

IMMACULATA UNIVERSITY



COLLEGE OF LIFELONG LEARNING

DIVISION OF NURSING

RN-BSN PROGRAM

STUDENT MANUAL

January 2010

IMMACULATA UNIVERSITY DIVISION OF NURSING

Welcome to Immaculata University and the ACCEL[®] RN TO BSN Nursing Program.

The information contained in this manual are the policies and the expectations of the Nursing Department. The manual is a supplement to, not a replacement of, Immaculata University's catalog and the College of Lifelong Learning Student Handbook. Please familiarize yourself with the contents of all of these documents.

The 50 credits in the ACCEL[®] nursing program are the nursing major core courses. These credits are part of the 126 credits needed for a BSN degree. The ACCEL[®] program is an educational model that recognizes and builds on students' prior learning and experience. ACCEL[®] courses are not condensed, short courses, but rather utilize a combination of independent study and facilitative teaching to meet course objectives. Time spent in class is for the analysis and synthesis of material that has been read/studied prior to the class. Learning is demonstrated by the ability to participate in class discussions, prepare and deliver formal class presentations and write papers. All papers for nursing courses are written according to APA* style. It is expected that students enter the program with basic computer skills, including word-processing, use of e-mail, and use of the Internet. **I strongly urge you to acquire these skills if you do not have them. Access to a computer during the program is essential.**

The faculty and I congratulate you on your decision to pursue a BSN degree and hope you find this a personally rewarding educational experience. Please be assured that we are available to help you; do not hesitate to contact us if the need arises.

Margaret Lacey, PhD, RN, AOCN
Chair, Division of Nursing

TABLE OF CONTENTS

Division of Nursing Mission Statement.....	4
Philosophy.....	5
BSN Graduate Learning Outcomes.....	7
BSN Degree Requirements.....	8
Course Descriptions.....	9-
	10
Admission Policies.....	11
Academic Policies.....	12
Academic Integrity.....	12
Transfer Credit and Course Waiver.....	13
Grading Policy.....	15
Immaculata University Grade Scale.....	16
Progression and Retention.....	23

DIVISION OF NURSING MISSION STATEMENT

The division, in accordance with Immaculata's mission, strives to develop "a truly educated person who is value-oriented and committed to truth, service, justice, and peace." The department seeks to stimulate the expansion of personal and professional consciousness from a holistic perspective within a Christ centered academic environment.

The RN to BSN program is designed to facilitate the educational mobility of graduates of associate degree and diploma programs of nursing. Building on the liberal arts and sciences the program promotes the growth of knowledge, professional skill, and intellectual inquiry. The program also, prepares the students for graduate study and to meet the challenges of a dynamic health care system for a global community.

The MSN program builds on baccalaureate nursing education and prepares nurses for the roles of advanced practice, of educator and of manager/leader and for doctoral study. In a framework of the liberal arts it strives to provide opportunities to integrate knowledge through logical and critical thought, independent study, aesthetic and cultural awareness, and practical experience. Students are guided into scientific inquiry and research to expand nursing knowledge, and are challenged to develop as leaders and innovators who will impact the nursing profession and the global health care system.

PHILOSOPHY

The nursing faculty believes that education is an intellectual journey that involves critical thinking, intellectual inquiry, problem solving and application to professional practice. In accordance with the beliefs stated in the university's goals, the nursing faculty believes that "the highest service a university can render its students is to prepare them for life." The faculty believes that an RN-BSN program should build on the strengths of diploma and associate degree nursing programs and on the knowledge, experience, and skills students bring with them and that a masters in nursing program should build on the BSN education.

As a Catholic liberal arts university, Immaculata is an ideal setting in which to educate professionals for a changing society. The preparation of students for service within a Christ centered academic community is an institutional commitment. The faculty values the individual uniqueness of each student and strives to create an atmosphere that promotes the development of the whole person with consideration for the physical, intellectual, social, moral, aesthetic and spiritual nature of humans.

The faculty believe that nursing is an art and a science that incorporates the physical, psychological, and social sciences and the humanities into its practice. As an art, nursing is the use of self in assisting persons to promote, restore, and maintain health, and to die in comfort and with dignity. Nursing necessitates the development of a sense of equity, justice, freedom, dignity, group membership, community and the encompassing environment. The faculty believe that the discipline of nursing has a scientific basis derived from research. Critical thinking is viewed as the basis of all nursing inquiry and therapeutic nursing actions. Nursing is also acknowledged as a legally sanctioned practice defined in the Pennsylvania Nurse Practice Act as the, "diagnosis and treatment of human responses to actual or potential health problems, through such services as case finding, health teaching, health counseling, and provision of care supportive or restorative of life and well being..." (Professional Nursing Law, 1987).

Health is wholeness derived from the harmonious internal interaction of the body, mind, and spirit and the harmonious balance between person and environment. It is an individually perceived and dynamic state.

The faculty embraces a holistic, Christian worldview that views all humans as composed of mind, body, and spirit, and believe these components are intertwined and inseparable. The faculty also believe that humans are cultural beings who are unique and who have worth and dignity, and who interact continually in a changing environment. The environment comprises internal and external systems of which the person is an integral part. The internal systems are the somatic, psychic, spiritual, and cultural nexuses which form the individual personhood. External systems are comprised of the social, physical, political and cultural milieus in which the person moves, has being, and through which humanity is expressed. It is believed that person and environment are inseparable. The faculty believe this perspective is essential for understanding the human condition.

RN – BSN PROGRAM GOALS

1. Impart a holistic perspective for nursing practice.
2. Develop skills necessary for life long learning.
3. Promote professional accountability and responsibility and a commitment to the profession of nursing.
4. Provide an environment that reinforces a sense of ethics, justice and peace within professional and global communities.
5. Foster effective oral, written, electronic, and non-verbal communications skills.

BSN GRADUATE LEARNING OUTCOMES

The graduate:

1. demonstrates a holistic perspective in all areas of professional practice;
2. respects the dignity of self and others in professional practice by seeking truth, acting justly, and fostering peace;
3. exhibits professional values based on ethical, legal, and moral standards for professional nursing practice;
4. values the importance of lifelong learning;
5. acts as a change agent to promote the health and welfare of all people;
6. critically analyzes theories and research results and incorporates them into the practice of professional nursing;
7. recognizes the impact of cultural forces, particularly the social, economic, and political aspects, on the health of individuals, families, neighborhoods and the global community;
8. utilizes leadership skills to collaborate with practitioners from all disciplines;
9. communicates effectively orally, through the written word, and technologically;
10. applies teaching-learning principles in promoting health.

BSN DEGREE REQUIREMENTS

Immaculata University's requirements for a BSN degree is the completion of 126 credits, with a cumulative grade point average of 2.0(4.0 scale) or above.

LOWER DIVISION (ADMISSION) REQUIREMENTS

58-64 credits

English Composition (6)
Introduction to Sociology (3)
Introduction to Psychology (3)
Lifespan Developmental Psychology (3)
Microbiology (3-4)
Anatomy and Physiology (6-8)
Chemistry 100 (3-4)
Nutrition (3)
lower division nursing concentration (30)

UPPER DIVISION REQUIREMENTS

62-68 credits

Philosophy (3)
Theology (3)
English Literature (3)
World Civilization (3)
Foreign Language (3)
Electives as needed to complete 126 credits

ACCEL[®] CORE –offered in a prescribed sequence

50 credits

NUR 301, 302, 336, 403, 416, 418, 423, 432, 440, 406 (35 credits upper division nursing),
PHI 209, ENG 241, ORG 311, THE 408, POL 352 (15 credits support courses)

COURSE DESCRIPTIONS

All courses with the exception of NUR 420 are offered only through the ACCEL® program.

301. Philosophical Foundations of Baccalaureate Nursing (3)

This is the introductory course to baccalaureate education for returning registered nurse student. The focus is designed to acquaint the practicing nurse with a perspective with the unique role of registered nurses in the health care system and the nursing profession. Content includes nursing theory, critical thinking, leadership, change theory and political advocacy.

302: Essentials of Holistic Nursing (3)

This course introduces holistic nursing and builds upon the critical thinking theory presented in NUR 301. The philosophical and theoretical basis of holistic nursing practice is explored. The student, using critical thinking skills, identifies and examines concepts related to holism and holistic nursing theory. The application of this theory to self care and nursing practice is examined. (Prerequisite: NUR 301)

336. Anthropology and Health (3)

Introduces anthropological theories, concepts, and methods used to examine health beliefs and practices of a variety of cultural groups in the United States and throughout the world. Presents principles for interaction with both multicultural teams and interdisciplinary teams. Designed to provide the practicing nurse with tools to work effectively with multicultural teams and to deliver culturally competent nursing care. (Prerequisite: NUR 302)

403. Fundamentals of Nursing Research (4)

The fundamentals of nursing research are introduced and developed through the critical reading of research studies and their application to nursing practice. Students develop skills in the identification, interpretation, and use of research findings, in its application to evidence based practice. (Prerequisite: ORG 311)

415. Independent Study in Nursing (1-6)

Independent study or research into areas relevant to the field of nursing.

416. Health Assessment (4)

This course builds on the RN students' prior knowledge and clinical experience to develop comprehensive health and physical assessment skills. The analysis of physical findings, health behaviors, and lifestyle as the basis for client teaching is emphasized

Laboratory practice of assessment skills is included in class time. (Prerequisite: NUR 336)..

418. Holistic Health (3)

This course builds upon NUR 302 and expands the students' knowledge and practice in holistic nursing. The student analyzes and applies evidence based research findings of integrative and alternative modalities to nursing care. Prerequisite: NUR 403)

423. Nursing Leadership and Management (4)

Theories and principles of leadership and management in health care environments will be examined and discussed. Organizational mission, vision and strategic planning, legal/ethical issues, motivation and change theory are applied to health care systems. (Prerequisite: NUR 418)

432. Holistic Care of the Chronically Ill and Elders (3)

This course builds on previous knowledge and the theories of holistic nursing. Learners are guided to develop a holistic framework for the care of elders and the chronically ill. Issues related to the aging process, role changes, vulnerability, stigma, ethics, advocacy, and end of life and case management of elders and the chronically ill are addressed. (Prerequisite: NUR 423)

440. Nursing Care of Communities (6)

Students consider the concepts and implications of community oriented and community based nursing care and investigate the factors that impact public health. Health problems and issues facing vulnerable populations and the various roles of the nurse in promoting community health are explored. Course objectives are achieved through service learning, community assessment, and health promotion programs. The structure of health organizations and the impact of this structure on national and global community health are explored. GUIDED FIELD EXPERIENCE REQUIRED. (Prerequisite: NUR 432) (\$50 field experience lab fee).

450: Capstone (2)

This course is the culmination of the BSN nursing program. In a capstone paper students reflect on their learning and demonstrate synthesis of knowledge and the attainment of the BSN graduate learning outcomes. Online course. (Prerequisite –all nursing courses)

ADMISSION POLICIES

The ACCEL[®] nursing program is comprised of the required major core courses, which are necessary for earning a BSN degree. The ACCEL[®] nursing program delivers 50 of the 126 credits necessary for the Bachelor of Science in Nursing degree.

The program is open to registered nurses who meet the following criteria:

1. graduate from an accredited diploma or associate degree nursing program
2. grade point average of 2.0 in the basic nursing program
3. current state licensure as a registered nurse
4. current CPR certification
5. recent health exam

Documentation of all of the above must be submitted with the application for the program. Current documentation of the above will be checked at each field experience course.

ACADEMIC POLICIES

Academic Integrity

The nursing faculty support the university's policies on plagiarism and cheating. (The following is quoted from the *Immaculata University College of Lifelong Learning Student Handbook*)

The university considers plagiarism by a student a serious violation of professional ethics and standards. Plagiarism is defined as the presentation as new and original an idea or product derived from an existing source. Cheating is defined as the deliberate violation of the rules of academic honesty. Such violations may result in the imposition of a serious academic penalty such as, but not limited to, suspension, a transcript grade of "F," or dismissal.

Whenever an alleged infraction of academic integrity has occurred, the student and the instructor are to discuss the matter and attempt to resolve the difficulty in a manner acceptable to both parties, provided that the standards of Immaculata are maintained. If student and faculty member are not able to reach a satisfactory solution, the matter is brought to the Director of Academic Support Services and, if necessary, to the Dean of the College of LifeLong Learning.

Transfer Credit and Course Waiver

There is a limit of 7 nursing credits that may be transferred.

Transfer credit is granted when an equivalent course, taken at another accredited Institution is accepted to replace a required nursing course.

The Department of Nursing Chair and/or faculty make decisions regarding all of the nursing courses.

Nursing 301 – Transfer credit will be given for an equivalent course *

Nursing 302 – No transfer of credit is permitted for this course

Nursing 336 – Transfer credit will be given for an equivalent course. Please note this is a nursing course and only a **comparable nursing course* (not a general anthropology course) will be considered for transfer credit.**

Nursing 416 – Transfer credit will be given for an equivalent course.*

Nursing 418 – Transfer credit will be given for an equivalent course.*

Nursing 403 – Transfer credit will be given for an equivalent course.*

Nursing 423 – Transfer credit will be given for an equivalent course.*

Nursing 432 – No transfer of credit is permitted for this course.

Nursing 440 – No transfer of credit is permitted for this course.

*Course descriptions may be requested to determine if the course is equivalent in content and credit hours.

Guidelines for Independent Study Courses

An independent study is a course taken with faculty supervision when a course taken at another institution is not equivalent in credit/content to the one offer at Immaculata – i.e. a 2 or 3 credit health assessment course does not meet the 4 credit course content in the program. The independent study is planned by the faculty to provide the student to achieve all of the course objectives for a specific course

Requirements:

1. All requests for an independent study must be submitted in writing to the Chair of Nursing Department. If the chair approves the request it will be forwarded to the Dean of CLLL who has final approval for all independent studies.
2. Registration will be completed by the CLL office and confirmed in writing/email
3. A faculty member will be assigned by the Chair of the Department of Nursing to supervise the independent study. The student will be contacted by the faculty member supervising the experience.
4. The student will be given the objectives for the independent study and written instructions detailing the requirements and expectations for completing the independent study.
5. Students are expected to meet with instructor according to an agreed upon schedule. Students should expect to spend the same amount of time for the independent study as they would spend for an in-class course of same credit designation..

Grading Policy

Grade reports are mailed to all financially cleared students at the end of each ACCEL[®] course. The course grades are a reflection of class attendance, * the required readings, class participation,** and individual or group presentations and/or papers.***

***Missing more than one session of a five or six-week course or two sessions of a course that meets seven or more weeks will result in an automatic failing grade. This is an Immaculata University policy for all ACCEL[®] courses.**

****Class participation grades are a reflection of analysis, synthesis, and application of the required readings. This learning includes more than personal opinion on any subject.**

***** All written assignments must be turned in to the faculty member teaching the course. It is the student's responsibility to make sure the faculty member has the completed assignment. Late assignments will be accepted only if the student has discussed this with the faculty before the assignment is due. Assignments turned in late may be penalized a grade at the faculty's discretion.**

Immaculata University Grade Scale

All grades awarded for undergraduate courses taught at Immaculata University employ the grading scale published in the Immaculata University Undergraduate Catalog. The information below is taken from the current catalog; it includes letter grades, grade descriptions, and the grade point equivalents (per credit hour) designated by each letter grade. Use **only** the letter grades below when assigning final course grades for Immaculata University ACCEL[®] courses.

Grades Awarded	Grade Description		Grade (per hour)	Points credit
A	Outstanding	Grade given for work of highest achievement; evidence of consistent ability and originality	4.00	
A-	Above Average	Mastery of subject matter considerably above the acceptable standard	3.67	
B+			3.33	
B			3.00	
B-	Average	Standard performance	2.67	
C+			2.33	
C			2.00	
C-	Below Average	Passing, below standard performance	1.67	
D+			1.33	
D			1.00	
F	Failure, no credit given		0.00	

STUDENTS MUST EARN A “C” OR BETTER IN ALL NURSING COURSES. ANY NURSING COURSE WITH A GRADE LESS THAN A “C” MUST BE REPEATED.

Requirements for the degree are expressed in credit hours, indicating the amount of work, and in grade points, indicating the quality of work. The total grade points earned in a given course are obtained by multiplying the number of credit hours assigned to a course by the grade point value of the grade received. A three-credit hour course in which a student receives an A carries 12 grade points; a B, 9 grade points; a C, 6 grade points, etc.

The grade-point average (sometimes called an index or credit ratio) is obtained by dividing the total number of quality points earned by the total number of credit hours completed.

The following rubrics are used in all **nursing courses** for grading. They are based on Paul’s intellectual standards.

IMMACULATA UNIVERSITY
Division of Nursing
Paper Grading Criteria

The following guidelines were developed to help the learner understand the qualities of scholarly written communication. Written assignments often overlap in aspects of the following categories: superior, above average, average, and below average. However, the assigned grade will reflect the overall judgment of the faculty according to the following descriptions.

SUPERIOR

A*

The paper is clear, engaging, original and focused; ideas and content are richly developed with breadth and depth. Organization and form enhance the central idea and theme; ideas are presented coherently. The writing is compelling and conveys the meaning through effective sentence structure and precise word choices. The writer successfully moves the paper through academic constructs and documentation to critical analysis. The paper demonstrates a clear balance of the course components. The paper demonstrates precise APA format.

ABOVE AVERAGE

B**

The paper is clear, focused, and well supported; ideas are adequately developed through details, examples, with adequate breadth and depth. Well organized and focused, ideas are presented coherently. The writing contributes to the writer's meaning through appropriate and varied sentence structure and word choices. Surface features do not interfere with understanding or distract from meaning. The writer has clearly brought the reader through properly cited academic constructs and documentation, but has not fully developed the area of critical analysis. The paper demonstrates accurate APA format.

AVERAGE

C**

The paper has some focus and support; ideas and content may be developed with limited details and examples with breadth and depth. The writing may be somewhat disorganized or too obviously structured. Basic sentence structure and limited vocabulary convey a simple message. Surface feature errors may reduce understanding and interfere with meaning. The content areas of academic constructs are limited, and large generalizations are made. Critical analysis is minimal. The paper demonstrates accurate APA format.

BELOW AVERAGE

D

The paper has little focus or development-with few details or examples. The content is narrow and superficial with minimal support of ideas and content. There is minimal support for ideas and/or content. There is little organization or direction in the paper. The awkward sentence structure and inadequate vocabulary interfere with understanding. Limited control of these features makes the paper difficult to read. Demonstrated critical analysis is absent, and often

long portions of the paper are given to ramblings on life experience without academic content or over quotations from references. The paper demonstrates incorrect APA format.

*A, B, and C also carry the option of a **minus** grade. A minus grade indicates that in the professional judgment of the faculty, the writer met most of the criteria for the letter grade indicated; however one or two areas missed meeting the criteria for that letter grade.

B and C also carry also carry the option of a **plus grade. A plus grade indicates that in the professional judgment of the faculty, the writer met most of the criteria for the letter grade indicated; however, one or two areas exceeded the criteria for that letter grade.

IMMACULATA UNIVERSITY
Division of Nursing
Presentation Grading Criteria

The following guidelines were developed to help the learner understand the qualities of professional presentations. Presentations often overlap in aspects of the following categories: superior, above average, average, and below average. However, the assigned grade will reflect the overall judgment of the faculty according to the following descriptions.

SUPERIOR

A*

Content

Ideas and content are richly developed with depth and breadth.

Content is well organized and enhances the central idea and theme.

Presentation

The presentation is clear, engaging, original, focused, and well supported.

Ideas are discussed critically and presented logically.

The presentation is compelling and provides a comprehensive view of the issue.

Presenter(s) maximize use of time.

Presenter(s) is/are able to stimulate and engage the audience in discussion and handle questions well.

Supporting materials are excellent.

ABOVE AVERAGE

B**

Content

Ideas and content are well developed with some depth and breadth.

Content is organized and enhances the central idea and theme.

Presentation

The presentation is clear, focused, and supported.

Ideas are discussed and presented logically.

The presentation is convincing and provides a thorough view of the issue.

Presenter(s) manage time effectively.

Presenter(s) is/are able to engage audience in discussion and handle questions.

Supporting materials are good.

AVERAGE

C**

Content

Ideas and content have limited depth and breadth.

Content is somewhat organized and enhances the central idea and theme.

Presentation

The presentation is clear but lacks originality.

Ideas are presented logically without discussion.

The presentation is interesting and provides an adequate view of the issue.

Presenter(s) stay within the allotted time but use time ineffectively.

Presenter(s) is/are able to engage audience in discussion but have some difficulty handling questions.

Supporting materials are adequate.

BELOW AVERAGE

D

Content

Ideas and content are superficial and narrow.

Content is disorganized and has no central idea or theme.

Presentation

The presentation is unclear, unoriginal, and has little focus.

Ideas are presented illogically.

The presentation is limited in scope and provides a cursory view of the issue.

Presenter(s) manage time poorly.

Presenter(s) is/are not able to engage audience in discussion and handle questions.

Supporting materials are inadequate.

*A, B, and C also carry the option of a **minus** grade. A minus grade indicates that in the professional judgment of the faculty, the presenter(s) met most of the criteria for the letter grade indicated; however one or two areas missed meeting the criteria for that letter grade.

B and C also carry the option of a **plus grade. A plus grade indicates that in the professional judgment of the faculty, the presenter(s) met the criteria for the letter grade indicated; however, one or two areas exceeded the criteria for that letter grade.

Immaculata University
Division of Nursing
RN- BSN Program
Time Limits: Change of grade; Incomplete grade

Change of Grade

Change of grade status will be granted for a serious situation that places the student in jeopardy of a failing grade or a grade lower than a C for a nursing course. Students must request a change of grade status from their course instructor. The instructor and the student will agree on a time limit for submission of the assignment(s). Change of grade status must be resolved within six months of the original request.

Incomplete Grade

Incomplete grade status is only granted for grave situations experienced by the student during a nursing course. The student must request the incomplete grade from the course instructor. The status must be approved by the College of Lifelong Learning (CLL) Dean. Incomplete grades must be resolved within one year of the approval or the grade will convert to a failure.

4/08

Progression and Retention

Progression and retention in the nursing program requires that the student

- Maintain a GPA of 2.0 or higher
- Obtain a grade of C or higher in all nursing courses—a nursing course with a grade less than a C must be repeated before the student may progress to subsequent nursing courses.
- Submit evidence annually of current registration, CPR certification.

Dismissal

- Students will be dismissed from the program for any violation in the nurse practice act of any state.
- Students may be dismissed from the program if their GPA falls below 2.0.