



RN-BSN Program
Student Handbook
Summer and Fall 2019

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Welcome to Olivet College's RN-BSN Program

On behalf of Olivet College and the Nursing Program, we are excited to welcome students into the RN-BSN Program. We recognize that the decision to continue your education in nursing was likely made with a potpourri of emotions. It is our goal to provide a challenging curriculum, while making student success a priority. Best wishes to you as you begin your journey towards earning your Bachelor of Science in nursing degree.

RN-BSN Program Student Handbook, Academic Catalog, and Olivet College Student Handbook

It is essential that students understand the information in this handbook to facilitate their progression through the program. This handbook, your admissions advisor, faculty, and the director of the RN-BSN Program are excellent resources. The RN – BSN Program Student Handbook is designed to be used by the student throughout the program and in conjunction with other Olivet College publications containing information relevant to the Olivet College student, including the Academic Catalog and Olivet College Student Handbook.

The faculty and staff are available to assist students in their academic endeavors. It is important that the faculty and admissions advisor be notified of potential problems that might interfere with academic success (illness, financial problems and personal issues) as soon as they arise rather than later, when options may be limited.

Academic Catalog and Olivet College Student Handbook Information

All students are expected to be aware of Olivet College regulations and to abide by them. These policies and procedures are outlined in the Academic Catalog and Olivet College Student Handbook. Also found in the academic catalog is the Olivet College mission and vision and program information.

These can be found at the following websites:

Academic Catalog

<https://www.olivetcollege.edu/wp-content/uploads/2018/10/2018-2019-Academic-Catalog.pdf#page=1>

Olivet College Student Handbook

https://my.olivetcollege.edu/ICS/Campus_Life/Home.jnz?portlet=Student_Life_Documents

Nursing Program Mission Statement. The following is the mission statement developed for the nursing program at Olivet College:

The mission of Olivet College's RN-BSN Program is to provide a diverse education which will enrich lives of nursing students and the lives that the graduates touch intellectually, morally, and spiritually; essentially to go forward and do good.

Educational Goals for the BSN Degree Program. The following are educational goals for the Olivet College nursing program:

- Foster an environment that supports learners from diverse academic, individual and practice backgrounds to promote academic and professional excellence
- Prepare students to apply a broad understanding of the liberal arts to nursing practice
- Prepare students in the application of professional practice and nursing leadership skills
- Prepare students for evidenced-based/research-driven practice
- Prepare students for the role of patient advocate for diverse populations and a variety of healthcare settings
- Provide students with knowledge of patient care technologies that are critical to the delivery of quality patient care
- Prepare students to provide nursing care to populations within their community as well as county, state, country and world
- Assure students understand effective nurse-patient and inter-professional relationships

Program Outcomes for the BSN Degree Program. Based upon the above educational goals, the following program outcomes were developed:

1. Liberal Arts Foundation – The Olivet College nursing graduate will transform concepts from liberal arts to enhance professional practice of nursing and lifelong learning. (BSN Essential I)
2. Professional Practice and Leadership – The Olivet College nursing graduate will integrate health care policy, finance, and application of environments to develop knowledge and skills in leadership, quality improvement, and patient safety that are necessary to provide high quality health care. (BSN Essential II, V, and IX)
3. Research and Evidence-based Practice – The Olivet College nursing graduate will effectively employ interdisciplinary frameworks, theories, concepts, models, and current nursing evidence-based practice to maximize health outcomes for individuals, families, groups, and communities. (BSN Essential III)

4. Advocacy – The Olivet College nursing graduate will develop an understanding of the influence of health care policies, including financial and regulatory, directly and indirectly on the role of nurse advocate for the professional nurse. (BSN Essential V)
5. Technology and Informatics – Olivet College nursing graduates will formulate advanced knowledge and skill in information management as well as patient care technologies critical to the delivery of quality evidence based patient care (BSN Essentials III and IV).
6. Community Engagement and Social Responsibility – The Olivet College nursing graduate will construct evidenced-based holistic disease prevention and health promotion nursing interventions and develop knowledge to improve local, state, national, and world health across the lifespan and across the continuum of healthcare environments. (BSN Essentials VII and IX)
7. Collaboration and Inter-Professional Relationships – The Olivet College nursing graduate will develop and apply values of altruism, autonomy, human dignity, integrity, and social justice while implementing interdisciplinary collaborative relationships and communication aimed to provide high quality and safe patient care. (BSN Essentials VI, VIII, and IX)

Olivet College Compact

To give further definition to Olivet College's institutional vision of Education for Individual and Social Responsibility, the following set of principles about what it means to be a responsible member of this college community were developed. They serve as a guide and inspiration to Olivet's students, faculty, staff, administrators and trustees alike. Olivet College is founded on and devoted to student learning, growth and development. The college values diversity within a community built on trust, participation and a sense of pride. As a member of this community, I affirm the following commitments:

I am responsible for my own learning and personal development. We recognize the critical importance of taking ownership for our learning. We seek to learn from the full range of our experience, to be open to new experiences and new ideas and to continuously pursue excellence and fulfillment in our intellectual, social and spiritual pursuits.

I am responsible for contributing to the learning of others. Every learner benefits when each shares ideas, insights and experiences with others. We value differences of opinion and perspective as well as open, respectful dialogue about these differences as central to the ongoing learning process.

I am responsible for service to Olivet College and the larger community. People working together for the common good is a key to growth for both the individual and the community. We commit ourselves to participating in community service and volunteer activities, both on and off campus.

I am responsible for contributing to the quality of the physical environment.

Enhancing environmental quality is critical to the College, the community and ultimately to the survival of our planet. We will act to maintain and improve our facilities and grounds, to enhance the safety, the security and the appearance of our surroundings and to protect the ecology of our larger community.

I am responsible for treating all people with respect. We aim to create a positive and inclusive campus culture celebrating both the individual and cultural differences which make each of us unique and the similarities which bond us together. We recognize the need to seek to understand others as the first step to developing mutual understanding, caring and respect.

I am responsible for behaving and communicating with honesty and integrity. We build trust when we communicate openly, when we seek justice and fairness for all people, regardless of role or position, and when we honor our values and commitments in our private as well as our public behavior.

I am responsible for the development and growth of Olivet College. We reach outward and seek to inform, involve and recruit new students, employees and friends who share the vision and principles of Olivet College. In joining this community, I commit myself to these principles and accept the obligation entrusted to me to foster a culture of responsibility at Olivet College.

Accreditation

Olivet College is approved by the Higher Learning Commission.

RN-BSN Program Conceptual Framework



BSN Essentials

Professional Nursing Program Courses and the Liberal Arts. *The Essentials of Baccalaureate Education for Professional Nursing Practice* developed by the AACN identifies Essential I as the provision of a liberal education: “A solid base in liberal education provides the cornerstone for the practice and education of nurses.” They state that:

A strong foundation in liberal arts includes a general education curriculum that provides broad exposure to multiple disciplines and ways of knowing. Other than the nursing major, some aspects of liberal arts study will be provided as discrete parts of the full educational curriculum; However the rich and diverse perspectives and knowledge embedded in the liberal arts and sciences will be integrated throughout the nursing curriculum, as these perspectives are integral to the full spectrum of professional nursing practice.

(<http://www.aacnnursing.org/Portals/42/Publications/BaccEssentials08.pdf>)

Essential I: Liberal Education for Baccalaureate Generalist Nursing Practice

- A solid base in liberal education provides the cornerstone for the practice and education of nurses.

Essential II: Basic Organizational and Systems Leadership for Quality Care and Patient Safety

- Knowledge and skills in leadership, quality improvement, and patient safety are necessary to provide high quality health care. ·

Essential III: Scholarship for Evidence Based Practice

- Professional nursing practice is grounded in the translation of current evidence into one's practice.

Essential IV: Information Management and Application of Patient Care Technology

- Knowledge and skills in information management and patient care technology are critical in the delivery of quality patient care. ·

Essential V: Health Care Policy, Finance, and Regulatory Environments

- Healthcare policies, including financial and regulatory, directly and indirectly influence the nature and functioning of the healthcare system and thereby are important considerations in professional nursing practice. ·

Essential VI: Interprofessional Communication and Collaboration for Improving Patient Health Outcomes

- Communication and collaboration among healthcare professionals are critical to delivering high quality and safe patient care.

Essential VII: Clinical Prevention and Population Health

- Health promotion and disease prevention at the individual and population level are necessary to improve population health and are important components of baccalaureate generalist nursing practice.

Essential VIII: Professionalism and Professional Values

- Professionalism and the inherent values of altruism, autonomy, human dignity, integrity, and social justice are fundamental to the discipline of nursing. ·

Essential IX: Baccalaureate Generalist Nursing Practice

- The baccalaureate-graduate nurse is prepared to practice with patients, including individuals, families, groups, communities, and populations across the lifespan and across the continuum of healthcare environments.
- The baccalaureate graduate understands and respects the variations of care, the increased complexity, and the increased use of healthcare resources inherent in caring for patients.

Program Enrollment and Admission

The program enrollment and admission process occurs when the following steps have been completed.

1. Complete the online application providing your contact information, Michigan Registered Nurse license number, place of employment, colleges attended, and other demographical information.
2. Admission is pending official transcripts of all colleges sent to the admission advisor.
3. The plan for paying tuition must be articulated with the Student Service Department. Students are encouraged to apply for financial aid by completing the FAFSA.
4. After official transcripts have been received and transcribed, the Nursing Program Director will contact Student Services to assure that a tuition payment plan has been established.
5. Students will receive an official acceptance letter from the Director of Nursing Education.
6. After these processes have been completed, the Registrar will be notified to enroll students in their first semester courses.
7. Students will receive a letter with their courses and username and password to access MyOlivet and the learning management system.
8. Prior to the beginning of the program the student will complete orientation that walks through the use of the learning management system and the services offered at Olivet College.

In the event that there are more student meeting admission requirements than available seats in the cohort, the date in which students have submitted all of their admission documents will be used for selection. Students who are not admitted in their desired start semester will be offered a seat in the following semester cohort start. Olivet College is committed to serving every student that meets the program admission criteria.

Enrolling in Classes

As part of the admission process, your academic faculty advisor will assist you with any scheduling needs throughout your program including individual course enrollment. Please be aware that you may need to complete additional general education (Liberal Arts Core) or upper division courses to meet overall requirements for your baccalaureate degree. Please meet with your academic advisor to ensure that you are on track with graduation requirements prior to the beginning of each semester, midterm, and during finals week. All students will be asked to meet with their faculty advisor prior to admission, within the first four (4) weeks of courses, and within the last four (4) weeks of courses. This is most generally accomplished through the series of Professional Growth and Development courses.

Textbooks

A list of required textbooks will be available in at least two weeks prior to the first day of classes. It is always appreciated when students use the Olivet College Bookstore (link below), however; students may purchase textbooks at any location. Be aware, some courses may require students to use the electronic resources assigned to the text by an authorization number within the text. In these cases, it is important to assure that there is an inactivated code within the text. [Link to OC Bookstore](#)

Library Resources

Kellogg Community College will supply Olivet College RN-BSN Program students with a desktop username and password to access and use library resources on and off campus. Students may also use the on-campus library for learning materials (texts, periodicals, etc.) by visiting the library and presenting a picture identification. Students will have online access to KCC's electronic library.

Student Support Services

The Olivet College Nursing Program Office is at KCC in the C-Building room C105. The Customer Service Specialist is equipped to assist students with admissions, registration, financial aid, and other general questions about Olivet College and/or the Nursing Program. Olivet College support services are also available to Nursing Program students via virtual connection. Faculty and the Director of Nursing Education are also located at KCC in room C105.

Student Tutoring Services

Olivet College offers tutoring services through the Academic Accommodation Coordinator and online. Students who identify a need for a tutor should first work with their faculty to assist with meeting their needs. All faculty are required to have office hours and should be student's first contact for additional help in a course. The Director of Nursing Education is also available to assist students with understanding course materials. In addition, the series of professional growth and development courses are meant to assist students with academic growth throughout the program.

Orientation Activities

All students will be enrolled in an online orientation course that will introduce Olivet College and the Blackboard learning management system. On the first day of each course the instructor will provide an orientation to the individual course. During each 16 week semester students are enrolled in a one (1) credit Professional Development and Growth course. This course is

designed to introduce students to upcoming course requirements and support students through these activities while transitioning through the program and from an associate degreed nurse to a baccalaureate degreed nurse.

Concurrent Delivery Model

The RN-BSN Program is delivered using the Concurrent Delivery Model. This model considers the autonomy and individualized needs of the adult learners, learning needs. Students may attend every course face to face in Battle Creek, Michigan at Kellogg Community College, attend class virtually via Zoom in real time (synchronized learning), and / or students may attend class completely online. Since the face to face and synchronized classes are recorded and uploaded into the Blackboard Learning Management System, online students have the opportunity to view the video at their convenience. Students may choose from week to week how they prefer to attend class.

RN-BSN Recommended Course Sequence

The RN-BSN Program is designed to support the students' needs for academic success.

Semester 1 (8)	Semester 2 (8)	Summer (Semester 3) (3)
NUR EXP Professional Growth and Development I (1) NUR310 Bioethics (3) NUR320 Applied Statistics and Research Methods (4)	NUR EXP Professional Growth and Development II (1) NUR330 Nursing Management and Leadership (3) NUR 331 Practicum(1) NUR340 Nursing Research (3)	NUR360 Critical Analysis of Pharmacology and Pathophysiology (3)

Semester 4 (9)	Semester 5 (9)	IDT (1)
NUR EXP Professional Growth and Development III (1) NUR410 Community Health and Diverse Populations (3) NUR411 Community Health Practicum (2) NUR420 Healthcare Informatics (3)	NUR EXP Professional Growth and Development IV (1) NUR430 The Art and Civilization of Nursing (3) NUR440 Nursing Capstone (3) NUR441 Practicum (2)	NUR EXP Professional Growth and Development V (1)

RN-BSN Program Core Courses

NUR 310	Bioethics	3 cr
NUR 320	Applied Statistics & Research Methods	4 cr
NUR 330	Advanced Nursing Leadership & Management.....	3 cr
NUR 331	Advanced Nursing Leadership & Management Practicum ..	1 cr
NUR 340	Nursing Research	3 cr
NUR 360	Critical Analysis of Pharmacology and Pathophysiology	3 cr
NUR 410	Community Health and Diverse Populations.....	3 cr
NUR 411	Community Health and Diverse Populations Practicum	2 cr
NUR 420	Health Care Informatics	3 cr
NUR 430	The Art and History of Nursing Profession	3 cr
NUR 440	Nursing Capstone.....	3 cr
NUR 441	Nursing Capstone Practicum.....	2 cr
NUR EXP	Professional Growth and Development I.....	1 cr
NUR EXP	Professional Growth and Development II.....	1 cr
NUR EXP	Professional Growth and Development III	1 cr
NUR EXP	Professional Growth and Development IV	1 cr
NUR EXP	Professional Growth and Development V	1 cr

Liberal Arts Criteria

The requirements of the LAC curriculum (general studies) at the college are fulfilled within this program as follows:

Writing & Rhetoric I/II	Most students having completed an ADN degree have completed one writing course, the equivalent of Writing & Rhetoric I. The course NUR 430 Nursing Research will be a writing intensive course in which students will cover topics regarding research and the use of sources that are covered in Writing & Rhetoric II.
Mathematics	NUR 310 Applied Statistics and Research Methods.
Natural World	NUR 360 Critical Analysis of Pharmacology and Pathophysiology.
Global Diversity	NUR 410 Community Health and Diverse Populations will address issues of serving a diverse population; NUR 310 Bioethics will address ethical concerns in health care in a global context. At least three credits likely to not be needed due to the courses completed as part of the standard nursing program at the associate's degree level.

Service Learning	Students will complete a service learning project as part of the NUR 410 Community Health and Diverse Populations and NUR411 Community Health and Diverse Population Practicum course.
Senior Experience	NUR 440 Nursing Capstone and NUR441 Nursing Capstone Practicum
Self & Community	Likely to not be needed due to the courses completed as part of the standard nursing program at the associate's degree level.
Civilization Studies	NUR 430 The History and Art of Nursing Profession will include the study of major ideals, events and personalities from recorded history. The design of social institutions to enhance student's skills in a political and social analysis and critical thinking will be included in the context of the course.
Creative Experience	NUR 430 The History and Art of Nursing Profession will include a study of the concept of the art of nursing; development of a creative an assignment related to the art of nursing and publically defend the writing.

Academic Catalog Materials: RN-BSN Program Description, Course Descriptions and Learning Outcomes

Bachelor of Science in Nursing Program Description

The Nursing Program at Olivet College leads to the Bachelor of Science degree in Nursing (BSN). The RN-BSN Program is designed to address the needs of currently working registered nurses and consists of upper-division 300/400-level courses delivered through a concurrent deliver model. For admission to the RN-BSN Program for professional nurses, proof of satisfactory completion of an ADN degree program and a current unencumbered RN licensure is required.

Course Descriptions and Learning Outcomes

Below are presented the course descriptions for courses developed for the Nursing (NUR) curriculum. Course learning outcomes are presented in association with each course. In addition, college-wide requirements fulfilled by each course are listed.

NUR 310 Bioethics

3 semester hours

Spring and Fall

This course will review and expand on the basic principles of ethics learned in the associate nursing degree program and through work experience. A study of the ethical principles, paradigms and values informing decisions with a focus on professional nursing and the interdisciplinary health care team is reviewed. The course will examine and apply ethical theories to numerous actual and hypothetical cases. Topics covered include physician-assisted suicide, organ transplantation, abortion, cloning and artificial reproduction, gender identity, termination of life-sustaining medical treatment, and the allocation of health care resources. The utilization of the interdisciplinary ethics committee will also be discussed.

Course Learning Outcomes:

1. The student will be able to integrate ethical theories, principles, and ideals in the context of practical issues in nursing and health care, including both philosophical and religious perspectives;
2. The student will be able to develop critical awareness of ethical considerations raised by various medical treatments and practices, emerging technologies and fields, human reproduction, end of life considerations, medical research and development, and social health care arrangements;
3. The student will be able to examine his or her own reasoned perspectives on various issues of biomedical ethics in light of material introduced in the course.
4. The student will be able to apply bioethical principles to diverse situations; and
5. The student will formulate the relationship between ethical practice and quality and safety in nursing practice.

NUR 320 Applied Statistics and Research Methods

4 semester hours

Spring and Fall

Prerequisite: General mathematics course completed as part of associate's degree.

Satisfies college-wide learning outcome for Mathematics Proficiency

An introduction to applied statistics and the application of statistics to research methods in the health sciences is covered. This course is designed to expand the general mathematics liberal arts preparation to prepare students to assess, interpret, analyze, apply, and evaluate statistics and statistical methods commonly used in evidenced based practice and nursing research. Topics covered include statistical methods (levels of measurement, sampling, reliability, validity, frequencies, percentages, graphs, measures of central tendency, measures of dispersion, experimental design, sampling methods and common parametric and non-parametric tests, including analysis of variance, correlation and regression.

Emphasis is placed on conducting and interpreting the application of findings from clinical trials, epidemiology, health policy, community and environmental health studies.

Course Learning Outcomes

1. The student will be able to analyze frequencies and percentages, measures of central tendencies, and measures of dispersion;
2. The student will be able to correctly interpret graphs and scatterplots;
3. The student will be able to differentiate between descriptive and inferential statistical methods;
4. The student will be able to critically evaluate research findings and reports;
5. The student will be able to formulate basic statistical methods to analyze and make inferences about data;
6. The student will be able to generalize research findings for decision-making in evidence-based practice.

NUR 330 Advanced Nursing Management & Leadership

3 semester hours

Spring and Fall

Co-Requisite: NUR331 Advanced Nursing Management & Leadership Practicum

This course will review and expand on the basic principles of nursing management and leadership learned in the associate nursing degree program and through work experience. Quality improvement, healthcare policy and outcome measures will be reinforced. Theoretical framework and critical thinking strategies will be introduced to advance the role of the professional nurse through the health care delivery system. Focuses on the synthesis of this knowledge to develop innovative and creative approaches to nursing practice.

Course Learning Outcomes:

1. The student will be able to formulate concepts of leadership, management, change, and communication to the role of the professional nurse, nurse leader, and nurse manager;
2. The student will be able to analyze the social responsibility stewardship in the role as a profession nurse, nurse leader, and nurse manager;
3. The student will be able to analyze economic, social, and demographic factors that influence the organization and management of health care organizations globally, using technology;
4. The student will be able to examine methods for evaluating organizational effectiveness and nursing practice;
5. The student will be able to differentiate between nursing management and nursing leadership;
6. The student will be able to demonstrate professional growth through reflection on leadership and management, educational, and professional experiences;

7. The student will be able to compare and contrast the benefits and limitations of different models of nursing care delivery with respect to employers, the interdisciplinary healthcare team, and clients.

NUR 331 Advanced Nursing Management & Leadership Practicum

1 semester hour

Spring and Fall

Co- or pre-requisite: NUR330 Advanced Nursing Management & Leadership

This course gives the student the opportunity to apply leadership and management theoretical frameworks and critical thinking skills in a clinical setting under the direction of a nurse leader. The course requires the student to emerge themselves in 45 hours of practice with a self-identified nurse leader in the community.

Course Learning Outcomes:

1. The student will be able to apply concepts of leadership, management, change, and communication to the role of the professional nurse, nurse leader, and nurse manager;
2. The student will be able to apply concepts of quality and safety using structure, process, and outcome measures to identify clinical questions and describe process of changing current practice;
3. The student will be able to employ principles of quality improvement, healthcare policy, and stewardship to assist in the development of plans to improve practice and promote quality healthcare delivery.

NUR 340 Nursing Research

3 semester hours

Spring and Fall

Satisfies college-wide learning outcome for Written Communication

This course uses concepts learned in statistical methods and research methods to address nursing research, the research process, strategies for using research in practice, and strategies for developing an evidenced-based practice for nursing. Quantitative and qualitative research methods will be explored. Rigor and validity will be expanded upon. Students will choose an opportunity in nursing and develop a review of literature that may be used in the final capstone course to innovate an intervention

Course Learning Outcomes:

1. The student will be able to incorporate learning from the arts and sciences to support evidenced-based practice across the professional nursing career;
2. The student will be able to defend the significance to base nursing practice on theory and credible research findings;
3. The student will be able to compare technology to evaluate data from all relevant resources to inform the delivery of care;

4. The student will be able to analyze the steps in the research process;
5. The student will be able to construct principles of ethical and legal issues related to research;
6. The student will be able to apply principles of evidenced-based practice with diverse populations across the lifespan;

NUR 360 Critical Analysis of Pharmacology and Pathophysiology

3 semester hours

Summer

Satisfies college-wide learning outcome for the Natural Sciences

This course will review and expand on the basic principles of pharmacology and pathophysiology (complex alterations in health) learned in the associate nursing degree program and through work experience. Its focus is on the effects of systematic disease and the physiological response of pharmacological interventions. Emphasis will include physical assessment of disease and patient's response to pharmacological therapy, as well as potential adverse effects and drug interactions.

Course Learning Outcomes:

1. The student will be able to critically analyze the pathophysiology of disease;
2. The student will be able to critically analyze pharmacological interventions on disease management;
3. The student will be able to recognize therapeutic effectiveness, common and life-threatening side effects, and adverse reactions of various pharmacological agents;
4. The student will be able to apply clinical reasoning and link pathophysiology, pharmacology, and nursing care;
5. The student will be able to hypothesize holistic factors (physiological, spiritual, and psychological) and how these impact the response and compliance with prescribed medication;
6. The students will be able to use the nursing process to assess, diagnose, plan, intervene, and evaluate pathophysiological findings and pharmacological interventions to promote optimal health in patients across the lifespan.

NUR 410 Community Health and Diverse Populations

3 semester hours

Spring and Fall

Co-Requisite: Community Health and Diverse Populations Practicum

With NUR 411, satisfies college-wide learning outcomes for Service Learning and Global Awareness/ Cultural Understanding.

This course introduces the health status of individual communities in comparison to the state and the nation, with a focus upon underserved and diverse populations. Content focuses on modifiable and non-modifiable risk factors, illness, communicable diseases, epidemiology, preventable hospitalizations, access to health care, health care utilization, and wellness

promotion/illness prevention. Exploration of the social, environmental, economic, cultural, and political influences of various communities and populations responses to health care is reviewed. Students will complete a 45-hour practicum with a service learning project as a co-requisite to this course.

Course Learning Outcomes:

1. The student will be able to analyze sociocultural, epidemiological, and environmental data to make inferences regarding health status of diverse populations;
2. The student will be able to develop effective theory and research based health promotion and disease prevention strategies and programs that address the needs, risks, and concerns of diverse populations;
3. The student will be able to evaluate the reciprocal relationship between nursing and civil rights, social justice, healthcare policy, and human diversity on the health of communities;
4. The student will be able to examine professional nursing concepts of social justice, advocacy, autonomy, human dignity, integrity, and altruism related to health and diverse communities, groups, and populations and elimination of health disparities in a multicultural global environment;
5. The student will be able to analyze comprehensive and focused assessments (physical, psychosocial, socioeconomic, political, developmental, spiritual, cultural, educational, health care, and environmental) of diverse communities, groups and populations.

NUR 411 Community Health and Diverse Populations Practicum

2 semester hour

Spring and Fall

Co-Requisite: NUR 411 Community Health and Diverse Populations

This course gives the student the opportunity to apply theoretical and evidenced based community health and diversity learning in a clinical setting under the direction of a community health and or diversity nurse. The course requires the student to work 90 hours with a self-identified community health nurse. The student will complete a service learning project.

Course Learning Outcomes:

1. The student will be able to compare and contrast the function and purpose of the community health practicum agency and the associated community nursing roles;
2. The student will be able to demonstrate professional communication in interactions with the faculty, staff, preceptor, the interdisciplinary health care team, and multicultural clients and groups;
3. The student will be able to utilize the nursing process to plan care for individuals, families, groups, and communities;
4. The student will be able to demonstrate leadership behaviors during the community health practicum experience;

5. The student will be able to identify an opportunity that could be influenced by nursing in the community to articulate a clinical question and develop and present a global diversity project addressing an innovative nursing intervention.

NUR 420 Healthcare Informatics

3 semester hours

Spring and Fall

This course offers an introduction to healthcare informatics and communication systems in the clinical, financial, practice, and research realm for the improvement of patient outcomes. Content will focus on of the relevance, application and impact of informatics in the health care arena along with the future role informatics will play in the provision of healthcare. Past, present, and future healthcare informatics will be explored.

Course Learning Outcome:

1. The student will be able to analyze current and emerging technologies to optimize safety, communication, cost effectiveness, and health outcomes;
2. The student will be able to promote policies that incorporate ethical principles and legal standards in the use of health education;
3. The student will be able to utilize and plan systems of information technology which will effectively meet needs for clinical decision-making and effective learning environments;
4. The student will be able to demonstrate skills in using patient care technologies, information systems, and communication devices that support safe nursing practice;
5. The student will be able to apply safeguards and decision making support tools embedded in patient care technologies and information systems to support a safe practice environment for both patients and healthcare workers.

NUR430 The Art and History of Nursing Profession

3 credit hours

Satisfies college-wide learning outcomes for Liberal Arts Knowledge and Experience

This course integrates the liberal arts to explore the art and history of the nursing profession. This includes the study of major ideals, events, and personalities. The course will cover the history of the nursing profession leading up to modern times. The art of nursing (creative use of oneself to actively engage in healing relationships) will be examined as an expression of the holistic approach to the physical, mental, emotional, and spiritual care for the nurse and for the client population. Students will have the opportunity to create literature, music, theatre, or visual art as a component of this course.

Course Learning Outcome:

1. The student will be able to analyze the applicability of the historical conceptions of nursing to modern-day nursing;

2. The student will be able to demonstrate an understanding of how the historical practice of nursing and the emergence of biopsychosocial and cultural theories influenced the advancement of nursing research and the diffusion of nursing knowledge in the modern era of nursing science;
3. The student will be able to utilize course concepts to express their personal conceptualization of nursing.

NUR 440 Nursing Senior Capstone

3 semester hours

Co-requisite: NUR 441 Nursing Senior Capstone Practicum

Spring and Fall

Satisfies college-wide learning outcome for Senior Experience

This senior capstone course is a culminating educational experience in which the nursing student summarizes and synthesizes learning in the entirety of the nursing degree program. As part of the course the student completes and makes public presentation of a project that demonstrates that the nursing program outcomes were met. The student will have an opportunity to develop an innovative intervention to an identified opportunity in their professional nursing practice. The project will be in collaboration with the NUR441 Nursing Senior Capstone Practicum course.

Course Learning Outcomes:

1. The student will be able to synthesize knowledge gained from the arts, humanities, and sciences to address a need for change;
2. The student will be able to evaluate the health care environment utilizing a systems framework to consider policy, resources, and quality and safety design an evidenced-based project that has the potential to assist a nursing clinical unit;
3. The student will be able to design innovative improvements to nursing practice related to a specific healthcare issue using critical thinking and clinical reasoning framework;
4. The student will be able to integrate theoretical concepts from nursing and other disciplines to address diversity issues in nursing practice;
5. The student will be able to describe the role of information management, as well as patient care technologies, critical to the delivery of quality evidence based change;
6. The student will be able to critically reflect upon personal and professional development and accomplishments throughout the program with evidence to support successes and achievement related to the program outcomes for the baccalaureate nurse.

NUR441 Nursing Senior Capstone Practicum

2 semester hours

Spring and Fall

Co-requisite NUR 440 Nursing Senior Capstone

This course gives the student the opportunity to apply and integrate knowledge from previous coursework into transitioning from an associate degree nurse to a bachelor degree nurse. With the help of a bachelor degree registered nurse, the student will initiate a proposal that may influence a practice change in a health care agency that has the potential for future implementation. The course requires the student to work 90 hours with a self-identified nurse leader in the community. The student will complete a service learning project.

Course Learning Outcomes:

1. The student will be able to apply empirical and theoretical knowledge from the liberal arts, nursing and other disciplines as it relates to today's challenges in professional nursing practice;
2. The student will be able to advocate for patient centered and relationship-based care in the clinical environment;
3. The student will be able to participate in best practices that promote evidenced-based services in the clinical environment;
4. The student will be able to collaborate with an interdisciplinary team to influence change in the health care environment that promotes integrity, mutual respect, and improved patient outcomes.

NUR 300 Professional Growth and Development I

1 Semester hour

Spring and Fall

The objective of this course is to help students successfully navigate their college experience, understand and build connections to supportive and professional communities and to prepare for their future careers. Students will develop skills and abilities necessary for success in college and beyond. This course is an important mechanism for personal and professional growth and development. The course introduces the concurrent deliver model of course delivery, navigation through the learning management system, access library resources, introduction of writing using APA, introduction of developing presentations for the professional nurse, and introduction to program practicum requirements. This course will also introduce time management for the adult learner.

Course Learning Outcomes:

1. The student will be able to execute a learning modality that fits their work, life and school balance;
2. The student will be able to analyze the course syllabus;
3. The student will be able to navigate the learning management system including locate course announcements, locate and upload completed assignments, completing discussion forums and journals, and view audiovisual instruction;
4. The student will be able to access library resources;
5. The student will be able to create a professional paper using APA;

6. The student will be able to develop and post a presentation;
7. The student will be able to explain the process for accessing a preceptor;
8. The student will be able to evaluate time management skills.

NUR 301 Professional Growth and Development II

1 Semester hour

Spring and Fall

The objective of this course is to continue to help students successfully navigate their college experience, understand and build connections to supportive and professional communities and to prepare for their future careers. Students will develop skills and abilities necessary for success in college and beyond. This course guides the student through personal and professional growth and development using Benner's Novice to Expert framework. This course will begin to transition the associate degreed nurse to the role of the baccalaureate degreed nurse. This course reviews relevant professional nursing standards and guidelines.

Course Outcomes:

1. The student will be able to imagine themselves in the role of the baccalaureate nurse;
2. The student will be able to assess their past and present professional growth and development;
3. The student will be able to plan the future of their professional growth and development;
4. The student will examine local, state, and federal guidelines of the professional nurse;
5. The student will identify continued needs to be successful in the RN-BSN Program.

NUR 400 Professional Growth and Development III

1 Semester hour

Spring and Fall

The objective of this course is to continue to help students successfully navigate their college experience, understand and build connections to supportive and professional communities and to prepare for their future careers. Students will develop skills and abilities necessary for success in college and beyond. This course guides the student through personal and professional growth and development using Benner's Novice to Expert framework. This course builds upon Professional Growth and Development I and II to transition the associate degreed nurse to the role of the baccalaureate degreed nurse. This course introduces nurse specialties, professional organizations and the inter-collaborative care towards a healthy community.

Course Outcomes:

1. The student will be able to identify areas of specialist certification in the nursing profession;
2. The student will be able to synthesize the value of nursing certification;
3. The student will examine the local, state, and national communities inter-collaborative efforts towards health;

4. The student will be able to project ways in which inter-collaboration may improve the health of the local, state, and national health.

NUR 401 Professional Growth and Development IV

1 Semester hour

Spring and Fall

The objective of this course is to continue to help students successfully navigate their college experience, understand and build connections to supportive and professional communities and to prepare for their future careers. Students will develop skills and abilities necessary for success in college and beyond. This course guides the student through personal and professional growth and development using Benner's Novice to Expert framework. This course builds upon the prior Professional Growth and Development I, II, and III to transition the associate degreed nurse to the role of the baccalaureate degreed nurse. This course focuses on the history of nursing and its influence on nursing today.

Course outcomes:

1. The student will be able to evaluate nursing theorist that originated the nursing profession;
2. The student will be able to compare nursing theory and the movement towards evidenced based practice;
3. The student will examine current and future innovation in the nursing profession;
4. The student will be able to project ways in which inter-professional collaboration may improve the future of the nursing profession.

NUR 402 Professional Growth and Development V

1 Semester hour

IDT

The objective of this course is to continue to help students successfully navigate their college experience, understand and build connections to supportive and professional communities and to prepare for their future careers. Students will develop skills and abilities necessary for success in college and beyond. This course guides the student through personal and professional growth and development. This course builds upon the prior Professional Growth and Development I, II, III, and IV to transition the associate degreed nurse to the role of the baccalaureate degreed nurse. This course focuses on lifelong learning, transitions into graduate programs, and advanced roles as a registered nurse.

1. The student will examine their current success as a baccalaureate student and articulate goals for future growth and development;
2. The student will identify a plan to remain current in nursing post-graduation;
3. The student will identify challenges and opportunities in applying various nursing theories and information from research in all the phases of the nursing process: assessment, planning, implementation, and evaluation;
4. The student will support ways in which they met the RN-BSN Program outcomes.

Practicum/Service Learning Guidelines

According to the American Association of Colleges of Nursing (AACN, 2012): nursing is a practice discipline that includes both direct and indirect care activities that impact health outcomes. Practice experiences are embedded in baccalaureate nursing programs to prepare students to care for a variety of patients across the lifespan and across the continuum of care. Practice experiences refer to experiential learning in any setting where health care is delivered or health is influenced that allow for and require the student to integrate new practice related knowledge and skills. Practice experiences include activities that support health and/or provide care, interacting with a variety of providers and/or with patients and cannot be completed solely by a student in isolation. “Patients” are defined as individuals, families, groups, communities, or populations.

Practice experiences to transition the nursing student’s competencies to the baccalaureate level of proficiency include organization/systems understanding, leadership development, evidence-based practice, information management and integration of technologies into practice, inter-professional collaboration and communication, clinical prevention and population health, comprehensive assessment, and quality improvement strategies. Didactic and practice experiences should be provided to all baccalaureate students, including those in RN to BSN programs, in order for the student to achieve these expected skills and knowledge and to integrate them into one’s practice.

Olivet Colleges RN-BSN Program currently includes the following practicum experiences:

Nursing Management and Leadership (NUR 331) is a one (1) credit course (45 practicum hours) that requires the student to self-select a preceptor with credible experience in management and / or leadership evidenced on the preceptor’s resume or curriculum vitae. The student will identify a problem and have the option to explore through the literature as a part of the Nursing Research (NUR 340) literature review assignment.

Community Health and Diverse Populations Practicum (NUR 411) is a two (2) credit course requires 90 the student to self-select a preceptor with credible community health experience evidenced on the preceptors resume or curriculum vitae. The student will focus learning on how nursing practice can impact the health of the agency, community, and beyond. Students will complete a service learning project.

Nursing Senior Capstone Practicum (NUR 411) is a two (2) credit course (90 practicum hours) that requires the student to select a preceptor with credible experience as a baccalaureate prepared nurse. The student will develop a proposal that may influence a practice change in a health care agency that has the potential for future implementation.

Student are encouraged to find their own preceptors for each practicum, or the student may use the same preceptor for all of the courses if the practicum learning outcomes may be achieved by

the student throughout the program and the preceptors resume or curriculum vitae demonstrates academic preparation and experience in each area of study. For example, the first practicum is in leadership. If the student selects a leader within a community health agency and completes their senior project on a community health topic, the same preceptor may be used throughout the program. If a student does not wish to or is unable to find their own preceptor, a preceptor will be assigned by the course instructor. Preceptors may be within 50 miles of Battle Creek.

The preceptor must be a bachelor-degreed registered nurse that works within an agency that would allow the preceptor to have a student during working hours. The preceptor may be within the same health organization as the student; however, must work in a different capacity (supervisor, different specialty area, etc.) than the student. The preceptor must commit to the number of hours required for the course they are precepting (one (1) credit required 45 preceptor hours and two (2) credit courses require 90 preceptor hours).

The agency where the student will complete preceptor hours will likely require health and sometimes drug screening documentation. It is the student's responsibility to complete all of the requirements of the agency before beginning precept hours. The Student Service Specialist will assist in tracking students' required records. Students may not start their preceptor hours until they have been notified that they are cleared to start via Olivet College email.

The preceptor must agree to provide an up-to-date resume, Michigan registered nursing license number for verification, and complete the online preceptor orientation. In some cases, preceptors may have obtained preceptor education. In these cases, the preceptor will just need to add the training to his or her resume or curricula vita and complete the Olivet College specific preceptor training. The preceptor and student must work together to communicate with the preceptor's agency to complete the affiliation agreement to allow the Olivet College RN-BSN Program student to work within the agency.

The student must be precise and timely in securing a preceptor. It is imperative to secure the preceptor before the first day of the class. If a student is unable to secure a preceptor, a preceptor within a 50 mile radius will be assigned by the program director or course faculty. Students must adhere to all of the preceptor agency's policy and procedures. The student must only work within their scope of practice. Students must wear their Olivet College student name badge and a white lab coat with the Olivet College logo. In rare cases and only when following the policy of the preceptor's agency may the student be permitted to forgo the Olivet College name badge and/or white lab jacket with the Olivet College logo.

Practicums are evaluated by your faculty. Faculty will use multiple evaluations methods including, but not limited to: the number of hours completed, journaling towards course objectives, self-evaluations, and preceptor evaluations. It is expected that students will follow the syllabus for each course to earn a grade in each practicum.

Health Clearance

Students are encouraged to confer with the contact person listed on the Affiliation Agreement for practicum facility health clearance requirements in advance of practicum courses. It is the

student's responsibility to maintain currency with immunizations. Students may be asked at any time to provide proof of currency with immunizations per practicum course placements.

CPR–Basic Life Support Certification Requirement

Maintenance of a current Cardio-Pulmonary Resuscitation (CPR) certificate/card from the American Heart Association, BLS-Basic Life Support for Healthcare Providers plus AED is required during practicum courses.

Malpractice Insurance

Maintenance of current malpractice insurance is a requirement during practicum courses, if required by the practicum agency. Proof of malpractice insurance should be forwarded to the Student Service Specialist for record keeping.

Changes in Personal Information

It is the individual student's responsibility to change database information, i.e., name, address, telephone number, etc., via the myOlivet student portal in a timely manner.

Students with Disabilities

Students with disabilities are encouraged to discuss academic accommodations with their professors the first day of class. Please refer to the Academic Catalog, Student Support Services, and Students with Disabilities for further clarification.

Holiday Scheduling of Classes/Practicums

Students should familiarize themselves with Olivet College's and Kellogg Community College's academic year holiday schedule. All holidays that occur during the normal Monday through Friday college schedule will be honored. Any time the college is closed, no classes will be held. Students should plan to attend a make-up class when a class meeting day falls on a national holiday. In most cases, the online learning environment will be used to make up the class time.

Academic and Practicum Performance Standards & Student Success

Active attendance is highly correlated with student success. Active attendance is when students complete preparation work (reading and other pre-work assignments) and attend class (real or virtual) prepared to ask questions and further explore topics. Participation is the key to adult learning and is expected.

The faculty and staff are available to assist students with their academic progress and success. It is important that the faculty be notified of potential problems that might interfere with academic

success (illness, financial problems, personal issues, etc.) as soon as they arise rather than later, when options may be limited.

Students who are having difficulty in a course are responsible for notifying the course faculty and the nursing faculty advisor. Faculty will work with individual students to ensure that they are referred to the Student Academic Success Center who will assess and provide the most appropriate service to ensure academic success (i.e., writing center, mathematics tutoring, library services, etc.).

Students are expected to maintain professional standards in both academic and practicum courses. A grade point average (GPA) of 3.0 is required to remain in good academic standing. Students are also responsible for mastering and carrying over essential knowledge from previous courses.

Grading System

The grading system provides a framework for faculty to report evaluation of student performance and achievement. Olivet College employs a grading system of A, B, C, D and F, with a plus/minus grading system as follows:

Points
93-100% = A
90-92% = A-
87-89% = B+
83-86% = B
80-82% = B-
77-79% = C+
73-76% = C
70-72% = C-
67-69% = D+
63-66% = D
60-62% = D-
0-59% = F

Guidelines for Written Assignments

American Psychological Association (APA) guidelines are used for all written work by students. All undergraduate students must use the APA style for written assignments in nursing courses. The *Publication Manual of the American Psychological Association* (6th ed.) is available through the Olivet College Bookstore.

The faculty supports the use of web sites that explain the use of APA format. The following is a list of selected sites:

- <http://www.apastyle.org/>
- http://owl.english.purdue.edu/handouts/research/r_apa.html

The following items are to be written using APA format as needed in papers: title page, margins, spacing, alignment, title, headings, paragraph indentation, pagination (page numbering), abbreviations, numerals, citations, quotations, and references.

Plagiarism

Plagiarism is the presentation of someone else's ideas or work as one's own. Students must give credit for any information that is not either the result of their original research or common knowledge. If a student borrows ideas or information from another author, he/she/they must acknowledge the author in the body of the text and on the reference page. Students found plagiarizing are subject to the penalties outlined in the Policies and Procedures section of the Olivet College Academic Catalog, which may include a failing grade for the work in question or for the entire course. Blackboard has plagiarism SafeAssign software that examines all submitted work for plagiarism.

Evaluations

Faculty and Course

At the conclusion of each course, students are provided the opportunity to evaluate the course and faculty. Student evaluations contribute to the overall evaluation of the faculty and curriculum.

Program Evaluation

Periodically throughout the program students will receive a survey to evaluate the current program and / or provide input in making program changes.

Agency and Preceptor Evaluations

All Olivet College nursing students are required to complete an evaluation of their practicum experiences. The evaluation will be completed at the end of each practicum course and submitted to the course instructor.

Courses and Syllabus

Please refer to the course syllabus, college catalog, and learning management system for specific information regarding course expectations.

Formal Complaint Process

Olivet College's Informal and Formal Complaint procedure is located in the Olivet College Student Handbook found at the following link:

https://my.olivetcollege.edu/ICS/icsfs/Student_Handbook_2017-2018.pdf?target=28eacd54-7756-484c-8ae6-ddd5e73d905f

Graduation

At the end of the RN-BSN Program, the Nursing Program will host a celebration of accomplishment for students who have completed the program in good standing. In May of every year Olivet College's Commencement takes place. All RN-BSN Program students who have graduated by the end of the Intensive Learning Term of the commencement year will be invited to participate in this ceremony to be recognized for their accomplishment in earning a Bachelor of Science in Nursing degree. Family members are welcome to attend this ceremony.