

Saint Francis Medical Center College of Nursing



2010-2012 Catalog



Baccalaureate Program



Master's Program



Doctorate Program

A Tradition of Excellence in Nursing Education

■ 2010 – 2012 College of Nursing Catalog

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Saint Francis Medical Center College of Nursing, according to established channels, reserves the right to:

- Change requirements for admission and graduation outlined in this catalog.
- Change arrangements, scheduling and content of courses.
- Determine books and outlines used.

- Establish fees and expenses and make changes without notice if circumstances make it necessary to do so.
- Formulate college regulations and policies affecting students.
- Refuse admission to any student if deemed necessary in the interest of the student or the College.

College Administration

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2010-2011 Calendar

Fall 2010 Semester

Fall Tuition Due	July 16, 2010
Faculty Return	August 2, 2010
Graduate New Student Orientation.....	August 11, 2010
DNP New Student Orientation.....	August 10, 2010
BSN New Student Orientation	August 12, 2010
Classes Begin	August 16, 2010
Last Day to Change Registration.....	August 20, 2010
Labor Day Holiday.....	September 6, 2010
Last Day to Withdraw with "W"	October 22, 2010
Thanksgiving Holiday	November 25-26, 2010
MSN Recognition Dinner	December 2, 2010
Classes End	December 3, 2010
Examination Period.....	December 6-10, 2010
Commencement	December 11, 2010
Faculty Last Day	December 17, 2010

Spring 2011 Semester

Spring Tuition Due.....	December 10, 2010
Faculty Return.....	January 3, 2011
Graduate New Student Orientation	January 5, 2011
BSN New Student Orientation.....	January 4, 2011
Classes Begin	January 10, 2011
Last Day to Change Registration	January 14, 2011
Last Class Day Before Spring Break.....	March 4, 2011
Spring Break.....	March 6-11, 2011
Classes Resume	March 13, 2011
Last Day to Withdraw with "W"	March 25, 2011
Good Friday Holiday.....	April 22, 2011
MSN Recognition Dinner	May 5, 2011
Classes End	May 6, 2011
Examination Period	May 9-13, 2011
Commencement.....	May 14, 2011
Faculty Last Day	June 3, 2011

2011-2012 Calendar

Fall 2011 Semester

Fall Tuition Due	July 16, 2011
Faculty Return	August 1, 2011
BSN New Student Orientation	August 9, 2011
DNP New Student Orientation.....	August 10, 2011
Graduate New Student Orientation.....	August 10, 2011
Classes Begin	August 15, 2011
Last Day to Change Registration.....	August 19, 2011
Labor Day Holiday.....	September 5, 2011
Last Day to Withdraw with "W"	October 21, 2011
Thanksgiving Holiday	November 24-25, 2011
MSN Recognition Dinner	December 1, 2011
Classes End	December 2, 2011
Examination Period	December 5-9, 2011
Commencement	December 10, 2011
Faculty Last Day	December 16, 2011

Spring 2012 Semester

Spring Tuition Due.....	December 16, 2011
Faculty Return.....	January 9, 2012
BSN New Student Orientation	January 10, 2012
Graduate New Student Orientation	January 11, 2012
Classes Begin	January 16, 2012
Last Day to Change Registration	January 20, 2012
Last Class Day Before Spring Break.....	March 9, 2012
Spring Break.....	March 12-16, 2012
Classes Resume	March 19, 2012
Last Day to Withdraw with "W"	March 30, 2012
Good Friday Holiday.....	April 6, 2012
MSN Recognition Dinner.....	May 10, 2012
Classes End.....	May 11, 2012
Examination Period.....	May 14-18, 2012
Commencement.....	May 19, 2012
Faculty Last Day	June 8, 2012

■ Letter from the President



I am very pleased that you are considering Saint Francis Medical Center College of Nursing. We would love to be your college of choice. I invite you to review our Catalog and learn more about our outstanding undergraduate and graduate programs.

We offer a Bachelor of Science in Nursing (BSN) for students aspiring to become Registered Nurses (RN). If you are already a RN and you want to advance in your nursing career, we offer the RN-BSN, RN to MSN Accelerated Pathway for RN's with a non-nursing baccalaureate degree, Master of Science (MSN), and Doctor of Nurse Practice (DNP) programs. Each program will provide you with a variety of job opportunities in multiple healthcare agencies, using your knowledge and skills to make a difference in the lives of others.

The College has the reputation and dedication to the highest level of nursing education and patient care. We endeavor to provide an academic environment that will educate students to meet the challenges of

health care now and in the future. The faculty and staff are committed to helping students to learn, grow, and realize their professional dreams.

Students have opportunities for online courses in the RN-BSN, MSN, and DNP programs. We work very hard to provide excellent service, quality education, flexible course scheduling, traditional and online courses, and welcoming and caring environment.

We would like to partner with you in your journey toward a rewarding and exciting nursing career.

As a Catholic College, we believe in the Judeo-Christian tenets and encourage students to practice their own personal religious beliefs. We are honored to participate in the emotional, spiritual, and educational development of our students.

I invite you to learn more about the programs by reading this catalog, visiting our campus, and visiting our website at www.sfmcon.edu.

■ Vision Statement

"While representing a standard of excellence, Saint Francis Medical Center College of Nursing will obtain local, regional, and national recognition by providing the highest quality undergraduate and graduate nursing education programs, as well as the best clinical experiences. This will in turn produce the most prepared nurses and nurse educators capable of administering the highest quality education and/or care."

Approval, Accreditation and Membership

Saint Francis Medical Center College of Nursing

Approved by the State of Illinois Department of Financial and Professional Regulation, 320 West Washington, Springfield, IL 62786, (217) 785-0800

Approved by the State of Illinois Approving Agency for Veterans' Education and Training, 833 South Spring Street, Springfield, IL 62794-9432, (217) 782-6641

Accredited by the Council of Baccalaureate and Higher Degree Programs of the National League for Nursing Accrediting Commission, 3343 Peachtree Rd. NE, Suite 500, Atlanta, GA 30326, (404) 975-5000.

Accredited by the Higher Learning Commission. A commission of the North Central Association of Colleges and Schools, 30 North LaSalle Street, Ste 2400, Chicago, IL 60602-2504, (312) 263-0456

Agency member of the following:

American Association of Colleges of Nursing (AACN)

American Association of Collegiate Registrars and Admission Officers (AACRAO)

American College Health Association (ACHA)

American Health Science Education Consortium (AHSEC)

American Hospital Association (AHA)

Catholic Health Association (CHA)

Illinois Association of Colleges of Nursing (IACN)

Illinois Association of Student Financial Aid Administrators (ILASFAA)

Illinois Coalition for Nursing Resources (ICNR)

Midwest Association of Student Financial Aid Administrators (MASFAA)

National Association of Student Financial Aid Administrators (NASFAA)

National League for Nursing

National League for Nursing Accrediting Commission

Nurse Educators of Illinois (NEI)

Higher Learning Commission. A Commission of the North Central Association of Colleges and Schools (NCA)

OSF Saint Francis Medical Center

Magnet Hospital

Level 1 Trauma Center

Pediatric Critical Care Access Emergency Department

Licensed by the Illinois Department of Public Health, Division of Health Facilities, State of Illinois

Accredited by The Joint Commission

Approved for residency training by the Accreditation Council for Graduate Medical Education and Hospitals of the American Medical Association for residencies in several medical specialties

Certified by the Council on Hospital Dental Service of the American Medical Association

Accredited for Dietetic Internship by the American Dietetic Association

Laboratory Accreditation by the College of American Pathologists

Affiliated with the University of Illinois College of Medicine at Peoria

Accredited by the Commission on Accreditation of Rehabilitation Facilities

Member of the:

American Hospital Association and the Illinois Hospital Health Systems Association

Catholic Health Association of the United States and the Catholic Conference of Illinois

Council of Teaching Hospitals Association of American Medical Colleges

Accreditation

Saint Francis Medical Center College of Nursing is approved by the Illinois Department of Financial and Professional Regulation and is accredited by the Higher Learning Commission, a commission of the North Central Association of Colleges and Schools and The National League for Nursing Accrediting Commission.



The College

Location

Medical Center

College of Nursing

History

Mission Statement

Values

Philosophy

College Goals

Baccalaureate Program Objectives

Graduate Program Objectives

Doctor of Nursing Practice Program
Outcomes/Objectives

Location

Saint Francis Medical Center College of Nursing is located on the campus of OSF Saint Francis Medical Center in Peoria, Illinois. The College of Nursing is the only Catholic college of nursing in the Peoria Diocese. OSF Saint Francis Medical Center is one of the largest Catholic health care facilities in the United States and the second largest employer in Peoria.

The metropolitan area of Peoria has a population of approximately 365,000 and is readily accessible by car from I-74 and various State routes. Peoria is known for its leading downstate health care facilities. The community offers a variety of cultural and recreational opportunities. Peoria is home to the Rivermen Ice Hockey Team, Peoria Chiefs Baseball Team and Peoria Pirates Indoor Football. Peoria Players, Cornstock Theater, Amateur Musical Club, Opera Illinois, Broadway Theater League, Peoria Civic Center and theater, and Lakeview Museum for the Arts and Sciences offer numerous cultural events for the interested college student. Local college, university and community facilities offer opportunities for both spectator and participant activities.

OSF Saint Francis Medical Center

OSF Saint Francis Medical Center is an academic medical center affiliated with the University Of Illinois College Of Medicine at Peoria for medical education, offering nine residency programs as well as radiologic technology, medical technology, histotechnology, and diagnostic medical sonography and nursing. OSF Saint Francis Medical Center is the primary clinical agency for the College of Nursing. The medical center also offers a dietetic internship program and is a clinical site for programs in physical therapy, occupational therapy, and respiratory therapy. With a licensed bed capacity of 710, the medical center has more than 5,000 employees and has more than 800 physicians on staff.

OSF Saint Francis Medical Center is a Level 1 trauma center (highest level granted by the State of Illinois) and a resource hospital in emergency medical services for most of north central Illinois. Other specialized services available include: regional neurosciences and neurosurgery center, eye donor center, kidney, and pancreas transplantation, extracorporeal shockwave lithotripsy, Level III perinatal center (highest level granted by the State of Illinois), complete diagnostic radiology, magnetic resonance imaging, cardiopul-

monary services, rehabilitation center, health fitness program, adult and pediatric open heart surgery, hyperbaric oxygen therapy, radiation oncology with Gamma Knife and Trilogy System, the Susan G. Komen Breast Center, eating disorders services, geriatric services, community clinics, oncology unit, comprehensive sleep center, and maternal-fetal diagnostic center.

Within OSF Saint Francis are the Illinois Neurological Institute, Heart Hospital and Children's Hospital of Illinois. OSF Saint Francis Medical Center brings together under one administrative structure all services and programs designed specifically for children. Included are: neonatal intensive care, pediatric intensive care, transitional care, two general pediatric units, and the newborn nursery.

In addition to experience at OSF Saint Francis Medical Center and Children's Hospital, College of Nursing students also gain experience at Peoria City/County Health Department, Tazewell County Health Department, Marshall or Fulton County Health Departments, Human Service Center, agencies of the Catholic Social Services, colleges, and various other community agencies.

College of Nursing

The College of Nursing, owned by The Sisters of the Third Order of St. Francis, is conveniently situated adjacent to OSF Saint Francis Medical Center. It is accessible to disabled persons. The College classrooms, library and offices are located at the College. The Nursing Resource Center which houses four state-of-the-art simulation and skills laboratories is located in the Allied Building close to the College. The laboratories in the Nursing Resource Center provide students an opportunity for practice in patient care simulations.

The Sister Mary Ludgera Pieperbeck Learning Resource Center is an academic and research library that serves as an intellectual resource center for the teaching and learning mission of the College of Nursing. The Library provides support for the teaching at the College and support of the evidence-based research, evidence-based teaching, and the evidence-based learning of the College students, faculty, administration, staff, alumni, and staff within the OSF system. The Library maintains an in-depth collection of material on all aspects of nursing education, nursing theory, healthcare literature and trends, and higher education. The Library provides access to and delivery of information resources in the fields of nursing practice and higher education. The Library provides instruction

related to information literacy, information technology and information management as a means to facilitate learning, empower students and faculty, enhance critical thinking, promote scholarship, and improve institutional outcomes.

The College supports an open access, state-wide system (I-Share). I-Share is an online public access catalog (OPAC) that provides information about the collections of many Illinois academic and research libraries. Participating libraries are collectively referred to as the I-Share libraries. The Resource Center is a governing member of the I-Share community. Currently, there are 71 I-Share Libraries and more than 30 million Library items represented in the I-Share catalog. I-Share Libraries operate under the philosophy of universal borrowing. I-Share Libraries make their collections available to individuals (such as students, faculty and staff) who have current, valid affiliations with any I-Share institution. Students have borrowing privileges at the following Peoria area I-Share Libraries: University of Illinois College of Medicine/Nursing at Peoria (UICOMP), Bradley University Library, Illinois Central College Library, as well as the OSF Saint Francis Medical Center Library and Resource Center. Please refer to the Library web page for contact information and hours of operation:

<http://www.sfmcon.edu/library/library1.html>.

College computer labs are open 24 hours a day to students living in the residence, offering internet access, e-mail capabilities, medical and nursing database searching, access to on-line journals, nursing software access, and word processing. Computer assistance and instruction are available during library hours.

History

Saint Francis Medical Center College of Nursing continues the history of nursing education started by The Sisters of the Third Order of St. Francis, Peoria, Illinois, whose mission is to provide healthcare to the sick, injured, and poor and education for healthcare providers to the community of Peoria and surrounding areas.

St. Francis Hospital School of Nursing was organized in 1905, for Sisters only. The School's diploma program was approved by the State of Illinois in 1915, and opened to lay students in 1918. The School maintained continuous State approval of the diploma program. In 1950, the School received accreditation of the diploma program from the National League for

Nursing (NLN) which continued through graduation of the last class in 1987. Throughout its existence the School of Nursing contributed significantly to the profession of nursing through its graduates. From 1905 through 1987, approximately 3400 students graduated from the diploma program.

Throughout the years, the school developed, enriched and improved its educational program based upon the needs of health care consumers and changing trends in nursing and health care. Examples of responses to changing needs in health care and education were: provision of an accelerated program for the U.S. Cadet Corps; participation in an Exchange Visitors Program for students from China; and the provision of courses for affiliate students from other nursing programs in Illinois.

The College of Nursing was established in November 1985, with approval of the baccalaureate program by the State of Illinois. The College enrolled its first students as juniors in August 1986. The first class graduated in May 1988. As of May 2010, the College has graduated 1,720 baccalaureate nursing students.

The College faculty and administration are committed to quality education as demonstrated by institutional and program accreditation. The College was granted candidacy with the North Central Association (NCA) in 1987, initial accreditation in 1991, and continued accreditation in 1996. The College continues its accreditation status through the Higher Learning Commission through its participation in the Academic Quality Improvement Program. The last review occurred in October 2009. Reaffirmation is scheduled for 2010-2011.

In March 1992, the College received initial accreditation of the baccalaureate program from the NLN. In November 2004, the National League for Nursing Accrediting Commission (NLNAC) granted the College continued accreditation of the baccalaureate nursing program. In keeping with the Mission of the Sisters, the College of Nursing continues a tradition of excellence in nursing education.

In March 2000, the College received approval from the OSF Healthcare Systems Board of Directors to develop and implement a Master of Science in Nursing (MSN) program. In May 2001, the College received approval from the National League for Nursing Accrediting Commission (NLNAC) to offer an MSN program. In June 2001, NCA approved the program. In February 2004, the Graduate Program

was accredited by NCA and in fall 2004, the Graduate Program received initial accreditation by NLNAC through 2009. Continuing accreditation through 2017 was granted in 2009.

The graduate program of study is designed to provide the baccalaureate professional nurse with current advanced knowledge and skills in Medical-Surgical Nursing or Child and Family Nursing, with an option for either clinical practice or education. The College offers an accelerated pathway to the MSN for RN's with a non-nursing Bachelors degree. The College also offers Post Graduate Certificate options, one a Nurse Clinician Certificate and the other a Nurse Educator Certificate. The Clinical Nurse Leader master's option provides in-depth study as a leader in an integrated healthcare system.

In 2008, a Neonatal Nurse Practitioner option was approved by NLNAC. The NLNAC in 2009 granted continued accreditation for the Master's with Post-master's Certificate Program until Spring 2017. As of May 2010, 83 students have completed the Graduate Program.

On June 15, 2007, the College Board gave the Graduate Committee approval to conduct an investigation for the Doctorate of Nursing Practice (DNP) to be offered. On July 23, 2007, the Board of Directors of OSF Healthcare System reviewed and accepted the proposed implementation of DNP. In December 2008, the Higher Learning Commission extended accreditation to include the DNP and the first semester of DNP courses began Fall 2009.

Mission Statement

Saint Francis Medical Center College of Nursing is a small, private, Catholic, single purpose institution. The College, founded and operated by The Sisters of the Third Order of St. Francis, is enriched by the heritage of the Sisters who have a mission of caring and commitment to quality health care. The College is located in Peoria, Illinois, on the campus of OSF Saint Francis Medical Center, a large, tertiary health care and teaching institution.

The College provides nursing education programs at the undergraduate and the graduate level. The upper division baccalaureate program prepares men and women for the practice of professional nursing. This program builds upon and incorporates knowledge from the liberal arts and sciences. The graduate program builds upon prior nursing knowledge and

experiences and prepares the nurse for advanced roles in nursing. The College offers opportunities for the personal and professional development of the student. The primary commitment of the College is to undergraduate and graduate nursing education. The College encourages the participation of the faculty and students in scholarly activities that contribute to learning, nursing, and health care. The College serves the community by providing competent entry level and advanced practitioners responsive to the changing health needs of society and the health care system. The College serves the community through participation in health-related activities and organizations.

Statement of Values

The philosophy of Saint Francis Medical Center College of Nursing, developed by the faculty, is congruent with the Corporate Philosophy and Corporate Mission Statement of The Sisters of the Third Order of St. Francis. It is in accord with Catholic philosophy and flows from the ideals of St. Francis of Assisi who had a great love for God and humankind, especially the sick and the poor. The following values flow from this philosophy and permeate all aspects of the College. The purposes of the College of Nursing Value Statements are to: support the mission and philosophy, provide direction for the day-to-day activities and decisions, specify how individuals should behave, and provide meaning to each person's work.

I. Personal & Professional Development

Learning - is a life long, interactive process in which critical thinking and intellectual inquiry skills are developed and a change of behavior, attitude or thought patterns occur. Learners are valued as unique individuals, with diverse life experiences and varied attitudes and values, who are active participants in the process.

Caring - develops helping relationships influenced by cultural and spiritual values and promotes the growth and self-actualization of the client, nurse, student, and employee. The College values open and honest communication, which fosters trusting relationships among ourselves and those we serve.

Leadership - is facilitating action by developing people to achieve and maintain change. Leadership embraces the importance of responsibility, accountability, and commitment. It is the ability to have a vision for the College, enable and empower others to attain the vision through

using and developing trusting relationships. **Personal worth & dignity** - recognizes the unique value of each person as an individual, regardless of race, color, age, gender, ethnic background, or religion. Born with intellect and free will, the individual is a member of society and an adaptive being who is constantly interacting with the environment while striving toward self-actualization throughout the life cycle.

II. Service

Integrity - believes in Judeo-Christian tenets, which permeate the curriculum and promote the ethical values of human dignity, justice, service, and respect for life. These values provide a foundation for the institution in its practices and relationships and are essential in the College's commitment to high standards of institutional and individual integrity. **Responsibility** - is the obligation to accomplish a task or assignment. Accepting responsibility for one's work or life provides a sense of inner control, which leads to owning responsible for what is happening in one's life.

Accountability - is defined as the act of accepting ownership for one's responsibilities and the results or the lack of results, without blame and rationalizations. Accountability focuses on outcomes. Accountability is a personal choice to demonstrate ownership necessary for achieving the desired, clearly identified outcomes and results. We believe that each employee will ask what else I can do to achieve, advance, grow, or enhance the achievement of the outcomes of the College and their personal life. The College accepts responsibility and holds each other accountable for carrying out the Mission of the College through quality nursing education, qualified faculty, and sufficient support for excellence in student learning outcomes. The College strives to educate students about the need for personal and professional accountability.

III. Quality – includes excellence. We believe in achieving the best results possible not just doing a job.

Excellence - is the commitment to quality nursing education programs at the undergraduate and graduate levels. Quality and excellence are ensured through the collection, analysis, and use of evidence-based practice and education and data from the Systematic Evaluation Plan for development, maintenance, or revision of the educational programs and outcomes of the College. The College is committed to being the best of the best.

IV. Agility – is the commitment to being future focused and forward thinking in planning and delivering nursing education programs. This forward and focused thinking propels the College towards its Mission of excellence in nursing education.

Philosophy

The philosophy of Saint Francis Medical Center College of Nursing, developed by the faculty, is congruent with the Corporate Philosophy and Corporate Mission Statement of The Sisters of the Third Order of St. Francis. It is in accord with Catholic philosophy and follows the ideals of St. Francis of Assisi who had a great love for God and humankind, especially the sick and the poor.

We believe each person is created by God with a mortal body and an immortal soul whose ultimate aim is eternal salvation. We believe each person born with intellect and free will, has personal dignity and natural rights with associated responsibilities to God, humankind, and society.

The individual, a member of society, is an adaptive being who is constantly interacting with the environment while striving toward self-actualization throughout the life cycle. We believe society is a multicultural system composed of interdependent individuals, families, groups and communities. Society has the responsibility to provide a health care system which is responsive to changing knowledge, technology, and human resources, and is accessible to its members.

The faculty believe health is a dynamic state in which the individual adapts to one's internal and external environments so that there is a state of physical, emotional, intellectual, social and spiritual well-being. We believe that health encompasses both wellness and illness. Inherent in the individual's rights is the right to attain optimal health and the right to access to health care.

We believe professional nursing is an art and an applied science which builds on the behavioral, natural and social sciences. Nursing utilizes selected concepts, theories, principles and research in the implementation of the nursing process. The nurse, through application of the nursing process, assists the client in reaching optimal health status by facilitating adaptation within the individual's social system. As the health care system changes, the professional nurse must be prepared to assume a variety of emerging roles. The goals of nursing are the promotion and

maintenance of health; the care and rehabilitation of the sick and the injured; and the support of the dying.

We believe caring is an essential element of both the art and science of nursing. Caring permeates all areas of nursing practice and facilitates the achievement of nursing goals. Caring is a helping relationship which is influenced by cultural and spiritual values and which promotes growth and self-actualization of the client and the nurse.

The faculty believe learning, a life-long process, occurs when the individual is an active participant. Learning is both an independent and an interdependent process. The faculty recognize that the learner is a unique individual who comes from a sociocultural background with diverse life experiences and varied attitudes and values. The faculty accept responsibilities as educators to create a learning environment which facilitates the development of the individual's potential. Planned learning activities encourage intellectual inquiry, critical thinking, effective communication and self-directed, independent learning.

The faculty believe baccalaureate nursing education builds upon and incorporates the natural and social sciences and the liberal arts. This broad foundation provides the understanding of humankind and society necessary for the learner to begin the implementation of the nursing process. We believe the professional nursing education integrates theories, principles and facts from the general studies with the nursing theories, concepts and experiences. Baccalaureate nursing education prepares the graduate for the practice of professional nursing as a generalist who is able to function independently and interdependently with individuals, families and groups in a variety of health care settings.

Masters nursing education prepares the advanced practice nurse who functions autonomously in a variety of roles and integrates theory, research, and practice for the improvement of client care and the advancement of the nursing profession.

We believe the Judeo-Christian tenets underlying the nursing education at Saint Francis Medical Center College of Nursing promote values essential for the personal and professional philosophy of God and humankind. These values, inculcated throughout the curricula, guide the learner to evolve into an ethical and accountable professional nurse.

■ College Goals

Saint Francis Medical Center College of Nursing offers educational opportunities which:

- Prepare the graduate to practice professional nursing in a variety of roles and health care settings.
- Provide the essential foundation for graduate study in nursing.
- Foster the commitment to personal and professional growth and accountability.

■ Baccalaureate Program Objectives

The graduate is able to:

1. Synthesize theoretical and empirical knowledge from the liberal arts and sciences with nursing as a basis for the practice of professional nursing.
2. Express caring in professional interactions.
3. Implement the nursing process to assist clients throughout the life cycle in reaching optimal health by facilitating adaptation within their social system.
4. Evaluate effectiveness of own nursing practice and accept responsibility and accountability for its outcome.
5. Apply appropriate research findings in the practice of nursing.
6. Utilize leadership skills and principles of management with clients and health professionals to coordinate, facilitate, and improve the delivery of health care in a variety of settings.
7. Synthesize legal, ethical, and professional standards with values into nursing practice decisions.
8. Accept responsibility for continued personal and professional role development.

■ Graduate Program Objectives

The graduate of the master's degree program is able to:

1. Integrate theory, research, and practice using critical thinking, for the improvement of client care in a variety of settings and the advancement of the nursing profession.
2. Practice autonomously in a variety of professional roles to respond to the social, economic, ethical, political, and legal issues impacting the needs of clients and the nursing profession.
3. Express caring in professional interactions which supports the values and promotes the growth

and self actualization of individuals, groups, and communities.

4. Provide collaborative leadership within the complex health care system in a culturally diverse society.
5. Synthesize the principles of education to develop interventions that promote, maintain, and restore health.

Doctor of Nursing Practice Program Objectives/Outcomes

1. Apply advance levels of clinical judgment and scholarship in nursing practice and education.
2. Utilize scientific knowledge to evaluate new and current approaches in nursing practice and education to promote optimal outcomes.
3. Provide leadership in organizations and systems to assure quality care delivery models and education programs.
4. Design, deliver, direct, and disseminate evidence-based practices.
5. Use information systems to design, select, use and evaluate programs, outcomes of care and care systems.
6. Advocate for healthcare practice change through policy development and evaluation.
7. Assume leadership roles for effective transdisciplinary collaboration to achieve optimal outcomes.
8. Employ ethical principles to decision making in healthcare practices and systems.
9. Apply advanced clinical reasoning and judgment in the management of complex clinical situations and systems.



Admission to the College

General Requirements for Undergraduate and Graduate Programs

[Nondiscriminatory Policy](#)

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■ Nondiscriminatory Policy

The College admits qualified students without regard to national or ethnic origin, race, color, creed, sex, age, or disability that does not interfere with nursing performance.

■ International Students Application Process

International students are all students who are not U.S. citizens. Any applicant who is not a U.S. citizen must follow the International Students Application Process.

1. International students must meet the same College of Nursing admission requirements as students who are educated in the U.S.A.
2. A College of Nursing Application for International Admission and nonrefundable application fee (\$75) must be submitted to the College for either the undergraduate or graduate program by February 1st for fall semester and August 1st for spring semester. Late applications will be deferred to the next semester.
3. The prospective student must submit high school and college official transcripts, or its equivalent, in English (or a certified translation). The transcripts must be mailed directly to the College of Nursing from the institutions that were attended and must include the School's seal.
4. Official transcripts that are not in English must be evaluated by an official credentialing center and a copy of the evaluation must be sent by the Center directly to the College. The prospective student may obtain information about credentialing centers from the College. A Course-by-Course Evaluation is required. The prospective student assumes the responsibility for providing transcript evaluation and must pay for the evaluation.
5. The Test of English as a Foreign Language (TOEFL) is required of all applicants whose native language is not English. To satisfy this requirement, the prospective student must take the TOEFL with a minimum score of 550 for paper/pencil or 79 for internet based test. Students who do not pass the TOEFL must confer with a representative of the Admissions Office and be considered by the Admissions and Progression Committee. Test scores can not be more than two years old. The TOEFL exam is waived for applicants with an earned bachelor's or master's degree from a U.S. college or university.

6. An interview is optional at the request of either the College or the applicant.
7. Prospective students are required to show assured financial support for the two years at the College. Bank certification is required to assure that the student has the amount required for cost of attendance. If funds are from a source other than the applicant, i.e., a sponsor, the sponsor must sign the form and note amount of funding pledged. Bank certification must have original seal of the financial institution. No photocopies or fax copies will be accepted.

■ College of Nursing Health Requirements

A personal health history and a completed and documented physical exam are required upon entering the program. This also consists of specific lab work ordered and performed by a certified medical professional. The certified medical professional will confirm the student's ability to participate at the College. All students are required to submit the completed health assessment/physical examination and required lab work at least three weeks prior to the start of the term of the initial enrollment at the College. No student may attend class, clinical or practicum, if there is a deficiency in any of these requirements. Documentation of latex sensitivity is required.

In accordance with regulations of the Illinois Department of Public Health and OSF Saint Francis Medical Center, all students are required to present proof of immunity against vaccine preventable diseases prior to beginning classes at the College. The following immunizations are necessary to help protect yourself, your classmates, and your patients in the classroom and clinical setting.

Tuberculosis screening

- If you are currently getting annual TB testing, please provide documentation for the last 2 years.
- If you are not currently getting annual TB testing, a "2 step TB test" is required.

MMR

- Provide proof of immunity to rubella, rubeola, and mumps if born in 1957 or later.
 - Documentation of two measles, mumps, rubella (MMR) vaccines
 - Documentation of a rubella titer with detected immunity

Hepatitis B

- The series of three injections at recommended intervals is required, or you must provide documentation of a positive Hepatitis B antibody titer.
- If your series is greater than ten years old, a Hepatitis B antibody titer is required to detect immunity.
- High Risk individuals who should not receive the Hepatitis B vaccine include:
 - History of Hepatitis B infection
 - Pregnant women
 - Individuals with a serious concurrent infection
 - Individuals documentation of allergy to yeast or formaldehyde
 - *Check with your health care provider if you are concerned regarding any of the above risks.

Varicella Immunity

- You must demonstrate immunity to varicella (chicken pox) by two of the following
 - Positive history of the chicken pox
 - Positive antibody titer (varicella titer) or
 - Immunization with the varicella vaccine (series of two)

Tetanus and diphtheria

- Tetanus (DT) must be current within the last 10 years.
- Students born outside of the United States must provide a minimum of (3) doses (DPT/Td) with at least (1) dose within the past ten years.

Core Performance Standards & Criteria of Admission and Progression

In compliance with the American Disability Act, Saint Francis Medical Center College of Nursing does not discriminate on the basis of disability in the administration of its educational policies, admission policies, student aid and other college administered programs nor in the employment of its faculty and staff. The skills listed in the table below are essential requirements for this program. We invite any potential student to meet with the Dean to discuss any issues associated with meeting or not meeting these requirements.

Issue	Standard	Some Examples of Necessary Activities (not all inclusive)
Critical Thinking	Patient Client needs/Problem Solving/ Critical thinking ability sufficient for clinical judgment. Use verbal, nonverbal cues to identify patient/client needs/problems.	Identify cause-effect relationships in clinical situations. Develop nursing care plan. Make judgment regarding appropriate interventions based on signs and symptoms.
Interpersonal	Interpersonal abilities sufficient to interact with individuals, families and groups from a variety of social, emotional, economic, religious, cultural, and intellectual backgrounds.	Establish rapport with patients/clients and colleagues and other health care providers.
Communication	Communication proficiency at a competent level in English, both verbal and written, to include reading, writing, spelling, speaking and listening.	Explain treatment procedures, initiate health teaching, document and interpret nursing action and patient/client responses. Document clearly, correctly, and without spelling errors. Read and write at college level.
Mobility	Physical abilities sufficient to provide safe and effective nursing care.	Work in a standing position with frequent walking most of an eight-hour day; bend & stoop, push & pull objects such as a wheelchair, cart, gurney or equipment; lift & transfer clients from a stooped to an upright position.
Motor Skills	Gross and fine motor abilities sufficient to provide safe and effective nursing care.	Calibrate and use equipment; safely administer medications; position patients/clients.

Hearing	Auditory ability sufficient to monitor and assess health needs, to communicate with individuals, families, groups, communities and health care professionals, and to provide therapeutic interventions accurately.	Hear & respond to verbal communication and requests: respond to emergency signals, auscultatory sounds, percussion and auscultation, and hear cries for help.
Visual	Visual ability sufficient for observation, assessment and provision of nursing care.	Observe and respond to patients/clients and provide therapeutic interventions accurately; closely examine images or other forms of output from diagnostic equipment or patient body fluids; visually discriminate medication and syringe labels; determine variations in skin color of client.
Tactile	Tactile ability sufficient for observation, assessment and provision of nursing care.	Perform palpation and other functions of physical examination or those related to therapeutic interventions, e.g., insertion of a catheter.
Other	Mental alertness sufficient to provide safe, effective nursing care.	Observe and respond to patients/clients and provide therapeutic interventions accurately and safely. Able to concentrate and remain on task to completion.

Adapted from the Southern Council on Collegiate Education in Nursing guidelines with minor additions or changes.

**There may be more stringent requirements for clinical agencies that may preclude the student's progression in the nursing program. (revised 2/2005)

■ Disability Policy

In compliance with the American Disability Act, Saint Francis Medical Center College of Nursing does not discriminate on the basis of disability in the administration of its educational policies, admission policies, student aid and other College administered programs. The College has a Disability Policy to provide a mechanism to identify students with disabilities in the nursing program. The College provides reasonable services and accommodations to students with disabilities that they may need to facilitate them being successful in the nursing program.

The College requires students with disabilities, who believe that they need special classroom/clinical accommodations, to identify themselves to the Dean of the Undergraduate Program and provide appropriate documentation of the disability as specified in Documentation Guidelines. This must be done either prior to enrollment or at the end of the first week of the semester. The Dean will notify the appropriate offices and faculty. Students are also required to discuss their special needs with the faculty. The student is to submit to the Dean the requested accommodations. The President reserves the right to determine whether the accommodation (s) is/are reasonable. The procedure for students and Documentation Guidelines can be found in the Student Handbooks.

■ Insurance

All students are expected to carry health and hospitalization insurance. All costs incurred by a student and not covered by insurance will be billed to the student. Policy guidelines are outlined in the Student Handbooks.

Undergraduate students registered for a laboratory/clinical course are enrolled in a group professional liability insurance plan. The premium is included in the fees.

Students using their own cars for transportation during any clinical experience may be required to show evidence of automobile liability insurance.

■ Transportation

Various clinical agencies are utilized by the College for student clinical experience. Students are responsible for transportation to and from all clinical agencies and for transportation associated with course assignments.



Financial Information

[Financial Assistance](#)

[Application & Eligibility Requirements](#)

[Satisfactory Academic Progress](#)

[Payment Policy](#)

[Refund Policy](#)

■ Financial Assistance

A variety of scholarships, grants, and loans are available from many community organizations, foundations, civic and religious groups, and government agencies.

The College of Nursing participates in the Federal Pell Grant, Federal Family Loan Programs, the Illinois Student Assistance Commission (ISAC) Monetary Award Program (MAP), the Veterans Educational Benefits Program (VA) and various tuition assistance programs.

Students are encouraged to apply for all forms of financial assistance. Early application, preferable between January and April for the following fall and spring semesters, will enhance the student's options for obtaining financial assistance.

The Student Finance Office coordinates the different types of financial assistance and is available to counsel students and parents regarding financial assistance.

■ Application and Eligibility Requirements

Federal and State Assistance

1. Complete the Free Application for Federal Student Aid (FAFSA) and the Saint Francis Medical Center College of Nursing Institutional Application.
2. Maintain satisfactory academic progress.
3. Complete the prenursing/prerequisite curriculum and be enrolled as a degree seeking student. Graduate students may be eligible for a preparatory coursework student loan provided they meet the criteria. Students not pursuing a degree or have prenursing incomplete are not eligible for any type of federal or state assistance.
4. Be a U.S. citizen, national, permanent resident, or have approved refugee status.

Institutional Scholarships or Loans

Due to the generosity of individuals and businesses, Institutional & Private College of Nursing Scholarships/ Loans are available to qualified undergraduate and graduate students. Applications are available in the Student Finance Office, Room 710. Current Saint Francis Medical Center College of Nursing students need to complete only one application to be considered for eligible scholarships.

OSF Saint Francis Medical Center

1. The OSF Saint Francis Medical Center Modified Educational Employment Program (MEEP) is designed to provide educational assistance in the form of a \$4000/semester forgivable loan to qualified undergraduate students who are enrolled full-time at the College of Nursing and willing to commit to employment at OSF Saint Francis Medical Center following graduation.
2. The College of Nursing is pleased to offer the President and College of Nursing (CON) Scholarship opportunities available to incoming students who will be starting the program in either the Fall or Spring semester. An application will be sent to students explaining the criteria and application process.
3. Employee Tuition Waiver may be available to undergraduate and graduate students who are regular full or part time (minimum 32 hours per pay period) employees of OSF Saint Francis Medical Center. Additional criteria and application information can be obtained from OSF Saint Francis Medical Center Organizational Development (HR).

■ Satisfactory Academic Progress Requirements for Financial Aid Recipients (Undergraduate and Graduate)

Federal and state regulations require that the College of Nursing establish and implement a policy to measure satisfactory academic progress toward the baccalaureate and the master of science degree in nursing. The progress of Financial Aid Recipients is evaluated each semester based on qualitative measurement, quantitative measurement and program completion. Students must be making academic progress regardless of whether the student had previously received aid. Before aid is disbursed, a student's progress will be evaluated according to policy guidelines.

Qualitative Measurement (GPA) -

An Undergraduate Student must maintain a semester and cumulative grade point average of 2.0 on a 4.0 scale. A Graduate Student must maintain a semester and cumulative grade point average of 3.0 on a 4.0 scale.

Quantitative Measurement (Semester Hours) -

Each semester the student must successfully complete two thirds (or more) of cumulative

semester hours attempted (rounded up to the nearest whole semester hour).

Program Completion Time - The maximum time frame may not exceed 150% of the published length of the program measured in semester hours attempted. Each semester the student must successfully complete two thirds (or more) of cumulative semester hours attempted (rounded up to the nearest whole semester hour).

BSN Program – Undergraduate

The published length is 62 semester hours. The maximum time frame must not exceed 93 attempted semester hours at Saint Francis Medical Center College of Nursing. (includes any transfer nursing curriculum courses).

RN to BSN Accelerated Option – Undergraduate

The length of the program is 61 semester hours. The maximum time frame must not exceed 92 attempted semester hours at Saint Francis Medical Center College of Nursing (includes any transfer nursing curriculum courses).

MSN Program – Graduate

The published length is 45 semester hours. The maximum time frame must not exceed 68 attempted semester hours at Saint Francis Medical Center College of Nursing (includes any transfer nursing curriculum courses).

Accelerated Pathway to the MSN for RN's with a Non-Nursing Baccalaureate Degree – Graduate

The published length of this program is 70 semester hours. The maximum time frame must not exceed 105 attempted semester hours at Saint Francis Medical Center College of Nursing (includes any transfer nursing curriculum courses).

Clinical Nurse Leader – Graduate

The published length of this program is 35 semester hours. The maximum time frame must not exceed 53 attempted semester hours at Saint Francis Medical Center College of Nursing (includes any transfer nursing curriculum courses).

Neonatal Nurse Practitioner – Graduate

The published length of this program is 43 semester hours. The maximum time frame must not exceed 65 attempted semester hours at Saint Francis Medical Center College of Nursing (includes any transfer nursing curriculum courses).

Financial Aid Academic Progress Probation -

Probation occurs when requirements have not been met in both areas (qualitative and quantitative). Students can receive financial aid during this probationary status, but must "make satisfactory progress" when measured against all areas at the end of the next period of enrollment.

Financial Aid Academic Progress Suspension -

Suspension occurs when requirements have not been met after a semester of probation. Students on suspension are not eligible for Federal or State assistance (See Types of Financial Aid). Students on Financial Aid Suspension have the right to appeal (See Financial Aid Progress Appeal Process).

Notification of Financial Aid Probation/Suspension -

The College of Nursing Financial Aid Office will notify, in writing, students through the US Postal Service (using the address in admissions). Students applying for Financial Assistance will be notified prior to disbursement of aid.

Financial Aid Academic Progress Appeal Process -

Students on Financial Aid Academic Progress Suspension may appeal in writing to the Coordinator of Student Finance, Financial Assistance, Saint Francis Medical Center College of Nursing. The appeal letter should address specific reasons for requesting the appeal. Describe in detail:

1. The reason for past performance difficulties (including supporting documentation).
2. How the situation has changed. If it has not changed, describe how it is now being handled. Supply an outline of solutions for improvement.
3. Outline of courses remaining to complete the baccalaureate program and the semester in which you plan to complete the course.

The written appeal must be submitted within thirty (30) calendar days of notification from the Student Finance Office, or after receipt of semester grades, whichever is first. Appeals are processed on a case-by-case basis. The student's circumstances, academic advisement and current Federal Regulations are taken into consideration. Appeal decision will be mailed within (30) calendar days (Mailing procedure is the same as the Suspension notification).

Effective immediately and replaces all other Satisfactory Academic Progress Policies for Financial Aid Recipients printed in any institutional publication or document.

Types of Financial Aid -

Financial Aid Programs covered with this policy are: Federal PELL Grant, Federal Family Education Loan Programs (Federal Stafford Subsidized, Federal Stafford Unsubsidized, Federal Parent Loan for Undergraduate Students, PLUS Loan for Graduate or Professional Students) and the Illinois Student Assistance Commission Monetary Award Program.

Notes:

- Financial Aid Programs not listed above may have additional or more stringent conditions which must be met for continuation. Contact the source which made your award or processed your application materials. Examples: College of Nursing Institutional Awards, Saint Francis Medical Center Scholarships/Contracts, Private Agency Funds or Scholarships.
- Academic Policies published in the Student Handbook may have additional or more stringent conditions which must be met for continuation. Check the current Student Handbook for information.
- Grades of D, F, U, W, WF, WP, or I are **not** counted as **successful** completion of semester hours.

Payment Policy

Payment of Account Expenses may be made by cash, check, major credit card (VISA, Discover, MasterCard) and Financial Aid. Checks should be made payable to SFMC College of Nursing. Payment arrangements, Installment Payment Plan requests or Financial Aid arrangements are due 30 days prior to the first day of each semester/session.

Students who fall behind in payment arrangements will have a monthly \$25.00 late charge added to the unpaid balance of their account. Students who have not satisfied their financial obligations will be refused registration and class attendance and academic transcripts will not be issued.

Institutional Refund Policy

A student who officially withdraws from the College or course(s) may receive a full or partial refund

(credit) according to the following schedule. The withdrawal date is established by the student's completion of all official steps for completing the process and is based on the date that the Registrar's Office records the withdrawal. If a student withdraws from the college or any course(s) at any time without having completed the official process, no refund credit will be made. The College reserves the right to modify the refund schedule as circumstances may dictate.

Fall and Spring Semester

- Weeks 1 & 2: 100% Refund
- Week 3: 40% Refund
- Week 4: 20% Refund
- After Week 4: 0% Refund

Additional Note:

The student's allocation of any refund is distributed only after the requirements of federal and non-federal aid programs are satisfied. See the Financial Aid Return of Funds Policy for additional information.

Return of Funds Policy

Federal Title IV Funds¹

The Higher Education Amendments of 1998, Public Law 105-244 mandate the way funds paid toward a student's education are to be calculated when a recipient of Title IV funds withdraws from the semester. A statutory federal formula is applied through the 60% point of each semester to determine the amount of Title IV funds a student has earned at the "date of withdrawal"². (After the 60% point in the semester, a student has earned 100% of the Title IV funds.)

The amount of unearned Title IV aid disbursed³ to the student must be returned. The institution and the student share the responsibility in returning funds. (The division of returning funds will depend on what funds were received and how they were disbursed.) Title IV funds returned by the College must be in the following order: Unsubsidized loan, Subsidized loan, PLUS Loan, Pell.

Eligible earned aid not disbursed prior to withdrawing will be applied first to any outstanding student account balance for allowable charges.

Statutory Federal Formula

Earned Percentage of Title IV Aid

Determine the calendar days completed in the semester of enrollment divided by the total calendar days in the semester of enrollment (exclude scheduled breaks of 5 days or more AND days that the student was on an official approved leave of absence⁴).

Unearned Percentage of Title IV Aid

100% Aid Disbursed – % Earned Aid = % Unearned Aid (Title IV Return)

Example:

Days Completed 19 ÷ Total Days in the Semester
115 = .1652 = 16.5% Earned Aid

100% Aid Disbursed – 16.5% Earned Aid = 83.5%
Unearned Aid (Title IV Return)

\$5,000.00 Aid Disbursed – \$825.00 Earned Aid =
\$4,175.00 Unearned Aid (Title IV Return)

¹Federal Title IV Funds (at Saint Francis Medical Center College of Nursing) – Pell Grant, Federal Stafford Student Loans (Subsidized and Unsubsidized) and Federal PLUS loan.

²Date of withdrawal – A student who wishes to withdraw from a semester must request the appropriate form from the Registrar or Associate Dean and obtain the necessary signatures. Non-attendance or verbal notification to an employee other than the Registrar or Associate Dean does not constitute a withdrawal. The date of withdrawal is determined by the Registrar.

³Disbursed – Aid that has been applied to the student's account for tuition, fees and other allowable charges and/or aid that was disbursed directly to the student or parent (PLUS loan).

⁴Leave of Absence – The student must follow the leave of absence policy as written in College publications (Catalog, Student Handbook, Saint Francis Medical Center College of Nursing Website).



Student Life & Services

Residential Life

Meals

Parking

Student Senate

National Student Nurses' Association

Multicultural Student Association

Sigma Theta Tau International

Academic Development Center

Counseling Services

Health Services

Religious Services

Activities

■ Residential Life

On campus housing is available in the College of Nursing residence which provides private rooms for female and male students. The main floor of the residence has a spacious reception area, a large recreation room, an exercise room, kitchen, and laundry facilities. Students residing off campus are welcome to use facilities at the College of Nursing.

Requests for housing accommodations are processed by the College Support Representative office. Qualified students have the opportunity to apply for a limited number of positions as Resident Assistants.

■ Meals

Students may purchase meals in the cafeteria of OSF Saint Francis Medical Center at the employee rate. Kitchen facilities are available to students in the residence.

■ Parking

Enclosed parking for students living in the residence is available for students at OSF Saint Francis Medical Center parking facilities. Additional parking in open lots is available for College students living off campus. Information may be obtained from OSF Saint Francis Medical Center Parking Services.

■ Student Organizations

Students interested in opportunities for student leadership and purposeful participation between students may start new student organizations with the primary purpose being common professional, social, political, and religious interest that represents the good of the College community. See the Student Handbooks for the policies and procedures for starting new student groups.

■ Student Senate

Students within each program elect representatives to the Student Senate. These representatives participate in the governance of the student body. The Student Senate plans and sponsors social and/or professional activities that are of interest to the students. Students also serve as voting members on specific committees of the College Senate representing student interest in academic decisions.

■ National Student Nurses' Association

Every student is eligible to become a member of the National Student Nurses' Association (NSNA). Meetings and conventions are held on the national, state, and local level.

■ Multicultural Student Association

Every student is eligible to become a member of the Multicultural Student Association. The purpose of the association is to provide support and encouragement to multicultural students in nursing.

■ Sigma Theta Tau International (STTI)

STTI is the International Honor Society of Nursing, which recognizes superior achievement and the development of leadership qualities, fosters high professional standards, encourages creative work, and strengthens commitment to the ideals of the profession. Invitations are extended to undergraduate and graduate nursing students who meet the initiation criteria. Tau Omicron Chapter, is chartered at the College of Nursing.

■ Academic Development Center

The Academic Development Center was created to assist students in achieving academic success. The College of Nursing is dedicated to helping its students succeed. The Center provides an individual assessment of learning needs. The assessment process may begin with the administration of a learning style inventory to identify the students learning preferences and identify appropriate learning strategies. Assistance is also available with time management, study skills/note taking, understanding course content, and test taking strategies. Referrals are made for students requiring assistance with test anxiety and other needs not provided by the Center.

■ Counseling Services

Counseling services provided by a qualified counselor include: individual and group counseling, peer support, and referral to appropriate resources. Confidentiality

is maintained in relation to counseling services. No information is released without the consent of the student except as required by law or to protect the student or others from harm. Programs for personal growth and development are offered through the counseling service office. The Resident Assistant program is under the supervision of Counseling Services.

Health Services

A health nurse is on campus to provide health care for short-term acute illnesses under the direction of a physician. Federal law requires Saint Francis Medical Center College of Nursing and its related health care providers to maintain the privacy of individually identifiable health information and to provide you with notice of their legal duties and privacy practices with respect to such information. Saint Francis Medical Center College of Nursing and its related health care providers must abide by the terms and conditions of this Law.

Saint Francis Medical Center College of Nursing may use or disclose your individually identifiable health information for treatment and health care operations. These categories are involved in delivering the health care services that you seek and the quality and safety of those services. These activities may include release of your health records to the College physician or anyone that you request. Authorized personnel assigned by the Dean will assist you with these records.

Religious Services

Students are encouraged to attend services of the church of their choice. Catholic services are available daily and Protestant services are available weekly in the chapel of OSF Saint Francis Medical Center. These are open to all students. Special services are held for the opening of the academic year and graduation.

Activities

Opportunities for recreational, cultural, and social activities are available through community groups and local colleges and universities.



College Academic Policies

Student Handbooks

Academic Advisement

Credit Hours

Orientation

Change in Registration

Course Withdrawal

Withdrawal from College

Auditing

Administrative Drop

Visitors

Academic Honesty

Appeal Procedure

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Grades

Honors

Awards

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Retention

Students Active Military Duty

WeCare (EPIC) Training

Voter's Registration

Computer Requirements

■ Student Handbooks

A Student Handbook is distributed to all students upon entry into the program and is posted on the College website at <http://www.sfmcon.edu>. The handbooks contain the policies, rules and regulations pertinent to students. Students are held accountable for information within the handbooks.

■ Academic Advisement/Plan of Study

Upon admission, each student will be assigned an academic advisor. Registration for the first semester will occur after the student has met with the advisor to discuss personal and educational goals and to develop a plan of study approved by advisor. The student is responsible for scheduling this meeting. The student is also responsible for scheduling a meeting with the advisor prior to registering each subsequent semester to review the plan of study and revise it as needed. Registration for courses cannot occur until the student and advisor review the plan of study. The plan of study forms can be found in the Student Handbooks.

■ Credit Hours

The College of Nursing is on a semester system. One semester is sixteen weeks with an examination period provided at the end of each semester. For the undergraduate program, one semester hour represents one theory hour or three clinical hours. For the graduate program, one semester hour represents one theory hour or four practicum hours.

■ Orientation

Orientation activities are required for all newly enrolled students in the College of Nursing prior to the beginning of classes each semester. These activities are designed to acquaint the students with the people, facilities, services, and online learning of the College. Student activities and opportunities for personal and professional development are presented.

■ Change in Course Registration

Course registration changes are permitted without academic penalty during the first week of classes. Students should obtain an Add/Drop Form from

the Office of the Registrar and secure the required signatures. After the first week no courses may be added, and courses dropped are subject to the Course Withdrawal Policy.

■ Course Withdrawal

A student who wishes to withdraw from a course must request the appropriate form from the Registrar and obtain the necessary signatures. A student who is authorized to withdraw from a course prior to the established date will receive a grade of "W". The student should contact the Student Finance Office to determine the impact withdrawal will have on the student's financial aid or billing statement per refund policies. Students receiving any financial aid may be subject to repayment of monies received. A student who withdraws from a course after the established date will receive a grade of "WP" withdrew passing or "WF" withdrew failing, depending upon the level of course work at the time of withdrawal. A WF is the same as failing a course. No credit or quality points are given for either grade; however, the grade of "WF" is included in the calculation of the student's grade point average. If the WF is a second course failure for a student, they will be academically dismissed at the end of the semester but may continue in the other courses in which they are currently enrolled. Non-attendance or verbal notification to an employee other than the Registrar or Dean does not constitute a course withdrawal and will result in a failing grade. A student who withdraws from a course is no longer enrolled in the course and may no longer attend class. Students cannot withdraw from a single course more than one time.

■ Withdrawal From College

A student may initiate withdrawal from the College by due notice provided he or she is not subject to dismissal because of failure or disciplinary action. An interview with the appropriate Dean is required as well as a discussion with the Student Finance Office to determine the impact withdrawal will have on student's financial aid or billing statement per refund policies. Students receiving any financial aid may be subject to repayment of monies received. All college materials (ID badge, mailbox key, room key, parking deck card, and library materials as appropriate) must be returned. It is the student's responsibility to obtain the Withdrawal from the College form the signatures of the individuals

stated on the form, and return the completed form to the Registrar. A copy of the withdrawal form will be given to the student's advisor. The official date of withdrawal is the date the completed form is filed by the Registrar. Telephone messages, emails, and/or nonattendance are not official notification of withdrawal and constitute an unapproved withdrawal. Individual course withdrawal forms must be completed for all currently enrolled courses. A grade of "F" is assigned for unapproved withdrawals. An individual who has officially withdrawn may apply for readmission by submitting a letter of request to the President (see Readmission Policy). Readmission will be based on space available.

■ Auditing

Courses without a laboratory or clinical component may be audited on a space available basis after all credit enrollments have been served. A student auditing a course is exempt from examinations, presentations and papers, but all other expectations remain the same. An auditor does not receive a grade nor credit for the course. At the completion of the course the transcript will show "AU" if attendance has been satisfactory or "AX" if not. A student must register for the course during the registration period and pay the regular tuition. To change from audit to credit or credit to audit, the student follows the Change in Course Registration Policy.

■ Administrative Drop

The College is committed to consistently administering course prerequisites and attendance requirements. Students are responsible to ensure that course prerequisites are met and to withdraw from a course or the College, when needed. Guidelines for administrative drop/withdrawal of students who quit attending class or fail to meet course prerequisites are established by the College. Administration may initiate a withdrawal of a student for non-compliance with any policy, which indicates dismissal from the course as a possible consequence. See the Student Handbooks for complete policy and procedure.

■ Visitors

In class policy: Only students registered for the course are allowed in the classroom or laboratory during class. Students registered for a course are not allowed to have children in the room during class.

■ Academic Honesty

Students are expected to uphold high standards of academic conduct and personal honesty. Academic honesty is viewed as a reflection of the student's integrity. The administration, faculty and students are responsible for maintaining an environment of honesty and integrity. The following are examples of violations of academic honesty:

- Plagiarism – to use ideas, thoughts, or writing of others without giving credit to the source of the information. Using the works of another student is included in this definition.
- Cheating – the unauthorized giving or receiving of information prior to, during or after an examination; altering graded work; or having someone else complete one's work.
- Fabrication – providing false or untruthful information in student's patient care documentation or any course requirement.
- Breach of Confidentiality – accessing or divulging unauthorized information about patients, clients or organizations.
- Falsification of Documents – providing altered, untruthful or false information on College or patient care documents or student documentation which was not actually gathered by the student or which misrepresents a student's documentation.

Violations of academic honesty will result in disciplinary action. Actions will include, but are not limited to one or more of the following:

- Automatic failure of the work.
- Automatic failure of the course.
- Dismissal from the College.

■ Appeal Procedure

A student has the right to appeal decisions regarding academic and disciplinary action according to the procedures outlined in the Student Handbooks.

■ Rights to Privacy

The provisions of the "Family Educational Rights and Privacy Act of 1974" require that all students be notified of the rights accorded them by that Act. In compliance with that requirement a copy of the Act is available in the President's office. A statement setting forth the type of records maintained by the institution, the name and location of the person responsible for

maintaining them, and the procedure established for access to and reviewing those records is outlined in the Student Handbook.

Health Insurance Portability and Accountability (HIPAA) Statement

All Protected Health Information (PHI) is held in strictest confidence. It is your responsibility as a student not to violate this confidence through indiscriminate discussion pertaining to other students, patients, physicians, or facility employees and their treatment or progress, without authorization. Any unauthorized disclosure of PHI is a violation of the law and the College of Nursing Professional Standards for students (Student Handbook).

All persons accessing the information systems of any clinical agency or facility are prevented by law from willfully and wantonly disclosing confidential information. Confidential information includes, but is not limited to patient or client demographic or clinical information and financial information. Disclosure of information violates the Health Insurance Portability and Accountability Act of 1996 and the Illinois Public Act 94-0526. It is also a violation of the College of Nursing Student Professional Standards 6a (Student Handbook).

Students will be required to participate in a training session on security awareness before having access to patient records. Students may only access patient medical information that is pertinent to their nursing care activities.

Requirements:

1. In preparation for classroom, clinical, or practicum experiences, students are not to put protected identifiable patient data into a personal palm pilot and/or use any means of electronic or paper copying the patient health record.
2. Students are not allowed to print any patient information from the electronic medical record.
3. Assignments with protected patient identifiable information will not be posted at the college or sent by email to students because of the inability to ensure the security of personal computers and networks.
4. WeCare (EPIC) security identifications, access codes and passwords are strictly confidential. If these security identifications, access codes and passwords involve PHI, they may not be shared with anyone.

It is strictly prohibited to use valid log on information via electronic communications or misrepresent data by maliciously transforming it in print.

5. Students conducting research will have to follow agency policies and protocols for recruiting patients for the research study. Students doing research involving personal identifiable health information must complete the CITI training as required by the Peoria Community Institutional Review Board (IRB). Research informed consent documents must include the required HIPAA language related to protection of subjects' personal health information.
6. Undergraduate students must sign a Confidentiality Agreement each semester they are enrolled at the College. The signed agreement will be kept on file in the office of the Dean, Undergraduate Program.

Grades

At the completion of a semester or a course, grades are assigned by the instructor and are submitted to the Registrar. Courses will be graded as follows:

Letter Grade	Percentage Scale	Quality Points
A	93-100	4.0
B	85-92	3.0
C	77-84	2.0
D	70-76	1.0
F	Below 70	0.0
W	(Withdraw)	0.0
WP	(Withdrew Passing)	0.0
WF	(Withdrew Failing)	0.0
WM	(Withdraw Military Leave)	0.0
U	Unsatisfactory)	0.0
I	(Incomplete)	
AU	(Audit, satisfactory attendance)	
AX	(Audit, unsatisfactory attendance)	

Required Minimum Undergraduate GPA

Undergraduate students are required to maintain a minimum of a grade point average (GPA) of 2.0 on a 4.0 scale. A grade of "D" is considered unsatisfactory. See Undergraduate Academic Progression Policy.

Required Minimum Graduate GPA

Graduate students are required to maintain a minimum of a grade point average (GPA) of a 3.0 on a 4.0 scale. A grade of "C" is considered unsatisfactory and will result in review of the students' record by the Graduate Committee.

Students can access their individual accounts on SONISWEB to find their final grades. Students who want a hard copy of their grade report must complete and sign the Request for Grade Report form by the Friday before final examination week.

Honors

Dean's List

Undergraduate students who have achieved a grade point average (GPA) of 3.4 and above for the semester and who are enrolled in at least 12 semester hours are honored by being named to the Dean's List. This list is published in the Medical Center newspaper and released to the press at the end of each semester. Students receive an individual certificate of achievement.

Undergraduate Graduation Honors

Graduation Honors for undergraduate students are based on the following cumulative GPA:

Summa Cum Laude	3.85 - 4.00
Magna Cum Laude	3.70 - 3.84
Cum Laude	3.55 - 3.69

Graduate Honors

Graduate student degree candidates graduating with a cumulative GPA of 3.75 or higher will be recognized for their outstanding academic performance. The honor of "Graduating with Distinction" will be designated by the awarding of honor cords at commencement.

Awards

Undergraduate Program

The College of Nursing established two awards for graduating seniors for the purpose of acknowledging and fostering a commitment to the ideals of professional nursing. The "Excellence in Nursing Award" recognizes a basic graduate and the "Nursing Achievement Award" recognizes an RN graduate. Seniors who have a minimum cumulative grade point average of 3.0 are eligible to be nominated for these awards. Nominees are considered on the basis of involvement and contribution to the College, community, enthusiasm, leadership, caring, positive attitude, and professional role model. Candidates are nominated by the faculty and selected by the Admission and Progression Committee. All faculty have the option to vote for a candidate by either attending the Admission and Progression Committee or sending an email vote.

Graduate Program

The College established the Sister M. Ludgera Memorial Award for Outstanding Masters in Nursing for the purpose of acknowledging a graduate student who fostered the ideals of advanced nursing practice. Graduate students who are graduating with distinction with a cumulative grade point average of 3.75 or above are eligible to be nominated. Nominees are considered on the basis of leadership in a clinical or educational area, high academic achievement, excellent leadership abilities, positive role model, professionalism, and positive attitude. Members of the Graduate Committee vote for a candidate by either attending the Graduate Committee meeting or sending an email vote.

Transcripts

Transcripts are issued upon written request of the student. The fee for each transcript is \$3.00. Transcripts will be issued only to individuals in good financial standing with the College of Nursing.

Retention

The retention program of the College of Nursing begins with the policy of accepting those students for admission who can be expected to successfully complete the nursing major. Thereafter, student retention is facilitated through positive student interactions with faculty members in supportive, caring relationships. Faculty strives to be actively interested, approachable, available and accessible to students.

Retention is promoted when faculty expectations of students are realistic, consistent, and clearly understood by both parties. A variety of teaching strategies encourage student interest and participation. Retention is further facilitated when students receive early and frequent feedback regarding their academic progress. Frequent meetings with academic advisors provide opportunities to develop supportive faculty/student relationships, solicit student feedback, and direct students to resources available for academic or personal assistance.

Support services foster program completion through contributions to student health and welfare. Good health practices are encouraged and assistance with health problems is available. The counselor provides individual counseling which includes teaching time

and stress management skills, relaxation skills especially those related to test anxiety, and positive coping skills. Group sessions on study skills and test taking are offered each semester which are open to all students. Resident Assistants (RA), the Students Offering Support group (SOS) and the Peer Teacher Program provide peer connectedness and support, which promotes retention. The availability of financial assistance through the Financial Aid Office further facilitates retention.

Student involvement with faculty promotes an environment conducive to learning, fosters the development of self-esteem and self-actualization, and encourages intellectual inquiry. Positive interactions with faculty members contribute directly to student persistence in obtaining their degrees.

■ Students Called to Active Military Duty

A student called to active military duty who must withdraw from the College during a semester will be subject to the following:

1. A student withdrawing during the College's published refund period has the option of:
 - a) receiving 100% refund of tuition and fees with the understanding that the student will pay tuition and fees in effect at the time of re-enrollment; or
 - b) not receiving a monetary refund at the time of withdrawal with a waiver of tuition and fees for the same number of semester hours upon re-enrollment.
2. A student withdrawing after the College's published refund period will receive no monetary reimbursement, but tuition will be waived for the same number of semester hours upon re-enrollment after completion of the service obligation. The limited course withdrawal policy does not apply.
3. A student required to withdraw for active military service will have a "WM" recorded for each course. The "WM" will be noted as "Withdraw Military Service."
4. The time spent in active military service will not count as part of the five years allowed for program completion following initial enrollment.
5. A student called to active military services shall present evidence of orders requiring withdrawal.
6. A student withdrawing under this policy shall: inform the College of the date the service obligation is fulfilled: present evidence of discharge; and

notify of intent to re-enroll within six months of that date; with re-enrollment within one year of discharge to qualify for the tuition waiver.

■ WeCare (EPIC) Initial Training Policy

All students registered for courses with a practicum or clinical component at OSF Saint Francis Medical Center are required to complete an initial WeCare (EPIC) training session as well as any updates mandated by the Medical Center. Courses may be offered either through the College or through OSF Saint Francis Learning Academy. Students may be required to complete an assigned web-based training (WBT) module PRIOR to the scheduled WeCare (EPIC) training day. If required (determination made by faculty teaching the class), failure to complete the WBT within the designated timeframe will result in the student NOT being allowed to attend the scheduled training class.

If a student misses his/her scheduled initial EPIC training session, he/she is responsible for attending the next scheduled student class either offered at SFMC CON or through OSF Saint Francis Learning Academy. If there are no more student classes scheduled, the student will be responsible for making arrangements to attend the next class appropriate for your course offered by the Learning Academy. Any classes the student misses during the rescheduled WeCare (EPIC) class will be considered unexcused.

Students cannot attend clinical until the WeCare (EPIC) training session has been successfully completed. Clinical absences will be noted as unexcused. Students may be advised to withdraw from the course if unable to meet clinical objectives.

■ Voter's Registration Forms

In compliance with the 1998 Higher Education Act, the College will make voter registration forms available to all enrolled students. Prior to Illinois's voter registration deadline for federal and gubernatorial elections, students will receive a notice that voter registration forms are available upon their request. The College Counselor will assume responsibility for obtaining the forms and notifying the students.

Minimum Computer Requirements

College of Nursing courses require the use of a computer. You may either use the College's Computer Labs or have your own personal computer. For a personal computer, you will need the following: Microsoft Windows 2000, XP, Vista, 7, or Mac OSX or higher; 256 MB RAM; high speed modem and internet connectivity, sound card, and speakers. For word processing software, the College requires Microsoft Office including Microsoft Word and Microsoft PowerPoint for presentations. Browser options include Internet Explorer 8.0, Mozilla Firefox 3.0 or Safari 3.0. You will also need Adobe Flash Player 9. An email account is required.

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Bachelor of Science in Nursing



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Description of Program Offerings

The College offers an undergraduate program that leads to a baccalaureate degree in nursing (BSN). The program prepares men and women for the practice of professional nursing. Completion of the program requires 124 semester hours of coursework: 62 hours of general education and support courses at an accredited college or university of the students' choice, and 62 hours of study in the nursing major at the College of Nursing. Upon graduation, the students are eligible to write the national licensure examination for practice as a Professional Registered Nurse.

The College offers registered nurses the opportunity for an accelerated option in the baccalaureate nursing program. The educational plan for the registered nurse shares the same program goals and objectives of the generic nursing program but provides an accelerated pathway. Completion of the accelerated option requires 123 semester hours of coursework: 62 hours of general education and support courses at an accredited college or university of the student's choice, and 61 hours of study in the nursing major offered by the College. The accelerated option for registered nurses is offered predominantly online. Two courses are available for credit through portfolio review.

Admission to the College

The College of Nursing endeavors to admit qualified applicants who can reasonably be expected to successfully complete the upper division baccalaureate nursing program. The College admits qualified students without regard to national or ethnic origin, race, color,

creed, sex, age, or disability that does not interfere with nursing performance. All students complete the required prenursing sequence which provides a common base on which to build the nursing major. The diversity of educational backgrounds may include: a minimum of the required prenursing courses; a degree in a non-nursing area; or an associate degree or diploma in nursing.

Admissions

Students are encouraged to seek academic advisement early in the prenursing curriculum from the Admissions Office to facilitate progression and timely enrollment. Official application to the College of Nursing should be made after completion of thirty semester hours of required courses. Selection is competitive and students who meet admission criteria will be reviewed and accepted by the Director of Admissions/Registrar. Those students potentially at risk will be evaluated by the Admissions and Progression Committee. Students at risk include those who previously attended another nursing program and received a "D" or an "F" in completed coursework, those who withdrew from a nursing program, or have any other potential problem as identified.

The applicant is evaluated on the basis of overall academic achievement as well as achievement in required courses. All required documents must be on file before the application is reviewed. Acceptance is granted pending satisfactory completion of required prenursing courses. Any exceptions to these requirements must be approved by the Admissions and Progression Committee. Students who meet

admission criteria will be admitted without being reviewed by the admission and progression committee.

After acceptance, an updated transcript is required at the end of the semester prior to enrollment in the College of Nursing. Initial enrollment may be either fall or spring semester. Select courses are offered in the summer.

■ Admission Requirements

1. Evidence of graduation from a high school approved by the State Board of Education or official score report of the G.E.D.
2. Completion of 62 semester hours of required prenursing curriculum at a regionally accredited college or university with an overall grade point average (GPA) of at least 2.5 on a 4.0 scale.
3. 2.5 GPA for Anatomy & Physiology courses. This requirement is waived for registered nurses.
4. Required prenursing courses must be taken for a letter grade rather than pass/fail or credit/no credit.
5. Only grades of "C" or above are accepted for transfer credit.
6. A total of two courses may be repeated within the past five years. Each course may be repeated only one time.
7. Courses with a grade of "D" or less taken five years or more before the date of application will be disregarded in the calculation of the admission GPA.
8. Acceptance of College Level Examination Program (CLEP) or Proficiency Examination Program (PEP) credit will be given individual consideration by the Admissions and Progression Committee.

Meeting the minimum requirements does not guarantee admission. Admission is competitive and usually the average GPA of the admitted class is significantly higher than the stated minimum of 2.5.

■ Application Process

1. Completion of 30 semester hours of required courses, which must include eight (8) credits of the required science courses. A minimum of two of the four required science courses must be completed before initial consideration for admission.
2. Completed Application Form with a nonrefundable fee of \$50.00.

3. Official high school transcript or an official G.E.D. score report.
4. Official transcripts from all colleges and/or universities attended.
5. An interview is optional at the request of either the College or the applicant.

Projected Deadlines Per Semester of Initial Enrollment

<i>Semester</i>	<i>Application Deadline</i>	<i>Selection Date</i>
Fall 2011	September 15, 2010	October 30, 2010
Spring 2012	February 15, 2011	March 30, 2011
Fall 2012	September 15, 2011	October 30, 2011
Spring 2013	February 15, 2012	March 30, 2012

The applicant is responsible for submitting current college transcripts to keep the Admissions Office informed of progress with the prenursing course requirements. It may not be possible to offer admission to all qualified applicants because of a highly competitive applicant pool and space limitations. Selected applicants receive an official acceptance letter and an Enrollment Form which must be submitted to the Admissions Office within 4 weeks of notification of acceptance. No enrollment deposit is required. Applicants who are not accepted will be informed by mail and must submit in writing a request for the academic file to remain active for a maximum of one year.

■ High School Student Early Admission

The College offers the opportunity for qualified students who have completed their junior year of high school to apply for early acceptance to the College. As part of the program, the accepted student is guaranteed a spot in the class by meeting the requirements for early admission. Admitted students are assigned an academic advisor to develop a plan of study and career path and become part of an elite group able to begin on the path into the nursing profession. Admission criteria include:

- Enrollment in the college-prep track in high school
- High school GPA of at least 3.25 on a 4-point scale
- Class rank in the top 25%
- ACT score of 22 or higher

To remain in the program students must maintain a minimum college GPA of 3.0 while taking the required 62 credit hours of liberal arts and science courses at the college of their choice. If the college GPA of 3.0 is

not maintained, the student will be removed from the early admission status and be placed in the regular admission pool. The student needs to meet the College's current admission standards related to prenursing courses.

Interested students should complete the Early Admission Application and submit the non-refundable \$50 application fee.

HESI Admission Assessment Exam

Upon admission to the College, all students are required to take the HESI Admission Assessment Exam (A2). The following portions of the exam will be administered: Math, English/Reading, Science/Anatomy and Physiology, and Learning Style Inventory. At this time, no mandatory passing score for student achievement is set. The results will be used to provide additional services to students who may need assistance to be successful in the nursing program. Cost of the exam will be assessed to the student. Test dates will be scheduled at the College of Nursing. The exam will be administered to incoming students in spring 2011.

Criminal Background Checks for Clinical Agencies

Consistent with the commitment of excellence, the requirements of clinical agencies who accept students from the College, and to comply with applicable State and Federal laws, the College of Nursing is requiring criminal background checks on all unlicensed nursing students at the College. Unlicensed students enrolled at the College who have been convicted of committing or attempting to commit certain crimes specified by applicable law may be ineligible to continue in the nursing program at the College. The College accepts the definition of criminal history background information as defined in the Illinois Department of Financial and Professional Regulation (IDFPR) Rules for the Administration of the Nursing and Advanced Nursing Practice Act 2005 Section 1300.75 Refusal to Issue a Nurse License Based on Criminal History Record, parts a, b, c, and d. Criminal history background information is defined as information collected by criminal justice agencies on individuals consisting of identifiable descriptions and notations of arrests, detentions, indictments, or other formal charges, and

any dispositions; including sentencing, correctional supervision and releases.

Saint Francis Medical Center College of Nursing is committed to providing a safe environment for students, patients, and employees of the College. Therefore, the College of Nursing shall conduct criminal background checks using the social security number on all unlicensed students who are enrolled at the College. The criminal background check will be conducted through the company selected by the College and is paid for by the student. Students who receive a positive criminal background check will be required to present a deposition of the case. If the student was convicted of a crime, the student will be reviewed by the Admissions and Progression Committee. If the background check reveals a conviction, the student may be disqualified from attending the College.

Admission of Registered Nurses

The College of Nursing offers registered nurses the opportunity for an accelerated option in the baccalaureate nursing program. The educational plan for the registered nurse shares the purposes and objectives of the generic nursing program Academic Advisement is available at the College to assist the student with a plan for advanced placement, transfer of credit and completion of requirement. All policies in regard to admission, academic advisement, progression in the nursing major and program completion apply to the registered nurse student. The Science Recency Policy is waived for registered nurses who are in current practice in health care. This means that there is not a time limitation on science courses for the practicing registered nurse. Registered nurses must submit a copy of current Illinois license and official school of nursing transcript. Registered nurses may enroll as full-time, part-time or student-at-large.

Upon satisfactory completion of the pre-nursing curriculum, the student may be admitted to the College of Nursing. The following courses are required to be taken by the registered nurse:

- 315 Concepts for Professional Nursing-RN (3 s.h.)
- 310 Health Assessment (3 s.h.)
- 302 Ethics & Health Care Implications (3 s.h.)
- 316 Nursing Research (3 s.h.)
- 424* Nursing Care of Clients in the Community (6s.h.)
- 429* Nursing: Experience in Clinical Nursing (6s.h.)

- 430 Management for Nurses (3s.h.)
- 432 Seminar in Contemporary Nursing Practice (3s.h.)
- Total - 30 semester hours

**Courses available through portfolio review.*

Graduates of state approved diploma or associate degree programs may receive 31 semester hours of credit in the nursing major without examination upon satisfactory completion of the specified College of Nursing courses.

Upon formal acceptance and completion of courses, 315 Concepts for Professional Nursing-RN, 310 Health Assessment, and 424 Nursing Care of Clients in the Community, the registered nurse will receive credit for the following courses:

- 312 Pathophysiology (4s.h.)
- 314 Pharmacological Basis for Nursing Practice (3s.h.)
- 320 Concepts Basic to Professional Nursing (6s.h.)
- 327 Nursing Care of Clients with Psychosocial Problems (6s.h.)
- 328 Nursing Care for the Child and Family (6s.h.)
- 420 Nursing Care of Adult Client in Illness (6s.h.)
- Total - 31 semester hours

■ Cardiopulmonary Resuscitation (CPR) Certification

The College of Nursing requires students to have CPR certification for healthcare providers (adult, child, infant, and AED) prior to admission to the College and recertification as required by the certifying organization. The College of Nursing will accept CPR certification from either the American Heart Association or the American Red Cross. The American Heart Association offers "Basic Life Support for the Health Care Provider", which requires recertification every two years while the American Red Cross offers the "Professional Rescuer" which requires yearly recertification. Certification must be maintained throughout the nursing program at the College. Students will not be allowed to attend classes or clinical practicum until certification is completed and presented to the Admission Department (Graduate and Undergraduate). Each student is responsible to verify with the Admissions Department that his/her CPR certification is current.

■ Transfer Credit

Undergraduate courses taken at an accredited college or university that fulfill the prerequisites for admission may be applied toward the baccalaureate degree. Transfer of credits from an institution not holding a status of candidate or regional accreditation will be evaluated on an individual basis.

Elective credit required at the College of Nursing may be fulfilled by upper division courses at the 300 or 400 levels taken at an accredited college or university. College of nursing approval must be obtained for such courses.

Quarter hours submitted for transfer credit are converted to semester hours based on the following formula: one-quarter hour equals 2/3 of a semester hour.

■ Science Recency Policy

Science courses completed ten or more years prior to enrollment in the College may require additional validation before transfer credit is accepted. The ten year recency policy applies to chemistry, microbiology, and the two semesters of anatomy and physiology.

■ Transfer of Nursing Credits

Students desiring to transfer credit from another baccalaureate nursing program will be considered on an individual basis. Transfer credit for upper division nursing courses requires approval of the Dean of the Undergraduate Program in consultation with the appropriate course faculty and the Admissions and Progression Committee.

Transfer of credits from an institution not holding a status of candidate or regional accreditation will be evaluated on an individual basis.

Transfer of credit will be accepted for course work in which a grade "C" or better has been earned and which meets program requirements. Official transcripts of credit earned at other colleges and universities must be submitted to the Director of Admissions/Registrar for preliminary evaluation. The course and credit evaluation will be the responsibility of the Dean. In the evaluation of courses from regionally accredited institutions, course descriptions and prerequisites as listed in the catalogs of those institutions will be studied. When information given is insufficient, it will be the student's responsibility to provide additional

materials, such as course outline or syllabus. A letter of recommendation from the Dean or Director of the nursing program previously attended and/or a personal interview may be requested. All policies in regard to admission, academic advisement, progression in the nursing major, and program completion apply to those seeking transfer of nursing credit.

Readmission

Students in good academic standing who have not enrolled in the College of Nursing within the last semester must notify the Director of Admissions/Registrar in writing of intent to return. An interview with the Director of Admission/Registrar and the Director of Financial Aid may be required. Re-enrollment will be based on space available.

An individual who has officially withdrawn or has been dismissed may apply for readmission by submitting a letter of request to the President of the College. An interview with the Dean, Undergraduate Program, is required. The individual will provide rationale for readmission and evidence of probable ability to complete the program satisfactorily. Following the required interview, with the recommendation from the Dean, Undergraduate Program, the Admissions and Progression Committee will act on the request. The individual has the opportunity to attend the meeting of the Admission and Progression Committee with his/her former advisor and/or the College Counselor. Readmission will be based on individual consideration of previous performance and space available.

An individual accepted for readmission must meet the conditions for readmission stated in the readmission letter from the College. The student is subject to all policies, requirements, and course sequences in effect at the time of reentry. The student will pay tuition and fees at the rate in effect at time of re-enrollment. The College reserves the right to refuse to readmit any student at any time if deemed necessary in the interest of the student or the College.

Undergraduate Academic Policies

Classification of Students

Clinical Course Placement

Attendance

Academic Progression

Incomplete

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Graduation Requirements

HESI Testing

Degree Granted

Licensure

Criminal Background Checks for Licensure

■ Classification of Students

Students who have completed all of the required prenursing courses and are enrolled in the College pursuing a degree may be either part-time or full-time. Students carrying twelve or more semester hours are considered full-time. A student may enroll in a maximum of ten semester hours as a student-at-large.

■ Clinical Course Placement Policy

The College of Nursing strives to provide quality clinical learning opportunities for students while maintaining the established student to faculty ratio. Seats in classes and clinical sections are limited; therefore students are assigned in the following rank order:

1. Fulltime students progressing successfully
2. Part time students and RNs progressing successfully
3. Students who withdrew passing. These students will be assigned to clinical slots in the order that their letter requesting to repeat the class is received.
4. Students who were successfully progressing in the program and took a leave of absence.
5. Students failing a course or who withdrew failing and wishing to retake the class.
6. Transfer students from another college of nursing.
7. Students applying for readmission to the College.

If more than one student within the same category of the rank order seeks placement in a clinical course, (e.g., two part-time students and RNs progressing successfully), then the student's CON GPA would be the discerning factor in determining who would get assigned to the clinical course. The Students Called to Active Military Duty Policy will apply to students

who must withdraw from the College due to orders for active military duty.

■ Attendance

In an education program preparing professional practitioners, attendance at all classes and laboratory or clinical experiences is expected. Students are responsible for all material presented and for the completion of course requirements and achievement of objectives. When illness or other special circumstances prevent attendance, the student is responsible for contacting the instructor to plan for meeting the objectives. Students may be required to make up a missed clinical experience at the discretion of the instructor. Excessive absences of greater than 10% of the required clinical hours for each course with a laboratory component will result in failure of the course. An exception to the policy may be made at the discretion of course faculty in extreme situations. Course faculty are to maintain attendance records in order to track attendance, meet the requirements of various financial aid programs, and provide information for employment references.

■ Academic Progression

Students must successfully complete all prerequisite courses before progressing in the nursing major. All courses with a clinical/laboratory component within a semester of the nursing major must be completed satisfactorily before progressing to the next semester. The upper division must be completed within five years of initial enrollment.

A semester GPA and a cumulative GPA are calculated at the end of each semester based on College of Nursing courses only. A full-time student whose

semester or cumulative GPA falls below 2.0 will be placed on academic probation. The semester and cumulative GPA must be raised to 2.0 by the end of the next semester. Academic probation is limited to one semester in the entire nursing program. Failure to raise the semester or cumulative GPA to 2.0 as required will result in academic dismissal.

A course grade of "C" must be achieved in all courses. Courses having a clinical/laboratory component are given one course grade. A grade of at least "C" in the theory component and "S" in the clinical/laboratory must be achieved in order to achieve a course grade of "C" or above. If a grade of "D" or "F" is earned in the theory component or if a "U" is earned in the clinical/ laboratory component, the course grade is unsatisfactory. If a "U" is earned in the clinical/laboratory component, a grade of "F" will be recorded. If a course grade of "D", "F", "WF", or "U" is obtained, the entire course must be repeated. A "WF" is the same as failing a course. The credit hours and GPA of the second grade will be counted in the cumulative GPA. Both grades will appear on the transcript. A student may only repeat a course with a "D", "F", "WF" or "U" grade. A student receiving a "D", "F", "WF" or "U" in two courses will be dismissed. If the "WF" is a second course failure for a student, they will be academically dismissed at the end of the semester but may continue in the other courses in which they are currently enrolled.

The College reserves the right to dismiss a student regardless of cumulative GPA for:

1. A grade of "F", "WF", "D", or "U" in any two College of Nursing courses.
2. Inability to demonstrate professional responsibility in nursing practice;
3. Excessive absence.

The faculty reserves the right to request the withdrawal of any student whose conduct, physical or mental health, or performance demonstrates lack of fitness for continuance in a health profession. Any such student not voluntarily withdrawing will be dismissed. The student has the right to appeal according to the Appeal Procedure.

Time Limit for Completion

The upper division must be completed within five years of the initial enrollment.

Incomplete

A grade of incomplete "I" is given only when circumstances beyond control of the student prevent

completion of course requirements. To qualify for an incomplete, the student must have completed a minimum of 75% of the course work, attended at least 12 weeks of class, have a theory grade of "C" or better, and have satisfactory clinical performance. The student must request an Incomplete Form from the Director of Admissions/Registrar. It is the student's responsibility to contact the course faculty to determine the exact work required to remove the incomplete and the time frame for completing the work. Approval of the course faculty and Dean is required. The completed form should be returned to the Registrar. It is strongly recommended that incompletes be removed prior to the beginning of the next semester. The maximum time allowed to remove an incomplete is one semester. Failure to complete the requirements by the established deadline will result in the "I" grade being converted to a Withdraw Failing "WF". Courses, which are prerequisites for the next semester, must be completed prior to enrollment in that semester. Exceptions require written approval of the course faculty and the Dean. If a student does not complete a course and does not submit an incomplete form, a grade of "F" will be assigned.

Leave of Absence

A student who must interrupt the academic program for reasons of prolonged illness or compelling personal situations may apply for a leave of absence for a specified time not to exceed one year. Requests must be submitted in writing to the Dean. Students must be in good academic standing to be considered for approval. At least three months prior to intended reenrollment, the student must notify the administration in writing of his/her intent to return. The student will pay tuition and fees at the rates in effect at the time of reenrollment. The fees submitted for one semester are not transferable to another semester. The student must satisfy the conditions of the leave before reentering and must comply with all policies, requirements and course sequences in effect at the time of reentry.

Graduation Requirements

To be eligible for the Bachelor of Science Degree in Nursing a student must:

1. Have a final semester GPA of at least 2.0.
2. Have a cumulative GPA of 2.0 or better.
3. Successfully complete the prescribed curriculum of 123 or 124 semester hours.

4. Meet all requirements of the College of Nursing, including financial obligations.
5. Earn a minimum of 30 semester hours of credit on campus.
6. Provide official transcripts of any courses taken outside the College during the nursing major.
7. Complete the "Application for Graduation".
8. Meet the requirement of specific financial aid programs for an exit interview as applicable.

In the last semester of the nursing major, all students are expected to participate in comprehensive examinations which assist in preparing students for the licensure examination. Individual results are used in academic advising. The overall group results of the examinations are used by faculty in program evaluation.

Degrees are awarded to students meeting graduation requirements at the end of each semester. Commencement exercises are held in December and May.

HESI Testing

Saint Francis Medical Center College of Nursing students are required to take tests with national norms during the curriculum and achieve satisfactory scores on each test. Students will be required to take a series of two tests during the nursing curriculum. The first test is administered at the completion of the junior year and is called the Mid-Curricular HESI (Health Education Systems, Inc.) test. This exam reflects the junior year BSN curriculum. The second test, called the HESI Exit Exam (E2) is administered during the last semester of the nursing curriculum and has strong psychometric properties. It has been found to be predictive of success of the NCLEX-RN examination. The College is committed to student success. As such, the cost for the administration of HESI exams (both mid-curricular and Exit exam) is included in the student's tuition and fees. See Student Handbook for requirements and procedure.

Degree Granted

Upon successful completion of the prescribed program a Bachelor of Science Degree in Nursing (BSN) is awarded.

Licensure

The practice of professional nursing requires a current, valid license in the state in which employed. After receiving the baccalaureate degree, graduates are eligible to take the examination for licensure as a

registered professional nurse. College Administration will provide information for the National Council Licensure Examination for Registered Nurses (NCLEX-RN).

The Illinois Application for Licensure requires all applicants to answer truthfully a section titled "Personal History Information" which includes the following five questions:

- *1. Have you been convicted of any criminal offense in any state or in federal court (other than minor traffic violations)?
- *2. Have you had or do you now have any disease or condition that interferes with your ability to perform the essential functions of your profession, including any disease or condition generally regarded as chronic by the medical community, i.e., (1) mental or emotional disease or condition; (2) alcohol or other substance abuse; (3) physical disease or condition, that presently interferes with your ability to practice your profession?
- *3. Have you been denied a professional license or permit, or privilege of taking an examination, or had a professional license or permit disciplined in any way by any licensing authority in Illinois or elsewhere?
- *4. Have you ever been discharged other than honorably from the armed service or from a city, county, state or federal position?
5. Are you a U.S. citizen OR a lawfully admitted alien of the United States?

*An applicant who answers "yes" to one or more of the first four questions must submit specific additional documentation with the application.

For further information or questions please contact the President, Dean, or the Illinois Department of Financial and Professional Regulation.

Criminal Background Checks for Licensure

Section 60-10 of the Nurse Practice Act requires applicants for initial licensure (Registered Nurse) to submit to a criminal background check as part of the qualifications for licensure.

All individuals applying for initial licensure as a Registered Nurse in Illinois must submit verification of criminal background check and fingerprinting processing. Graduates from the program will be given directions related to acceptable fingerprinting vendors. Each applicant will be provided a written receipt once they have been printed. This receipt must accompany the National Council Licensure Examination (NCLEX) application and fee in order for the applicant to be scheduled for the examination and receive their examination approval letter.

Bachelor of Science in Nursing Curriculum

Prenursing

Nursing

Prenursing Course Requirements

Sample Plan

Sample Plan RN to BSN Accelerated Option

Credit Through Portfolio Review for RN to BSN

Accelerated Option

Lincoln Christian University Partnership

The curriculum for the Bachelor of Science in Nursing Degree offered by the College of Nursing consists of a total of 124 semester hours of coursework. These hours are divided into 62 semester hours of required prenursing courses and 62 semester hours of courses in the nursing major. The curriculum was designed by the faculty so that each course contributes to the overall program. The curriculum is based upon the mission and philosophy of the College. Courses required in the prenursing sequence prepare the student for the study of the nursing major. The organizing framework gives direction to the sequencing of courses in the nursing major and explains the major concepts developed in the courses. Successful completion of the curriculum enables the graduate to meet the program objectives.

Prenursing

The required prenursing sequence is composed of five courses in the physical and life sciences, 15 hours in social and behavioral sciences, nine hours of communication skills, nine hours of humanities and fine arts, and six hours of mathematics. Included in the total 62 semester hours are twelve hours of electives, three general elective, three hours in the social and behavioral sciences and six hours in humanities and fine arts. The requirements of the prenursing curriculum incorporate both the General Education Core Curriculum adopted by the Illinois Board of Higher Education (IBHE) and the specific courses required to support the nursing major. The required prenursing courses enhance the student's ability to think logically, reason, formulate ideas, and communicate effectively. They also enhance the student's natural abilities, stimulate creativity, and encourage a willingness to explore new ideas.

Humanities and fine arts contribute to the art of nursing which is demonstrated in sensitivity to the human condition, the appreciation of individuality,

and the development of creativity. The study of philosophy contributes to the student's understanding of self and the beliefs and values of others. It gives the student the opportunity to explore value systems and develop critical thinking.

Philosophical concepts brought to the upper division courses are the foundation for understanding values, concepts, and standards underlying nursing practice. These concepts provide a basic understanding especially for the course, Ethics and Health Care Implications. They provide the basis for decision-making based on Judeo-Christian tenets in the ethical dilemmas in nursing practice discussed throughout the various courses in the nursing major.

Written and oral communication and language skills are essential to the development of the individual as both a contributing member of society and a practicing professional within the health care system. Communication skills are used in: the implementation of the nursing process; the development of therapeutic nurse-client relationships; the transfer of knowledge; the application of teaching-learning principles in client education; the application of management skills such as decision-making, conflict management, and motivational strategies; the utilization of research; and the process of self-evaluation.

The study of mathematics and statistics enables the student to develop skills which are necessary for intellectual inquiry, critical analysis, and synthesis of data. These studies are used by the professional nurse to monitor client status, interpret data, understand the research process and findings, and implement therapeutic nursing interventions. Computer literacy is required in response to expanded technology in both health care and society for the individual's personal, educational, and professional endeavors. Students use microcomputers for computer assisted instruction, writing papers, testing with computerized client simulations, and accessing computerized databases in the library.

The required social and behavioral sciences introduce the students to the study of human behavior and include topics such as personality, emotions, intelligence, growth and development through the lifespan, cultures, groups, roles, and society. These courses provide the basis for understanding clients as persons, members of families, communities, and society. Concepts and principles from the social and behavioral sciences are integral to the study of nursing, health, person, society, and environment.

The understanding of individuals and their interactions in society enables students to begin to develop the art of caring which is essential to the practice of professional nursing.

The study of the physical and life sciences provides an understanding of the physical aspects of persons, their environment, and their adaptation to internal and external environments. The role of nutrients and dietary requirements of individuals throughout the life cycle is studied as part of the coursework in this category. Knowledge acquired in the physical and life sciences provides the foundation for the study of health-related alterations and the related nursing care.

Nursing

The nursing courses in the first semester of the junior year introduce the interrelated concepts of nursing, person, health, society, and environment. Nursing, caring, communication skills, and teaching-learning principles are introduced as the basis for effective implementation of the nursing process throughout the curriculum. Students discuss cultural and spiritual beliefs and practices that foster the view of each individual as a holistic being. Focusing on the person as a member of society, the student assesses the individual's physical, emotional, social, cultural, intellectual, and spiritual needs. The student is introduced to professional standards and nursing theory as it relates to practice. Select theories are presented.

The student studies concepts of nursing care related to the promotion and maintenance of client health and begins to use the nursing process in the clinical setting in predictable situations. Psychomotor skills basic to the delivery of nursing care and the use of the nursing process are developed. The student recognizes the research process as a method of problem solving which requires intellectual inquiry and critical thinking. The roles and characteristics of the professional

nurse, with emphasis on the roles of care giver and educator, are discussed.

Drug classifications with related actions, effects, and interactions are studied as well as the roles and responsibilities of the professional nurse in drug therapy. Students apply knowledge of physiological needs to the study of health-related alterations. Students clarify their own values, begin to assume the characteristics of a professional nurse, and accept responsibility for learning by meeting the course objectives.

In the nursing courses in the second semester of the junior year and the first semester of the senior year, students focus on the body of nursing knowledge necessary for the use of the nursing process with clients in states of wellness or illness to facilitate the promotion, maintenance, restoration, or rehabilitation of health. The student continues to promote and maintain health, synthesizing previous learning with current courses. The student cares for: the child-bearing and rearing families; clients with psychosocial problems; adult clients in illness; and clients in the community.

Nurse-client interactions occur primarily in predictable situations; however, the student recognizes the potential for change and initiates immediate nursing actions in unpredictable situations. The student assists the client in meeting physical, emotional, social, cultural, intellectual, and spiritual needs with specific course emphasis on higher level needs. Integrated throughout these semesters are the nursing responsibilities associated with therapeutic interventions. The nursing process is used to facilitate client's adaptation to achieve optimal health. Caring relationships are developed with clients using communication skills and principles of teaching/ learning. The student interacts with members of the health team in a variety of health settings including the acute care setting and the community.

The student develops an understanding of the research process and uses research findings in exploring nursing care alternatives and in formulating the rationale for nursing diagnoses and interventions. The professional nursing roles, actualized by the student in these semesters, are mainly those of care giver, facilitator, and educator. Interactions with families and groups provide opportunities for the student to develop leadership skills. Ethical decision-making emphasizing the Judeo-Christian tenets and ethical issues related to health care are studied. The student integrates ethical, legal, and accepted standards of professional nursing practice with own values. Critical thinking and intellectual

inquiry are fostered throughout the courses. The student participates in the selection of learning experiences to achieve course objectives.

In the nursing courses in the second semester of the senior year, the student implements the nursing process with individuals, families or groups experiencing a critical disruption in one or more needs. The student cares for clients with complex health problems, in crisis or who are dying, in primarily unpredictable situations. Previous learning is synthesized with concepts of management in the nursing care of clients with complex problems. The student assess clients with complex health problems to meet the physical, emotional, social, cultural, intellectual and spiritual needs. Throughout this semester, the student has increased opportunities to use critical thinking and intellectual inquiry. Caring is expressed in interactions with clients, peers, and the health care team.

The student selects and uses appropriate services to assist clients' adaptation within their environment. Leadership skills and principles of management are demonstrated in the delivery of health care and in collaboration with health care team members. The student evaluates and applies research findings to nursing practice. The professional roles assumed in this semester are care giver, advocate, educator, facilitator, leader, manager, and researcher. Professional issues, perspectives, and nursing theory are studied in relation to their impact on nursing as a profession, the individual, and society. The commitment to professional growth and continued learning fostered throughout the curriculum is further enhanced by the student's participation in the selection and design of learning experiences, particularly in the independent study and elective courses.

Prenursing Course Requirements

Courses required for the prenursing sequence may be taken at an accredited college of the student's choice. Lists of specific courses accepted from area colleges are available from the Office of Admissions. The College recommends that the 30 semester hours required for application include courses from each of the five required categories. A minimum of two of the four required science courses must be completed before application. A total of 62 semester hours are required for the prenursing curriculum. Course hours may vary by institution. If hours total less than 62 and an additional

course(s) must be taken, medical terminology is suggested. Additional hours in any of the five categories will be considered. The prenursing courses are required for the RN to BSN Accelerated option.

Prenursing Course Requirements Semester Hours

Humanities and Fine Arts:

Required: Philosophy/Logic	3
Elective: Humanities	6

One elective is required in the fine arts. Suggested areas - music, theater, art, history, literature, philosophy, religious studies. Meets IBHE requirement of 3 courses.

Communication Skills:

Required: Speech (1 course)	3
English Composition (2 courses)	6

Meets IBHE requirement of 3 courses.

Social & Behavioral Sciences:

Required: Introduction to Psychology	3
Introduction to Sociology	3
Growth and Development	
Through the Life Span	6

Elective: 3

Suggested areas - anthropology, sociology, psychology, political science, economics. Completion of required courses meets IBHE requirement.

Physical & Life Sciences:

Required:*Anatomy and Physiology (2 courses)	8
*Chemistry (1 course)	4
Microbiology (1 course)	3-4
Nutrition	3

Meets IBHE requirement of 2 courses: Chemistry and either Microbiology or Anatomy & Physiology.

**Must include a laboratory component.*

Applicants who are missing one credit hour in Physical & Life Sciences may replace the credit hour with an elective in any one of the following areas: i.e. Humanities and Fine Arts, Communication Skills, Social & Behavioral Sciences, Physical & Life Sciences, or Mathematics.

Mathematics and Electives:

Required: Transferable College Mathematics or equivalent.	3
*Introduction to Statistics	3
**Elective	3

**Preferably from Social Sciences or Education if available.*

***Students are expected to have computer skills. Students without computer skills should take Introduction to Computer Science.*

Students who have computer skills have a choice of Humanities and Fine Arts, Communication Skills,

Social & Behavioral Sciences, Physical & Life Sciences or Mathematics.

Sample Curriculum Plan Semester Hours

Freshman Year

First Semester

English Composition I	3
Introduction to Psychology	3
Chemistry	4
*College Mathematics	3
Introduction to Sociology	3
<i>*Transferable Mathematics Course only</i>	

Second Semester

English Composition II	3
Microbiology	4
Growth & Development	3
Introduction to Philosophy	3
Nutrition	3

Sophomore Year

First Semester

Anatomy and Physiology	4
Growth and Development	3
Introduction to Speech	3
Humanities Elective	3
Elective	3

Second Semester

Anatomy and Physiology	4
Introduction to Statistics	3
Social Science Elective	3
Humanities Elective	3
Medical Terminology (if needed)	2

Junior Year

First Semester

310 Health Assessment	3
312 Pathophysiology	4
314 Pharmacologic Basis for Nsg. Pr.	3
320 Concepts Basic to Prof. Nsg	6

Second Semester

*302 Ethics & Hlth. Care Implications	3
327 Nsg: Clients with Psychosocial Prob	6
328 Nsg: Child and Family	6

Senior Year

First Semester

*316 Nursing Research	3
420 Nsg: Adult Client in Illness	6
424 Nsg: Clients in the Community	6

Second Semester

410 Perspectives for Nsg. Practice	2
428 Nsg: Clients in Complex Situations	8

430 Management for Nurses	3
431 Elective or Independent Study	3

**May be taken either second semester of the junior year or first semester of the senior year.*

Total Credits for B.S.N. 124

RN to BSN Accelerated Pathway

Completion of the accelerated option requires 123 semester hours of course work: 62 hours of general education and support courses at an accredited college or university of student's choice, and 61 hours of study in the nursing major offered by the College. Upon satisfactory completion of the prenursing curriculum, the student may be admitted to the College of Nursing. See Prenursing Course Requirements in the Catalog. The following College of Nursing courses are required to be taken by the registered nurse:

Nursing Course	Semester Hours
315 Concepts for Professional Nursing-RN	3
310 Health Assessment	3
302 Ethics & Healthcare Implications	3
316 Nursing Research	3
424 Nursing: Clients in the Community*	6
429 Nursing: Experience in Clinical Nursing*	6
430 Management for Nurses	3
432 Seminar in Contemporary Nursing Practice	3
Total	30

**Courses available for credit through portfolio review.*

Graduates of state approved diploma or associate degree programs may receive 31 semester hours of credit in the nursing major without examination.

Upon formal acceptance and satisfactory completion of courses, 315 Concepts for Professional Nursing-RN, 310 Health Assessment, and 424 Nursing: Clients in the Community, the registered nurse will be granted credit for the following College of Nursing courses:

Nursing Course	Semester Hours
312 Pathophysiology	4
314 Pharmacologic Basis for Nursing Practice	3
320 Concepts Basic to Professional Nursing	6
327 Nursing: Clients with Psychosocial Problems	6
328 Nursing: Child and Family	6
420 Nursing: Adult Client in Illness	6
Total	31

Credit Through Portfolio Review for RN to BSN Accelerated Pathway

The College of Nursing recognizes credit by portfolio and provides a process by which students may translate professional experience and education into academic credit. Students earn credit by developing a portfolio that documents how they have acquired nursing knowledge and skills that meet the learning objectives in a specific College of Nursing course. Students may earn a maximum of 12 credits through portfolio evaluation. Credits may only be earned for the following courses: 424 Nursing Care of Clients in the Community (6 credits) and 429 Experience in Clinical Nursing (6 credits). Upon approval of the portfolio, the course number, title, and credit with no grade will be applied to the student record. The College does not guarantee that credits given for prior learning will be accepted for transfer by other colleges and universities.

The student must pay a non-refundable processing fee of \$ 100.00 per course to the College of Nursing. This is a processing fee to cover faculty reader(s), and faculty time to meet with students to discuss achievement of course objectives. **The fee should be submitted with the Letter of Intent.** The fee is not refundable once the student submits the portfolio. If the portfolio is not submitted during the intended semester, the fee for review will be applied to the next semester. Students may carry this fee over for one semester only. If the portfolio is not approved, the student will be allowed an opportunity to revise and resubmit once without an additional fee. The student would be charged the \$100.00 processing fee if a third submission of the portfolio is required. No additional submissions will be accepted after the 3rd trial. The student would be required to enroll in the course.

Completed portfolios must be submitted for review by October 15 for review and awarding of credit for fall semester. Completed portfolios must be submitted by March 15 for review and awarding of credit for spring semester.

Semester Credit Awarded	Letter of Intent Due	Portfolio Completion Due Date For Review
Fall	June 1	October 15
Spring	November 1	March 15

College of Nursing/Lincoln Christian University Partnership

Program Description

The College of Nursing has established a partnership with Lincoln Christian University (LCU) that enables graduates of the LCU Associate degree program to have priority admission to the College's BSN program. LCU's 74-hour associate degree program is designed for students who want to pursue a Bachelor of Science in Nursing (BSN) degree program at Saint Francis. This program not only meets the 62 hours of pre-nursing program curriculum requirements from Saint Francis, but also adds an additional 12 hours of courses in Bible and Christian worldview studies that meet the University's mission of "nurturing and equipping Christians with a Biblical worldview to serve and lead in the church and the world." Graduates of the A.S. (Pre-Nursing) program will:

1. Desire to pursue and complete a Bachelor of Science in Nursing degree program at an accredited college of nursing.
2. Have sufficient understanding of the scientific and health information required in standard pre-nursing programs to be able to pursue successfully a Bachelor of Science in Nursing degree.
3. Demonstrate critical thinking, good communication, and collaborative learning skills as a member of the health profession.
4. Understand and express a Christian worldview that includes respect for others and a compassion to help those who are hurting.

Program Requirements

All students are expected to adhere to the guidelines listed in the Nursing Program Handbook at LCU (which contains the Partnership Agreement with Saint Francis Medical Center College of Nursing and any work that the student must complete prior to transferring). Additional information is available on the Lincoln Christian University website at www.lincolnchristian.edu.

Undergraduate Course Descriptions

Junior Year – First Semester

Junior Year – Second Semester

Senior Year – First Semester

Senior Year – Second Semester

Accelerated Pathway

Prerequisite and co-requisites for the nursing courses are specified for classified students. Student-at-large and RN students should contact the Office of Admissions for the requirements for a specific course. Exceptions require the consent of the course faculty and Dean, Undergraduate Program. The nursing major is taken during the junior and senior years.

Junior Year

First Semester

The prerequisite for enrollment in the first semester is completion of the prenursing curriculum.

310 - Health Assessment 3 s.h. (2/1)*

This course is designed to develop skills for physical, developmental, psychosocial and spiritual assessment of well clients with emphasis on normal variations. Communication skills, interviewing techniques and history taking essential to the nursing process are taught and practiced. Opportunities for practice and validation of assessment skills are provided in the professional skills laboratory. This course is taken prior to or concurrently with Concepts Basic to Nursing. (Prerequisite: completion of 62 s.h. required prenursing courses, prior to or concurrent with 320. Prerequisite for Student-at-Large: 6-8 s.h. anatomy and physiology, 3-4 s.h. chemistry, 3-4 s.h. microbiology or RN or approval of the President/Dean.)

312 - Pathophysiology 4 s.h.

This course presents the concepts and theories of adaptations in altered health states and their application to physiological needs. Major health problems of varying age groups are utilized to illustrate these concepts and theories. Throughout the course the student applies previously acquired knowledge from anatomy and physiology, chemistry and microbiology, as well as other basic sciences. (Prerequisite: completion of 62 s.h. required prenursing courses, prior to or concurrent with 320. Prerequisites for Student-at-Large: 6-8 s.h. anatomy and physiology, 3-4 s.h.

chemistry, 3-4 s.h. microbiology or approval of the President/Dean.)

314-Pharmacological Basis For Nursing Practice 3 s.h.

This course provides a broad overview of the historical development, regulatory controls and current practices of pharmacotherapeutics. Drug classifications with related actions, effects and interactions are presented. The roles and responsibilities of the professional nurse in drug therapy are identified. (Prerequisite: completion of 62 s.h. required prenursing courses, prior to or concurrent with 320 or approval of the Dean/Associate Dean. Prerequisites for Student-at-Large: 6-8 s.h. anatomy and physiology, 3-4 s.h. chemistry, 3-4 s.h. microbiology or approval of the President/Dean.)

315 - Concepts For Professional Nursing - RN 3 s.h.

This course provides an overview of the philosophy of baccalaureate nursing education and introduces the student to the philosophy and organizing framework of the College. The RN student with unique life and work experience is guided to conceptualize changes in professional nursing roles. Topics include: caring, interaction in nursing, nursing process, health promotion and maintenance, health care delivery system and contemporary nursing. The course provides a forum for discussion of changing perceptions and dimensions of professional nursing. This course assists the student to develop a conceptual framework for baccalaureate nursing. (Prerequisite: RN who has completed 62 s.h. prenursing courses or is enrolled in prenursing curriculum.)

320 - Concepts Basic To Professional Nursing 6 s.h. (4.5/1.5)*

This course presents the concepts and theories basic to the practice of professional nursing. It provides a broad overview of the philosophy and organizing framework of the College. The history of nursing, code of ethics, nurse practice act and standards of nursing practice are introduced. The roles and characteristics of the professional nurse, with emphasis on the role of

care giver and educator, are discussed. The components of the nursing process and its application to the client's needs in health promotion and maintenance are presented. The course includes religious beliefs and practices as a basis for planning care to meet spiritual needs of clients. Opportunities to learn and practice cognitive and psychomotor skills are provided in the professional skills laboratory and in predictable clinical situations. Optional laboratory sessions are offered for additional practice. The student recognizes the influence of leadership and research on client care and the profession. The course is taken concurrently with or after Health Assessment, Pathophysiology, and Pharmacology. (Prerequisite: completion of 62 s.h. required prenursing courses, concurrent with or after 310, 312, and 314 or approval of President/Dean.)

Second Semester

The prerequisite to enrollment in the second semester is satisfactory completion of all of the first semester courses

302 - Ethics and Health Care Implications 3 s.h.

The course is designed to guide the student in developing a basis for making bioethical decisions from a Judeo-Christian value system. The student is acquainted with the ethical systems utilized in bioethical decision-making. Selected health situations requiring ethical decisions are studied. (Prerequisites: Completion 310, 312, 314, and 320 preferred or approval of President/Dean.)

327 - Nursing Care of Clients with Psychosocial Problems 6 s.h. (3/3)*

In this course concepts and theories related to human behavior and psychopathology are studied. The nursing process is implemented to meet client needs with emphasis on the higher level needs of safety and security, love and belonging, and esteem and self-esteem. The therapeutic use of self and concepts of group process are utilized as interventions for assisting clients to adapt within their social system. The facilitator role of the nurse is emphasized within this course. The collaborative relationship between the nurse and other health team members in the mental health care system is explored. Nursing responsibilities associated with mental health treatment modalities are practiced. Learning experiences provide the opportunity to care for clients in various stages of the life cycle. A variety of acute care, intermediate and community settings are utilized for promotion and restoration of health and rehabilitation for individuals,

families and groups. (Prerequisites: Completion of 310, 312, 314, and 320.)

328 - Nursing Care of the Child and Family 6 s.h. (3/3)*

In this course concepts and theories related to the process of childbearing and childrearing are studied. The nursing process is implemented to meet the physiological and psychological needs of the family and its individual members with special emphasis on the higher level needs of safety, security, protection, love and belonging. Interactions between the nurse, child and family are stressed. The role of educator is emphasized within this course. Learning experiences include opportunities to apply knowledge and skills in the care of children from birth through adolescence and families throughout the childbearing cycle. A variety of acute care and community settings are utilized for promotion and restoration of health and rehabilitation for individuals and families. (Prerequisites: Completion of 310, 312, 314, and 320.)

Senior Year

First Semester

The prerequisite for enrollment in the first semester clinical courses is satisfactory completion of 327 and 328.

316 - Nursing Research 3 s.h.

This course focuses on the research process and the use of evidence as integral components of professional nursing. Concepts and theories from the liberal arts and science background serve as a base for the acquisition of new research knowledge and skills. The types of research methodology and the steps in the research process are presented. Selected research findings are utilized in exploring nursing care alternatives. Utilizing knowledge of the research process, the student critiques research articles and completes a research project based on an identified nursing problem. (Prerequisites: Completion of 310, 312, 314, 320, and Statistics.)

420 - Nursing Care of the Adult Client in Illness 6 s.h. (3/3)*

This course centers on care of adult clients in illness and focuses on promotion and restoration of health and rehabilitation. The student implements the nursing process in the care of clients experiencing a disruption in one or more of the basic physiological needs. The holistic nature of the individual is emphasized in designing care. Integrated within this course are the nursing responsibilities related to therapeutic

interventions. These interventions include drug therapy, diet therapy, surgery and other treatment modalities. Opportunities for application of knowledge and skills are provided in a variety of setting in predominantly predictable situations. (Prerequisites: Completion of 327 and 328; Successful completion of HESI Mid-curricular exam)

424 - Nursing Care of Clients in the Community 6 s.h. (3/3)*

In this course, concepts and theories of community health are studied. Health needs, problems and issues impacting on the community and available community resources are discussed. The course focuses on implementation of the nursing process for clients of all ages in wellness and illness in the community setting. The basic needs of the client are addressed with particular emphasis on the higher level needs of safety, security, love and belonging. The student identifies and selects appropriate community resources based on the assessment of client needs. Learning experiences are provided with clients from diverse ethnic and socioeconomic groups. A variety of community settings are utilized. (Prerequisites: Completion of 327 and 328; Successful completion of HESI Mid-curricular exam. For RNs: Completion of 310 and 315)

Second Semester

The prerequisite to enrollment in the second semester of the senior year is satisfactory completion of 420 and 424. Perspectives for Professional Nursing Practice may be taken after satisfactory completion of 327 and 328.

410 - Perspectives for Professional Nursing Practice 2 s.h.

This course presents issues, problem and changes confronting the profession of nursing. The emergence of new roles in nursing and the relationship of nursing to the health care delivery system are studied. The student explores the impact of selected influences on the present and future practice of nursing. The responsibilities of the nurse to the profession are emphasized. (Prerequisites: completion of 327 and 328)

428 - Nursing Care of Clients in Complex Situations 8 s.h. (3/5)*

In this course the student studies concepts and theories related to the care of individuals, families or groups experiencing a critical disruption in one or more needs. Emphasis is on the restorative and supportive care of clients in predictable and unpredictable situations. Clinical application focuses on the care

giver and leadership roles of the nurse. Students have the opportunity to practice skilled nursing interventions for clients in crisis, to participate as an integral member of the health care team, and utilize management principles in the leadership role. The interrelated professional roles of care giver, advocate, facilitator, educator, leader, manager and researcher are practiced. A variety of settings are available for clinical application. (Prerequisites: Completion of 302, 316, 327, 328, 420, 424, and concurrent with or after 430.)

429 - Experience in Clinical Nursing 6 s.h.

In this course, the student will focus on nursing care of clients with a critical disruption of one or more needs resulting in complex health problems. Emphasis is on the restorative and supportive care of clients in both predictable and unpredictable situations. Students participate as an integral member of the health care team and provide therapeutic nursing interventions to clients experiencing crisis. Students also utilize (apply) management principles in a leadership role. The interrelated professional roles of care giver, advocate, facilitator, educator, leader, manager, and researcher are practiced. For those RNs wishing to meet this course requirement with a portfolio, one year of clinical experience (minimum of 1000 hours) is required. (0/6)* (Prerequisites: RN only. Completion of 302, 310, 315, 316, 424, and 430)

430 - Management for Nurses 3 s.h.

This course emphasizes the concepts and theories utilized in the managerial process as it relates to nursing. Topics include: management theories, change process, conflict resolution and decision-making. The roles and responsibilities of an effective manager are discussed. Emphasis is on communication skills that facilitate interactions which promote caring, productive working relationships. Opportunities for application of management principles/skills are provided in the course Nursing Care of Clients in Complex Situations. Management for Nurses must be taken prior to or concurrently with Nursing Care of Clients in Complex Situations. (Prerequisites: Completion of 327, 328, 420, 424, and prior to or concurrent with 428. For RNs: Completion of 310, 315, 424 preferred)

431 - Elective or Independent Study 1-3 s.h.

Health related topics of interest to the student allow for an in-depth study to enhance student learning. An independent study with a clinical focus including a seminar and experience is available in various clinical areas. A variety of elective courses may be offered pending student interest and enrollment.

431.1 - Oncology Nursing 3 s.h. (2/1)*

In this course the student studies concepts and theories related to the care of individuals and their families experiencing a diagnosis of cancer. Emphasis is on restorative, rehabilitative and supportive care of clients. Students have the opportunity to explore an area of interest related to the care of the oncology clients. (Prerequisites: Completion of 327, 328, 420 and 424. Prerequisites for RN's: None.)

431.2 - Emergency Nursing Care of Clients 3 s.h. (2/1)*

This course incorporates the nursing process with the study of emergency nursing care that assists clients in a variety of emergency situations. The topics include: standards, concepts, laws, current research and ethical implications. The roles and responsibilities of the nurse in emergency care are discussed. Emphasis is on priority setting, critical assessment, interview strategies and the application of the nursing process to provide caring and meet course objectives. (Prerequisites: Completion of 327, 328, 420 and 424. Prerequisites for RN's: None.)

431.3 - Substance Abuse and Addictive Behavior in Society 3 s.h.

This course promotes a bio-psychosocial view of substance abuse and addictive behavior. It focuses on the nature, causes, prevention, intervention and rehabilitation of these problems. Students learn ways in which abused chemicals have been regarded in society and factor that may contribute to current concepts about adverse consequences of alcohol and other drug abuse and addictive behavior. Prevention programs, formal recovery programs and self-help programs are visited and appraised. (Prerequisites: Completion of 327, 328, 420, and 424. Prerequisite for Student-at-Large: completion of introduction to psychology and to sociology. Prerequisite for RN's: none.)

431.4 - Nursing Care of the Critically Ill Adult 3 s.h. (2/1)*

This course utilizes the nursing process to study the nursing care of critically ill adult clients with a variety of problems. Topics to be covered include concepts, standards of practice, current research and ethical implications. The roles and responsibilities of the nurse in the critical care setting are discussed. Appropriate research findings are discussed as they relate to care of the critically ill client. (Prerequisites: Completion of 327, 328, 420 and 424. Prerequisites for RN's: None.)

431.5 - Pediatric Critical Care Nursing 3 s.h. (2/1)*

This course includes the study of concepts and principles from the sciences and nursing as they relate to the care of the critically ill pediatric client. Emphasis is placed on the psychosocial and physiologic needs of the client and family. The roles and functions of the nurse are discussed, as well as the ethical/legal issues encountered in the critical care environment. Appropriate research findings are discussed as they relate to the care of these clients. Students utilize the critical care unit to observe and assist with nursing care of the pediatric client. (Prerequisites: Completion of 327, 328, 420, 424. Prerequisites for RN: none.)

431.7 - Nursing Care of the Perioperative Client 3 s.h. (2/1)*

This course is designed to assist the student in providing holistic nursing care for the client in the perioperative and perianesthesia setting. Guided by the professional standards of care, the student practices therapeutic use of self in the roles of caregiver, client advocate, educator, facilitator, and research consumer. The nursing process and concepts of caring are applied in accordance with the Christian belief in the dignity and worth of the individual and family. Previous coursework provides a basis for care of clients in unpredictable situations. Content includes preoperative, intraoperative, and postoperative assessment/care, physiologic challenges such as pulmonary, cardiovascular, thermoregulation, positioning, and pain complications, as well as, legal, ethical, and research issues. The student enhances critical thinking and professional communication in using the nursing process to develop and implement nursing care in the ambulatory and hospital settings. (Prerequisites: Completion of 327, 328, 420, 424)

431.8 - Summer Clinical Elective 3 s.h.

This course helps prepare the baccalaureate-nursing student to integrate nursing theories, concepts and experiences in the preparation for the practice as a professional nurse. Within this course, the goals of nursing are the promotion and maintenance of health; the care and rehabilitation of the sick and the injured; and the support of the dying based on the catholic ethical principles and Catholic social teachings. Learning is both an independent and an interdependent process. The student functions with the interdisciplinary team and is assigned to a preceptor who serves as a role model and clinical resource person while enrolled in this nursing education program. (Prerequisites: Acceptance into

the OSF Saint Francis Medical Center Extern Program or another approved extern program and fulfillment of the admission requirements to the Saint Francis Medical Center College of Nursing as a student or student-at-large.)

432 - Seminar in Contemporary Nursing Practice 3 s.h.

This course focuses on contemporary issues that nurses face in the rapidly changing profession of nursing and health care environment. The student will use critical thinking skills to develop collaborative management strategies. Topics for the course include: health care financing and economics, health policy and politics, cultural and social issues, and other issues currently shaping the practice of professional nursing. (Prerequisites: RNs only. Completion of 315. Completion of or concurrent registration in 302 or approval of instructor)

**The first number is credit hours for theory. The second number is credit hours for laboratory or clinical.*

Accelerated Pathway

450 - Transition to Advanced Nursing Practice 4 s.h.

This course is directed to the RN student with a non-nursing baccalaureate degree seeking to advance to the MSN level. The course will build upon prior education and experience to enhance professional practice and growth. The student will be introduced to an overview of the philosophy of baccalaureate nursing education and the organizational framework of the College. Critical components of professional nursing discussed include: caring, communication, critical thinking, teaching/learning process, nursing roles and changes, legal issues, leadership, management, change theory and professional ethics.

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Graduate Programs in Nursing



Master's Program Admission

Description of Program Offerings

Admission Requirements

Admission Categories

Transfer of Credit

Residency Requirements

Time Limitations

Description of Program Offerings

Clinical Nurse Specialist (CNS) or Educator

The Master of Science in Nursing (MSN) program offers a 45 credit hour program of study designed to provide the baccalaureate professional nurse with current advanced knowledge and skills in Medical-Surgical Nursing or Child and Family Nursing with an option for either clinical practice or education. Graduate students who select the nursing clinician option will be prepared to assume leadership roles in an integrated healthcare system and will be able to develop, implement, and evaluate programs for targeted populations in a variety of settings. Graduate students who select the nursing educator option will be prepared to design and use multiple educational delivery systems and teaching strategies and develop, implement, and evaluate curriculum that will prepare nurses who are responsive to current and future healthcare systems. The program prepares graduates in scientific inquiry, which includes validating and applying research findings to nursing practice, and evaluating nursing theory appropriate for advanced practice. This option offers an Accelerated Pathway to the MSN for RN's with a Non-Nursing Baccalaureate Degree.

Upon successful completion of this program of study, the graduate may either take a national certification examination to become a certified clinical specialist or practice as a master's prepared nurse. Graduates choosing to use the title Advanced Practice Nurse, are required to take the national certification examination and apply to the Illinois Department of Financial and Professional Regulations for licensure to practice in Illinois.

Neonatal Nurse Practitioner (NNP)

The college offers a Master of Science in Nursing with the Neonatal Nurse Practitioner (NNP) option. This program is a 43 credit hour course of study designed to provide the baccalaureate prepared nurse with an in-depth focus on health management of the acutely and critically ill neonate and their family through their

studies in research, theory, cultural diversity, health policy, ethics and leadership related to the role of the Advanced Practice Nurse.

Upon successful completion of this program, the graduate will be eligible to sit for national Neonatal Nurse Practitioner certification examination offered by the National Certification Corporation. Following successful certification the graduate applies to the Illinois Department of Financial and Professional Regulation for licensure as an advanced practice registered nurse for practice in Illinois.

Clinical Nurse Leader (CNL)

The College offers a Master of Science in Nursing with the Clinical Nurse Leader (CNL) option. The program is a 35 credit hour course of study designed to provide the baccalaureate prepared nurse with and in-depth study as a leader in an integrated healthcare system. The CNL student will select the Medical-Surgical or Child and Family program option for the focus of study.

Accelerated Pathway to MSN for RNs with a Non-nursing Baccalaureate Degree

This accelerated option is designed for RN's who hold either an associate degree or a diploma in nursing, and have a bachelors degree in a discipline other than nursing from an accredited college or university and have considerable nursing experience and outstanding academic histories.

Post Graduate Certificates

The College also offers a Post Graduate Nurse Educator Certificate and a Post Graduate Clinician Certificate (CNS).

Post Graduate Nurse Educator Certificate

Description: Saint Francis Medical Center College of Nursing provides both a 9 and 15 hour post graduate nurse educator certificate offering for those who currently have a Masters Degree and would wish to acquire a Nursing Education Certificate. Students may take selected courses to fit their needs without pursuing a certificate. Students may enroll in 532, 536 and 540 and/or 600 the practicum.

Graduate students who enroll in the nursing educator post graduate certificate option will be prepared to design and use multiple educational delivery systems and teaching strategies to develop, implement, and evaluate curriculum that will prepare nurses who are responsive to current and future healthcare systems. This option is designed to prepare nurse educators with teaching strategies for nursing education, service and clinical practice. The educator courses are online and the student learns design and curriculum development.

Post Graduate Nurse Clinician Certificate

Description: The 15 hour post graduate nursing clinician certificate requires the student to complete the 3 courses for Medical-Surgical (521, 525 and 529. 521 and 529 each have 64 practicum hours) or the 3 courses for Child and Family (523, 527, and 529. 523 and 529 each have 64 practicum hours) plus the 610 practicum course. This would give the post graduate student a total of 512 practicum hours. Applicants are required to have a current RN license and show evidence of graduation from an accredited Masters in Nursing program.

■ Admission Requirements

For admission into the MSN program the following are required:

1. Complete Application for Admission Form and a \$50.00 Application Fee.
2. Bachelor of Science in Nursing from a National League for Nursing Accrediting Commission (NLNAC) or CCNE accredited program. For the Accelerated MSN option, Bachelors degree in a discipline other than nursing from an accredited College or University.
3. Minimum undergraduate cumulative grade point average of 2.8 on a 4.0 scale. Official transcripts of all prior college academic work are required.
4. Proof of licensure as a Registered Professional Nurse in one or more states in the United States.
5. Evidence of one year of professional nursing experience preferred.
6. Three letters of reference from persons who are able to speak to the applicant's ability to undertake graduate education. One letter from a nursing faculty member from the student's baccalaureate nursing program is preferred. Those in the Accelerated MSN option, should

submit a letter from a faculty member from the baccalaureate program.

7. A 2-3 page essay detailing professional and educational goals.
8. Evidence of completion of an undergraduate health assessment and nursing research courses with a minimum grade of "C".
9. Evidence of completion of a graduate statistics course with a minimum grade of "B" within the last 5 years.
10. An interview may be requested.
11. Applications are reviewed throughout the year.
12. The equivalent of two years full-time recent RN practice (within past five years) experience in the care of the critically ill newborn infant (minimum of one year in NICU) is required prior to beginning the clinical courses.
13. Neonatal Resuscitation Program certification.

■ Admission Categories

- **Unconditional:** Unconditional acceptance is given to all applicants who meet all the admission criteria and are approved by the Graduate Committee.
- **Conditional:** Conditional acceptance is given to applicants who do not meet all the admission criteria. At the time of admission, the Graduate Committee may specify other conditions for the applicant that would need to be fulfilled in order to progress in the program. To have conditional acceptance status removed for the person with less than a 2.8 GPA, the student must complete twelve semester hours of course work with a minimum grade of "B" in each course.

Conditional acceptance is given to applicants with less than a 2.8 GPA (or greater than a 2.5) or those needing to complete the graduate statistics course with a minimum grade of "B" or better.

Persons not having a completed graduate statistics course must satisfy course deficiencies to have conditional acceptance removed.

■ Transfer of Credit

The request for transfer of credit must be approved by the Dean of the Graduate Program. Any student who plans on enrolling in a graduate course at another institution while enrolled in the Graduate Program at the College should discuss this with the Dean of the

Graduate Program prior to enrollment. Only courses completed at the graduate level and that are comparable to courses offered by the Graduate Program at the College will be considered for transfer. Continuing education courses will not be considered for transfer. The student may request up to 9 hours of transfer credit. In the evaluation of courses from regionally accredited institutions, course descriptions and prerequisites as listed in the catalogs of those institutions will be studied. When information given is insufficient, it will be the student's responsibility to provide additional materials, such as the course outline or syllabus.

To be eligible for transfer credit, the student must have:

1. Completed the course at a regionally accredited institution;
2. Achieved a grade of "B" or better; and
3. Completed the course within the last 5 years.

To request transfer of credit, the student should submit:

1. An official transcript showing the course title, and grade; and
2. A catalog course description and course syllabus (if available).

Quarter hours submitted for transfer credits are converted to semester hours based on the following formula: one quarter hour equals 2/3 of a semester hour. If a student transfers from one program to another, credit approved for the other program will not automatically be transferred.

Residency Requirements

Students enrolled in the 45 credit MSN option must earn a minimum of 36 semester credit hours from the College of Nursing to be eligible to receive their degree. Students enrolled in the 35 credit Clinical Nurse Leader option must earn a minimum of 26 semester credit hours from the College of Nursing to be eligible to receive their degree. Pending approval for fall 2009, students enrolled in the 43 credit Neonatal Nurse Practitioner option must earn a minimum of 34 semester credit hours from the College of Nursing to be eligible to receive their degree. All credits must be completed within five years of taking the first course at the College.

Time Limitations for Completion of Program

Students are expected to maintain continuous enrollment in the academic program. Students have a maximum of five years to complete all program requirements, which begin when the first course is taken. Periods of time on official leaves of absences do not count in the time to completion. Extensions may be granted when circumstances warrant. A student must request an extension in writing to the Dean of the Graduate Program. The request must specify the reason for an extension and an expected date of completion. Extensions will not ordinarily exceed one year. The maximum extension is two years. A student who withdraws and is later readmitted is not automatically granted additional time to complete the degree. The Dean of the Graduate Program will review each situation individually. Ordinarily, each extension requires the students to be enrolled in at least one credit hour per semester. Tuition and fees will be paid by the student at the rate for that semester.

Doctor of Nursing Practice (DNP) Program Admission

Description of Program

Doctoral Program

Program Outcomes

Admission Requirements

Admission Category

Residency Requirements

Course Withdrawal

Academic Advisement/Plan of Study

Credit Hours

Orientation

Time Limitations

■ Description of Program

The DNP program is a post masters doctorate degree, a practiced-focused program designed to prepare advanced practiced nurses at the highest level of nursing practice. The DNP is a terminal degree. This post masters doctorate consists of adding a 39 credit hour doctoral program for those individuals who are masters prepared and nationally certified and licensed as an advanced practice registered nurse (APRN). With this addition the College will offer both the existing Master of Science in Nursing degree and a Doctorate of Nursing Practice degree.

■ Doctoral Program

The breadth of the educational offering, the doctor of nursing practice (DNP), is in keeping with the AACN Essentials of Doctoral Education for Advanced Nursing Practice (2006). The program is designed to provide courses that prepare the graduate in areas of the scientific underpinnings for practice, organizational and systems leadership, clinical scholarship and analytical methods for evidenced based practice, information systems/technology, health care policy for advocacy in healthcare, interprofessional collaboration, clinical prevention and population health for improving the Nation's health, and education and advanced nursing practice. Upon successful completion of this program of study, the graduate may take a national examination.

■ Program Outcomes

1. Apply advanced levels of clinical judgment and scholarship in practice and education.
2. Utilize scientific knowledge to evaluate new and current approaches in nursing practice and education to promote optimal outcomes.
3. Provide leadership in organizations and systems to assure quality care delivery models and education programs.
4. Design, deliver, direct, and disseminate evidence-based practices.
5. Use information systems to design, select, use and evaluate programs, outcomes and systems.
6. Advocate for healthcare practice change through policy development and evaluation.
7. Assume leadership roles for effective transdisciplinary collaboration to achieve optimal outcomes.
8. Employ ethical principles to decision making in healthcare practices and systems.
9. Apply advanced clinical reasoning and judgment in the management of complex clinical situations and systems.

■ Admission Requirements

For admission into the DNP program the following are required:

1. Earned Master's degree in nursing, from an accredited program or school, with a grade point average of 3.2 or higher on a 4 point scale. The Masters from advanced practice should be as either a Clinical Nurse Specialist or Nurse Practitioner.

2. Submission of a professional portfolio that includes:
 - a. Statement of reason(s) for seeking the DNP.
 - b. Curriculum vitae with publications listed (if applicable).
 - c. Copy of license (as a RN and advanced practice license, if applicable) from the state where you are currently licensed.
 - d. Education experience and certification in an advanced practice specialty.
 - e. Narrative description of current and past clinical practice or educational experience.
 - f. Three letters of reference (at least one from a former faculty or academic advisor and at least one from a former employer).
 - g. 500 to 1,000-word typed essay outlining goals, objectives, and focused area of interest in pursuing the DNP.
3. A graduate level statistics course within the past five years.
4. Applicants whose masters in nursing are other than CNS or NP will be reviewed individually to determine that all admission requirements are met.
5. Transcripts must show completion of graduate level Health Assessment, pathophysiology, and Pharmacology as separate or integrated courses.
6. An interview will be required.

■ Admission Category

Unconditional: Unconditional acceptance is given to all applicants who meet all the admission criteria and are approved by the Graduate Committee.

■ Residency Requirements

Students enrolled in the 39 credit DNP program must earn a minimum of 30 semester credit hours from the College of Nursing to be eligible to receive their degree. All credits must be completed within five years of taking the first DNP course at the College.

■ Dropping Courses and Withdrawal

Dropping courses in the DNP program is discouraged since the student will need to wait until the course is offered the following year to complete the dropped course. If a student must drop a course, it is important that the student officially drops the course after discussing the drop with their academic advisor.

Otherwise, the course will appear on the student transcript. Any course not officially dropped will be subject to institutional policy, and the student may receive an "F" for the course. Each class dropped after the drop date will result in a grade of withdrawal or "W", which will appear on the student transcript. To drop all classes, which is considered an official withdrawal from the program, students must contact and meet with the Dean.

■ Academic Advisement/Plan of Study

Upon admission, each student will be assigned an academic advisor. Registration for the first semester will occur after the student has met with the advisor to discuss personal and educational goals and to develop a plan of study approved by advisor. The student is responsible for scheduling this meeting. The student is also responsible for scheduling a meeting with the advisor prior to registering each subsequent semester to review the plan of study and revise it as needed. Registration for courses cannot occur until the student and advisor review the plan of study. The plan of study forms can be found in the Student Handbook.

■ Plan of Study

The DNP Program features a plan of study that:

- builds upon the previous masters of nursing education for those individuals currently practicing in a variety of advanced roles (e.g., nurse administrator, nurse educator, clinical nurse specialist, nurse anesthetist, nurse practitioner, nurse midwife).
- emphasizes leadership in education or advanced practice, preparation for evidenced based utilization and application of research to education and practice, and doctoral level clinical experiences in evidence-based practice, quality improvement, and organization/systems thinking.
- is structured around the American Association of Colleges of Nursing (AACN) Essentials of Doctoral Education for Advanced Nursing Practice, and focuses upon the development of skills and knowledge needed for increasingly complex roles in practice, teaching, and leadership.
- provides three years of part time study of doctoral level didactic and practicum coursework using multiple online activities and strategies facilitating

online access for students for group and individual discussions and practica in a variety of settings and locations.

Credit Hours

The College of Nursing is on a semester system. One semester is sixteen weeks with an examination period provided at the end of each semester. For the graduate program, one semester hour represents one theory hour or four practicum hours.

Orientation

Orientation activities are required for all newly enrolled students in the College of Nursing prior to the beginning of classes each semester. These activities are designed to acquaint the students with the people, facilities, services, and online learning of the College. Student activities and opportunities for personal and professional development are presented.

Time Limitations for Completion of Program

All degree requirements including DNP program credits, transfer credits, and all other program requirements must be completed within five years of the start of DNP coursework. Under exceptional extenuating circumstances, a student may submit a petition through their advisor and to the Graduate Committee requesting an extension of the time limitation.

Capstone Requirement

Students are expected to complete an evidence based practice project that reflects a synthesis of the discipline studied. Specific guidelines for the projects are available from the College of Nursing or online through eCollege.

DNP Qualifying Examination/ DNP Final Capstone Project Defense

The final defense of the capstone project serves as the comprehensive examination for the DNP program and for student completion of DNP competencies. This defense serves to determine that the student

has met all the requirements of the capstone project and has completed a project reflective of doctoral level academic and practicum work.

Practicum

The practicum is an experience that will allow students to apply advanced knowledge and theory gained during the graduate program to a related practice setting.

DNP Residency Requirement

Under the guidance of their DNP faculty advisor, students will synthesize, integrate and translate newly acquired knowledge and skills in the implementation and evaluation of their selected project. Using scientific theory, systematic evidence appraisal, systems, organizational and policy analysis, and models of care delivery, students will complete the DNP project. Seminars will focus on guiding the student through all aspects of project design, implementation and evaluation. Clinical experiences will be individually designed within the context of the direct or indirect focus of the student's program and completed during the 3 SH of 820.1. This course is designed to integrate knowledge of nursing theory; evidence based nursing practice, physiologic and pathophysiologic foundations, ethical and legal principles and health care systems into clinical practice. In consultation with their DNP faculty advisor, students will elect an area of clinical practice and implement advanced clinical decision-making in the provision of culturally sensitive, patient centered, evidence based care. Case presentation from the student's clinical practicum experience will be used to explicate clinical trends, expert clinical judgment, and individual and population focused interventions. Expertise, knowledge and data gained from this course will be used in the development of the final project proposal. During 820.2, it is expected that the Capstone Project will demonstrate the measurement and evaluation of outcomes resulting from the organizational changes. Successful completion of this final practicum will require the student to present the results of the change project to his/her Capstone Project Committee for their review and approval of the cumulative scholarly work and complete an oral defense.

Graduate Academic Policies

Classification of Students

Registration

Attendance

Cardiopulmonary Resuscitation Certification

Leave of Absence

Repeating a Course

Incomplete

Academic Probation

Research Requirement

Practicum

Portfolio Review

Graduation Requirements

Degree Granted

■ Classifications of Students

Students enrolled in the College pursuing a Master's degree may be either full-time or part-time. Students enrolled in the College pursuing a DNP are part-time. Students enrolled in nine or more semester hours during a semester of an academic year are full-time. Students enrolled in less than nine semester hours during a semester of an academic year are part-time. A student may enroll in a maximum of nine semester hours as a student-at-large. The course 499 Statistics is not included in the nine semester hours as this is a prerequisite to the graduate program. All graduate students must be continuously enrolled either full-time or part-time each semester.

■ Registration

Students meet with academic advisors each semester either face to face or by phone or to review the plan of study and register for courses for the upcoming semester. Students are able to register for classes summer, fall, and spring semesters during the specified registration dates. Students should be enrolled in at least one semester hour per semester on a continuous basis. The student will be considered as a "stop out" if not continually enrolled. Once course work is approved by the advisor, the student will submit the Registration Form to the Registrar. After official registration, changes in the course schedule must be made per the Change in Course Registration Policy.

■ Attendance

In an educational program preparing professional nurses, attendance is expected in all classes and officially scheduled programs and activities. Students enrolled in online classes are expected to support course policies. A student who is absent from class for any reason will be required to make up the work to the satisfaction of the instructor. When illness or other special circumstances prevent attendance, the student is responsible for contacting the instructor. Excessive absences may jeopardize the student's academic standing. A record of attendance is kept to meet the requirements of various financial aid programs and for employment references.

Note: A student who does not meet the online or in seat course requirement for any reason will be required to make up the work to the satisfaction of the instructor.

■ Cardiopulmonary Resuscitation (CPR) Certification Policy

The College of Nursing requires students to have the American Heart Association CPR certification for healthcare providers (adult, child, infant, and AED) prior to the first week of practicum at the College and recertification every two years. Certification must be maintained throughout the nursing program at the College. Students will not be allowed to attend practicum until certification is completed and presented to the Admission Department (Graduate). It is the responsibility of the Admission Department (Graduate) to verify CPR certifications at the beginning of each semester.

■ Leave of Absence

A student who must interrupt the academic program for reasons of prolonged illness or compelling personal situations may apply for a leave of absence. The leave of absence ordinarily may not exceed one year. The time from the leave of absence will not be counted toward completion of the degree. Requests must be submitted in writing to the Dean of the Graduate Program. Students must be in good academic standing to be considered for approval. At least three months prior to the intended re-enrollment, the student must notify the Dean of the Graduate Program in writing of his/her intent to return. The student will pay tuition and fees at the rates in effect at the time of re-enrollment. The fees submitted for one semester are not transferable to another semester. The student must satisfy the conditions of the leave before reentering and must comply with all policies, requirements, and course sequences in effect at the time of reentry.

■ Repeating a Course

If a grade below a "B" is achieved in a course, it will be necessary for the student to repeat the course. When a course is repeated, only the higher grade is used in computing the student's GPA, although both grades will appear on the transcript. A student may repeat a course only one time. A student may repeat a maximum of 6 hours of credit. Courses taken at another college may not be used to repeat College of Nursing courses. Permission to repeat a course must be received from the Dean of the Graduate Program.

■ Incomplete

A grade of incomplete ("I") is given only when circumstances beyond the control of the student prevent completion of course requirements. To qualify for an incomplete, the student must have completed a minimum of 75% of the course work, attended at least 75% of scheduled class time, have a course grade of "B" or better, and have 50% clinical/practicum hours completed. The student must request an "Incomplete Form" from the Registrar. It is the student's responsibility to contact the course faculty to determine the exact work required to remove the incomplete and the time frame for completing the work. Approval of the course faculty and Dean of the Graduate Program is required. The completed form should be returned to the Registrar. It is strongly recommended that

incompletes be removed prior to the beginning of the next semester. The maximum time allowed to remove an incomplete is one semester. Failure to complete the requirements by the established deadline will result in the "I" grade being converted to a Withdraw Failing ("WF.") Courses which are prerequisites for the next semester must be completed prior to enrollment in that semester. Exceptions require written approval of the course faculty and Dean of the Graduate Program.

■ Academic Probation and Dismissal

A graduate student whose cumulative GPA falls below 3.0 in any one term is automatically placed on probation and will receive written notification of his/her status from the Dean of the Graduate Program. The student's academic record will be reviewed by the Graduate Program Committee. A student placed on academic probation is expected to meet with his/her advisor and comply with all recommendations of the Graduate Program Committee. Failure to attain good academic standing after one semester may result in dismissal from the College. A student who gives evidence of very poor scholarship may be subject to dismissal at the end of any semester whether or not he/she previously incurred probation.

■ Research Requirement

Students are expected to complete a research project that reflects a synthesis of the discipline studied. Specific guidelines for the projects are available from the College of Nursing or online through eCollege.

■ Practicum

The practicum is an experience that will allow students to apply advanced knowledge and theory gained during the graduate program to a related practice setting.

■ Portfolio Review for Program Assessment

The Portfolio Review functions as an external review of student progress toward accomplishment of program outcomes for the purposes of determining areas of improvement in overall student performance in selected areas. Aggregate data will be used by the Graduate Program to identify possible needed changes.

This Portfolio Review process is not used to determine whether students may progress through the program. The portfolio will also serve as a marketing tool for the students achievements throughout the program.

The assessment of the portfolio will focus on the outcome of the following measurable components:

- Communication
 - Caring
 - Technology
 - Writing
 - Speaking
- Leadership
- Critical Thinking
- Therapeutic Nursing Intervention
- Scholarly Inquiry

Graduation Requirements

Master's Program Completion

To be eligible for the Master of Science Degree in Nursing a student must:

1. Have a final semester GPA of at least 3.0.
2. Have a cumulative GPA of at least 3.0.
3. Successfully complete the prescribed curriculum within 5 years.
4. Meet all requirements of the College of Nursing, including financial obligations.
5. Earn the specified number of required semester hours for the enrolled program of study as stated in the Residency Requirements.
6. Provide official transcripts of any courses taken outside the College during the program.
7. Complete and submit the Application for Graduation by the end of the semester prior to the intended graduation. Application forms are available from the Registrar's office. The graduation application deadline is scheduled in sufficient time in advance of Commencement to allow time for printing diplomas, graduation invitations, programs, and ordering of nursing pins.
8. Meet the requirement of specific financial aid programs for an exit interview as applicable. All students expecting to graduate must apply for graduation by a specified date.
9. Graduation exercises are held in December and May. Students are expected to attend the ceremony, but may petition the Dean of the Graduate Program to be excused.

Degrees are awarded to students meeting graduation requirements at the end of each semester.

Commencement exercises are held in December and May.

DNP Program Completion

To be eligible for the Doctor of Nursing Practice Degree a student must:

1. Have a final semester GPA of at least 3.0.
2. Have a cumulative GPA of at least 3.0.
3. Successfully complete the prescribed curriculum within 5 years.
4. Meet all requirements of the College of Nursing, including financial obligations.
5. Earn the specified number of required semester hours for the enrolled program of study as stated in the Residency Requirements.
6. Provide official transcripts of any courses taken outside the College during the program.
7. Complete and submit the Application for Graduation by the end of the semester prior to the intended graduation. Application forms are available from the Registrar's office. The graduation application deadline is scheduled in sufficient time in advance of Commencement to allow time for printing diplomas, graduation invitations, programs, and ordering of the robe and hood.
8. Meet the requirement of specific financial aid programs for an exit interview as applicable. All students expecting to graduate must apply for graduation by a specified date.
9. Graduation exercises are held in December and May. Students are expected to attend the ceremony, but may petition the Dean of the Graduate Program to be excused.

Degree Granted

Upon successful completion of the prescribed program, a Master of Science Degree in Nursing (MSN) is awarded.

Upon successful completion of the prescribed program, a Doctor of Nursing Practice (DNP) Degree is awarded.

Note: Refer to the section College Academic Policies which also apply to all students attending the College.

Master of Science in Nursing Curriculum

Medical-Surgical Nursing – *Clinician*
 Medical-Surgical Nursing – *Educator*
 Sample Plan Medical-Surgical Nursing
 Child & Family Nursing – *Clinician*
 Child & Family Nursing – *Educator*

Clinical Nurse Leader – *Medical-Surgical Nursing*
 Sample Plan Clinical Nurse Leader –
Medical-Surgical
 Clinical Nurse Leader – *Child & Family Nursing*
 Neonatal Nurse Practitioner

Master of Science in Nursing Medical-Surgical Nursing – *Clinician Option*

Core Courses:	Semester Hours
500 Theoretical Foundations	3
504 Health Promotion	3
508 Nursing Research	3
512 Roles and Issues in Advanced Practice Nursing	3
516 Advances in Nursing Leadership	3
521 Advanced Health Assessment & Diagnostic Reasoning	3 (2/1)
525 Advanced Pathophysiology Adults	3
529 Advanced Pharmacotherapeutics Across the Life Span	3 (2/1)
538 Advanced Practice Seminar Topics	3
544 Development and Evaluation of Programs in Health Care	3
Electives: (select one)	
548 Nursing Informatics	3
552 Finance and Healthcare Management	3
Required:	
610 Clinician Practicum <i>(may be taken over 2 semesters)</i>	6 (0/6)
620 Research Experience <i>(may be taken over 2 semesters)</i>	6
Practicum hours are calculated as 1 credit hour = 4 clock hours. The total practicum hours are 512 hours.	
Total Hours	45

Master of Science in Nursing Medical-Surgical Nursing – *Educator Option*

Core Courses:	Semester Hours
500 Theoretical Foundations	3
504 Health Promotion	3
508 Nursing Research	3
512 Roles and Issues in Advanced Practice Nursing	3
516 Advances in Nursing Leadership	3
521 Advanced Health Assessment & Diagnostic Reasoning	3 (2/1)
525 Advanced Pathophysiology Adults	3
529 Advanced Pharmacotherapeutics Across the Life Span	3 (2/1)
532 Foundations of Education in Nursing	3
Electives:	
536 Issues and Roles in Education	3
540 Evaluation Strategies in Nursing Education	3
Required:	
600 Educator Practicum <i>(may be taken over 2 semesters)</i>	6 (0/6)
620 Research Experience <i>(may be taken over 2 semesters)</i>	6
Practicum hours are calculated as 1 credit hour = 4 clock hours. The total practicum hours are 512 hours.	
Total Hours	45

Sample of Masters of Science in Nursing Degree – Medical-Surgical Nursing – Clinician or Educator Option

(Three year, six semester schedule for full-time student)

First Year

Fall

500 Theoretical Foundations	3
504 Health Promotion	3
516 Advances in Nursing Leadership	3

Spring

508 Nursing Research	3
512 Roles and Issues in Advanced Practice Nursing	3
*529 Advanced Pharmacotherapeutics Across the Life Span	3 (2/1)

Second Year

Fall

*521 Advanced Health Assessment & Diagnostic Reasoning	3 (2/1)
525 Advanced Pathophysiology Adults	3
538 Advanced Practice Seminar Topics	3

Or

536 Issues and Roles in Nursing Education	3
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Spring

544 Development and Evaluation of Programs in Health Care	3
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Or

532 Foundations of Education Nursing Education	3
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Or

552 Finance and Healthcare Management	3
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600.1 Educator Practicum	3 (0/3)
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Or

610.1 Clinician Practicum	3 (0/3)
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Third Year

Fall

600.2 Educator Practicum	3 (0/3)
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Or

610.1 Clinician Practicum	3 (0/3)
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620.1 Research Experience	3
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Spring

620.2 Research Experience	3
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540 Evaluation Strategies in Nursing Education	3
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Practicum hours are calculated as 1 credit hour = 4 clock hours

Total Requirements 45 Semester Hours

*Each have 64 Practicum hours.

Note: 600 Educator Practicum and 620 Research Experience are 6 semester hours each. The student may enroll for 3 semester hours and take these over two semesters.

Master of Science in Nursing Child & Family Nursing – Clinician Option

Core Courses: Semester Hours

500 Theoretical Foundations	3
504 Health Promotion	3
508 Nursing Research	3
512 Roles and Issues in Advanced Practice Nursing	3
516 Advances in Nursing Leadership	3
523 Advanced Health Assessment Child and Family	3 (2/1)
527 Advanced Pathophysiology of the Child and Family	3
529 Advanced Pharmacotherapeutics Across the Life Span	3 (2/1)
544 Development and Evaluation of Programs in Health Care	3

Electives:

539 Advanced practice Seminar Topics	3
548 Nursing Informatics	3
552 Finance and Healthcare Management	3

Required:

610 Clinician Practicum	6 (0/6)
<i>(may be taken over 2 semesters)</i>	
620 Research Experience	6
<i>(may be taken over 2 semesters)</i>	

Practicum hours are calculated as 1 credit hour = 4 clock hours. The total practicum hours are 512 hours.

Total Hours 45

Master of Science in Nursing Child & Family Nursing – Educator Option

Core Courses:	Semester Hours
500 Theoretical Foundations	3
504 Health Promotion	3
508 Nursing Research	3
512 Roles and Issues in Advanced Practice Nursing	3
516 Advances in Nursing Leadership	3
523 Advanced Health Assessment Child and Family	3 (2/1)
527 Advanced Pathophysiology of the Child and Family	3
529 Advanced Pharmacotherapeutics Across the Life Span	3 (2/1)
532 Foundation of Education in Nursing	3
Electives:	
536 Issues and Roles in Nursing Education	3
540 Evaluation Strategies in Nursing Education	3
Required:	
600 Educator Practicum <i>(may be taken over 2 semesters)</i>	6 (0/6)
620 Research Experience <i>(may be taken over 2 semesters)</i>	6
Practicum hours are calculated as 1 credit hour = 4 clock hours. The total practicum hours are 512 hours.	
Total Hours	45

Master of Science in Nursing Clinical Nurse Leader – Medical Surgical Nursing Option

Core Courses:	Semester Hours
500 Theoretical Foundations	3
504 Health Promotion	3
508 Nursing Research	3
516 Advances in Nursing Leadership	3
521 Advanced Health Assessment & Diagnostic Reasoning	3 (2/1)
525 Advanced Pathophysiology Adults	3
529 Advanced Pharmacotherapeutics Across the Life Span	3 (2/1)
544 Development and Evaluation of Programs in Health Care	3
548 Nursing Informatics	3
552 Finance and Healthcare Management	3
612 CNL Immersion Experience	5
Practicum hours are calculated as 1 credit hour = 4 clock hours. The total practicum hours are 512 hours.	
Total Hours	35

Sample of Masters of Science in Nursing Degree – Clinical Nurse Leader – Medical-Surgical

(Three year, six semester schedule)

First Year

Fall

500 Theoretical Foundations	3
504 Health Promotion	3
516 Advances in Nursing Leadership	3

Spring

508 Nursing Research	3
*529 Advanced Pharmacotherapeutics Across the Life Span	3 (2/1)

Second Year

Fall

*521 Advanced Health Assessment & Diagnostic Reasoning	3 (2/1)
525 Advanced Pathophysiology Adults	3
548 Nursing Informatics	3

Spring

544 Development and Evaluation of Programs in Health Care	3
552 Finance and Healthcare Management	3

Third Year

Fall

612.1 CNL Immersion Experience	3
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Spring

612.2 CNL Immersion Experience	2
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Practicum hours are calculated as 1 credit hour = 4 clock hours. The total practicum hours are 448 hours.

Total Requirements 35 Semester Hours

**Each have 64 Practicum hours.*

Master of Science in Nursing Clinical Nurse Leader – *Child and Family Nursing Option*

Core Courses:	Semester Hours
500 Theoretical Foundations	3
504 Health Promotion	3
508 Nursing Research	3
516 Nursing Leadership	3
523 Advanced Health Assessment Child and Family	3 (2/1)
527 Advanced Pathophysiology of the Child and Family	3
529 Advanced Pharmacotherapeutics Across the Life Span	3 (2/1)
544 Development and Evaluation of Programs in Health Care	3
548 Nursing Informatics	3
552 Finance and Healthcare Management	3
612 CNL Immersion Experience	5
Practicum hours are calculated as 1 credit hour = 4 clock hours. The total practicum hours are 448 hours.	
Total Hours	35

Accelerated Pathway to the MSN for RN's with a Non-Nursing Baccalaureate Degree

Students applying under this option must satisfactorily show evidence of completion of the following prerequisite Liberal Arts and Science course work:

Course	Semester Hours
Humanities <i>Suggested-philosophy, religion, music, theatre, history, literature</i>	6
Social Studies <i>Suggested-anthropology, sociology, psychology, political science, economics, growth and development</i>	9
Mathematics	3
Statistics <i>Suggested-mathematics, algebra, computer science</i>	3
Communications <i>Suggested-english & speech</i>	6
Natural Sciences <i>Suggested-anatomy & physiology, chemistry, microbiology, nutrition</i>	12
General Education Credits Including Electives	26
Total Prerequisite Credits in Liberal Arts & Science Coursework	62
Nursing: Professional Credits	31

RNs in this accelerated pathway must meet the following requirements prior to transitioning into the Masters Program:

- *310 Health Assessment
- *316 Nursing Research
- *424 Nursing Care of Clients in the Community
- 429 Experience in Clinical Nursing
- 450 Transition to Advanced Nursing Practice
- *See Undergraduate Course Descriptions.*

See curriculum plan for specific MSN option. i.e. Medical-Surgical or Child and Family Nursing

**May be accomplished through portfolio*

***May be taken at the College or transfer of graduate level course statistics course.*

The curricula for the Master's Programs are available on request.

Curriculum Schedule for Post Graduate Nurse Educator Certificate – 9 and 15 hour

9 Hour Post Graduate Nurse Educator Certificate

Core Courses:	Semester Hours
532 Foundations of Education in Nursing	3
536 Issues and Roles in Nursing Education	3
540 Evaluation Strategies in Nursing Education	3

Total 9

15 Hour Post Graduate Nurse Educator Certificate

Core Courses:	Semester Hours
532 Foundations of Education in Nursing	3
536 Issues and Roles in Nursing Education	3
540 Evaluation Strategies in Nursing Education	3
600 Educator Practicum	6 (0/6)

Total 15

Curriculum Schedule For Post Graduate Nurse Clinician Certificate – 15 hours

Medical Surgical Option

Core Courses:	Semester Hours
521 Advance Health Assessment and Diagnostic Reasoning	3 (2/1)
525 Advanced Pathophysiology Adults	3
529 Advanced Pharmacotherapeutics Across the Life Span	3 (2/1)
610 Clinician Practicum	6 (0/6)

Total 15

Child and Family Option

Core Courses:	Semester Hours
523 Advanced Health Assessment & Diagnostic Reasoning for Child & Family	3 (2/1)
527 Advanced Pathophysiology for Child & Family	3
529 Advanced Pharmacotherapeutics Across the Life Span	3 (2/1)
610 Clinician Practicum	6 (0/6)

Total 15

Curriculum Schedule for Neonatal Nurse Practitioner Option

Core Courses:	Semester Hours
500 Theoretical Foundations	3
504 Health Promotion	3
508 Nursing Research	3
512 Roles & Issues in Advanced Practice Nursing	3
516 Advances in Nursing Leadership	3
544 Development and Evaluation of Programs in Health Care	3

Neonatal Courses:

545 Advanced Health Assessment & Diagnostic Reasoning of the Neonate	3
546 Advanced Physiology & Pathophysiology for the Neonate	3
547 Advanced Neonatal Pharmacotherapeutics	3
549 Neonatal Management I*	3
550 Neonatal Management II*	3

Practicum:

630 NNP Practicum (Total = 640 hours) (may be taken over 2 semesters)	10
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Total Practicum Hours = 704

Total Semester Hours 43

**Each have 32 practicum hours.*

Doctor of Nursing Practice Curriculum

DNP Program Curriculum

DNP Program Curriculum

Core Courses:	Semester Hours
700 Principles of Epidemiology	3
710 Biostatistics	3
720 EBP Appraisal and Analysis within Evidenced Based Practice(EBP)	3
740 Impact of Ethics and Law on the Role of the DNP	3
730 Evidenced Based Practice: Translation and Evaluation	3
750 Cultural Competency for Advanced Practice	3
770 Health Care Information Systems and Outcome Management	3
760 Healthcare Finance and Policy	3
800 Capstone Project	6(4/2)
810 Organizational Management	3(1/2)
820 Residency	6(0/6)
Practicum hours are calculated as 1 credit hour = 4 clock hours. The total practicum hours are 640 hours.	
Total Hours	39

DNP Sample Plan

Sample of DNP Plan of Study

(Three year, six semester and one summer schedule for part-time student)

First Year

Fall

700 Principles of Epidemiology	3
710 Biostatistics	3

Spring

720 EBP Appraisal and Analysis within Evidenced Based Practice(EBP)	3
740 Impact of Ethics and Law on the Role of the DNP	3

Second Year

Fall

730 Evidenced Based Practice: Translation and Evaluation	3
750 Cultural Competency for Advanced Practice	3

Spring

770 Health Care Information Systems and Outcome Management	3
760 Healthcare Finance and Policy	3
800.1 Capstone Project	3(2/1)

Third Year

Fall

800.2 Capstone Project	3(2/1)
810 Organizational Management/Leadership	3(1/2)

Spring

820.1 Residency	3(0/3)
820.2 Residency	3(0/3)

Practicum hours are calculated as 1 credit hour = 4 clock hours. The total practicum hours are 640 hours.

Total Requirements 39 Semester Hours

Note: 800.1 & 800.2 each have 64 practicum hours. 810 has 128 practicum hours. The residency has 444 residency hours.

Graduate Course Descriptions

Prerequisite Course

Graduate Courses

Neonatal Nurse Practitioner

Doctor of Nursing Practice

■ Prerequisite Course

499 - Statistical Methods for Nursing Research 3 s.h.

The course will cover the development of basic skills needed to understand, plan, and implement the data analysis component of a nursing research study. Analysis of quantitative and qualitative data in nursing research will be explored. The use of descriptive and basic inferential statistics, including measures of central tendency, Chi-square, t-Test, and one-way analysis of variance (F-test) will be applied in drawing conclusions from statistical data.

■ Graduate Courses

500 - Theoretical Foundations of Advanced Nursing Practice 3 s.h.

Theories from nursing and other disciplines are explored as the foundation for advanced nursing practice. Select Grand, Middle-range, and Practice nursing philosophies, models, and theories are critically analyzed. The relationship between theory, research, and practice/education/administration is identified and critiqued. The student's own theoretical base for advanced practice is identified and developed. Prerequisite: Graduate standing or consent of instructor.

504 - Health Promotion in Advanced Nursing Practice 3 s.h.

The development and use of selected health promotion theories are synthesized and applied to advanced nursing practice. Analysis of research and other current evidence addresses conceptual, theoretical, methodological, health care policy, legal and ethical issues. Students identify and evaluate the impact of culturally diverse and vulnerable populations on the health care delivery system. Nursing interventions that promote health in various populations are developed, implemented, and evaluated. Pre-requisite: Graduate standing or consent of instructor.

508 - Nursing Research 3 s.h.

The research process as an integral part of advanced nursing knowledge is analyzed and applied to current practice. The role of the nurse researcher at a master's level is discussed. Advanced study designs are examined by critiquing peer-reviewed research articles. Critique and utilization of research studies are discussed. Integration of evidence-based practice is completed through the appraisal of research studies, the incorporation of clinical expertise and benchmarking, and evaluation of patient values and preferences. Students have the option to complete a clinical inquiry project or a traditional research proposal. The clinical inquiry reflects potential practice changes based on current research findings and/or current clinical practice guidelines. Pre-requisite: graduate standing, 499- statistics, or consent of instructor.

512 - Roles and Issues in Advanced Practice Nursing 3 s.h.

Current and emerging roles of advanced practice nurses in practice are explored. Political, legal, financial, ethical and technological issues currently impacting nursing in advanced practice in various health care settings are analyzed. The future of advanced practice nursing in the health care delivery system and in education is examined. The educator role is examined from the viewpoint of the advanced practice nurse and faculty position. Students develop and evaluate professional goals for either advanced practice nursing or the educator role. Pre-requisite: Graduate standing or consent of instructor.

516 - Advances in Nursing Leadership 3 s.h.

In-depth analyses of the theory, practice, context, content, skills, and processes relating to individual, organizational and global leadership. The evolving roles in dynamic educational and health care systems are explored. An emphasis is placed on the role of the nursing leader in relationship to innovative and strategic leadership approaches to change, managing outcomes, conflict, ethical and legal decisions, human

and physical resources, and quality improvements.
Pre-requisite: Graduate standing or consent of instructor.

**521 - Advanced Health Assessment
and Diagnostic Reasoning 3 s.h. (2/1)***

The purpose of this course is to analyze physiological, psychological, sociological, and spiritual dimensions of assessment of adult and geriatric patients. The process of diagnostic reasoning is emphasized as the primary means of collecting and analyzing data obtained from the patient history, physical examination, and diagnostic procedures. Through the 64 hours of practicum experience, students refine technical and interpersonal skills required for advanced health assessment, including interview techniques, history taking, physical assessment, and diagnosis based on information received. Normal and abnormal physical findings are differentiated and recognition of need for collaboration or consultation with additional healthcare providers is emphasized. Course content includes advanced assessment skills for all body systems. Prerequisites: 500, 504 and 508 or with consent of instructor.

**523 - Advanced Health Assessment
Child and Family 3 s.h. (2/1)***

This course analyzes physiological, psychological, sociological, spiritual, cultural, and ethical dimensions of assessment of women, children and families. The process of diagnostic reasoning is emphasized as the primary means of collecting and analyzing data obtained from the client history, physical examination, and diagnostic procedures. Through the 64 hours of practicum experience, students refine technical and interpersonal skills required for advanced health assessment, including interview techniques, history taking, physical assessment, and diagnosis based on information received. Normal and abnormal physical findings are differentiated and recognition of need for collaboration or consultation with additional healthcare providers is emphasized. Content will focus on the use of diagnostics such as laboratory studies, radiographs, and instrumentation/monitoring devices. Prerequisites: 500, 504 and 508 or with consent of instructor.

525 - Advanced Pathophysiology 3 s.h.

The purpose of this course is to analyze and evaluate the concepts of the normal physiology and pathologic mechanisms of disease to serve as the foundation for clinical assessment, response to pharmacologic management of disease, decision making and disease management in the adult patient. Analysis of the

impact of diagnostics and assessment findings enables the student to develop diagnostic reasoning by interpreting changes in normal function that result in symptoms indicating illness. Course content focuses on alterations in cell function and systemic manifestations using selected, prevalent disease states in the adult population. Prerequisites: 500, 504 and 508 or with consent of instructor.

**527 - Advanced Pathophysiology
of the Child and Family 3 s.h.**

Concepts of the normal physiology and pathologic mechanisms of disease are analyzed and evaluated to serve as the foundation for clinical decision making and disease management for the newborn, child, women and families. Analysis of the impact of diagnostics and assessment findings enables the student to develop diagnostic reasoning by interpreting changes in normal function that result in symptoms indicating illness. Prerequisites: 500, 504 and 508, or with consent of instructor.

**529 - Pharmacotherapeutics
Across the Life Span 3 s.h. (2/1)***

The purpose of this course is to provide the graduate with the knowledge and skills to assess, diagnose, and manage patients' common health problems in a safe, high quality, cost-effective manner. Course theory content includes cellular response, pharmacotherapeutics, and pharmacokinetics of broad categories of pharmacologic agents. Also included is the concept of polypharmacy and safe dosage calculation. Through the 64 hours of practicum experience, students will develop competence in prescribing appropriate pharmacologic agents for patients across the life span. Prerequisites: 500, 504 and 508 or with consent of instructor.

NOTE: Course 521, 523 and 529 each have 64 hours of practicum.

532 - Foundations of Education in Nursing 3 s.h.

The principles of how learning occurs are introduced and explored. Learning theories are compared, contrasted, and critically analyzed, leading to application within the classroom and clinical setting. Strategies to develop critical thinking in students are examined. Aspects of curriculum development and instructional design are discussed. May be used as an elective for students in the clinician option. Pre-requisites: 500, 504, 508, 512, and 516 or with consent of instructor.

536 - Issues and Roles in Nursing Education 3 s.h.
The role of the nurse educator in academia is the focus of this course. Issues related to faculty preparation, course delivery, and changing demographics of the student population are discussed. The societal, economic, and ethical factors affecting nursing education are examined. Pre-requisites: 500, 504, 508, 512, and 516 or consent of instructor.

538 - Advanced Practice Seminar Topics 3 s.h.
This course is designed to provide the student with opportunities to select advanced practice nursing issues based on the educational and career goals of the student. Emphasis is placed on decision making related to evidenced-based practice, research utilization, multidisciplinary collaboration, and outcome evaluation methods and measurements. The course projects include an integrated critical analysis of clinical research, and evaluation of nursing issues on the state of current practice. Pre-requisites: 500, 504, 508, 512 and 516 or consent of instructor.

539 - Seminar in Advanced Care of the Child and Family 3 s.h.
This course examines theoretical and empirical concepts related to health beliefs, health promotion, and risk reduction for infants, children, women, and families. The advanced practice nurse will gain practical knowledge and demonstrate application in the management of health care needs of this diverse population. Focus is on the role of the clinical nurse specialist in the changing health care environment. Principles from Healthy People 2010, epidemiology, biostatistics, and cultural awareness guide comparisons of groups. Strategies and benefits of health promotion interventions are emphasized. Pre-requisites: 500, 504, 508, 512 and 516 or consent of instructor.

540 - Evaluation Strategies in Nursing Education 3 s.h.
The process of evaluation is examined. Strategies to assess learning in classroom and clinical settings are studied. Systematic evaluation and assessment strategies in education are explored. The relationship between evaluation practices, professional development, and the improvement of instruction is discussed. Pre-requisites: 500, 504, 508, 512 and 516 or consent of instructor.

544 - Development and Evaluation of Programs in Health Care 3 s.h.
The processes of program development, planning, implementation and evaluation in health care and health promotion are examined. Critical analysis of

research and other current evidence focuses on study design, methodological issues, and evaluation of program outcomes. Strategies for patient education, marketing, ethical resource allocation and formative and summative evaluation techniques are analyzed and applied in advanced nursing practice. Statistical methods used to evaluate program outcomes are analyzed. Pre-requisites: 500, 504, 508, and 516 or consent of instructor.

548 - Nursing Informatics 3 s.h.
This course provides an introduction to the field of nursing informatics, the current state of the science, and major issues for research, development, and practice. It includes the clarification of the concepts of nursing, technology, and information management. It comprises theoretical underpinnings of nursing informatics, the practice of nursing informatics, and the social, ethical and legal issues in nursing and health care informatics. Pre-requisites: 500, 504, 508, and 516 or consent of instructor.

552 - Finance and Healthcare Management 3 s.h.
An in-depth analysis and synthesis of forces, issues, and challenges of select topics impacting healthcare, finance, socioeconomic principles, and leadership are analyzed. The topics include organizational mission, vision, and goals; policy development; business concepts; organizational structure; marketing; reimbursement issues; resource utilization; financial management; productivity and partnerships. In this course students select a healthcare, finance, or economic issue to research and present for discussion. Pre-requisites: 500, 504, 508, and 516 or consent of instructor.

600 - Educator Practicum (600.1 and 600.2) 6 s.h. (0/6)*
May be taken over 2 semesters.

Application and synthesis of teaching and learning theories are integral to this course. With an assigned preceptor, the student will have the opportunity to practice teaching and evaluation strategies within either a nursing program or staff development setting. Each student is guided through mutually planned experiences in the areas of classroom planning, teaching methods and evaluations; experiences with clinical teaching; course planning, development, and evaluation. Evaluation for this practicum will include assessment of classroom and clinical teaching as well as participation in course planning. This course may be completed in one or two semesters. Pre-requisites: 500, 504, 508, 512, 516, 521, 525, 529, (or 523, 527) 532, 536, and 540 or consent of instructor.

610 - Clinician Practicum

(610.1 and 610.2)

6 s.h. (0/6)*

May be taken over 2 semesters.

This course builds on the advanced knowledge and role competencies obtained in 512, 520, 524, and 528. The emphasis of this course is the holistic care of adult and geriatric individuals, families and groups with acute and chronic health problems. Advanced practice interventions and outcomes are planned using research and its evaluation. The student functions with the interdisciplinary team and assumes consultative and collaborative roles. Pre-requisites: 500, 504, 508, 512, 516, 521, 525, 529, (or 523, 527) 544, 548, and 552 or consent of instructor.

612 - CNL Immersion Experience

5 s.h. (0/5)*

May be taken over 2 semesters.

This immersion experience is a course which builds upon the knowledge and competencies gained from the core courses and the specialty courses from medical surgical of 521, 525, 529 or the child and family courses 523, 527, and 529. The emphasis in this experience is for the CNL student to function as a generalist providing evidenced based practice and managing care at the point of care to individuals, families and populations/communities. The student functions within the clinical microsystems and will synthesize information and knowledge for effective critical thinking, decision making and evaluation. The CNL student will use the roles of outcomes manager, client advocate, team manager, risk assessor for quality improvement, and facilitator of practice changes. Pre-requisites: 500, 504, 508, 516, 521, 525, 529, (or 523, 527) 548, 552 or consent of instructor

620 - Research Experience (620.1 and 620.2)

6 s.h.

May be taken over 2 semesters.

This is a research experience designed by the student with the approval and supervision of a graduate faculty advisor. The purpose of the research experience is to apply the knowledge and theory to a concentrated area of study. This course may be completed in one or two semesters. Pre requisites: 500, 504, 508, 512, 516, 521, 525, 529, (or 523, 527) and 6 SH of Functional Role Preparation courses in selected option or consent of instructor.

**The first number is credit hours for theory. The second number is credit hours for clinical practicum.*

Note: 600 Educator Practicum, 610 Clinician Practicum and 620 Research Experience may be taken over 2 semesters. Registration is entered as 600.1 or 600.2, 610.1 or 610.2, and 620.1 or 620.2.

Courses 600 Educator Practicum and 610 Clinician Practicum each have 384 practicum hours. 612 CNL Immersion Experience may be taken over two semesters and has a total of 320 immersion hours.

Neonatal Nurse Practitioner Option

545 - Advanced Health Assessment and Diagnostic Reasoning for the Neonate **3 s.h.**

This course focuses on the knowledge and skills necessary to perform comprehensive assessments and interpretation of diagnostic data on newborns and infants commonly seen in the acute care practice settings. Systematic data collection, diagnostic reasoning, and clinical problem solving for a variety of newborns and infants will be emphasized. Content will focus on perinatal assessment, fetal assessment, gestational age assessment, neurobehavioral and developmental assessments, physical exam of newborns and infants, developmental and behavioral assessment, cultural/social family evaluation and the use of diagnostics such as laboratory studies, radiographs, and instrumentation/monitoring devices. Emphasis is placed on the recognition of assessment findings that deviate from normal. Prerequisites: 500, 504, 508, 512, 516 or consent of instructor.

546 - Advanced Physiology and Pathophysiology of the Neonate **3 s.h.**

This course provides a theoretical and practical knowledge of pathophysiology as it applies to the advanced nursing care of newborns and infants with acute and/or chronic illness or at risk for health problems from a high risk pregnancy. Consequences of the intensive care environment and abnormal physiology on the normal development of the fetus, newborn and infant will be addressed. Analysis of the impact of diagnostics and assessment findings enables the student to develop diagnostic reasoning by interpreting changes in normal function that result in symptoms indicating illness. Prerequisites: 500, 504, 508, 512, 516 or consent of instructor.

547 - Advanced Neonatal Pharmacotherapeutics **3 s.h.**

This course focuses on providing students with an in-depth understanding of pharmacotherapeutics and clinical uses of specific drug groups related to the care and management of neonates in the intensive care nursery. Emphasis is placed on indications for

correct drug choice, usual dose, routes of administration, pharmacological mechanisms in association with drug interactions, adverse effects; and contraindications for use are included as a basis for clinical judgments in managing the sick neonate. Specific problems inherent in drug therapy in the neonate and implication for nutritional support and pain management will be discussed. The course also provides essential information needed to obtain prescriptive authority for neonatal nurse practitioner. Prerequisites: 500, 504, 508, 512, 516 or consent of instructor.

549 - Neonatal Management I 3 s.h. (2.5/.5)*

This course focuses on the synthesis and application of knowledge regarding the health problems of the critically ill and high-risk neonate in the neonatal intensive care unit. Students demonstrate an understanding of essential intensive care nursery concepts, skill, and equipment necessary for completing direct bedside assessment and care of neonates in a safe manner. The theoretical basis, indications and complications for these skills are emphasized. Prerequisites: 500, 504, 508, 512, 516 or consent of instructor.

550 - Neonatal Management II 3 s.h. (2.5/.5)*

This course focuses on the synthesis and application of knowledge regarding the health problems of the critically ill and high-risk neonate in the neonatal intensive care unit. Students demonstrate an understanding of essential intensive care nursery concepts, skill, and equipment necessary for completing direct bedside assessment and care of neonates in a safe manner. The theoretical basis, indications and complications for these skills are emphasized. Prerequisites: 500, 504, 508, 512, 516, 546, 547 or consent of instructor.

630 - Neonatal Nurse

Practitioner Practicum 10 s.h. (0/10)*

The Neonatal Nurse Practitioner Practicum focuses on developing clinical competency in the advanced practice role and in the stabilization, management and evaluation of the high risk neonate. By using the process of expert practice, consultation, collaboration, administration, and research utilization, the student will provide advanced nursing management of a caseload of high-risk newborn/infants and their families over a minimum of 640 hours. The experience is accomplished under the guidance of NNP program faculty. Prerequisites: 500, 504, 508, 516, 544, 545, 546, 547, 549, 550 or consent of instructor.

* *The first number is credit hours for theory. The second number is credit hours for clinical practicum.*

NOTE: Courses 549 and 550 each have 32 hours of practicum.

Doctor of Nursing Practice

700 - Principles of Epidemiology 3 s.h.

This course introduces students to the study of the distribution and determinants of disease in human populations. The epidemiologic approaches used to estimate the burden of disease; causal inferences; and primary, secondary, and tertiary prevention strategies will be analyzed. This course emphasizes critical analysis of analytical studies, quantitative measure of association, and other current research. Evidence-based health promotion and treatment for common disorders/diseases such as those identified in Healthy People will be integrated. Sociocultural, ecological, and systems of care delivery factors that contribute to health disparities will be explored in-depth. Emphasis will be placed on using current evidence to create a comprehensive critical analysis of a current health issue.

710 - Biostatistics 3 s.h.

This course covers the advanced use of descriptive and inferential statistics. Students will learn about the role of sampling and probability in statistical decisions. Applications include confidence intervals and hypothesis testing about population means, proportions, variances, and selected parametric and non-parametric tests. The students will study a software package, such as SPSS, which can be used for analyses.

720 - Appraisal and Analysis within Evidence-Based Practice 3 s.h.

This course introduces the concepts associated with evidence-based nursing practice. The steps in implementing evidence-based practice are explored in depth, including the following: selecting a clinical or knowledge question or problem, forming a team, retrieving the evidence from published literature, evaluating the strength of the evidence, critiquing research and practice guidelines, synthesizing the research, and examining patient preferences. Issues related to information management technology will be introduced. Strategies for creating a culture of evidence-based practice, both for individuals and systems, will be identified, and the barriers to evidence-based practice will also be identified. This course introduces the concepts associated with evidence-

based nursing practice models. Issues related to information management technology will be introduced. Prerequisites: 700 & 720 or consent of instructor.

730 - Evidence-Based Practice: Translation and Evaluation **3 s.h.**

This course continues to evaluate and use concepts associated with evidence-based nursing practice models. The steps in translating evidence-based practice are explored in depth, including the following: making evidence-based practice recommendations, deciding to change practice, implementing the practice change, evaluating the outcomes, and diffusing the innovation. Issues related to information management technology will be continued from 720. The concept of translation science and tools for applying evidence to practice will be emphasized. The goal of this course is to provide the student with the knowledge and skills necessary to assume a leadership role in transforming healthcare and educational environments. The steps in implementing evidence-based practice are explored in depth. Strategies for creating a culture of evidence-based practice both for individual and systems will be evaluated and barriers to evidence-based practice will also be identified with corresponding action plans. Prerequisites: 700, 710 & 720 or consent of instructor.

740 - Impact of Ethics & Law on the Role of the DNP **3 s.h.**

This course will explore the interrelationships between policy, ethics and the law and their impact on clinical practice and health care. Broader social issues common to vulnerable populations will be examined using ethical and legal frameworks. Recurring issues in clinical practice will be examined for how legislation and regulation impacts care. System issues relevant to health and healthcare delivery will be explored for its impact on care and policy implications. Practices/protocols/policies that are compliant with legal and ethical mandates will be explored. Organizational and social communicating and advocating for policy change will be developed. Exploration of current ethical issues, including relevant contextual factors within the health care disciplines and within the student's area of scholarship and clinical practice as it relates to the DNP. Prerequisites: 700 & 710 or consent of instructor.

750 - Cultural Competency for Advanced Practice **3 s.h.**

This course is an application of cultural competency to clinical practice, health care management, and

health services research when working with culturally diverse populations. Methodological orientation is qualitative, historical, and ethnographic in the form of interactive lectures, narratives, discussions, guest presentations and innovative strategies. Interdisciplinary perspectives will be a part of the course appropriate for graduate students in nursing, education, public health, health administration, social work, and anthropology. Prerequisites: Consent of instructor.

760 - Health Care Finance and Policy **3 s.h.**

This course focuses on understanding how health care is organized, financed, and delivered in the U.S. and examines key issues currently on the U.S. national policy agenda. This is an interprofessional course offering. This course will examine both healthcare economics and the business of practice. The relationship of economic issues, health policy and clinical practice will be explored. Economic concepts and tools will be used to examine issues and solve problems/issues pertaining to health care and the delivery of healthcare services. Approaches to economic evaluations will be explored and students will use findings from economic evaluations to inform policy makers about the costs and effects of medical interventions to support their decisions on the allocation of health care resources. Evidence-based critique skills will be expanded to include critical appraisal of economic evaluation studies and select software will be used to conduct an economic systematic review. Relevant finance concepts will be explored to develop skills in assessing the practice/organizations' financial condition, budgeting and profit analysis. Prerequisites: 700, 710, 720, 730, 740 & 750 or consent of instructor.

770 - Health Care Information Systems and Outcome Management **3 s.h.**

This course focuses on information systems technology and its application for the improvement and transformation of patient-centered health care. The course prepares the student to become proficient at selecting and using technology for organizing, analyzing, managing, and evaluating information in nursing administration, education, research, and clinical practice settings. Content will explore use of 1) information and information technology systems to support: research for evidence-based practice; quality improvement and outcomes evaluation; management; education; and practice; 2) standards/principles for selecting and evaluating information systems; and 3) analysis of legal, ethical, and regulatory issues related to information systems and technology. Students will execute an

evaluation plan of an existing information management system in his/her work setting. Prerequisites: 548 Nursing Informatics or consent of instructor.

800 - Capstone Project - Practitioner 6 s.h. (4/2)

This capstone course provides the student with the opportunity to synthesize previous learning in the implementation and evaluation of a system level change designated to immediately improve health-care outcomes. During the 128 hours associated with this course, the student will conduct a change project based on principles of science and evidence-based practice, healthcare quality, and systems leadership. Successful completion of this final practicum will require the student to present the results of the change project to his/her capstone project committee for their review and approval of the cumulative scholarly work. It is expected that this project will demonstrate the measurement and evaluation of outcomes resulting from the organizational changes. In the seminar portion of the course, discussions focus on the sophisticated leadership skills required of the nurse executive, including the highest level of analytic thinking and problem-solving skill. Prerequisites: Successful completion of the 33 doctoral credits prior to this capstone course and approval of the student's committee to implement the individually designed change project. Prerequisites: 700, 710, 720, 730, 750, 760 & 770.

810 - Organizational Management/Leadership 3 s.h. (1/2)

The purpose of this course is to provide a comprehensive exploration of leadership theories and principles, as well as innovative leadership techniques. Units of content will focus on systems thinking, values and ethics, human resource utilization, legal issues, decision-making, organizational culture and climate, communication skills, succession planning, theories of change and change leadership, creation of learning communities, professional accountability, and leadership within professional nursing organizations. Qualities and behaviors associated with exemplary leadership will be identified. The goal of this course is to develop and refine the leadership skills of the student as he/she works to transform practice and educational environments in order to enhance the quality of nursing and healthcare delivery systems. The student will be expected to use his/her own work environment as a learning laboratory to assess and develop existing leadership structures. Content includes forecasting, the processes of decision-making based on data and

decision trees, making choices for location and physical layout design of healthcare services, the processes associated with reengineering and work redesign, the use of data in determining staffing and scheduling decisions, measurement of productivity, making resource allocation and inventory decisions, the use of data in quality initiatives, project management, and capacity planning. During the 128 practicum hours associated with this course, the student will develop a leadership project in his/her work setting. Using leadership theories and principles, the student will be expected to conduct a project that makes an immediate impact of the quality of healthcare and nursing. Sixteen hours of seminar are included in this course, to provide the student with the opportunity to participate in a learning community of colleagues and scholars who will serve as consultants on the projects. Prerequisites: All 700 courses.

820 - Residency 6 s.h. (0/6)

Under the guidance of their DNP faculty advisor, students will synthesize, integrate and translate newly acquired knowledge and skills in the implementation and evaluation of their selected project. Using scientific theory, systematic evidence appraisal, systems, organizational and policy analysis, and models of care delivery, students will complete the DNP project. Seminars will focus on guiding the student through all aspects of project design, implementation and evaluation. Clinical experiences will be individually designed within the context of the direct or indirect focus of the students' program. This course is designed to integrate knowledge of nursing theory; evidence based nursing practice, physiologic and pathophysiologic foundations, ethical and legal principles and health care systems into clinical practice. In consultation with their DNP faculty advisor, students will elect an area of clinical practice and implement advanced clinical decision-making in the provision of culturally sensitive, patient centered, evidence based care. Case presentation from the student's clinical practicum experience will be used to explicate clinical trends, expert clinical judgment, and individual and population focused interventions. Expertise, knowledge and data gained from this course will be used in the development of the final project proposal. Prerequisites: All 700 courses & 810.

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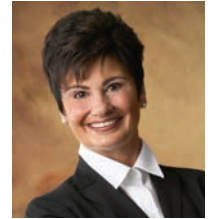
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