

**RN to BSN Program
Columbia College**



N U R S I N G

**Professional Nursing Program
Student Handbook**

2018-2019

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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.

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.

RN to BSN 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-accrreditation>).

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Missouri State Board of Nursing
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COLUMBIA COLLEGE NURSING FACULTY AND STAFF

Dr. Joyce Gentry, Ph.D., MSN, RN
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Program Director/Department Chair
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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. Tina Dalrymple, Ph.D., APRN, FNP-BC
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Faculty
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Dr. Dalrymple has a diploma degree from Albany Medical Center School of Nursing in Albany, New York, a Bachelor of Science in Nursing (BSN) from Hartwick College in Oneonta, New York, a Master of Science in Nursing (MSN) and her Ph.D. from State University of New York at Binghamton. Dr. Dalrymple's area of expertise is Nurse Practitioner with an emphasis on Community Health and Rural Populations.

Kay Dingler, MSN, RN
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Faculty/ASN Coordinator – Columbia Campus
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Mrs. Dingler has a Bachelor of Science with a major in Nursing and a Master of Science in Nursing (MSN) from the University of Central Arkansas. Mrs. Dingler's area of expertise is Community and Family Health Nursing with an emphasis on Maternal Child Health.

Faye Fairchild, MSN, RN, CNE
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Faculty
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Mrs. Fairchild has a Bachelor of Science in Nursing (BSN) and a Master of Science in Nursing (MSN) from the University of Missouri-Columbia. Mrs. Fairchild's area of expertise is Critical Care and Leadership Roles in Nursing.

Sara Riley, MSN, RN
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Faculty/Coordinator – Lake of the Ozarks
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Mrs. Riley has a Bachelor of Science in Nursing (BSN) from University of Missouri (Columbia) and a Master's of Science in Nursing (MSN) from St. Louis University. Mrs. Riley's area of expertise is Perinatal Nursing.

Brittany Davenport, MSN, RN
Email: mailto:bdavenport@cougars.ccis.edu

Adjunct Instructor

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
Email: mailto:lmejiajohnson@cougars.ccis.edu

Adjunct Instructor

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.

Olivia Hopkins, MSN, RN
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Adjunct Instructor

Ms. Hopkins has an Associate of Science in Nursing (ASN) from Columbia College, a Bachelor of Science in Nursing (BSN) from Central Methodist University, and a Master of Science in Nursing (MSN) from Maryville University. Ms. Hopkins' areas of expertise include medical-surgical, cardiovascular, and intensive care nursing.

Staff:

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General hours for the Nursing Department Offices are: 8:30 am to 5:30 pm Monday through Thursday and 8:30 am to 2:30 pm on Friday.

AFFIRMATIVE ACTION

The Nondiscrimination Clause and Equal Opportunity policy can be found at:
<https://www.ccis.edu/policies/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
- 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.
- 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
- 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/d21/home>

Student Accessibility Resources

The Student Accessibility Resources can be accessed at:

<https://www.ccis.edu/offices/campuslife/student-accessibility-resources.aspx>

Columbia College Student Affairs Academic Integrity

The Columbia College Academic Integrity Policy and Procedures can be found at:

<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 responsible for behaving in a manner consistent with Columbia College's [Student Conduct Code](#) and [Acceptable Use Policy](#). Students violating these policies will be referred to the office of Student Affairs and/or the office of Academic Affairs for possible disciplinary action. The Student Code of Conduct and the Computer Use Policy for students can be found in the Columbia College *Student Handbook*. The Handbook is available in hard copy; you can obtain a copy by calling the Student Affairs office (Campus Life) at 573-875-7400. The teacher maintains the right to manage a positive learning environment, and all students must adhere to the conventions of online etiquette.

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/admissions/technicalreq.asp>

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 Health Information Portability and Accountability Act (HIPAA) of 1996, Code of Conduct, and assigned clinical agencies regarding any usage of electronic devices.

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.

Due Process

Students in the RN to BSN Program shall have opportunities to exercise their rights and to assume the responsibilities of citizenship. Students shall have opportunities to be heard regarding individual or group problems. Reasonable regulations shall be established to insure the safety and well-being of all students and to provide a desirable educational setting.

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

1. Students will address complaints initially with the staff or faculty member with which the complaint originates in an attempt to resolve any misunderstanding.
2. If the situation cannot be resolved at the point of origin, the student will address the complaint to the Nursing Program Director/Department Chair. In most cases, the student will be required to address their complaint in writing after the initial contact.
3. If the student is not satisfied with the Nursing Program Director/Department Chair's decision, he/she can appeal the decision in writing to the Provost, Vice President and Dean for Student Affairs.
4. The Provost and Vice President for Academic Affairs will render a decision in the matter or refer the matter to the Campus Hearing Board* for final disposition.
5. It is expected that all parties respond in an expeditious manner. In a situation where additional research is not required, parties will respond to each other within 3 working days. If research into the matter is required, parties will negotiate to determine timelines for subsequent contact.

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

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.

NURS 410 – Community Health Nursing

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

Credit hours: 3

Lecture

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.

NURS 411 – Community Health Nursing Assessment

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

Credit hours: 3

Lecture/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.

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.

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

Online Tutoring Support – Academic Resources

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. The Writing Center can be used for writing assistance in any course.

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.

Technical Support

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

Math Center – (573) 875-7618

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 573-875-7618.

Career Services Center – (573) 875-7425

Grossnickle Career Services offers programs designed to help students reach their personal and professional goals. Students and alumni are assisted with all aspects of career planning and development including: the Cougar Career Network (CCNET) for online resume and job-posting, web-based interviews (Interview Stream), career counseling, resume and cover letter production, job search, internships, career assessment testing and graduate school information. Contact (573) 875-7425 for more information.

Student Accessibility Resources

The Student Accessibility Resources can be accessed at:

<https://www.ccis.edu/offices/campuslife/student-accessibility-resources.aspx>

Learning Resources/Stafford Library Databases

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; or Website: <http://library.ccis.edu>.