

**RN to BSN Program  
Columbia College**



**Professional Nursing Program  
Student Handbook**

**2022-2023**

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## **Welcome From Faculty and Staff of the Columbia College Nursing Department**

Welcome to Columbia College Professional Nursing Program!

We are delighted that you have selected Columbia College to pursue your career goals and nursing education. Nursing is a high-demand, significant and noble profession. BSN nurses are in high-demand in the health care industry, offering greater career opportunities to graduates in a range of settings. The U.S. Institute of Medicine has recommended that 80% of nurses hold a BSN degree by 2020. This program is designed to help working nursing students of obtain their baccalaureate degree without having to put their career on hold. Courses in this program are designed to enhance complex clinical reasoning, decision-making and collaborative skills, contributing to patient safety and quality processes. The nursing courses are challenging and rewarding in your goal for higher education. We recognize you will make a difference in every person in your professional care. We value your goal for a higher degree and look forward to working with you, to help you succeed.

Our very best,

Faculty and Staff

### **About Columbia College**

Columbia College, a private, coeducational institution, offers associate, baccalaureate, and masters degrees that prepare students of differing backgrounds and abilities for entry level or advanced positions in various occupations and professions. Founded in 1851 by charter of the Missouri legislature, and then named Christian Female College, Columbia College assumed its current name and became coeducational in 1970. Although it retains a covenant with the Christian Church (Disciples of Christ), Columbia College is a nonsectarian institution.

The College is accredited by the Higher Learning Commission of the North Central Association and holds specialized accreditation in its Education programs.

All members of the campus community are responsible for being aware of and complying with Columbia College policies, rules, regulations, and standards of conduct; enrollment is considered acceptance of the standard specified herein. However, the provisions of this handbook do not constitute a contract being students and Columbia College. Columbia College reserves the right to change policies and practice and described in the handbook as circumstances and efficiency of operations may require.

## **COLUMBIA COLLEGE STATEMENT OF MISSION**

Columbia College improves lives by providing quality education to both traditional and nontraditional students, helping them achieve their true potential.

The liberal arts and sciences and professional programs of the college embrace and profess these values:

- We believe all students deserve access to affordable, quality education
- We believe higher learning should be individualized, innovative and flexible
- We believe a liberal arts core curriculum produces globally engaged citizens who are creative, curious and ethical
- We believe people of all beliefs and backgrounds should engage in civil discourse and discovery

Our vision is to be a highly innovative institution of higher education, dedicated to excellence in both its traditional and nontraditional programs nationwide.

*(Adopted January 2018)*

## MISSION AND PHILOSOPHY OF NURSING PROGRAM

### Mission

The Department of Nursing improves lives by providing a quality, innovative nursing education to both traditional and nontraditional nursing students, helping them to achieve their true potential as a professional nurse.

### Philosophy

The philosophy of the nursing program at Columbia College evolved from and is aligned with the Mission Statement of Columbia College: consistent with the mission, goals and objectives of Columbia College and is based on shared values of our constituents.

“Teaching within the Nursing Department is accomplished through deliberate acts and interventions to promote learning, using planned objectives and outcomes needed to prepare the graduate with knowledge, information, understanding, and skills. Students bring culturally diverse backgrounds and unique learning styles to the academic environment, which supports the development of critical thinking skills in preparation for professional nursing. We believe that nursing, as a discipline, is a dynamic profession based on and directed toward contributing expertise to comprehensive healthcare. The role of the professional nurse requires critical thinking through the use of the nursing process, clinical competence, accountability, and patient advocacy.”

### Nursing Program Values:

The values of the Department of Nursing evolved from and are congruent with the values of Columbia College:

- We believe all students deserve access to quality education which is demonstrated by utilizing *critical thinking* skills and the *nursing process* as a framework for delivering nursing care.
- We believe higher learning should be individualized, innovative and flexible which is demonstrated through *collaboration* with members of the healthcare team.
- We believe a liberal arts core curriculum produces globally engaged citizens who are creative, curious and ethical which is demonstrated through *professional behaviors* and engagement in lifelong learning by utilizing the principles of *teaching and learning* for client and self-learning needs.
- We believe people of all beliefs and backgrounds should engage in civil discourse and discovery which is demonstrated through *culturally competent management of care* within and across the health care setting.

-Revised by Nurse Faculty, 04/2018

## OVERVIEW OF THE RN-BSN PROGRAM

The fully online RN to BSN program at Columbia College is designed to help working RNs obtain a baccalaureate degree without having to put their career on hold. You will earn a Bachelor of Science in Nursing (BSN) degree on completion of the program.

## ***THE BACCALAUREATE ESSENTIALS***

We incorporate the Essentials of Baccalaureate for Professional Nursing Practice (AACN, 2008) to delineate the outcomes of the graduates of the RN-BSN nursing program. The nine essentials are:

**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.

**COLUMBIA COLLEGE  
RN to BSN NURSING PROGRAM  
GRADUATE COMPETENCIES**

1. ANA Standard of Practice 2 - Diagnosis

The registered nurse analyzes assessment data to determine actual or potential diagnoses, problems, and issues.

- Lists actual or potential risks to the healthcare consumer's health and safety or barriers to health, which may include but are not limited to interpersonal, systematic, cultural, or environmental circumstances.
  - Describes assessment data, standardized classification systems, technology, and clinical decision support tools to articulate or potential diagnoses, problems, and issues.
  - Describes the diagnoses, problems, and issues with the individual, family, group, community, population, and interprofessional colleagues.
  - Lists diagnoses, problems, and issues based on mutually established goals to meet the needs of the healthcare consumer across the health-illness continuum.
  - Lists diagnoses, problems, and issues in a manner that facilitates the determination of the expected outcomes and plan.

2. ANA Standard of Practice 5A - Coordination of Care

The registered nurse coordinates care delivery.

- Explains the components of the plan
- Discusses with the consumer to help manage health care based on mutually agreed upon outcomes.
- Recognizes a healthcare consumer's care in order to reach mutually agreed upon outcomes.
- Recognizes healthcare consumers in self-care to achieve preferred for quality of life.
- Asks the healthcare consumer to identify options for care.
- Discusses with the healthcare consumer, interprofessional team, and community-based resources to effect safe transitions continuity of care.
- Asks for the delivery of dignified and holistic care by the professional team.
- Discusses the coordination of care.

3. ANA Standard of Practice 5B - Health Teaching and Health Promotion

The registered nurse employs strategies to promote health and a safe environment.

- Lists opportunities for the healthcare consumer to identify needed healthcare promotion, disease prevention, and self-management topics.
- Discusses health promotion and health teaching methods in collection with the healthcare consumer's values, beliefs, health practices, developmental level, learning needs, readiness and ability to learn, language preference, spirituality, culture and socioeconomic status.
- Describes feedback and evaluation from the healthcare consumer to determine the effectiveness of the employed strategies.
- Describes technologies to communicate health promotion and disease prevention information to the healthcare consumer.
- Describes healthcare consumers with information about intended effects and potential adverse effects of the plan of care.
- Recognizes consumer alliance and advocacy groups in health teaching and health promotion activities for healthcare consumers.
- Describes anticipatory guidance to healthcare consumers to promote health and prevent or reduce the risk of negative health outcomes.

4. ANA Standard of Practice 6 - Evaluation

The registered nurse evaluates progress toward attainment of goals and outcomes.

- Discusses a holistic, systematic, ongoing, and criterion-based evaluation of the goals and outcomes in relation to the structure, processes, and timeline prescribed in the plan.
- Discusses with the healthcare consumer and others involved in the care or situation in the evaluation process.
- Describes, in partnership with the healthcare consumer and other stakeholders, the patient-centeredness, effectiveness, efficiency, safety, timeliness, and equitability (IOM, 2001) of the strategies in relation to the responses to the plan and attainment of outcomes. Other defines criteria (e.g., Quality and Safety Education for Nurses) may be used as well.
- Describes ongoing assessment data to revise the diagnoses, outcomes, plan, and implementation strategies.
- Describes evaluation data and conclusions with the healthcare consumer and other stakeholders in accordance with federal and state regulations.
- Discusses the results of the evaluation.

5. ANA Standard of Practice 7 - Ethics

The registered nurse practices ethically.

- Describes the *Code of Ethics for Nurses with Interpretive statements* (ANA, 2015) to guide nursing practice and articulate the moral foundation of nursing.
- Demonstrates with compassion and respect for the inherent dignity, worth, and unique attributes of all people.
- Discusses for healthcare consumers' rights to informed decision-making and self-determination.
- Recognizes guidance in situations where the rights of the individual conflict with public health guidelines.
- Discusses the understanding that the primary commitment is to the healthcare consumer regardless of setting or situation.
- Discusses therapeutic relationships and professional boundaries.
- Explains for the rights, health, and safety of the healthcare consumer and others.
- Defines the privacy and confidentiality of healthcare consumers, others, and their data and information within ethical, legal and regulatory parameters.
- Describes professional accountability and responsibility for nursing practice.
- Explains competence through continued personal and professional development.

6. ANA Standard of Practice 11 - Leadership

The registered nurse leads within the professional practice setting and the profession.

- Discusses to the establishment of an environment that supports and maintains respect, trust, and dignity.
- Describes innovation in practice and role performance to attain personal and professional plans, goals, and vision.
- Discusses how to manage change and address conflict.
- Identifies colleagues for the advancement of nursing practice and the profession to enhance safe, quality healthcare.
- Defines accountability for delegated nursing care.
- Discusses to the evolution of the profession through participation in the professional organizations.
- Discusses policy to promote health.

7. ANA Standard of Practice 13 - Evidence-based Practice and Research

The registered nurse integrates evidence and research findings into practice.

- Discusses the values of research and its application relative healthcare setting and practice.
- Classifies questions in the healthcare setting and practice that can be answered by nursing research.
- Describes current evidence-based knowledge, including research findings, to guide practice.
- Discusses evidence when initiating changes in nursing practice.
- Defines the formulation of evidence-based practice and the healthcare setting.
- Describes ethical principles of research in practice and the healthcare setting.
- Discusses nursing research for optimal application in practice and the healthcare setting.
- Discusses peer reviewed research findings with colleagues to integrate knowledge into nursing practice.

8. ANA Standard of Practice 14 - Quality of Practice

The registered nurse contributes to quality nursing practice.

- Discusses that nursing practice is safe, effective, efficient, equitable, timely, and patient-centered (IOM, 1999; IOM, 2001).
- Describes barriers and opportunities to improve healthcare safety, effectiveness, efficiency, equitability, timeliness, and patient-centeredness.
- Lists strategies to improve nursing quality.
- Discusses creativity and innovation to enhance nursing care.
- Defines quality improvement initiatives.
- Discusses data to monitor the quality of nursing practice.
- Lists in efforts to improve healthcare efficiency.
- Describes critical review and/or evaluation of policies, procedures, and guidelines to improve the quality of health care.
- Cites in formal and informal peer review process.
- Discusses with the interprofessional team to implement quality improvement plans and interventions.
- Defines nursing practice in a manner that supports quality and performance improvement initiatives.
- Describes professional certification, when available.

9. ANA Standard of Practice 17 - Environmental Health

The registered nurse practices in an environmentally safe and healthy manner.

- Describes a safe and healthy workplace and professional practice environment.
- Lists environmental health concepts in practice.
- Identifies environmental health risks to self, colleagues, and healthcare consumers.
- Discusses information about environmental health risks and exposure reduction strategies.
- Recognizes the safe, judicious, and appropriate use and disposal of products in health care.
- Lists technologies to promote safe practice environments
- Describes products or treatments consistent with evidence-based practice to reduce environmental threats.
- Describes in developing strategies to promote healthy communities and practice environments.



## COMMUNITY ADVISORY COMMITTEE

The Nursing Program has an Advisory Committee which provides a link between the healthcare community and the school. Its function is to give advice and lend assistance for program improvements.

Area health-care professionals and interested community members serve on the committee, as well as faculty, student representatives and Nursing Alumni. The Advisory Committee meets at least once a year.

## ACCREDITATION

Columbia College is accredited by the Higher Learning Commission and is a member of the North Central Association of Colleges and Schools.

Approved for teacher preparation by the Missouri State Department of Elementary and Secondary Education.

The Columbia College Nursing Programs are approved by the Missouri State Board of Nursing.

The baccalaureate degree in nursing program at Columbia College is accredited by the Commission on Collegiate Nursing Education (<http://www.aacn.nche.edu/ccne-accreditation>).

Commission on Collegiate Nursing Education (CCNE)

Our baccalaureate degree programs in nursing at the Columbia College Nursing Department are accredited by the [Commission on Collegiate Nursing Education](#)

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Washington, DC 20001  
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### CCNE Baccalaureate Accreditation

Initial Accreditation Date:	February 8, 2016
Most Recent Accreditation Date:	April 7, 2021
Accreditation Term Expires:	December 31, 2024
Last On-Site Evaluation:	April 2021
Next On-Site Evaluation:	Spring 2024

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## COLUMBIA COLLEGE NURSING FACULTY AND STAFF

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Dr. Floyd has an associate degree in nursing (ASN) from Columbia College, Bachelor of Science in Nursing (BSN) and a Master of Science in Nursing (MSN) from University of Central Missouri and PhD in nursing from University of Missouri-St. Louis. Dr. Floyd's area of expertise is Medical/Surgical Nursing, Nursing Education, and Adult/Pediatric infusions and drug administration.

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Dr. Monroe has a Bachelor of Science in Nursing (BSN), a Master of Science in Nursing (MSN) and a Doctor of Nursing Practice (DNP) from the University of Missouri-Columbia. Dr. Monroe's area of expertise is Intensive Care and Neuro.

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Clayton Clark has a Bachelor of Science in Nursing (BSN), a Master of Science in Nursing (MSN), and a Graduate Certificate in Health Ethics from the University of Missouri – Columbia. Mr. Clark's areas of expertise are medical-surgical, mental health, and nursing ethics.

**Dr. Joyce Gentry, Ph.D., MSN, RN**      Professor  
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Dr. Gentry has a Bachelor of Science in Nursing from Truman State University and a Master of Science in Nursing (MSN) from the University of Missouri-Columbia. Dr. Gentry received her Ph.D. in the College of Educational, School and Counseling Psychology at the University of Missouri-Columbia. Dr. Gentry's area of expertise is Medical/Surgical Nursing.

**Dr. Roxanne Gifford DNP, RN**      Assistant Professor of Nursing  
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Dr. Gifford has Bachelor of Arts in Biology (BA) and Bachelor of Science in Nursing (BSN) from University of Missouri-Columbia, Master of Science (MSN) from University of Central Missouri, and a Doctor of Nursing Practice (DNP) in Leadership and Health Innovations from University of Missouri-Columbia. Dr. Gifford's expertise is Labor & Delivery and Postpartum care nursing.

**Melissa Pickett MSN, APRN, ACNS-BC**      Lake ASN Coordinator/Instructor of Nursing  
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Mrs. Pickett has an Associate Degree in Nursing (AND) from St. Charles County Community College, a Bachelor of Science in Nursing (BSN), and a Master of Science in Nursing (MSN) from the University of Missouri-Columbia. Mrs. Pickett's areas of expertise are Gerontology, Wound, Ostomy, and Continence Nursing and Symptom Management.

**Dr. Kathy Roseland DNP, RN, CHSE**      Assistant Professor of Nursing  
Office: 573-875-7456      Email: [kroseland@ccis.edu](mailto:kroseland@ccis.edu)  
Dr. Roseland has a Bachelor of Science (BSN), Master of Science (MSN) and Doctor of Nursing Practice (DNP) in Healthcare Systems Leadership from Chamberlain University. She also holds a National Certification from the Society of Simulation in Healthcare (SSH) as a Certified Healthcare Simulation Educator (CHSE). Dr. Roseland's expertise is in adult care, geriatrics, leadership, and staff development, as well as simulation.

**Brittany Davenport, MSN, RN**

Adjunct Instructor

Email: <mailto:bdavenport@cougars.ccis.edu>

Ms. Davenport has a Bachelor of Science in Nursing (BSN) and a Master of Science in Nursing Education (MSN) from the University of Texas at Arlington. Ms. Davenport's areas of expertise include community health, hospice, and medical-surgical nursing as well as cardiology. She also specializes in wound and ostomy nursing.

**Dr. Lydia Mejia-Johnson, DNP, RN**

Adjunct Instructor

Email: <mailto:lmejiajohnson@cougars.ccis.edu>

Ms. Mejia-Johnson has a Bachelor of Science in Nursing (BSN) from the University of North Carolina at Wilmington, a Master of Science in Nursing (MSN) and a Doctor of Nursing Practice (DNP) from the University of Kansas Medical Center. Dr. Mejia-Johnson's areas of expertise include medical-surgical, vascular, oncology, and intensive care nursing as well as nursing administration.

**Staff:**

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900 College Blvd; Osage Beach, MO 65065

General hours for the Nursing Department Offices are: 8:30 am to 5:00 pm Monday through Friday.

## NON-DISCRIMINATION

### Notice of Non-Discrimination and Equal Opportunity

*Complete policy information can be found at the following link:*

<https://www.ccis.edu/policies/notice-of-non-discrimination-and-equal-opportunity.aspx>

## STUDENT'S RIGHT TO PRIVACY

The Family Educational Rights and Privacy Act (FERPA) policy can be found at:

<https://www.ccis.edu/policies/family-education-rights-and-privacy-act.aspx>

## PROGRAM POLICIES

### Nursing Admission Requirements

Application to the Columbia College RN to BSN is on a rotating basis. Acceptance into Columbia College does not guarantee acceptance into the nursing program. Please visit the website for current information prerequisite and admission procedures.

#### Degree Seeking Students

- Complete the application for admission at [www.ccis.edu/apply](http://www.ccis.edu/apply)
- Submit a copy of your transcripts from all previous colleges and/or universities. These must show that you have completed an associate degree in nursing. \*
- Proof of RN licensure from the National Council Licensure Examination for Registered Nurses (NCSBN), as listed on Nursys website.
- Application Fee
- To check for transfer equivalencies check the student planner or go online to: <https://web.ccis.edu/Offices/Registrar/Evaluations/TransferGuides/TransferEquivalencyPortal.aspx>

#### Non-Degree Seeking Students

- Complete the application for admission at [www.ccis.edu/apply](http://www.ccis.edu/apply)
- Application Fee
- Additional documentation will be needed before enrollment into BSN coursework.

\*May be a Nursing Diploma program. These will be reviewed on a case by case basis. Contact Admissions Office for verification.

### Student Advising

The RN to BSN student is assigned to the nursing program advisor. Academic advisement is also available on an individual basis with online academic advisors before/during each registration session. Students are assigned to an advisor on admission to the college; however, they can call in or email any online academic advisor for assistance.

### Orientation for New Students

New student orientation and online course demonstration are provided for students. This course is offered online, using course management software provided by Desire2Learn and Columbia College.

Visit New Student Orientation and Online Course Demonstration: <https://ccis.ucourses.com/d2l/home>

### Academic Integrity Policies and Procedures

Academic integrity is the backbone of institutions of higher education and Columbia College expects all students adhere to and value the Academic Integrity Policies and Procedures

<https://www.ccis.edu/policies/academic-integrity-policy-and-procedures.aspx>

### Student Conduct

All Columbia College students, whether enrolled in a land-based or online course, are expected to adhere to the Student Code of Conduct. <https://www.ccis.edu/policies/student-code-of-conduct.aspx> and the Academic Integrity Policies <https://www.ccis.edu/policies/academic-integrity-policy-and-procedures.aspx>

### Plagiarism

Your grade will be based in large part on the originality of your ideas and your written presentation of these ideas. Presenting the words, ideas, or expression of another in any form as your own is

plagiarism. Students who fail to properly give credit for information contained in their written work (papers, journals, exams, etc.) are violating the intellectual property rights of the original author. For proper citation of the original authors, you should reference the appropriate publication manual for your degree program or course (APA, MLA, etc.). Violations are taken seriously in higher education and may result in a failing grade on the assignment, a grade of "F" for the course, or dismissal from the College. Collaboration conducted between students without prior permission from the instructor is considered plagiarism and will be treated as such. Spouses and roommates taking the same course should be particularly careful.

### **Technology Requirements**

Participation in the nursing courses will require basic technology for all students at Columbia College. Each student in the RN to BSN program must have basic computer competencies. Students will be asked to complete assignments using various Web based applications. In order to successfully complete these assignments students must have access to technology that includes, but is not limited to:

- A computer with reliable Internet access
- A web browser, to access online sites
- Acrobat Reader
- Microsoft Office
- Flash Play (for video viewing)
- Email through Columbia College accounts.

Link to check operating systems: <https://www.ccis.edu/online/technical-requirements>

### **Cougar E-mail**

All students are provided a CougarMail account when they enroll in classes at Columbia College. You are responsible for monitoring e-mail from that account for important messages from the College and from your instructor. You may forward your Cougar e-mail account to another account; however, the College cannot be held responsible for breaches in security or service interruptions with other e-mail providers.

Students should use e-mail for private messages to the instructor and other students. The class discussions are for public messages so the class members can each see what others have to say about any given topic and respond.

### **Social Networking/Media Policy**

All Columbia College nursing students must adhere to regulations provided by HIPPA, Code of Conduct, and assigned clinical agencies regarding any usage of electronic devices in or out of clinical, classroom, and research setting.

- Permission may be granted by nursing faculty and staff or assigned preceptors to utilize electronic devices for enhancing learning in patient care, classroom or research environment.

Some electronic communication, networking and postings are subject to public view; therefore, the student is responsible for all content, and subject to disciplinary action if misused.

Misuse of electronic devices includes, but may not be all inclusive to:

- Patient information and/or pictures of patients
- Communication or postings of illegal, obscene, defamatory and slanderous statements
- Postings of obscene photos or videos

### **Online Participation**

You are expected to read the assigned texts and participate in the discussions and other course activities each week. Assignments should be posted by the due dates stated on the grading schedule in your syllabus. If an emergency arises that prevents you from participating in class, please let your instructor know as soon as possible.

### **Attendance Policy**

Attendance for a week will be counted as having submitted a course assignment **for which points have been earned** during that week of the session or if the proctoring information has been submitted or the plagiarism quiz taken if there is no other assignment due that week. A class week is defined as the period of time between Monday and Sunday (except for Week 8, when the week and the course will end on Saturday at midnight). The course and system deadlines are all based on the Central Time Zone.

### **Late Assignment Policy**

An online class requires regular participation and a commitment to your instructor and your classmates to regularly engage in the reading, discussion and writing assignments. Although most of the online communication for this course is asynchronous, you must be able to commit to the schedule of work for the class for the next eight weeks. You must keep up with the schedule of reading and writing to successfully complete the class.

### **Course Evaluations**

You will have an opportunity to evaluate the course near the end of the session. Course evaluations will open on Sunday of Week 5 and will remain open until Thursday of Week 7. A link will be sent to your CougarMail that will allow you to access the evaluation. Be assured that the evaluations are anonymous and that your instructor will not be able to see them until after final grades are submitted.

### **Academic Performance**

In order to be in good academic standing a student cannot be on academic probation, academic continued probation, academic suspension or dismissal.

Probation, Suspension, Dismissal and Readmission: Refer to the Undergraduate Academic Catalog.

### **Student Retention**

The faculty members in the RN to BSN Nursing Program are committed to providing every opportunity for the nursing student to be successful. It is the responsibility of the student to seek help from the instructor when having academic difficulty. Any student who feels that he/she is struggling academically is strongly encouraged to contact with the course instructor to discuss strategies for success and to arrange individual help/tutoring.

### **Grade Appeals**

Students who wish to appeal a semester grade for a course in which they were registered must follow the grade appeal procedure as outlined in the Undergraduate Catalog for Main Campus Evening, Online and Nationwide.

### **Student Complaints/Grievance Procedure**

The Student Complaints and Grievance Procedure can be accessed at the following link:

<https://www.ccis.edu/about/policies/general-student-complaint>

## NURSING CURRICULUM

### RN to BSN Program Core Requirements

In addition to the nursing courses listed in detail below, the students are also required to take a sequence of co-curriculum courses as listed in the catalog course descriptions. The course descriptions, objectives, and credit hours for all courses can be accessed online at <http://catalog.ccis.edu>

#### A. General Education 38-41 hrs.

Including either:

PHIL 330 Ethics, or  
PHIL 460 Biomedical Ethics

Note that PSYC 101 General Psychology is highly recommended.

#### B. Multicultural Requirement 3 hrs.

#### C. Core Requirements 36 hrs.

#### **MATH 250 –Statistics I (BIOL/PSYC/SOCI 324 qualify as an equivalent of MATH 250)**

Prerequisite: MATH 150 or MATH 170 or MATH 180 or MATH 201. G.E.

Credit hours: 3

Lecture

Course Descriptions: Introduction to descriptive and inferential statistics. Topics include collection of data, numerical and graphical descriptive methods, linear correlation and regression, probability concepts and distributions, confidence intervals, and hypothesis testing for means and proportions.

#### **CHEM 109 – Chemistry for Biological and Health-Related Sciences**

Prerequisites: MATH 106 or higher (or ACT math score of 21 or higher); CHEM /PHYS 108 (or high school chemistry course with a grade of C or higher). G.E.

Credit hours: 3

Lecture

Course Description: Fundamentals of chemistry for students entering biological or health-related fields. Topics include stoichiometry, chemical equations and reactions, properties of gases, solutions and electrolytes, acid/base properties and pH, an introduction to organic chemistry, and various aspects of chemistry important in biological systems.

**Or**

#### **CHEM 110 – Chemistry I**

Prerequisites: MATH 106 or higher (or ACT math score of 21 or higher), CHEM/PHYS 108 (or high school chemistry course with a grade of C or higher).

Credit hours: 3

Lecture

Course Description: Fundamental course in the principles of chemistry. Topics include stoichiometry, chemical equations, chemical reactions, properties of gases, properties of solutions, and thermochemistry. Students majoring in Biology or Chemistry must earn a grade of C or higher.

#### **PHIL 330 - Ethics**

Prerequisites: Junior standing

Course Description: Examination of various moral philosophers' attempts to prescribe ethical norms applicable to all mankind. Prerequisite: Junior standing.

**Or**

### **PHIL 460 – Biomedical Ethics**

Prerequisites: Junior standing

Course Description: Investigation of problematic cases in biomedical ethics, with an emphasis on sound philosophical resolution.

### **NURS 212 – Pharmacology for Nursing**

Prerequisites: Admission to either the Associate or the Bachelor Level Nursing Program; NURS 209 and NURS 210 (ASN); MATH 150 (BSN).

Credit hours: 3

Lecture

Sessions offered: Spring (BSN)

Course Description: This course is designed to provide the nursing student with a sound basis for the clinical application of pharmacology. The basics of core drug knowledge, including pharmacotherapeutics, pharmacodynamics and pharmacokinetics, with patient-related variables affecting pharmacotherapy are presented. Emphasis is placed on learning drug classification by categories affecting various body systems and disease states. Legal aspects of drug administration, including nursing safeguards are included. Students who have had a previous Pharmacology course for nurses may apply for a course waiver. If the student has not had a previous Pharmacology course, the student may complete the test-out process, take this course in-seat, or take the course online with faculty approval. Lab fees may apply.

### **NURS 310 – Professional Nursing Practice**

Prerequisites: RN Licensure and Admission to the RN to BSN Program

Credit hours: 3

Lecture

Course Description: The focus of this course is to transition the student nurse to a professional nursing practice. Personal values, philosophy and goals are examined as part of the process of creating a professional portfolio. Content includes: historical, ethical, legal and theoretical foundations of nursing, social justice and diversity, and professional nursing issues and trends. This course is writing intensive.

### **NURS 311 – Pathophysiology**

Prerequisites: RN Licensure and Admission to the RN to BSN Program and CHEM 109, BIOL 223, BIOL 223L, BIOL 326, BIOL 326L, BIOL 221 or BIOL 312, BIOL 221L or BIOL 312L \*\*

Credit hours: 3

Lecture

Course Description: This pathophysiology course provides an in-depth study of human pathological processes and their effects on homeostasis. The course is designed to promote the understanding and application of disease processes in the clinical settings. General concepts of disease include etiology, pathogenesis, and clinical significance. Pathophysiological concepts include cell injury, necrosis, inflammation, wound healing and neoplasia. These concepts are applied in a systems-oriented approach to disease processes affecting musculoskeletal, cardiopulmonary, renal, nervous, gastrointestinal, immune, hematological, neurological and endocrine systems.

### **NURS 312 – Principles and Applications of Human Nutrition**

Prerequisites: RN Licensure and Admission to the RN to BSN Program

\*\* Credit hours: 3

Lecture

Course description: This course emphasizes the basic principles of human nutrition related to nutrients and food sources and how they are utilized in the human body for growth and health throughout the lifespan. This course includes the study of assessment data, nutritional support, food and drug interactions, herbal remedies, weight management and nutritional interventions for various disease processes. This course also assesses contemporary nutrition issues.



### **NURS 313 – Health Assessment**

Prerequisites: RN Licensure and Admission to RN to BSN

Program Credit hours: 3

Lecture/Clinical 16 hours clinical

Course description: This course builds on pre-licensure nursing education to further develop the professional registered nurse for health assessments related to complex medical conditions and diverse populations of patients. By applying the nursing process, the registered nurse will develop assessment skills that expand clinical decision-making with an emphasis on primary and secondary prevention strategies. Assessment across the lifespan related to holistic health will be explored. 16 hours of clinical are required to complete this course in adherence to accreditation standards set by CCNE.

### **NURS 410 – Community Health Nursing**

Prerequisites: RN Licensure and Admission to the RN to BSN Program; NURS 409.

Credit hours: 3

Lecture/Clinical 4 hours clinical

Course description: This course introduces the theoretical basis for community - oriented nursing practice. It emphasizes the application of community/public health concepts applied to promoting and preserving the health of the community. Diverse populations across the lifespan and throughout the continuum of the healthcare environment will be examined. Community assessment, epidemiology, environment, political action, and case management frameworks are used to guide evidence-based nursing care delivery to individuals, families, and populations in community settings. Four hours of clinical are required to complete this course in adherence to accreditation standards set by CCNE.

### **NURS 411 – Community Health Nursing Assessment**

Prerequisites: RN Licensure and Admission to the RN to BSN Program; NURS 410.

Credit hours: 3

Lecture/Clinical 4 hours clinical

Course description: This course introduces the registered nurse to community assessment in nursing. This course requires the student to define a community in which they will observe, assess, analyze and prioritize needs and goals, which promote health. A community assessment written presentation will include data collection, an analysis of data and prioritization of health objectives. The student will define the community and obtain instructor approval of the project. This course is research- based and writing intensive. Four hours of clinical are required to complete this course in adherence to accreditation standards set by CCNE.

### **NURS 409 – Nursing Research and Evidence-Based Practice**

Prerequisites: RN Licensure and Admission to the RN to BSN program; MATH 250 \*\*

Credit hours: 3

Lecture

Course description:

This theory course introduces the language and processes of research within the nursing profession. The research competencies to be examined include interpreting and using research in nursing practice, evaluating research, and conducting research. Course content focuses on retrieving, reading, evaluating, disseminating, and using research in nursing practice. This course will focus on current review of nursing literature and research utilization through evidence-based practice.

\*\*BIOL/PSYC/SOCI 324 qualify as an equivalent of MATH 250

### **NURS 413 – Leadership and Management in Nursing Practice**

Prerequisites: RN Licensure and Admission to the RN to BSN program; NURS 409

Credit hours: 3

Lecture

Course description: This course provides an introduction to the fundamental principles of leadership and management pertinent to health care and nursing. Students will explore the

interrelated processes of thinking systematically, developing reflective judgment and exercising leadership.

Competencies necessary to succeed in a nursing leadership role in organizations and contemporary society are analyzed and applied to clinical scenarios. Students will utilize self-reflection to assess their own leadership potential.

**NURS 414 – Human Sexuality: Clinical and Comprehensive Applications \*\***

Prerequisites: RN Licensure and Admission to the RN to BSN

program Credit hours: 3

Lecture

Course description: This course provides the student with a clinical focus for examining human sexuality, intimacy and health/dysfunction. Physiological changes and psychological aspects throughout the lifespan will be presented as they relate to history, age and gender. Cultural differences and religious preferences will be emphasized. Health promotion, prevention and education will be applied to sexual issues and/or problems in various settings, designed to meet the needs of those students providing holistic care for their clients or for those desiring supplemental information.

**NURS 415 – Cultural Awareness in Nursing Practice \*\***

Prerequisites: RN Licensure and Admission to the RN to BSN

program Credit hours: 3

Lecture

Course description: This course is designed to improve the holistic awareness, sensitivity and practice of the health care professional with culturally diverse populations. Health care beliefs, practices and traditions focused on health, wellness and illness will be explored from various cultural perspectives. This course will prepare students in their understanding of cultural intricacies to achieve individualized, safe and effective culturally competent care. Course meets multicultural graduation requirement.

**E. General Electives**

**40-43 hrs.**

**Total Credit Hours**

**120**

\*\* Non degree seeking students may be enrolled in these courses.

<b>Rotation Fall 2022</b>	<b>August</b>	<b>October</b>	<b>January</b>	<b>March</b>	<b>May</b>	<b>July</b>
<b>Course</b>	Early Fall	Late Fall	Early Spring	Late Spring	Early Summer	Late Summer
NURS 212 Pharmacology	X		X			
NURS 310 Professional Nursing		X		X		X
NURS 311 Pathophysiology	X		X		X	
NURS 312 Nutrition		X		X		X
NURS 313 Health Assessment*	X		X			
NURS 409W Nursing Research	X		X			
NURS 410 Community Health*		X		X		
NURS 411 Community Health Assessment*			X		X	
NURS 413W Leadership & Management				X		X
<b>Total Classes</b>	4	3	5	4	2	3

\*24 hours of clinical required total for the RN-BSN Program

## Graduation Requirements

The completion of all requirements for graduation is the responsibility of the student. The RN to BSN degree is granted to candidates who have:

- Completed all of the general education and science courses required for the major, attaining minimum of a C in all required science and math courses and English Composition I and II.
- Completed all nursing courses with a minimum of C (70%).

## STUDENT SERVICES AND ACTIVITIES

**Online Campus Main office – (573) 875-7246 or Toll Free (800) 231-2391, ext. 7246**

Fax: (573) 875-7445 • E-mail: [onlinecampus@ccis.edu](mailto:onlinecampus@ccis.edu)

### Writing Center and Online Tutoring Services - (573) 875-7616

Smarthinking is a free online tutoring service available to all Columbia College students. Smarthinking provides real-time online tutoring and homework help for Math, English, and Writing. Smarthinking also provides access to live tutorials in writing and math, as well as a full range of study resources, including writing manuals, sample problems, and study skills manuals. You can access the service from wherever you have a connection to the Internet. You are encouraged to take advantage of this free service provided by the college. Access Smarthinking through CougarTrack under Students->Academics->Academic Resources.

The Writing Center is also free service and assists Columbia College students with academic writing as well as with select courses in accounting, American Sign Language, chemistry, computer information systems, computer science, finance, and physics. Find more information at [www.ccis.edu/writingcenter](http://www.ccis.edu/writingcenter)

### Guidelines for Written Assignments

The American Psychological Association (APA) style is the approved style to be used for written work by students. All nursing students must use the APA style for written assignments. Online resources for APA are also accepted by the Columbia College Nursing Program.

- <https://library.ccis.edu/nursing>
- <https://apastyle.apa.org/>
- [https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style/apa\\_style\\_introduction.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html)

*The Publication Manual of the American Psychological Association* is available at the Columbia College bookstore.

American Psychological Association. (2020). *Publication Manual of the American Psychological Association* (7th ed.). Washington, D.C.: American Psychological Association.  
ISBN: 978-1-4338-3216-1

### Math Center – WIG 105, (573) 875-7616

Columbia-area online students who are enrolled in online Math courses can utilize The Ether L. Bruce Math Center, located on the main campus in Columbia, Missouri. Tutoring is provided for all mathematics courses numbered below 300, including Mathematics for Elementary Teachers,

Beginning Algebra, Calculus II, Discrete Mathematics I and Statistics I. For more information call 573-875-7616.

### **Technical Support**

If you have problems accessing the course or posting your assignments, contact your instructor, the Columbia College [Helpdesk@ccis.edu](mailto:Helpdesk@ccis.edu), or the [helpdesk@desire2learn.com](mailto:helpdesk@desire2learn.com) for assistance. Contact information is also available within the online course environment.

### **Career Services, MOH, 573-875-7425**

The Career Center works with all students regarding career development, career exploration, creation of effective resumes and cover letters, interview preparation, job and internship searching, and graduate school selection. Find more information at [www.ccis.edu/careerservices](http://www.ccis.edu/careerservices)

### **Student Accessibility Resources (SAR), AHSC 215, (573)-875-7626**

This service provides all Columbia College students with academic, physical, emotional, and medical accommodations. Find more information at [www.ccis.edu/sar](http://www.ccis.edu/sar)

Student Accessibility Resources (SAR) leads the campus in the creation of inclusive learning environments and facilitates access through innovative services, programs, and partnerships. Disability is an aspect of diversity that is integral to our society and to the Columbia College community. The SAR office collaborates with students, faculty, and staff to create a campus environment that is usable, equitable, sustainable and inclusive of all members of the college community.

Students who want to explore reasonable academic accommodations who have a documented disability/condition are encouraged to contact SAR to explore the possibilities and options without feeling a need to commit to utilizing any resources. All information is confidential and will be used only to coordinate accommodations with appropriate college personnel. Student Accessibility Resources can be reached at (573) 875-7626 or by emailing [SAR@ccis.edu](mailto:SAR@ccis.edu). The office is located in the Student Affairs suite on the second floor of Atkins-Holman Student Commons. For more information please visit [Student Accessibility Resources](#)

Columbia College is committed to providing reasonable accommodations to individuals with disabilities. The nursing program has academic requirements that are essential to the instruction being pursued by the student and related to licensing requirements. It is important to note that the college may not be required to implement modifications or auxiliary aids/services that would result in a fundamental alteration to the nature of the service, program or activity.

### **Learning Resources/Stafford Library Databases - STF, (573)-875-7381**

All Columbia College students have access to learning resources through the J.W. and Lois Stafford Library. Located at the main campus, Stafford Library serves as the primary library for all campuses. The library is open more than 90 hours per week and librarians are available to provide assistance and answer questions by phone, email, chat or text. Stafford Library's collection supports the curriculum of Columbia College with more than 60,000 physical items (books, compact discs, videos, etc.), 150 print, magazine, journal and newspaper titles, as well as more than 25,000 full-text electronic journals, 150,000 electronic books and 15,000 streaming videos. All of the library's electronic collections are accessible remotely 24 hours/day via the library website. Electronic delivery of interlibrary loan articles is also available.

Stafford Library has several databases available. Nursing and Medicine sites are: CINAHL with Full Text, Consumer Health Complete, and MEDLINE.

Library hours are based on the main campus class schedule and are subject to change during breaks and holidays. Contact information: Telephone: (573)-875-7381 or (800) 231-2391 x7381; Email: [library@ccis.edu](mailto:library@ccis.edu); or Website: <https://library.ccis.edu/home>