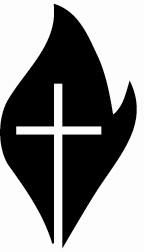
**Olivet Nazarene University**

**Department of Nursing**

**2018 RNBSN Student Handbook**



**ONU**

**Nurse**

Service

Personal Growth

Change Agent

Life-Long Learner

Professional Growth

Leader

Moral

Spiritual Growth

Professional

Personal

Spiritual

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# History of the Nursing Program

As early as 1959, the possibility of initiating a baccalaureate nursing program was considered by Olivet Nazarene (then) College administrative members who did not find it feasible to initiate a program at that time. However, recognition of the need for nurses and the discontinuance of St. Mary’s hospital diploma program in Kankakee prompted reconsideration early in 1966. At the May 1966 meeting of the Olivet Board of Trustees, approval was given for the development of a baccalaureate degree program in nursing.

Assistance in planning the program was given by the Department Chair at Northern Illinois University and a nurse coordinator of the Illinois Department of Registration and Education. By September of 1966, the first chair, Faye Riley was employed to develop and lead the newly organized Department of Nursing. The first students to enroll in the nursing program started in the fall of 1967. The Dedication program on October 1968 indicates there were 34 students continuing in the course.

Classes met in various buildings of the campus. The first Department of Nursing office was located in Reed Hall of Science. Also, the lecture hall of Reed was used for classes requiring demonstrations. Rooms of Wellman Hall as well as in a college-owned building on Marseilles Street were used for teaching other classes. Later, the office of the Department of Nursing was located in Burke Hall. A generous gift from Mr. and Mrs. Gerett M. Wisner and a federal grant made it possible to construct a free standing building dedicated for the nursing program.

Groundbreaking for the Wisner Hall for Nursing Education was in February 1970 and was first used in 1971. Wisner Hall provided four classrooms, a student lounge, a resource center with 24 carrels (each equipped with tape and viewing machines), the Evelyn Witthoff - Geraldine Chappell auditorium (respectively named for a Physician – RN missionary team to India) capable of seating 150 students, office space for 20 faculty members, and a faculty lounge. Originally the Audio-Visual Department of the college occupied a large area in Wisner Hall. That space was made available to the nursing department when the audio-visual equipment was moved to Benner Library in 1976. Other departments and offices have shared the building space through the years as well.

The building remains a beautiful testament to the faithfulness and generosity of the Wisner’s. Wisner has been updated with a Virtual Hospital, high fidelity simulation manikins, and 31 computer stations for study, standardized testing, and interactive learning.

The Department of Nursing was designated a Division of Nursing in the spring of 1977 by the college administration. The Division of Nursing received full approval from the National League for Nursing in 1979 with the most recent approval in 1993. The nursing program made application to the Commission for Collegiate Nursing Education (CCNE) and received preliminary approval in 1997, and full approval in 2001. In 1990, the Division of Nursing established a non-traditional track of the program of nursing for registered nurses with an associate degree or a three-year diploma desiring the Bachelor of Science Degree in Nursing. The first class began in January, 1991.

Kappa Sigma Chapter, Sigma Theta Tau International Nursing Honor Society was established here on May 12, 1984 through the hard work and dedication of the first Chapter President, Sue Davison, and the Executive Board Members, VP-Margaret Frogge, Treasurer-Marvina Eckert, Secretary-Brenda Johnson, and Faculty Advisors-Leann Eaton and Amy Golyshko. The Nursing Students in Action joined the National Student Nurses Association in 2008.

In October, 2000, a Master’s in Nursing Program was established to prepare nurses for the advanced practice role; the first cohort of MSN students graduated in May 2003. In May 2005, the MSN program’s Continuous Improvement Progress Report was approved. In November 2006, the MSN program was reviewed for accreditation by CCNE and accreditation awarded by AACN. In 2007 an expanded MSN offering was launched to include tracks in Nursing Leader/Manager, Nursing Education, and Emergency Preparedness-Disaster Response.

With the 2006 restructuring of the University, the Division of Nursing became the Department of Nursing within the School of Professional Studies. In 2014, the Department of Nursing became the School of Nursing and Health Sciences. In 2015, Nursing became the Department of Nursing within the School of Life and Health Sciences.

Olivet Nazarene University Nursing Programs are fully accredited by:



***The RNBSN program at Olivet Nazarene University is accredited by the***

***Commission on Collegiate Nursing Education,***

***655 K Street, NW, Suite 750, Washington, DC 20001 Phone: 202-887-6791***

## C:\Users\senfield\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.Outlook\VU1F4SOA\New Olivet logo.jpg

The University has an exclusive proprietary trademark interest in its name, logos, and branding. The University must ensure the continued viability of its valuable trademark rights and will not permit unauthorized use of its name or logos to dilute these rights. No one may, without prior permission from the Office of Marketing, use the University’s name or logos for commercial purposes, on social media posts, or in any way that might confuse or mislead observers to attribute the use to theUniversity.

## Nursing Program Organizing Framework

## Mission

The mission of the Department of Nursing is to provide Christian nursing education designed to prepare each graduate for a life of service to God and humanity. In this endeavor, students integrate faith and learning as they investigate concepts inherent in personal, professional, and spiritual growth through life-long learning and leadership.

## Philosophy

The philosophy of the Olivet Nazarene University Department of Nursing encompasses spiritual, personal, and professional concepts that include the roles of leader, change agent, life-long learning, and service guided by ethical and moral standards.

## Program Outcomes

Graduates are prepared to continue in the profession of nursing as contributing members of the discipline, to promote, maintain, and restore the health of clients in a variety of settings.

The goals of the RNBSN nursing major are to prepare graduates to:

1. Serve God and humanity in diverse roles and settings.
2. Integrate faith and life-long learning as they develop concepts inherent in personal, professional, and spiritual growth, within the setting of a Christian liberal arts university.
3. Evaluate the concepts of leadership skills and an understanding of the dynamic health care environment to recommend constructive change.
4. Assimilate ethical, moral, spiritual, and professional concepts into their nursing practice.

## Expected Outcomes of the Graduate

The expected outcome characteristics of the RNBSN graduates include:

* An ethical, moral, and spiritual professional.
* A life-long learner committed to personal, professional, and spiritual growth.
* An individual capable of providing leadership through service to God and humanity in nursing roles and settings.
* A leader and change agent.

## Conceptual Framework Description: 3StackSideFlame-Kof the Program

Service

Personal Growth

Change Agent

Life-Long Learner

Professional Growth

Leader

Moral

Spiritual Growth

**ONU**

**Nurse**

Professional

Personal

Spiritual

**Olivet Nazarene University**

## Continuing Student Nursing Roles

**Leader:**

Nurses are responsible to prepare today for tomorrow’s challenges. They must be fully aware of the past, learn from it, and be fully aware of present circumstance. From this foundation the leader has a sense of the future, to plan for and shape it. Leaders, through their vision, creativity, and ability are able to produce change and manage transition moving nursing toward a preferred future.

**Change Agent:**

Nurses have the ability to influence others such as colleagues, communities, organizations, systems, and policies through collaborative inter/intra professional communication. This should ultimately facilitate change in nursing practice, the profession, and/or society.

**Life-long Learner:**

Nurses throughout their careers are exposed to a variety of opportunities that support unique learning. Through self-evaluation nurses demonstrate an appreciation for life-long learning within, and beyond professional activities as a result of personal and professional development. Nurses will continue the journey of learning by participation in professional seminars and conferences, attending graduate or additional schooling, and involvement in professional organizations and career opportunities.

**Professional Growth:**

Nurses evaluate their personal growth by completion of the required course work in the Department of Nursing preparing themselves for integration into the professional community. Learning of skills and competencies will enable nurses to deliver safe and effective nursing care in a variety of settings.

**Personal Growth:**

Nurses discusspersonal growth through effective verbal and written communication and appreciation of the nursing process through research and scientific inquiry. They demonstrate care for others, application of knowledge in the Practicum/Project setting, and a maturing world view.

**Spiritual Growth:**

Nurses will systematize knowledge of the Christian faith through completion of the Biblical classes offered at the University, syntheses of faith into service to God, and service to the local and global community.

**Service:**

Nurses choose meaningful time and dedication in service to God and mankind in order to meet the needs of individuals, targeted populations, and the local and global community.

**Ethical:**

Nurses convey a personal philosophy of nursing practice grounded in the ethical values of their faith and profession. Judgments on moral dilemmas will be based on high ethical standards and made with responsible and rational decisions. Decisions are made with the willingness to accept responsibility for their actions.

**Morals**:

Nurses have the confidence to plan consistently within the confines of the Christian faith. However, there is a willingness to consider alternate views on ethical issues and personal values in the local and global community.

## Correspondence of Central Themes to Program Outcomes

|  |  |
| --- | --- |
| **Central Themes** | **Program Outcomes** |
| **Leader:** Nurses are responsible to prepare today for tomorrow’s challenges. They must be fully aware of the past, learn from it, and be fully aware of present circumstance. From this foundation the leader has a sense of the future, to plan for and shape it. Leaders, through their vision, creativity, and ability are able to create change and manage transition moving nursing toward a preferred future. | 1. Serve God and humanity in diverse roles and settings.   III. Evaluate the development of leadership skills and an understanding of the dynamic health care environment to recommend constructive change.  IV***.***  Assimilate ethical, moral, spiritual, and professional concepts into their nursing practice. |
| **Change Agent:** Nurses have the ability to influence others such as colleagues, communities,organizations, systems, and policies and will ultimately create change in nursing practice, the profession, and/or society. | 1. Integrate faith and life-long learning as they develop concepts inherent in personal, professional, and spiritual growth, within the setting of a Christian liberal arts university. 2. Evaluate the development of leadership skills and an understanding of the dynamic health care environment to recommend constructive change. |
| **Life-long Learner:** Nurses throughout their careers are exposed to a variety of opportunities that support unique learning. Through self-evaluation nurses develop an appreciation for life-long learning within, and beyond professional activities as a result of personal and professional development. Nurses will continue the journey of learning by participation in professional seminars and conferences, attending graduate or additional schooling, and involvement in professional organizations and career opportunities. | 1. Serve God and humanity in diverse roles and settings. 2. Integrate faith and life-long learning as they develop concepts inherent in personal, professional, and spiritual growth, within the setting of a Christian liberal arts university. 3. Evaluate the development of leadership skills and an understanding of the dynamic health care environment to recommend constructive change. 4. Assimilate ethical, moral, spiritual, and professional concepts into their nursing practice. |

|  |  |
| --- | --- |
| **Central Themes** | **Program Outcomes** |
| **Professional Growth:** Nurses scrutinize their professional growth by completion of the required course work in the Department of Nursing preparing themselves for integration into the professional community. Learning of skills and competencies will enable nurses to deliver safe and effective nursing care in a variety of settings. | I. Serve God and humanity in diverse roles and settings.  II. Integrate faith and life-long learning as they develop concepts inherent in personal, professional, and spiritual growth, within the setting of a Christian liberal arts university.  III. Evaluate the development of leadership skills and an understanding of the  dynamic health care environment to  recommend constructive change.  IV. Assimilate ethical, moral, spiritual, and professional concepts into their nursing practice. |
| **Personal Growth:** Nurses analyze their personal growth through effective verbal and written communication and appreciation of the nursing process through research and scientific inquiry. They demonstrate care for others, application of knowledge in the Practicum/Project setting, and a maturing world view. | I. Serve God and humanity in diverse roles and settings.  II. Integrate faith and life-long learning as they develop concepts inherent in personal, professional, and spiritual growth, within the setting of a Christian liberal arts university.  III. Evaluate the development of leadership skills and an understanding of the dynamic health care environment to  recommend constructive change.  IV. Assimilate ethical, moral, spiritual, and professional concepts into their nursing practice. |
| **Spiritual Growth:** Nurses will examine their knowledge of the Christian faith through completion of the Biblical classes offered at the University, synthesis of faith into service to God, and service to the local and global community. | I. Serve God and humanity in diverse roles and settings.  II. Integrate faith and life-long learning as they develop concepts inherent in personal, professional, and spiritual growth, within the setting of a Christian liberal arts university.  IV. Assimilate ethical, moral, spiritual, and professional concepts into their nursing practice. |

## RNBSN Program Level Objectives

At the conclusion of each level, the nursing students are expected to achieve the following level objectives. Each level objective contributes to the program outcomes.

|  |  |  |
| --- | --- | --- |
| Level 3 |  | A. Analyze concepts from the arts and sciences which contribute to personal growth.  B. Examine historical and contemporary perspectives on social, political, ethical, legal, and economic issues affecting health care and professional nursing practice.  C. Effectively communicate to probe ideas, organize information, and produce solutions to problems.  D. Formulate methods to gather information, both subjective and objective.  E. Examine the factors which influence the development of a philosophy of nursing.  F. Examine respectful and caring behavior recognizing the uniqueness and worth of the individual.  G. Investigate the relationship among values, culture, environment, and client response to health experiences.  H. Investigate critical thinking skills in the classroom.   1. Analyze principles of safe and effective nursing practice. 2. Analyze information from a variety of sources to identify patient care needs. 3. Discover the necessity of lifelong learning, global citizenship, and service. 4. Examine theories and models which guide Practicum/Project judgment. 5. Practice professional and ethical behavior in holistic care of individuals, groups, and communities. |
| NRSG 301 – Introduction to Informatics and Baccalaureate Nursing |
| NRSG 360: Pathophysiology |
| NRSG 361: Pharmacology |
| NRSG 350 – Health Assessment |
| NRSG 342 – Transcultural Nursing |
| NRSG 395 – Nursing Research |
| NRSG 326 – Community Health Nursing |
| Level 4 |  | 1. Develop concepts from the arts and sciences which contribute to personal growth. 2. Analyze historical and contemporary perspectives on social, political, ethical, legal, and economic issues affecting health care and professional nursing practice. 3. Consistently communicate effectively to convey ideas across media. 4. Produce information, compose inferences, evaluate, and propose solutions to problems. 5. Develop respectful and caring behavior recognizing the uniqueness and worth of the individual. 6. Create Practicum/Project decision making strategies which are safe, situationally relevant, and ethically responsible to respond to health needs of clients. 7. Develop a holistic perspective in the delivery of nursing care to promote, maintain, and restore health. 8. Systematize selected theories and models to professional nursing practice. 9. Assess therapeutic responses of individuals, groups, and communities. 10. Generalize the relationship among values, culture, environment, and client responses to health experiences. |
| NRSG 436 – Global Health Care |
|  |
| NRSG 463 – Leadership/Management in Nursing |
| NRSG 470 – Issues in Health Care, Law, and Ethics |

# RNBSN DEGREE REQUIREMENTS AND PROGRAM PLAN

## TRANSFER OF CREDIT POLICY

A maximum of 82 credit-hours (or equivalent quarter-hours) may be accepted from community/junior colleges as transfer credit to the BSN degree-completion program at Olivet.

## Diploma Program Graduate

As a diploma graduate, the following documents must be submitted *at the time of application* to the program:

1. Letter from immediate supervisor
2. Current vitae

The RNBSN Program Director will make the definitive decision on acceptance into the program. A maximum of 30 credit hours may be accepted. A fee will be assessed for this opportunity.

## Learner Requirements

1. Students must be formally admitted to the BSN program by Olivet Nazarene University officials prior to attending classes.
2. All students enrolled in the RNBSN program must keep the RN license current/active.
3. All students entering the BSN program must take Olivet's BIB 315 Understanding the Bible and THEO 400 – Faith and Contemporary Issues as part of the packaged program.
4. Students must attend an online orientation, and successfully complete an online Canvas training session.
5. The use of the personal computer is an integral component of Olivet’s RNBSN program. Specific technology requirements are listed on the Resource page in this handbook. It is not a requirement, but having your own computer will increase your success. Sharing your computer with children and other household members can make it difficult to meet course deadlines.
6. Olivet’s programs are rapid paced. In all such academic programs, class attendance/participation is extremely important and is expected each week. .

6. Students are limited to withdrawing (voluntarily or administratively) or failing 2 nursing courses. Students may not fail more than one Practicum/Project course in the program. **Students may not enroll in any nursing course more than two times.**

7. A cumulative grade point average of 2.75 is required to progress in the Nursing courses.

The Nursing courses (NRSG prefix) adhere to a special grading scale, which is listed below. General education (including pre-requisite courses) and elective courses adhere to a different grading scale.

95–100 A

92–94.9 A-

89–91.9 B+

86–88.9 B

83–85.9 B-

80–82.9 C+

77–79.9 C\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

74–76.9 C- non-passing scores BSN programs

71–73.9 D+ "

68–70.9 D "

65–67.9 D- "

64.9 or lower F Failure

**BSN Program**

· A minimum grade of C (2.0) must be earned in all Nursing courses and in all required pre-requisite courses.

· A cumulative grade point average of 2.75 is required to progress in the Nursing courses and to graduate with the Bachelor of Science in Nursing degree.

8. Learners must submit all course and Practicum/Project assignments in a satisfactory and timely manner as designated in the course syllabus in compliance with the Assignments and Discussion Board sections of this handbook. Within each Practicum/Project course, all Practicum/Project hours must be completed to progress.

9. A minimum grade of C (2.0) is required in each of the pre-requisite courses. A C- is considered a failing grade.

10. Students are required to check and utilize their Olivet email address when communicating with faculty, administration, or staff.

11. Students should check the following for Guidelines/Standards for Assignments at SGCS:

* + [Guidelines for Preparation of Written Assignments - SGCS](http://catalog.olivet.edu/content.php?catoid=5&navoid=288#Guidelines_for_Preparation_of_Written_Assignments_-_SGCS)
  + [Written Work, Minimum Standards - SGCS](http://catalog.olivet.edu/content.php?catoid=5&navoid=288#Written_Work__Minimum_Standards_-_SGCS)
  + [Oral Presentations, Minimum Standards - SGCS](http://catalog.olivet.edu/content.php?catoid=5&navoid=288#Oral_Presentations__Minimum_Standards_-_SGCS)

**Communication**

The Olivet Nursing Department **requires** that current students only use their **Olivet student email accounts or Canvas email** to contact university personnel. Please allow **24-48 hours** for reply to emails. Email communication provides a written record, time stamp, and can be sent directly to the people that can best assist in a particular situation. Additional communications between students and university personnel may be arranged directly.

**RNBSN Portal Page**

[RNBSN Portal Page](https://my.olivet.edu/SGCSAcadDept/SGCSNursing/BSN/Pages/default.aspx) includes general program information, practicum information and forms, book list, course description, and resources. Please log in with your Olivet ID and password.

## Graduation Requirements

1. Successful completion of the RNBSN program's core curriculum and a minimum of 30 credit-hours of study at Olivet Nazarene University, which is met through the major and supporting courses.

1. A maximum of 55 semester hours of general education/support coursework that must be distributed as follows:

a. General Education Requirements

English Composition I 3 hours

English Composition II 3 hours

Speech 3 hours

History 3 hours

International Culture (three hours met in core curriculum) 6 hours

Literature (from Department of English) 3 hours

Fine Arts 3 hours

Understanding the Bible 3 hours

Faith and Contemporary Issues 3 hours

b. Required Pre-requisite Courses (must obtain a C in each course)

Human Anatomy and Physiology I 4 hours

Human Anatomy and Physiology II 4 hours

Microbiology 4 hours

Introductory Sociology 3 hours

Statistics 3 hours

Lifespan Development 3 hours

Health/Nutrition 3 hours

1. A total of 128 semester hours of coursework, the balance of which may be earned through additional classes or CLEP exams.
2. Completion of the upper-division requirement of 40 hours.
3. All nursing, supporting, and general education course and/or Practicum/Project requirements must be completed within five years of initial enrollment to be awarded the degree of BSN.
4. A cumulative grade point average of 2.75 is required to progress in the nursing courses and to graduate with the Bachelor of Science degree in Nursing.
5. Degree candidates are required to file an “Intent to Graduate” form provided by the Graduation Specialist. This form must be received at least two months prior to the expected date of graduation for January and May conferrals, and six months before August conferral.
6. Payment of all tuition and fees.

# RNBSN DEGREE ADMISSIONS, PROGRESSION,

# AND DISMISSAL POLICIES

## Admissions, Retention, and Progression Policy

* 1. Learners must demonstrate the ability to write in a format consistent with undergraduate level work and professional standards (APA format).
  2. Learners must maintain a 2.75 cumulative grade point average (4.0 scale) to remain in the program.

Students are limited to withdrawing (voluntarily or administratively) or failing 2 nursing courses. Students may not fail more than one Practicum/Project course in the program. **Students may not enroll in any nursing course more than two times.**

* 1. If a course is failed (final grade is C- or lower), the student must finish present course then repeat failed course before moving forward in RNBSN program plan. Failure to demonstrate meeting any of the above will result in student withdrawal by the RNBSN Program Director. Students will then have to petition to re-enter the program.
  2. In order to enroll in Nursing Research (NRSG 395), learners must receive a C or higher in MTH 120: Statistics (or equivalent transfer course).
  3. Learners must complete all program requirements for core, pre-requisite, and general education courses.

# RNBSN ACADEMIC INFORMATION AND POLICIES

**The Online** Course - Start and End Dates  
Courses start on Day 1 of Week 1 at 12:01 a.m. Courses end on Day 7 of the last week of a course at 11:59 p.m.

## The Course Week

The course week consists of seven days: Day 1, Day 2, Day 3, etc.

Day 1 (Monday) is the first day the course begins and Day 7 (Sunday) is considered the last day of the week.

Submission Times  
A day is comprised of the timeframe between 12:01 a.m. and 11:59 p.m. Any coursework (assignments, discussion questions, etc.) due on a given day must be submitted within this timeframe to be considered submitted on time.

## **Benner Library**

Benner Library makes numerous resources available for nursing students. In addition to a full complement of nursing books, Benner provides a substantial number of nursing periodicals, both in print and in electronic format. Nursing students have access to several health-related online article databases. Articles not available in full text may be ordered through Benner’s Interlibrary Loan service. The nursing home page can be accessed [here](http://library.olivet.edu/subject-guides/nursing/index.php).

Should other library resources be needed, Olivet students can request materials from any other library in CARLI, a consortium of 76 Illinois academic libraries. In addition, ONU nursing students have access to libraries at many of the Practicum/Project agencies.

Access Benner Library’s home page at <http://library.olivet.edu> for the most current information about the library’s resources and services, including specific information for off-campus students. For additional assistance, contact the Interlibrary Loan Department at (815) 928-5439 or the Reference Desk at (815) 939-5355, or [ill@olivet.edu](mailto:ill@olivet.edu).

**Benner Library Resource**

[Nursing Class Guides and Tutorials](http://library.olivet.edu/subject-guides/nursing/guides-tutorials.php) offers information on how to use some of the links in the library. This link also provides contact information for our librarian who is an expert in helping nursing students find the information they need.

**SGCS STUDENTS WITH DISABILITIES**

**Disability Support Services**

It is the policy of Olivet Nazarene University to accommodate students with disabilities in accordance with federal and state laws. SGCS students with documented disabilities should contact the accommodations support coordinator. Please send inquiries to [sgcsaccommodations@olivet.edu](mailto:sgcsaccommodations@olivet.edu). Please see the SGCS Students with Disabilities Policy for more information: [Students with Disabilities Policy](http://catalog.olivet.edu/content.php?catoid=3&navoid=140#Students%20with%20Disabilities%20-%20SGCS).

## Attendance

NOTE: Unless otherwise defined by program-specific documentation, the following policies are in effect.

Attendance Policy

It is the responsibility of the student to participate in weekly discussion boards in all online classes.

Failure to follow this policy may result in an F for the course.

To be considered present in online classes, the student must log in and post at least one substantive forum post or assignment per week.

Depending on the student’s progression, **sitting out of sessions may prolong the duration of the program**, as students may have to wait in order to take required classes.

**Participation Requirements**

Active course participation is defined as fulfilling discussion requirements within the published timeline and submitting assignments within the published timeline.  Substantive student dialogue (defined in “Discussion Board Requirements” section) is an essential part of the learning process. Therefore, Olivet courses require consistent, substantive, and timely participation in online discussion as required in each course syllabus. Although the pedagogy may vary from week to week within a course and from course to course, discussions are enhanced and learning strengthened when postings and discussion are substantive and distributed throughout the week, with three days of participation, as a minimum. Therefore, it is required that initial posts be submitted by 11:59 pm CST on Day 3, and that all responses to others’ posts be submitted by 11:59 pm CST on Day 7 of the course week.  
  
Failure to post within the expected timeliness, quantity, quality, and frequency of postings as stated in the syllabus and other course materials may result in grade reduction per discussion rubric. Students should read each syllabus and discussion prompt carefully as posting requirements may vary across and within courses in order to meet learning goals.

## DISCUSSION BOARD REQUIREMENTS

The grading for discussion activities is outlined in the Discussion Board Requirements below and in the “Files” section in each course in Canvas. Students are required to support their discussions with citations, write in APA format, and provide a reference list at the bottom of their posting.

Participation points are based on the Discussion Postings. The standard policy for discussion requirements and the grading rubric are consistent in each course syllabus. When discussion is part of the required assessment, to ensure all members of the learning community have sufficient time to respond, you are expected to adhere to the following guidelines:

* Submit your 250-word initial discussion board post no later than the third day of each week by 11:59 p.m. CST. **You must submit an initial post before writing a feedback post in response to another’s initial post.** Your initial post must include your textbook(s) and at least two scholarly references beyond textbook(s) for a minimum of 3 references.
* Respond to three of your colleagues’ initial postings with a minimum of 75-word post during each week on **three different days** (your first response can be made on the same day **after** your initial post). Each feedback post must include at least one scholarly reference.
* Provide colleagues with reflective thoughts, personal experience, resources, or general thoughts on the topic.
* Posting after the required date will result in a grade reduction as stated in the rubric.
* Discussion Board posts need to be in APA format for quotes and references. Due to limitations with Canvas, spacing (single vs. double) will not be considered in the grading. **Placement of periods, parentheses and italics will be graded**.

**Discussion Forum Code of Conduct**

Discussion forums are vital for effective online learning experiences. Students are expected to project a scholastic demeanor and to interact by posting responses to class activities. Be aware, however, that online discussions remove the visual and verbal cues of language, requiring even greater clarity in your writing and further attention to how your writing may be misread and/or misunderstood. There is also a sense of false anonymity present with online writing/discussions, and this can lead to the temptation to say something you would never say in a face-to-face discussion. Students, at all times, are expected to be respectful of their peers, the institution, its facilities, and its personnel. Demeaning comments, inappropriate, inflammatory, derogatory language, and/or ethnic, racial, or gender-based comments, suggestions, or undercurrents will not be tolerated.

**Definition of a Substantive Post**

All student participation in discussion boards should be substantive, adding value to the discussion through thoughtful reflection, relevant comments, and an approach that furthers the discussion and engages other students in dialogue. Effective student initial posts:

* Engage in serious reflection on reading material and discussion prompts.
* Are relevant to the week’s topic.
* Refer to (and cite) reading materials.
* Incorporate examples.
* Incorporate relevant personal application.
* Are written clearly and concisely.

Effective responses to others’ posts:

* Engage in serious reflection.
* Engage other student(s) in dialogue
* Add depth and breadth to the conversation.
* Ask questions.
* Share relevant examples and/or personal experiences.
* Are tied to (and cite) course reading materials.

**Discussion Board Rubric**

**Up to 0.5 points can be deducted for APA and/ or grammar.**

**5 Points (Exemplary)**

* Discussion postings and responses are responsive to the requirements of the Discussion instructions and are posted by the due date.
* Discussion postings and responses significantly contribute to the quality of interaction by providing rich and relevant examples, applicable research support, discerning ideas, and/or stimulating thoughts/probes, and are respectful when offering suggestions, constructive feedback, or opposing viewpoints.
* Discussion postings and responses demonstrate an in-depth understanding of concepts and issues presented in the course (e. g., insightful interpretations or analyses, accurate and perceptive parallels, and well-supported opinions), and are well supported, when appropriate, by pertinent research.
* Discussion postings and responses provide evidence that the student has read and considered a sampling of colleagues' postings and synthesized key comments and ideas, as applicable.

**4 Points (Proficient)**

* Discussion postings and responses are responsive to the requirements of the Discussion instructions and are posted by the due date.
* Discussion postings and responses contribute to the quality of interaction by providing examples, research support when appropriate, ideas, and/or thoughts/probes, and are respectful when offering suggestions, constructive feedback, or opposing viewpoints.
* Discussion postings and responses demonstrate some depth of understanding of the issues and show that the student has absorbed the general principles and ideas presented in the course, although viewpoints and interpretations are not always thoroughly supported.
* Discussion postings and responses provide evidence that the student has considered at least some colleagues' postings and synthesized some key comments and ideas, as applicable.

**3 Points (Sufficient)**

* Discussion postings and responses are posted by the due date but are not always responsive to the requirements of the Discussion instructions.
* Discussion postings and responses do little to contribute to the quality of interaction or to stimulate thinking and learning.
* Discussion postings and responses demonstrate a minimal understanding of concepts presented, tend to address peripheral issues, and, while generally accurate, display some omissions and/or errors.
* Discussion postings and responses do not provide evidence that the student has considered at least some colleagues' postings or synthesized at least some key comments and ideas, as applicable.

**2 or Less Points (Developing)**

* Discussion postings and responses are posted past the late deadline, defined as 11:59 p.m. on the due date, and/or do not address the requirements of the Discussion instructions.
* Discussion postings and responses do not contribute to the quality of interaction or stimulate thinking and learning.
* Discussion postings and responses do not demonstrate an understanding of the concepts presented in the course, and/or do not address relevant issues, and/or are inaccurate and contain many omissions and/or errors.
* Discussion postings and responses do not provide evidence that the student has read or considered colleagues' postings, as applicable.

## ASSIGNMENTS

Points will be awarded for assignments guided by a grading rubric in each course. The course syllabus and classroom online links are available for accessing the grading rubric in every course. Students should use the rubric as a method of ensuring the objectives of the assignment are met. Students with an unexcused absence will receive a 50% grade reduction for any assignments submitted during that week. Rewriting graded paper(s) will not be allowed.

**TURNITIN:** Preparation for a professional career as a BSN prepared nurse, includes responsibility and accountability for one’s work and decisions. Assignments are expected to reflect the effort and thoughts of the individual student, except as indicated by the use of proper documentation. Plagiarism is defined as use of intellectual material produced by another person without acknowledging the source.

Students are required to submit draft papers to Turnitin for plagiarism check. A final score over 25% is eveidence of using too many resources other than your own thoughts and ideas, excluding templates, and will result in a zero (0) for the assignment. Students can submit drafts to Turnitin multiple times prior to final submission to ensure a final score of 25% or less. Note that a score higher that 25% can be a strong indication of plagiarism. However, a lower score does not mean the student doesn’t have any plagiarism within the assignment. Faculty will monitor for evidence of plagiarism and the Final Turnitin report will be accessed to check for plagiarism.

Examples of plagiarism include, but are not limited to:

* Wholesale copying of passages from works of others into an assignment, paper, posting, or thesis without acknowledgement.
* Using the views, opinions, or insights of another without acknowledgement.
* Paraphrasing another person’s characteristic or original phraseology, metaphor, or other literary device without acknowledgment.
* Self-plagiarism is the use of the learner’s work from a previous class and is highly discouraged. Should the learner’s previous work be used, it must be cited as such.

## LATE WORK POLICY for Assignments

Late work is highly discouraged; however, in the event you choose to turn in an assignment past the due date and time, 10% per day will be deducted from your assignment grade. After the third day no late work will be accepted for grading, resulting in a zero for your assignment grade. All work must be completed even if it is too late to receive credit towards the course-see comment under course activities.

If a student has significant life issues (this does not include vacations, honeymoons, work schedules, etc.) that impede the completion of assignments in a timely manner, they must contact the course instructor 24 hours **prior** to the due date to make arrangements.

## CODE OF CONDUCT

Students are expected to project a scholastic demeanor and to interactively respond to class activities. Students, at all times, are expected to be respectful of their peers, the institution, its facilities, and its personnel. Discussions in the classrooms and online are totally independent of the work environment. Discussion should remain in the correct arena.

**CODE OF INTERPERSONAL PROFESSIONAL AGREEMENT**

All students of the university are required to comply with the Classroom Deportment Policy under [Standards of Conduct](file:///C:\Users\senfield\Desktop\Handbook\atalog.olivet.edu\content.php%3fcatoid=5&navoid=289#Standards of Conduct - SGCS) in the university catalog. Additionally, students seeking to enter and successfully complete the SGCS nursing degree must also comply with the following department of nursing code of interpersonal professional agreement.

**PROFESSIONAL BEHAVIOR**

Nursing students are expected to exhibit professional behaviors both in the classroom and in the practicum areas. Examples of these behaviors include being respectful when the instructor and/or fellow students are speaking; refraining from initiating discussions that are argumentative and disruptive ; and demonstrating accountability for own actions in the Canvas classroom and the practicum areas. In turn, the faculty is also expected to design learning opportunities that foster a climate of mutual respect and caring. Each practicum experience is an opportunity for students to provide empathetic, sensitive and compassionate care for individuals, families, groups and communities.

**PREAMBLE**

Students of nursing have a responsibility to society in learning the academic theory, technical knowledge and clinical skills needed to provide nursing care. Along with this knowledge, students are expected to develop and demonstrate interpersonal skills consistent with the profession for interaction with patients, colleagues, faculty, other health care professionals and the public.

This Code is based on the understanding that, to practice nursing as a student, is an agreement to uphold the trust with which society has placed in the profession and to present ourselves according to those standards. The statements of the Code establish the contract between the nursing student and the Department of Nursing whereby students agree to adhere to civility standards of the profession as formally set forth in this Code of Interpersonal Professionalism.

**Department of Nursing - Students’ Responsibilities:**

*Failure to comply with the requirements of any of the following items or other policies in the Department of RNBSN or RN-MSN Handbook or* Classroom Deportment Policy under [Standards of Conduct](file:///C:\Users\senfield\Desktop\Handbook\atalog.olivet.edu\content.php%3fcatoid=5&navoid=289#Standards of Conduct - SGCS) in the university catalog *may result in a conference with the appropriate Director or his/her designee to discuss the difficulty. Should the problems warrant immediate action, the Director may recommend the student be dismissed from the Department of Nursing.*

**Attentiveness –** The student regularly attends class/clinical/lab/simulation. All extended absences are for relevant and serious reasons and approved, where applicable, by the appropriate authority. The student is consistently on time for class/clinical/lab/simulation and stays until the end. The student is alert and demonstrates attentiveness by taking notes when appropriate and asking appropriate questions.

**Demeanor** – The student has a positive, open attitude towards peers, teachers, and others during the course of nursing studies. The student maintains a professional bearing in interpersonal relations. The student functions in a supportive and constructive fashion in group situations and makes good use of feedback and evaluations.

**Maturity** – The student functions as a responsible, ethical, law-abiding adult.

**Cooperation** – The student demonstrates his/her ability to work effectively in large and small groups and with other members of the health team, giving and accepting freely in the interchange of information.

**Inquisitiveness** – The student acquires an interest in his/her courses and curricular subjects, demonstrating individual pursuit of further knowledge.

**Responsibility** – The student has nursing school performance as his/her primary commitment. Student/student and student/faculty academic interchanges are carried out in a reliable and trustworthy manner. Students are expected to maintain professional behavior which includes no loitering, no use of cell phones, no use of social media, no studying for other courses while in preconference, clinical, or post conference unless asked to perform additional research on a topic.

**Authority** – A student shows appropriate respect for those placed in authority over him/her both within the University and society.

**Personal Appearance** – The student’s personal hygiene and dress reflect the high standards expected of a professional nurse. Please note compliance of student uniform is an expectation for clinical/lab/simulation.

**Communication –** The student demonstrates an ability to communicate effectively, verbally, nonverbally, and in writing with peers, teachers, patients, and others.

**Professional Role** – The student conducts self as a professional role model at all times and in compliance with Standards of Practice Relative to Registered Nurses (OAC Chapter 4723-4) and the ANA Code of [Ethics for Nurses with Interpretive Statements-](http://nursingworld.org/DocumentVault/Ethics-1/Code-of-Ethics-for-Nurses.html) The student demonstrates the personal, intellectual and motivational qualifications of a professional nurse.

**Judgment** – The student shows an ability to think critically regarding options, reflecting his/her ability to make intelligent decisions in his/her personal and academic life.

**Ethics** – The student conducts self in compliance with the ANA Code of Ethics.

**Moral Standards** – The student respects the rights and privacy of other individuals and does not violate the laws of our society.

**The Olivet Nazarene Department of Nursing (DON) reserves the right to dismiss a student at any time on grounds the University may judge to be appropriate. Each student by his/her own admission to the DON recognizes this right of the University and SON.**

The continuance of any student on the roster of the DON, the receipt of academic credit, graduation, and the granting of a degree rests solely within the powers of the University and Department of Nursing.

Document modeled and adapted from the *Ohio University Department of Nursing Student Handbook*, *Washington Hospital Healthcare System Code of Conduct* and the *National Nurses’ Association, Inc. Code of Academic and Clinical Conduct*. 5*/18*

## Incomplete Grades

Students may be given an incomplete for a course at the discretion of the course instructor and the approval of the RNBSN Program Director. Normally this is granted for a period of no more than one week beyond the official last day of the course. The student must have 85% of the course work completed at the time the incomplete is requested. No opportunity is offered to make up any missing discussion postings. Points for discussion activities are provided according to the program discussion rubric found in each course syllabus.

**ACADEMIC INTEGRITY**

**Statement of Academic Integrity**

Seeking after truth is at the heart of an education at a Christian university like Olivet. ONU expects students to be truthful in all areas of life, including the academic arena. Those who engage in any form of academic dishonesty value their own gain more than their desire to seek truth; consequently, their behavior is incompatible with the goals and objectives of the University. Such dishonesty takes the form of cheating, plagiarism, or falsification. Specific examples include, but are not limited to:

1. Submitting another’s work as one’s own or allowing others to submit one’s work as though it were theirs.

2. Failing to properly acknowledge authorities quoted, cited, or consulted in the preparation of oral or written work. All work submitted by students must represent their original work. Outside sources used as references should reveal the name and source and the extent to which the source is used.

3. Tampering with experimental data to obtain a “desired” result or creating results for experiments not conducted.

4. Lying or otherwise deceiving university personnel about academic matters.

5. Falsifying college records, forms, or other documents.

6. Students who knowingly assist another in dishonest behavior are held equally responsible.

Academic dishonesty includes, but is not limited to, plagiarism, cheating and falsification. Any student engaging in such practices will be subject to the following consequences, in part or in whole:

**1.** A failing grade on the project, assignment or course itself. This decision rests with the professor teaching the class.

**2.** Incidents of academic dishonesty will be reported to the program director and area dean or to the Vice President for Academic Affairs for further action, such as suspension or expulsion.

Olivet Nazarene University (ONU) supports and promotes academic honesty and personal integrity. Serious offenses against the University community include cheating, plagiarism, and all other types of academic dishonesty. Students who are guilty of academic violations will be penalized. Moreover, any student who knowingly assists another student in dishonest, academic behavior is equally responsible for the violation.

Academic violations and dishonesty are deceptions of others about one’s own work or about the work of another. For examples of academic violations, policies for course facilitators, courses of actions that facilitators can take, appeals procedures, and to read the full SGCS Academic Integrity statement, please access the [ONU Catalog](http://catalog.olivet.edu/content.php?catoid=5&navoid=288#Academic_Integrity_-_SGCS)..

The School of Graduate and Continuing Studies has provided an APA Title page/Template that all students are required to use for written submissions. The certification of authorship must be digitally signed on the title page of all written work. To access the template, click the following link and click on APA Template/SGCS: <http://library.olivet.edu/help/citation/apa/index.php>

**UNIVERSITY POLICY INFORMATION**

The university, beginning in the Fall of 2016, has adopted new Grade Appeals, Academic Policy Appeals, and Grievance Procedures. The full document with each procedure can be located in the University Catalog under “Academic Regulations”. The following are definitions of each new procedure:

**Grade Appeals**

An appeal of a grade occurs at the conclusion of a course and is based on a student’s belief that their final grade is incorrect. Students may not appeal grades for individual assignments while a course is in progress, but should contact the instructor if they believe a grade for any assignment is incorrect.

If a student believes their final grade is incorrect, they must contact the instructor within seven calendar days of the official posting of the grade to the transcript. Students must provide a written rationale and provide any appropriate documentation. For next steps, see the [ONU catalog](http://catalog.olivet.edu/content.php?catoid=5&navoid=288#Grade_Appeal_-_SGCS).

**Academic Policy Appeals**

Students have the right to petition for exceptions to any academic policy. The Academic Standards Committee is chaired by the University Registrar and includes four faculty appointed by the Steering Committee and two students appointed by the Associated Student Council. Most requests for exception are institutional in nature such as requests to overload, requests for substitutions, and similar items. The committee’s responsibility is to balance the academic integrity of the institution with legitimate hardships students face. All requests for exceptions to institutional policy are made in writing at the Office of the Registrar.

In some cases, departments have internal policies unique to their programs. Students may request an exception to those policies through whatever internal process is in place in that department. If those requests are not approved, students may appeal to the Academic Standards Committee. In reviewing such cases it is essential to have faculty from the department involved in making decisions about exceptions; it is also necessary to have faculty from outside the department to ensure consistency across the university and to prevent conflicts of interest.

Academic policy appeals will start with the Nursing Department through our own informal process below.

If a student wishes to appeal a nursing policy, the informal process is the first mechanism for resolution.  This process involves conferences progressing sequentially between:

1.    The student(s) and involved instructor

2.    The student and a shared meeting with the RNBSN program director and the director of nursing programs

(See the RNBSN Program Director for forms)

The informal process should be initiated by the student no later than 10 school\* days after the policy was applied to the student. If a satisfactory conclusion is not attained by the completion of step 2 of the informal process, the student may then initiate the formal process by appealing to the Academic Standards Committee as outlined in the [Academic Policy Appeals](http://catalog.olivet.edu/content.php?catoid=5&navoid=288#academic-policy-appeals) procedure.

\*School = days when the university is in session and excludes all holidays, weekends, and designated breaks.

**Grievance Policy**

Students may file a grievance when they believe their student rights, as outlined in written university policy, were violated or there was a lack of due process as defined by university policy. Students must file their grievance within 30 calendar days of the alleged incident. If the concern is regarding a final grade, the student should follow the grade appeal process. If the student is requesting an exception, they should follow the process for exceptions to departmental policy. If the student is alleging sexual discrimination or harassment, they should file an incident report with the Title IX coordinator.

**Appeal of Administrative Withdrawal**

If a student has been administratively withdrawn from the SGCS RNBSN program and feels there is a concrete reason to appeal the withdrawal these procedures should be followed:

1. Within three business days of receipt of their notification of administrative withdrawal, the student should submit a written appeal to the Dean of the School of Nursing and Health Sciences.
2. The Dean of the School of Life and Health Sciences will investigate the circumstances surrounding the withdrawal and the decision will be communicated in writing to the students within 3 days of their appeal.

## Process of Re-entry

## The student should contact the Academic Advisors at 1–877-4-OLIVET or sgcs4help@olivet.edu to initiate the process of re-entry.

**Personal Portfolio**

Throughout the RNBSN program we recommend that you construct a portfolio of your benchmark assignments. This is not an assignment that will be turned in, but it will be beneficial to you when interviewing for jobs when you are able to show the quality of work that you are able to produce. We suggest that you make the recommended changes to the designated benchmark assignments and save them to a flash drive for creating your personal portfolio. Work completed in this program may not be available for future use through Canvas, it is strongly recommended that you keep a copy of your work.

**Benchmark Assignments for RNBSN Personal Portfolio**

**RNBSN - LEARNING OUTCOME EVIDENCE**

|  |  |
| --- | --- |
| NRSG 350 – Health Assessment | Modified Health Assessment Write-up |
| NRSG 342- Transcultural Nursing | Cultural Assessment Paper |
| NRSG 395 – Nursing Research | Mini Proposal |
| NRSG 436 – Global Health | Global Community Assessment |
| NRSG 463 – Leadership/Management in Nursing | Leadership Project Plan |
| NRSG 470 – Issues in Health Care, Law, and Ethics | Plan for Change: Moving Forward; End of Course Survey |

**RNBSN Outcome characteristics matched to classes**

|  |  |
| --- | --- |
| Ethical – NRSG 470, NRSG 395 | Growth –NRSG 470, NRSG 350 |
| Moral – NRSG 470, NRSG 395 | Leader – NRSG 463 |
| Spiritual – NRSG 342 | Change Agent – NRSG 436, NRSG 470 |
| Life Long Learner – NRSG 436, NRSG 470 |  |

## Nursing Courses for Registered Nurses

**NRSG 301 – Introduction to Informatics and Baccalaureate Nursing (3 hours)**

This course presents an overview of concepts for professional nursing practice and nursing informatics. The historical, philosophical, and professional perspectives are presented as the genesis for the development of professional nursing. Emphasis is placed upon the theoretical basis for the science of nursing. Also included in the module are the concepts of communication between health providers to assist nurses in obtaining health information, and to assist nurses as they develop health education materials and health presentations.

**NRSG 360- Pathophysiology (3 hours)**

The focus of this course is to strengthen the understanding of selected pathophysiological processes. Emphasis is placed on the concepts of common pathophysiologic processes and their relationship with current health issues utilizing evidence based nursing practice.

**NRSG 361- Pharmacology (3 hours)**

This course helps the licensed nurse better understand clinically relevant pharmacological concepts and principles.  Topics to be discussed include principles of drug actions and interactions, drug categories and the prototype of each, and drug considerations through the life span.  The nursing process is utilized as students continue to build upon previous knowledge of assessment, implementation, and evaluation of pharmacotherapeutics.

**NRSG 350 – Health Assessment (3 hours)**

The focus of this course is to strengthen physical assessment knowledge through the understanding of selected assessment processes. Emphasis is placed on the respiratory, circulatory, abdominal, and neurological systems as to nursing history, examination, and documentation.

**NRSG 342 – Transcultural Nursing (3 hours)**

In this course, the development of cultural sensitivity is studied. Learners design the delivery of culturally appropriate nursing care incorporating the role and function of the family across the life span

**NRSG 395 – Nursing Research (3 hours)**

This course provides the basic foundation for an understanding of nursing research. Included in the course are an overview of nursing research, steps in the research process, research designs, research methodology, data collection and analysis, and utilization of research. **Pre-requisite**: MTH 120 Intro to Statistics

**NRSG 326 – Community Health Nursing (3 hours)**

The focus of this course is on the role of a nurse in the health and well-being of the community. Health promotion, disease prevention, and health maintenance of local communities are assessed and evaluated. The health care delivery system, cultural diversity, ethics, and sociopolitical forces are examined. High risk population aggregates are studied and the roles of various community and public health nurses are explored. Resources investigated will include community agencies, clinics, and government agencies.  **15 Practicum/project hours required to complete course.**

**NRSG 436 - Global Health Care (3 hours)**

This course is designed to provide an overview of international health issues and the role of the nurse in preserving and promoting health in diverse communities. Students will analyze the health of global communities and discuss potential avenues of health promotion, health protection, health prevention, and health maintenance. Target populations are assessed and evaluated in relation to health care access and sociopolitical forces. Principles of epidemiology are explored and the effects of environmental health issues are evaluated. **15 Practicum/project hours are required to complete course. Pre-requisite: NRSG 326 Community Health Nursing**

**NRSG 463 – Leadership/Management in Nursing (3 hours)**

This course is the study of management and leadership theories, principles, and concepts. This course will focus on transforming personal leadership. Emphasis is placed on facilitating professional leadership behavior. **15 Practicum/project hours are required to complete course.**

**NRSG 470 – Issues in Health Care, Law, and Ethics (3 hours)**

A critical examination of the profession of nursing in the 21st century will be analyzed within theoretical frameworks. Topics will include legal, ethical, political, and professional issues that will challenge students. These timely topics will be presented in a way that will provoke thought, dialogue, and debate. The future of nursing within the evolving health-care system will be speculated.  **15 Practicum/project hours required to complete course.**

**Practicum/Project Policy**

Students are expected to attend all Practicum/Project hours, be on time, be prepared, and to actively participate. All missed Practicum/Project hours must be made up within the term that the course is being offered. **Students will receive an incomplete grade for the course until all required Practicum/Project hours are completed.** Students must notify the Practicum/Project preceptor prior to any absence.

**PRACTICUM/PROJECT REQUIREMENTS**

At times, an agency may require verification of updated immunization status, TB status, CPR certification, and other necessary documents. Students will be expected to submit the Agency requirements prior to Practicum/Project at the Agency site.

Students are responsible to obtain their own preceptor and agency (as needed) for the practicum/project experience. All preceptors must be a nurse with a BSN degree or higher (MSN, Advance Practice Nurse, Nurse Practitioner, etc.)

For Community Health Nursing (NRSG 326) and The Global Community (NRSG 436), it is highly recommended to use the same preceptor as the practicum/project in these courses are connected. The preceptor for this practicum experience should be employed in or associated with a community agency (public or private school, university/college, outpatient clinic, pregnancy center, any community health agency with an RN in employment, etc.). The student will complete their practicum hours in the community agency at which the preceptor is employed.

For Leadership/Management in Nursing (NRSG 463) the preceptor must be an RN with a BSN degree or higher. The preceptor should currently be in a leadership or management position or has had leadership/management experience.

A preceptor is not required for Issues in Health Care, Law, and Ethics (NRSG 470).

**PRACTICUM/PROJECT PAPERWORK REQUIREMENT**

Completed Preceptor Information Form and Agency Affiliation Agreement (if needed) must be emailed to bsnpracticum@olivet.edu. Practicum/Project forms and paperwork are included in the Canvas classroom (“Files” section) and will be emailed to the student prior to the start of NRSG 326 Community Health Nursing. Preceptor Information Forms must include **original** preceptor and student signatures; no name stamps or typewritten signatures will be accepted.

Practicum forms will be emailed to your Olivet email address and can be found in the files section of the course in Canvas. Forms include, but are not limited to:

* Preceptor Information Form
* Affiliation Agreement
* Student Practicum/Preceptor Evaluation
* Log sheet

**Practicum hours:**

* will not be accepted prior to the start of each practicum course.
* may not begin until Preceptor Information Form is submitted and an email received that the preceptor is approved.
* may not begin until the background check and urine drug screening is completed (prior to NRSG 326 only).

**PRACTICUM/PROJECT COURSE REQUIREMENTS**

The following items must be submitted to the link in Canvas in each practicum/project course:

* Log sheet with 15 hours of activity (up to 6 hours of research can be counted towards the 15 hours) with original preceptor and student signatures
* Evaluation of Preceptor and Agency (at the end of NRSG 436 & 463) to link in LMS

Each of these will be given a complete/incomplete grade by the instructor. If log sheet and/or evaluation is not submitted, final grades cannot be completed.

**PRACTICUM/PROJECT ATTIRE**

**Basic Uniform:**

***General Professional Practicum/Project Appearance:*** Your clothes must be of proportionate fit (not too loose, tight, or short), clean and pressed without wrinkles, and without frays, holes, or tears. Pants must not drag on the floor. Socks, shoes and laces must be clean. No more than one piercing stud per ear. No other visible jewelry in body piercings is allowed.

***Specific Appearance Considerations:***

***Dress code:*** Please follow the dress code for the nurse(s) who work at your chosen Practicum/Project agency. If no specific dress code, please do not wear jeans. Dress pants with modest, appropriately colored shirt (no midriff shirts) is acceptable. Shoes must have enclosed heels (no clogs) and toes, heels no higher than 1 ½ inches. A white lab coat is suggested but not required.

***Name Pin:*** You will receive information by email regarding obtaining an Olivet name pin, at no charge to you. Please follow the instructions given so you can receive your name pin prior to starting the Practicum/Project hours. The name pin will be worn on the left front of the shirt or lab coat.

***Hair:*** Neatly secured, away from face, and off the collar.

***Tattoos:*** All tattoos must be covered with band aids or tattoo concealer makeup during all Practicum/Project experiences.

**Criminal Background Check**

Students are required to obtain a criminal background check as part of the application process. Background checks are done at the student’s expense. A **cleared** background check **must be completed prior to the beginning of the Practicum/Project courses (NRSG 326 Community Health Nursing) or you will be administratively dropped from your Practicum courses**. Students will receive an email prior to NRSG 326 with instructions on how to complete the process. We are contractually obligated to report flagged backgrounds to clinics or hospitals. Practicum sites will then determine if the student can be placed/accepted at the site for practicum.

**Drug Screening Policy**

**Nursing students must have a cleared urine drug screen prior to the start of NRSG 326 or students will be administratively withdrawn from the class.** Drug testing is done at the student’s expense. If the drug screen is positive, the student will be withdrawn from the course. Use of alcohol or illegal drugs, or misuse of prescription drugs, are strictly prohibited in the classroom, Practicum/Project or laboratory setting.

**Readmission following a positive drug screening -** Positive drug screen results prohibit students from practicing in the Practicum/Project environment for six months from the drug screen date, thus you are hereby dis-enrolled from your nursing courses.

In six months you may reapply by submitting a letter requesting consideration for readmission into the nursing program to the RNBSN Program Director. Your request will be forwarded to the Dean of the School of Life and Health Sciences and Director of Nursing Program for consideration. Your readmission application will require you to submit:

1. Urine drug screen results to the ONU Department of Nursing.
2. Documentation from a therapist specializing in addiction behaviors indicating a status of recovery and rehabilitation related to the substance used or abused.
3. If readmitted, the student will be subjected to random drug screening and/or to “for cause” drug screening at the student’s expense for the duration of his or her studies in the nursing program.
4. If the student has positive results on a drug screening after readmission to the nursing program, the student will be dismissed from the nursing program with no option for readmission to the program.

Readmission into the program will be effective at the start of the next cohort.

**“For Cause” Drug Screening**

1. If a preceptor observes a student behaving in a manner that is consistent with the use or misuse of alcohol, illegal drugs, or drugs which impair judgment, affecting either the classroom, Practicum/Project or laboratory setting, the student will be removed from the educational setting and required to submit to an appropriate screening immediately.
2. If the behavior is noted in the Practicum/Project setting, the student will be removed from the setting. The student will have to contact the RNBSN Program Director.
3. If the result of the drug screening is negative, the student shall meet with the RNBSN Director and Associate Dean of Life and Health Sciences to discuss the circumstances surrounding the impaired behavior. Based on the information provided and further medical evaluation if warranted, a decision regarding return to the Practicum/Project, classroom and laboratory setting will be made.
4. If the drug screen is positive, the student will be withdrawn from the program. The student will pay the costs associated with the “for cause” drug screening.
5. A student’s failure to comply with any aspect of the “For Cause” Drug Screening Requirement will result in the student’s withdrawal from the Nursing Program without option for readmission.

SAFETY GUIDELINES FOR PRACTICUM/PROJECT SETTINGS

* Listen to your intuition. If you perceive that you are in an unsafe environment, leave that environment as soon as possible and seek safety.
* Report any unusual occurrences to your preceptor immediately.
* Park in the institution’s parking facility and in well-lighted areas.
* Before entering an elevator or stairwell, evaluate the area. Don’t enter if you feel it is unsafe.
* Carry phone numbers with you; preceptor’s contact number.

## 

**LIABILITY INSURANCE**

The responsibility for the student is assumed by the university for all full time students. For more information, please contact the Program Director.

**Privacy and Confidentiality under the Health Insurance Portability and Accountability Act of 1995 (HIPAA)**

To ensure your written course assignments comply with the 1996, *Health Insurance Portability and Accountability Act*, please never name:

* Your employer
* A patient
* A co-worker

Breaking a HIPAA privacy rule may jeopardize the Practicum/Project affiliation agreement between ONU and the health care institution and may result in the student’s removal from the Practicum/Project site and/or nursing program. Criminal penalties for wrongful disclosure can include not only large fines but also prison time. The criminal penalties increase as the seriousness of the offense increases. These penalties can be as high as fines of $250,000 or prison sentences of up to 10 years. A modification to HIPAA is the HITECH (Health Information Technology) Act.

To be eligible for American Recovery and Reinvestment Act (2009) funding, healthcare facilities must prove they are HIPAA compliant. The HITECH Act defines and enforces compliance standards, rules, and penalties related to the electronic exchange of the electronic medical or health record (EMR, EHR) programs and Patient Health Information (PHI). In gross summary, HITECH requires:

**1. Enforced HIPAA compliance** —willful neglect may result in up to a fine of $250,000 for a single violation and repeated violations may be fined up to $1.5 million. Anyone can initiate a complaint regarding non-compliance.

**2. Access to EMR** — all health records must be available as an EMR and/or shared (by patient permission) as an encrypted PHI (ePHI) record.

**3. Accountability of Business Associates** — health care business associates and providers must ALL adhere to privacy/security requirements or EVERYONE is culpable (Compliance Compatibility Security Rule).

**4. Notification of Data Breach** — it is mandatory to notify a patient of a data breach of any unsecured information, meaning that it was shared with a business associate using an unencrypted format or without patient permission.

**5. Additional Requirements** — HITECH defines additional requirements to address patient privacy in electronic marketing and accounting practices.

For the latest information regarding HIPAA, go to <http://www.edocscan.com/hitech-act-hipaa-compliance-regulations>

**Program Evaluation**

Assessment is an integral part of student learning. The assessment process involves observation and judgment of each student’s academic performance on the basis of explicit criteria established in the course syllabi. In the assessment process, feedback is also essential. Faculty feedback provides the student with information that can be used to reflect on one’s personal and professional growth and development within the teaching-learning environment. Program assessment illustrates program effectiveness to the faculty and larger community. The achievement of program outcomes is determined by multiple assessments, and the student’s evaluation of course learning. Outcomes are analyzed and the aggregate data is used to develop, maintain, and revise the curriculum.

*Students and faculty are required to complete any course and program assessment data collection instruments honestly to support quality improvement.* The Dean of School of Life and Health Sciences is committed to ensure building best practice educational experiences for ONU’s BSN program. This assurance is based on quality feedback from students, faculty, and community of interest.

**The Honor Society of Nursing, Sigma Theta Tau International, Kappa Sigma Chapter**

Kappa Sigma Chapter of Sigma Theta Tau International invites RNBSN students with a grade point average of at least 3.0 or higher and fall within the top one-third of their class who demonstrate academic excellence, potential for leadership, and a desire to advance the profession of nursing to apply for membership. Invitations are extended from the chapter faculty counselors in the spring. Fifty percent of courses must be completed before RNBSN students are eligible.

**AMERICAN NURSES ASSOCIATION CODE FOR NURSES**

## Code of Ethics for Nurses

The steering committee drafted a revised code. This draft was made available to the public for comments. After the comments were reviewed the *Code of Ethics for Nurses with Interpretive Statements* was revised in 2015*.*

1. The nurse practices with compassion and respect for the inherent dignity, worth, and unique attributes of every person.
2. The nurse’s primary commitment is to the patient, whether an individual, family, group, community, or population.
3. The nurse promotes, advocates for, and protects the rights, health, and safety of the patient.
4. The nurse has authority, accountability, and responsibility for nursing practice; makes decisions; and takes action consistent with the obligation to promote health and to provide optimal care.
5. The nurse owes the same duties to self as to others, including the responsibility to promote health and safety, preserve wholeness of character and integrity, maintain competence, and continue personal and professional growth.
6. The nurse, through individual and collective effort, establishes, maintains, and improves the ethical environment of the work setting and conditions of employment that are conducive to safe, quality health care.
7. The nurse, in all roles and settings, advances the profession through research and scholarly inquiry, professional standards development, and the generation of both nursing and health policy.
8. The nurse collaborates with other health professionals and the public to protect human rights, promote health diplomacy, and reduce health disparities.
9. The profession of nursing, collectively through its professional organizations, must articulate nursing values, maintain the integrity of the profession, and integrate principles of social justice into nursing and health policy.

American Nurses Association. (2015). *Code of ethics for nurses with interpretive statements.*  Silver Spring, MD: Author.

# Resources

## APA

Olivet Nazarene University requires that all written work of students adheres to the guidelines established by APA (6th ed.). If students require assistance with APA, go to [Benner Library](http://library.olivet.edu/help/citation/apa/index.php) site.

## Technology Requirements

All students are responsible for their own Internet and Computer Access. Please see Olivet’s Information Technology website for the most up to date recommendations by following these steps.

* Go to: it.olivet.edu
* Click on the “New Students” tab
* Click on “Computer Recommendations” tab

# RNBSN Telephone Directory

Information Technology Help Desk 815/939-5302

it@olivet.edu

Academic Advisors 877/465-4838

sgcs4help@olivet.edu

RNBSN Program Director, Susie Enfield 815/939-5029

senfield@olivet.edu

Benner Library Assistance/Research, Pam Greenlee 815/928-5439

pgreenle@olivet.edu