), not choppy, awkward or forced.
- Sentence structure is varied and adds interest.
- Sentence structure is correct. Run-ons or fragments, if present, are effective.
- The writing is concise (not wordy).

Topeka, KS model

Adapted from Beaverton, Oregon, 1986.

Adopted: 01/17/94

SOUTHWESTERN COLLEGE PROFESSIONAL STUDIES

Nursing Program

QUALITY INDICATORS FOR PROFESSIONAL DEVELOPMENT

- Demonstrates the ability to collaborate and negotiate with other members of the class or health care team; exhibits conflict resolution skills
- Exhibits adaptability in practicing across a variety of settings
- Assumes responsibility for life-long learning
- Plans for professional career development
- Serves as a member and leader within interdisciplinary health care teams
- Participates in professional organization activities
- Assumes responsibility for own learning
- Confidently pursues interests
- Demonstrate self-correcting behavior
- Demonstrate awareness of civic responsibility and community involvement

SOUTHWESTERN COLLEGE PROFESSIONAL STUDIES

Nursing Program

FORMAT FOR WRITING PAPERS

Papers written for nursing courses require using APA (American Psychological Association) style. Students are expected to access the APA website and manual to utilize the guidelines accordingly.

Students should become familiar with these guidelines and use them for all formal papers written throughout the nursing program. These guidelines may be found at <http://www.apastyle.org> and in the APA manual - American Psychological Association. (2010). *Publication manual of the American Psychological Association*. (6th ed.). Washington, DC: Author.

In addition to the APA format guidelines, faculty follow rubrics developed specifically for evaluating papers. Rubrics provide you with specific expectations for your papers, and you should become familiar with all grading rubrics prior to writing papers. Following are general rubrics for critical thinking which are often incorporated into assignment rubrics. They are offered as explanations as to how the faculty define these concepts, and are meant to provide clarification to guide student work.

**** Learners are encouraged to utilize Southwestern College's Writing Center – information and links to the Writing the Center can be found in each Blackboard course.**

SOUTHWESTERN COLLEGE PROFESSIONAL STUDIES

Nursing Program

GRADING SCALE

The college grading system defines the following marks as graded hours and assigns the grade points

A+ = The grade of A+ is reserved for a perfect score
(100%) of all work in a course

A = Superior work
(A+ or A, 4 points; A-, 3.67)

B = Above average work
(B+, 3.33; B, 3; B-, 2.67)

C = Average work
(C+, 2.33; C, 2; C-, 1.67)

D = Minimally acceptable work for receiving credit
(D+, 1.33; D, 1; D-, 0.67)

Per college policy, faculty may use the "plus (+)" or "minus (-)" designation on grades at their discretion. A grade of "C" must be achieved in all nursing and support courses for continuation in the program.

** Please Note: A grade of "C-" is considered failing, in accordance with the "Progression and Graduation Policy"

These additional marks are also used but do not designate graded hours and do not impact calculation of a GPA:

WD = Withdrawal from a course

W = Withdrawal from a course
(for active duty Army learners only)

AW = Administrative withdrawal from a course

I = Incomplete work

WM = Withdrawal by the Army
(obtained through the Army)

S = Satisfactory work
(equivalent to a C- or better)

SOUTHWESTERN COLLEGE PROFESSIONAL STUDIES**Nursing Program****SIGMA THETA TAU: INTERNATIONAL HONOR SOCIETY OF NURSING****EPSILON GAMMA CHAPTER-AT-LARGE**

Each fall, students meeting eligibility criteria are invited to be inducted into Epsilon Gamma Chapter-At-Large, the local chapter of Sigma Theta Tau International. Our chapter includes members from Southwestern College, Wichita State University, Newman University, Bethel College, and Tabor College. Sigma Theta Tau International endeavors to seek out and reward all students in baccalaureate or higher degree nursing programs who have demonstrated ability in nursing as evidenced by superior academic achievement.

The purposes of Sigma Theta Tau International are to:

1. Recognize superior achievement and scholarship.
2. Recognize the development of leadership qualities.
3. Foster high professional standards.
4. Encourage creative work.
5. Strengthen commitment to the ideals and purposes of the profession.

In order to be eligible for membership, students must have completed one-half of the required nursing course work, must rank among the highest 35% of the class, and have at least a 3.0 grade-point average. As part of the application process, eligible students request a faculty member to provide an endorsement for membership. Faculty members may ask applying students to submit materials regarding their desire to become a member of Sigma Theta Tau, their understanding of the society, or their future aspirations prior to providing the endorsement.

GRADUATION RECEPTION AND NURSING PIN

Southwestern College Professional Studies hosts a reception the day of graduation on the main campus for the SCPS graduates and their families. All graduates are invited to attend.

Students desiring to purchase a graduation pin should place their orders by December prior to May graduation. Cost of the pin varies, depending upon the type ordered. Learners should contact:

JH Recognition 226 Public Street

Providence, RI 02905-6500

Phone 800-224-1657

SOUTHWESTERN COLLEGE PROFESSIONAL STUDIES

Nursing Program

FACULTY CONTACT INFORMATION

Nursing faculty teach regular courses in the RN-BSN program. Learners are encouraged to contact their nursing instructor teaching their course if questions arise during the course. If questions or situations cannot be handled by the nursing instructor, please contact the Nursing Program director.

Nursing Program Director:	<u>Telephone number</u>	<u>E-mail Address</u>
Amber Pyatt	316-866-3326	amber.pyatt@sckans.edu

Toll-free phone number to the Southwestern College Professional Studies,

Wichita Campus: 1-888-684-5335, ext. 3326

Affiliate faculty may be reached, when teaching a course, by e-mail or their contact information listed in the Syllabus and course.

SOUTHWESTERN COLLEGE PROFESSIONAL STUDIES

Nursing Program

ONLINE COURSE INFORMATION

As previously stated, all nursing courses are offered online, and utilize the Blackboard learning system (see below for login information). The following information is available to assist students as they take courses. Students are referred to the following website for additional information www.southwesterncollege.org – click on Enrollment Center to enroll. Students will be asked to provide email address during registration to allow for access to course information.

General Information:

There are many advantages to taking courses utilizing Blackboard, particularly for adult learners. Online courses are not time or place oriented. The courses are there when the learner chooses to enter them. That may be on Sundays, at 3:00 a.m. or whenever it is convenient for the learner. There is no worry about child care issues, transportation problems or travel demands of the workplace.

However, these courses are intense, and demand self-discipline. A learner needs to log on and be prepared to read and comment upon a number of postings each week. You will be doing no less work than you would be doing in the classroom; in fact, you may be doing more work each week than you would in a traditional classroom environment during a traditional semester. In addition, many courses will expect that you participate in a “real time” synchronous virtual classroom at least once per session. While this does necessitate scheduling a time that is agreeable to the entire class, it provides a real time opportunity for collaboration among classmates and instructor, and to clarify information.

Learners who set aside a specific time to “attend class” each week are better able to keep up with assignments.

A learner needs to anticipate occasional technical problems. A great deal of time is spent on the internet reading articles, uploading and downloading documents. Technology is unreliable at best, so always have a Plan B for submitting assignments. In the unfortunate eventuality that “cyberspace eats your homework” you should always back up all assignments on an external or flash. You may be asked to resubmit. It should be emphasized that students are expected to adhere to the “late assignments policy” and to note that there is no excuse for submitting assignments late without notice.

If you are not *highly motivated, disciplined, and patient*, online courses may not be the best option for you. This statement is not meant to be discouraging, it is meant to provide a reality check.

Blackboard Login

Blackboard allows access to your course materials as well as class discussion boards, lectures and assignments on a 24/7/365 basis. The nice thing about Blackboard™ is that it doesn't require any special software...all you need is an Internet connection and you're ready to go!

If you have questions about Blackboard or need help logging in, please contact technical support toll-free at 888.684.5335 or email blackboard@sckans.edu.

You may also contact Marilyn Clements, Coordinator of Instructional and Information Technology, at marilyn.clements@sckans.edu

SOUTHWESTERN COLLEGE PROFESSIONAL STUDIES

Nursing Program

GENERAL PROGRAM INFORMATION

Textbooks

Textbook information is available at <http://www.southwesterncollege.org//u-textbook-info.cfm>

Grades

Final course grades are available on Southwestern College Self-Service.

Financial Aid

For information regarding financial aid, students are directed to www.southwesterncollege.org, click on Contact us, then Staff Directory, then Financial aid.

Advising

Erica Fanello will be your academic learner coach. Students are considered an active participant in the advising process and must assume personal responsibility for information related to degree requirements. Each student receives a plan of study upon admission to the nursing program, and should review it carefully for accuracy. In addition, your coach is available to answer questions, as needed.

Graduation

There are three graduation dates throughout the year: May, August, and December, although the college holds only one graduation ceremony in May. All graduates are invited to participate in the ceremony: if you graduate in December, you may walk in the ceremony held the May following your graduation. If you graduate in May or plan to be an August graduate, you may walk in the graduation ceremony corresponding to or preceding your graduation date. Please note that a graduation application **MUST** be completed prior to the deadline: the application may be obtained by accessing the Registrar's webpage at www.sckans.edu/registrar, and clicking on Graduation. It is essential that students observe the deadlines.