



Southwestern College Professional Studies

Nursing (RN to BSN) Program Student Handbook

Fall 2019

TABLE OF CONTENTS

Welcome 3

Statement of Belief Regarding RN/BSN Articulation & Program Description 4

Program Mission, Goals and Program Outcomes 5-6

Curriculum Organizing Framework 7

Curriculum Guiding Principles Defined 8-10

AACN BSN Essentials 11

Assessment of Outcomes 12

POLICIES AND GENERAL ACADEMIC INFORMATION

Program Requirements 13

 Admission 13

 Curriculum 14

Validation of Course Credit 13

Course Scheduling and Delivery Information 16

Practicum Requirements Guide 17-27

 Credentials and Health Requirements 18-19

Faculty-Student Communication 28

REFERENCE INFORMATION

Format for Writing Papers 29

 Online Writing Center 29-30

MISCELLANEOUS INFORMATION

Sigma Theta Tau 31

Graduation Activity 31

Nursing Director & Faculty Contact Information 32

General Program Resources 33

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, 655 K Street NW, Suite 750, Washington, DC 20001, 202-887-6791; website- www.cneaccreditation.org

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 Academic 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.

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

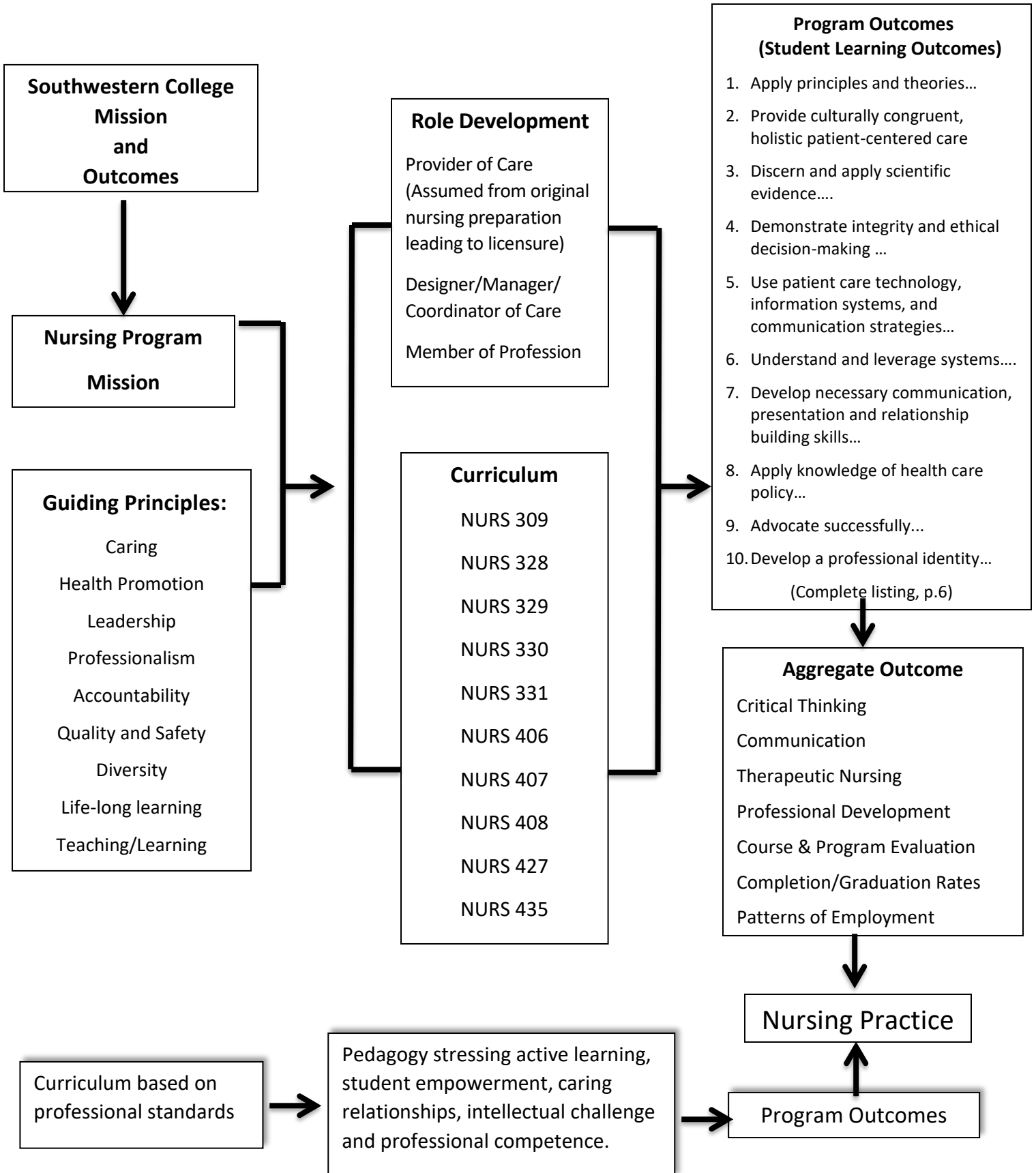
Nursing Program Outcomes

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, and 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

AACN Essentials of Baccalaureate Education for Professional Nursing Practice

- I. Liberal Education for Baccalaureate Generalist Nursing Practice
- II. Basic Organizational and Systems Leadership for Quality Care and Patient Safety
- III. Scholarship for Evidence-Based Practice
- IV. Information Management and Application of Patient Care Technology
- V. Healthcare Policy, Finance, and Regulatory Environments
- VI. Interprofessional Communication and Collaboration for Improving Patient Health Outcomes
- VII. Clinical Prevention and Population Health
- VIII. Professionalism and Professional Values
- IX. Baccalaureate Generalist Nursing Practice

American Association of Colleges of Nursing (AACN). (2008). [*The essentials of Baccalaureate education for professional nursing practice*](#). Washington, DC: Author.

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.

Validation of Credit

Professional Studies RN to BSN students may receive up to 30 hours of nursing credit for proficiency validated by licensure. These credits are determined by the completion of lower division nursing courses (grade of C or better) which contain competency validation of outcomes equivalent to those achieved in baccalaureate-degree-granting institutions (required in order to take the NCLEX-RN exam) and successfully passing the Registered Nurse state board licensure exam.

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.

Transferring a Completed AA, AS, or AAS Degree

Any learner with a completed associate of arts (AA), associate of science (AS), or associate of applied science (AAS) from an institution recognized by the Council for Higher Education Accreditation is waived from all general education requirements with the exception of the following:

- Composition 2
- Statistics**
- Anatomy & Physiology
- Microbiology
- Pathophysiology
- Nutrition

If not completed prior to acceptance to the BSN program, and if not offered by SCPS, these courses must be completed at an accredited institution.

Transferring a Completed Diploma in Nursing

Any learner with a completed Diploma in Nursing from an institution recognized by the Council for Higher Education Accreditation must complete the following general education requirements prior to graduation from the BSN program:

- Composition 1 and 2*
- Statistics**
- General Psychology
- Human Development or Lifespan
- Oral Communication
- College Math or College Algebra
- Anatomy & Physiology
- Microbiology
- Nutrition
- Humanities
- Social Science
- Pathophysiology

* *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*

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

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). The courses are taken over the standard Southwestern College Professional Studies six-week session. Nursing courses are scheduled consecutively. The program uses 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.
- NURS435 – Professional Nursing Practicum and Project is the final course in the program. This course includes a quality improvement project and reflection of program outcomes. All other nursing courses must be completed prior to taking this course.

*English 101 is waived for students transferring in an AA, AAS, or AS degree. Students who transfer in a Diploma in Nursing are still required to take this course.

A current schedule of course offerings can be found on Self-Service, and click on “Find Courses” on the home page. The schedule of courses can also be found by using the Course Rotation tool located at <http://ps.sckans.edu/course-rotation/>

SOUTHWESTERN COLLEGE PROFESSIONAL STUDIES

Nursing Program

PRACTICUM EXPERIENCE**Nursing Curriculum:**

The Practicum Learning Experiences will occur throughout the nursing program. The learner will complete 72 hours of practice learning experiences. The learner will gain knowledge related to the nurse leader role along with participating in activities to meet the objectives and outcomes of the RN to BSN program. Practice learning experience hours will be completed starting with **NURS309** and will continue on until **NURS435**. Students will submit reflective journals in each course for the hours that they have completed except for NURS435. In NURS435, Professional Nursing Practicum and Project, the final project will be evidence of practicum hour completion for the course.

The reflective journal for each course must be passed with a C (74%) or above to pass the entire course and be awarded the practicum hours for the course. If the reflective journal and therefore the practicum hours are not passed for the course then the course will have to be repeated.

The learner will also identify a quality improvement project to complete. The students will pick the topic of the project early in the program and will continue to work on the project which will culminate in the final nursing course, NURS435 Professional Nursing Practicum and Project. The project may be developed with a nurse leader, or the student may identify a topic of interest where they would complete a professional nursing project. The project will need to be approved by the course instructor and/or Director of Nursing.

The course syllabi will provide 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.

PRACTICE EXPERIENCE GUIDE

Background

The RN-BSN program at Southwestern College requires that nursing students complete practice experiences in the curricula to enable students to achieve the required educational competencies. These practice experiences align with course objectives, expected outcomes, and competencies. Students who complete these experiences are evaluated by the faculty of the course.

Practice experiences are not like the clinical experiences you completed to obtain your degree as a registered nurse. Practice experiences **do not** involve hands-on patient care. They are designed to provide you with the opportunity to apply the concepts and knowledge you learn in the nursing courses. There are a total of **72 practice experience** hours required in the RN-BSN program.

How the Practice Experience Process Works

You must complete the required number of practice experiences hours in each RN-BSN course that contains a practice experience. All practice experience activities must be completed by the end of the course for you to receive credit for the activities. All practice experiences are graded. Practice experience hours will be graded using the practice experience journal, except in NURS435. In the NURS435 course, the final project will be graded to show completion of the practice hours. You must obtain at least a C, 74%, on the practice experience journal or project for NURS435 to obtain the practice experience hours and pass the course. Failed practice experience hours do not count toward the total number of practice hours required for a course and impact your ability to successfully complete the course. A practice experience hour is defined by the program in each course. You will only get credit for the number of practice experience hours that are selected for the course. In NURS435, in unit one you will submit what practice experiences you need to complete your project. Examples will be provided. The course faculty will deny or approve your submission.

Nursing Student Photo Identification

For security purposes, you are required to wear a photo identification badge on your clothing that is visible at all times when you are at a site/facility to complete practice experience hours. Please email a headshot photo to your admission counselor that follows the below directions:

1. Format is JPG
2. Frame is head and shoulders (no selfies please)
3. Background should be light

ID badges will be created and mailed to the address the school has on file.

Your CertifiedProfile Account Through CastleBranch

CastleBranch provides CertifiedProfile, a secure document tracking and repository service that collects, tracks and monitors your required documentation for the practice experiences you do during your nursing program at Southwestern College. This is a one stop site for you to upload all of your required documents. You will have access to your documents after you graduate. CertifiedProfile monitors your

posting of the required documents and contacts you (and Southwestern College) automatically if you need to update a document. If your documents do not stay updated then you could be removed from courses.

Instructions on how to set up your CertifiedProfile account through CastleBranch will be sent to you upon enrollment in the program. The cost for you to complete the requirements on your CertifiedProfile account will be paid for my Southwestern College.

You will not need to complete a Background Check at the beginning of the nursing program. If you choose to do part of your practice experience hours at an organization that requires a background check, then you will be directed to the appropriate place within CertifiedProfile where you will complete this. There will be a background check charge that will be incurred by the student.

You must upload proof of the following in Certified Profile Account

Cardiopulmonary Resuscitation (CPR) Training

You must upload proof of completion of the American Heart Association Health Care Provider level cardiopulmonary (CPR) course to your CertifiedProfile account.

TB skin test/chest x-ray

An annual skin test - results of a negative PPD (pure protein derivative) TB test, a negative chest x-ray report (every 5 years), or TB Questionnaire

Varicella documentation (Provide ONE of the following):

Physician letter stating verification of chicken pox – this cannot be a statement from you, it must be documentation from your physician that you have had it.

Two varicella immunizations

Positive titer results

Hepatitis B Series or titer

Documentation that the Hepatitis B vaccine series has been completed or a copy of a signed Hepatitis B declination form

Vaccination for or immunity for Tdap (to be done every 10 years)

Vaccination for or immunity to Measles, Mumps, & Rubella

HIPAA (privacy) training – completed in the first nursing course

Infection Prevention training - completed in the first nursing course

**Note: Some practice facilities may require other information, (e.g Influenza vaccinations, drug testing, etc). Additional agency requirements will be need to be obtained at the learner's expense.

Below is a checklist to help you verify that you have completed the activities required regarding practice experiences in the RN-BSN program.

Requirement	Yes/No
AT THE START OF NURS309	
Establish an individual CertifiedProfile account with CastleBranch and start to fulfill the requirements that need to be documented on your CertifiedProfile account. Directions will be emailed to students.	
Upload information to your CertifiedProfile account to prove that you hold an active and unencumbered RN license. You need to upload proof that your license remains current and unencumbered each year you are in the RN-BSN program.	
Email a picture to your admission counselor to be used to create the picture identification badge that must be worn while completing practice experience hours.	
If any healthcare facilities that you will be doing practice experience hours require an affiliation agreement, the student must contact the Director of Nursing so that appropriate paperwork can be filled out. This can take a couple of weeks to complete, so schedule wisely.	
DURING EACH NURSING COURSE	
Upload your CertifiedProfile report indicating that you completed the requirements and are up to date to the appropriate spot in the online Blackboard course.	
AT THE END OF EACH NURSING COURSE	
Upload a reflective journal regarding each of the practice experiences that were completed for the course to the appropriate spot in Week 6 in each online course. See rubric in each course.	

Practice Experience Hours Required by Course

Course	Hours Required
NURS309 Nursing Theories and Professional Practice	2 hours
NURS328 Quality Improvement through Information Technology	7 hours
NURS329 Healthcare Systems and Policy	5 hours
NURS330 Nursing Leadership and Management	9 hours
NURS331 Evidence-Based Practice	5 hours
NURS406 Patient Centered Care Coordination	7 hours
NURS407 The Social and Moral Context of Health	8 hours
NURS408 Community-Based Public Health Nursing	12 hours
NURS427 Trends and Issues Facing Healthcare	7 hours
NURS435 Professional Nursing Practicum & Project*	10 hours

*NURS435: Students will be spending time creating their project for the course. These count towards the total number of hours needed for the course.

Southwestern College Practice Experience Reflective Journal

The purpose of reflective journaling is for you to have an opportunity to connect course content with experiential learning. Reflective journaling provides focus on the lessons learned through a succinct and meaningful process. The overarching goal of all Practice Experiences is to integrate practical learning experiences into your professional practice through self-development. This format enhances critical thinking, clinical reasoning, and clinical judgement through use of the nursing process.

Instructions for Reflective Journaling

1. Maintain patient, employee, and organizational confidentiality at all times. Use only initials throughout the journal when referring to a specific patient, employee, organization or other entity.
2. Journal entries are submitted electronically within the assigned course by the specified due dates.
3. Reflective journal entries should be no longer than two pages for each 5 hours of activities.
4. Critical thinking, clinical reasoning, and clinical judgement need to be evidenced in your reflective writing. This should include:
 - a. Your reaction to the learning experience
 - b. Your achievement of the College principles, program outcomes, and course or topic learning objectives
 - c. Incorporate theoretical content from the course in each learning experience reflection
 - d. Relate your experiences to your own professional learning and the potential impact on your professional nursing practice
 - e. If appropriate, add any additional experiential learning reflections aligned with achieving your academic goal. In particular, include content that may be beneficial to complete final course or program learning requirements.
 - f. Cite references in APA, including at least one professional nursing journal article to support your analysis.

Southwestern College Practice Experiences

Reflective Journal Grading Rubric

Practice Experience Journal Grading Rubric

Criteria	A 90-100%	B 80-89%	C 70-79%	F 0%
Completion & Timeliness 10%	Student completes all assigned course Practice Experiences on time and submits journal within online course by unit 6.	Student completes all assigned course Practice Experiences on time and submits journal within online course by unit 6.	Student completed all assigned course practice experiences on time but does not submit journal within online course by unit 6.	Student does not complete all assigned course practice experiences and does not submit journal by week 6.
Content 60%	All areas of the journal instructions are included (reaction, achievement of outcomes, theoretical content, impact on practice)	One area of the journal instructions is missing.	Two areas of the journal instructions/	Three or more areas of the journal instructions are missing.
APA 20%	Includes use of APA formatting (title page, headers with page numbers, introduction, conclusion, references and citations)	One area of APA formatting is missing.	Two areas of APA formatting are missing.	Three or more areas of APA formatting are missing.
References 10%	Use at least one professional reference from a nursing journal.	Use at least one professional reference from a nursing journal.	Use at least one professional reference from a nursing journal.	No reference included.

Student Responsibilities

1. Be prepared for each day of the practice experience. Preparation includes:
 - a. Wear attire that is appropriate for the practice setting. When participating in practice experiences or connecting with the public related to assignments, you are required to wear your Southwestern College student ID badge.
 - b. Conduct practice without discrimination on the basis of age, race, religion, gender, and nation of origin, sexual orientation, or handicap.
 - c. Respect the dignity and rights of clients regardless of social or economic status, personal attributes or nature of health problems.
 - d. Respect the property of individuals and facilities.

2. Professionally represent Southwestern College Nursing Program. Student critical professional behaviors include:
 - a. Demonstrate respect for peers, colleagues and faculty.
 - b. Demonstrate personal maturity; be goal directed and able to make decisions and take action.
 - c. Be flexible in adapting to change.
 - d. Accept and provide constructive suggestions.
 - e. Manage personal circumstances.
 - f. Accept responsibility for own behavior.
 - g. Demonstrate corrective behavior when given feedback.
 - h. Refrain from starting or continuing a practice experience if a student's physical or emotional condition is a threat to the patient and/or others.
 - i. Engage in nursing practice with the expected level of knowledge and skill, and that of the institutional, professional, legal, and ethical guidelines.
 - j. Engage in nursing practice in accordance with honesty and accuracy in written and verbal communication, including but not limited to errors of omission or commission.
 - k. Respect patient's right to privacy by protecting confidential information.
 - l. Accept individual responsibility and accountability for actions.
 - m. Seek appropriate supervision and/or consultation when necessary.

3. Seek out experiences that build nursing competencies.

4. Seek out opportunities to complete assignments.

Southwestern College Professional Studies
RN-BSN Program
Capstone Project Guidelines

The RN-BSN program at Southwestern College requires students to develop and implement a scholarly project that allows the students to address a quality improvement need that is relevant to the advancement of the nursing profession. All topics will need to be approved by faculty prior to implementation.

Throughout the Program students should begin to:

- Focus on their topic. One of the most challenging aspect of approaching the scholarly project is narrowing the scope to the extent that the project is manageable and can be accomplished in a relatively short period of time. Students need to think about the research question that they are wanting to answer with the completion of this project.
- Students are encouraged to build calendars of important dates and deadlines throughout the nursing program.

During NURS328 & NURS331 students will:

- Start to work on assignments that can bring clarification to the scholarly project. Students are encouraged to submit work that closely relates to the project topic as much as possible.

Steps for Project Completion:

- The Professional Project needs to be approved by the faculty prior to initiation.
- The Project Paper grading Rubric will be followed for the completion of the paper.
- The Project Presentation Rubric provides information on grading criteria for presentation of project information.

Professional Project Paper Elements

Title Page

Abstract

Problem Description

Available Knowledge/Literature Review

Rationale

Specific Aims

Context

Study of the Intervention(s)

Measures

Analysis

Ethical Considerations

Results

Summary

Interpretation

Limitations

Conclusions

References

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 contact 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 virtually.

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. Faculty members will use the rubrics for grading student work and providing feedback.

Southwestern College's Online Writing Center

Faculty Writing Consultants work with learners in a one-on-one consultation on writing, in real time, Tuesday-Saturday each week. Consultants can work with learners at any stage in the writing process: invention, pre-writing, early draft, or the revision stage of a third draft. The faculty consultants are a resource to help learners to develop your academic writing skills; services go well beyond evaluating or proofreading writing.

Before meeting with a consultant, the learner will need to be properly connected to Southwestern College's email account.

[From the SC OWC Web page, \(click here to link\)](#) learners can access writing resources 24/7/365 as well as the appointment management system, WOnline, to make and attend appointments. Through the [main SCPS Website, under "Current Students - Quick Links,"](#) there is direct access to the WOnline appointment management system to create and attend scheduled appointments. Learners can also access the SC OWC via Academic Resources in their Blackboard course shell.

If you have any further questions, please email PSWriting@sckans.edu.

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 the 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>
Dr. Abbey Elliott	316-866-3326	abbey.elliott@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.

GENERAL PROGRAM RESOURCES

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.

Textbooks

Textbook information is available at <http://ps.sckans.edu/bookstore>

Grades

Final course grades are available on Southwestern College Self-Service at <https://web03.sckans.edu/SelfService/Home.aspx>

Financial Aid

For information regarding financial aid, students are directed to <http://ps.sckans.edu/applying-financial-aid> click on Contact us, then Staff Directory, then Financial aid.

Advising

The learner will be assigned an academic success 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.