

# University of Great Falls RN-BSN Completion Program 2016-2017 Student Handbook



# RN to BSN Student Handbook

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## 1. UNIVERSITY OF GREAT FALLS

As an expression of the teaching mission of Jesus Christ, the mission of the University of Great Falls (UGF) is to provide students with the opportunity to obtain a liberal education for living and for making a living. UGF was founded through the collaborative efforts of the Sisters of Providence, the Ursuline Sisters, the Catholic Bishop of Great Falls, and the civic community, all of whom recognized societal need for higher education. Its educational mission, sponsored by the Sisters of Providence, continues to be the shared endeavor of dedicated people. The University cooperates with both private and public institutions to attain goals consistent with its educational purpose and values.

The University continually and responsibly evaluates its operation and programs. The University offers students a foundation for actively implementing Gospel values and the teaching of Jesus within the Catholic tradition; it serves students of all beliefs who wish to take advantage of its programs. The faculty and staff of the University join with students in a cooperative and enthusiastic search for truth, so that students may develop:

- Character - have a positive impact on the world and to the communities in which they live and work, particularly by recognizing and accepting personal accountability to themselves, to society, and to God;
- Competence - further their ability to live full and rewarding lives by becoming competent working members of society who know the basics of their professional field and have access to future learning;
- Commitment - find meaning in life which enables them to participate effectively in society while transcending its limitations, by living according to their moral and religious convictions, as well as respecting the dignity and beliefs of other people.

## 2. Accreditation and Affiliation

Northwest Commission on Colleges and Universities Accreditation: UGF is a private, Catholic university, incorporated under the laws of the State of Montana. The University has been empowered to grant diplomas and confer academic honors and collegiate degrees since 1932. The University is sponsored by the Sisters of Providence and operates within the jurisdiction of the Catholic bishop of Great Falls-Billings. UGF is accredited by the Northwest Commission on Colleges and Universities, an institutional accrediting body recognized by the Council for Higher Education Accreditation and the United States Department of Education.

Commission on Collegiate Nursing Education: The RN-BSN program at the University of Great Falls is accredited by the Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington, DC 20036, (202) 887-6791.

## 3. GREAT NURSES - GREAT FALLS

The “Great Nurses – Great Falls” program is a distance baccalaureate completion program. It has been offered as a partnership program between Providence St. Joseph Health and the University since the initial cohort of nurses who started the program in 2008. The originators used the motto “Great Nurses-Great Falls” to describe this program.

## 4. B.S. in NURSING PROGRAM DESCRIPTION

UGF’s baccalaureate degree completion program is offered to the licensed, practicing Registered Nurse in the Providence Health and Services system. The program is delivered through a combination of distance technologies and includes a two-week intensive immersion session in the initial summer of the

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curriculum. Students are expected to progress through the program on a part-time, cohort-based model with required nursing courses being offered on a specified day of the week. (See Appendix A).

The program graduates practice nursing care that centers on a sacred, therapeutic relationship with patients, families, and communities. This practice is characterized by vigilance in keeping patients safe and protected from harm as well as focusing on health promotion and disease prevention measures. Such nursing care is grounded in the best available evidence and reflects a spirit of inquiry in delivering clinically excellent care of the whole patient, however patient is defined. The RN is provided the necessary tools to effectively lead, manage, design, and deliver patient care in a highly complex and ever changing healthcare system.

UGF's RN to BSN Program is designed for completion in five consecutive semesters, with fewer required course requirements in both summer semesters. Following a required two-week, face-to-face, on-site immersion, students complete all required nursing and other coursework online. Local nurse educators (Program Liaisons) and the student's manager at each distance site work in partnership with the University to assure students receive a consistent, world-class, and student-focused experience throughout the five-state Providence System. Successful students begin in Summer I as a cohort, progress through the subsequent four semesters together, and meet requirements for graduation at the end of Fall Semester II. The program is designed to be completed in approximately 18 months, if all core requirements for the University of Great Falls have been met. The University grants degrees in December and in May.

## **5. NURSING PROGRAM PURPOSE**

In the tradition of the visionary Sisters of Providence, the University and Providence Health & Services created a partnership to develop and implement a baccalaureate completion program for registered nurses. This collaborative team process united expert University and Providence faculty, state-of-the-art academic university resources, nurse educators, and a professional consultant who specializes in baccalaureate curriculum development to support experienced nurses in attainment of a BSN.

The program is innovative in many ways. In addition to offering a part-time, one-day every other week schedule designed for the busy working nurse, the program also offers a fresh curriculum designed to prepare nurses to tackle the challenges inherent in contemporary nursing practice. The program is strategically aligned with the Providence mission and core values (see the University Catalog, p. vi-vii). It is designed specifically for Providence Health and Services nurses who have abundant clinical experience but are seeking to broaden their professional expertise. (See Appendix B). The program boasts the following advantages:

- A values-based, innovative, and dynamic curriculum
- Extensive use of web-enhanced instruction
- Cohort model
- Academic support from local clinical educators and managers

## **6. NURSING PROGRAM LEARNING OUTCOMES**

The University's Bachelor of Science Degree in Nursing (BSN) completion program prepares graduates for accountable and professional nursing practice that is relationship-based, vigilant, theory-guided, and grounded in the best available evidence.

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## The Program Learning Outcomes include:

1. Integrate a compassionate and ethical understanding of the human experience into nursing practice using the foundations of a liberal arts education.
2. Apply leadership concepts, skills, and decision-making to engage healthcare teams in creating, promoting, and managing a patient safety and quality environment.
3. Incorporate research, data, and evidence to optimize the health of patient populations.
4. Utilize information technology to communicate, mitigate errors, and make improved clinical decisions related to the care of diverse populations.
5. Participate in processes to influence change in legal, political, social, and economic factors that impact healthcare delivery.
6. Create interprofessional collaboration to improve the work environment and patient outcomes.
7. Provide collaborative and compassionate spiritual, ethical, and culturally appropriate care across all care settings and life span.
8. Practice preventative care, health promotion, and disease intervention across all care settings for individuals, families, the community, and populations.
9. Assume personal accountability to uphold the standards of nursing practice as defined by the Nurse Practice Act (in the state in which the nurse practices) and the American Nurses Association (ANA) Code of Ethics.
10. Demonstrate compassionate, holistic, and reflective nursing practice across the lifespan.

## **7. GOVERNANCE**

### **a. Organizational Structure and Framework**

The University's Bachelor of Science Degree in Nursing (BSN) completion program is a program developed in response to an initiative of Providence Health and Services. UGF's academic policies and procedures are in effect as program policies and procedures unless otherwise stated.

### **b. Governing Committee**

The program is offered through the University's curriculum and any additions or changes to the curriculum will follow UGF's established procedures per the curriculum committee. The program is operated and managed by the Chair of Nursing and Health Programs who reports to the Providence Health and Services Senior Vice President and Chief Nursing Officer.

### **c. Meetings**

Full-time nursing faculty attend University faculty meetings, division meetings, and participate in committee work as part of their contractual agreement. The nursing faculty participates in monthly department meetings that focus on quality improvement and innovative program strategies. The BSN Team Meetings are comprised of key university departments that interact with the program on a regular basis: Admissions, Registrar, Information Technology, Academic Dean, Nursing faculty, and the Program Coordinator to help ensure program review is consistent with University processes.

## **8. EDUCATIONAL OBJECTIVES**

### **a. Educational Plan**

The program explores topics in greater depth than Diploma or Associate Programs typically offer. Topics provided during the program include, but are not limited to, community health nursing, leadership and management, evidence based practice, and the use of data to guide nursing practice, ethics and spirituality, bioethics and pathophysiology; all in the preparation for graduate studies and the potential of our graduates moving into a supervisory and/or nursing management position.

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## **b. Nursing Major Courses**

For a full course description, refer to Appendix A.

<u>NUMBER</u>	<u>TITLE</u>	<u>CREDITS</u>
NRS 301	Research Methods and Statistics	3 cr
NRS 303	Introduction to Nursing Leadership	1 cr
NRS 402	Evidence-based Practice	3 cr
NRS 403	Ethical Decision-Making and Spirituality	3 cr
NRS 405	Pathophysiologic and Pharmacologic Concepts	3 cr
NRS 407	Public Health: Nursing Care of Populations	3 cr
NRS 408	Health Promotion and Disease in the Community	3 cr
NRS 418	Global Perspectives in Healthcare	3 cr
NRS 419	Organizational Leadership in Quality and Safety	3 cr
NRS 420	Advanced Issues in Nursing Leadership	3 cr
NRS 491	Capstone I (final project)	3 cr
NRS 492	Capstone II (final project)	3 cr

### **First Semester Courses (Summer Session 1)**

**NRS 301:** Research Methods and Statistics

**NRS 303:** Introduction to Nursing Leadership

### **Second Semester Courses (Fall Session 1)**

**NRS 402:** Evidence-based Practice

**NRS 407:** Public Health: Nursing Care of Populations

**NRS 418:** Global Perspectives in Healthcare

### **Third Semester Courses (Spring Session 1)**

**NRS 403:** Ethical Decision-Making and Spirituality

**NRS 405:** Pathophysiologic and Pharmacologic Concepts

**NRS 491:** Capstone I

### **Fourth Semester Courses (Summer Session 2)**

**NRS 419:** Organizational Leadership in Quality and Safety

### **Fifth Semester Courses (Fall Session 2)**

**NRS 408:** Health Promotion and Disease in the Community

**NRS 420:** Advanced Issues in Nursing Leadership

**NRS 492:** Capstone II (final project)

## **9. PROGRAM INFORMATION AND POLICIES**

### **a. Requirements for B.S. in Nursing Degree Program**

All pre-requisite and co-requisite courses must be 100 level or greater and taken for credit. The student must have received a grade of C or better for these and all courses related to the BSN. Students should check with their advisor and/or the registrar's office at the University before taking courses at other institutions.

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## University of Great Falls Selection Process for students accepted to the RN to BSN Program Degree Completion Program

### General Program Acceptance

- Completed Application to the University and to the RN to BSN program including a personal essay.
- Two completed recommendation forms from a nursing manager, director, and/or physician.
- Two years as a full-time licensed RN with Providence Health & Services.
- Completion of three pre-requisite courses: Anatomy and Physiology (4 cr.), Microbiology (4 cr.), and Nutrition (3 cr.) with a grade of C or better. The nursing program is using a phased in approach to meet this requirement by fall of 2016.
- Cumulative GPA of 2.5 or greater from the Associates degree or Diploma degree granting institution.
- No more than ten (10) outstanding credits in the University core curriculum as required by the program. The nursing program is using a phased in approach to meet this requirement by summer of 2017.
- Students who have previously obtained a bachelors degree in any degree field are waived from the requirement to complete the University core curriculum. These students must still complete the prerequisites prior to beginning the program.

The Program Coordinator for Nursing & Health Programs ranks the applicants according to scholarship criteria. This ranked list is provided to the Chair of Nursing and Health Programs for review. The Chair and Regional Chief Nurse Officers will make the final recommendations for the students who will receive the Providence Health and Services scholarships, up to the limited number of available seats each year.

### b. Degree requirements--page xxxix of the undergraduate catalog 2015-2016

#### Goals for Undergraduate Degrees

All students will acquire fundamental knowledge and skills during their tenure at the University. The following goals shape curricular decisions to ensure breadth and depth of content and experience and to encourage independent learning. They help create the context of a value-based liberal arts education and reinforce the university's Mission Statement including the Catholic University Identity Statement and the Core Values of Providence Health and Services. The University graduates engage the questions:

#### What does it mean to be human?

- recognize the inherent value and interrelatedness of all God's creation
- accept the inherent dignity of every person
- confirm and value cultural differences and similarities
- recognize that community is essential to being and becoming human
- demonstrate the responsibility to maintain and strengthen society by helping others and advancing justice
- apply positive values of aesthetic and creative expression

#### What does it mean to participate in intellectual inquiry?

- participate in the search for truth and knowledge
- synthesize the cumulative wisdom of human inquiry, past and present as a means to enrich the future
- civilly question and challenge, and demonstrate an openness to being questioned and challenged, in pursuit of the common good



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- think critically and creatively, analyze situations and proposals accurately; identifying issues, arguments, conclusions and the validity of alternative positions

### **What does it mean to "make a living" and to live as a productive human being?**

- communicate clearly and effectively in multiple modes of discourse
- identify problems and articulate appropriate solutions
- accept the consequences of their decisions and actions
- commits to active participation in their chosen field of endeavor
- demonstrate expertise in a specific concepts or areas of study

### **What does it mean to participate in the spiritual and religious dimensions of life?**

- explore religious world views and value systems and their implications for living
- contemplate spirituality, the meaning of God, religion, and the gospel of Jesus Christ and the importance of these for living
- further God's work of reaching out to humanity
- make sound moral judgments
- recognize the Christian and Catholic traditions

### **c. Bachelor's Degree Requirements—page xl undergraduate catalog**

To earn a bachelor's degree from UGF, a student must:

- Complete a minimum of 128 credits.
- Maintain a cumulative University grade point average of 2.00 or higher.
- Complete the University of Great Falls Core Curriculum.
- Complete a major. All courses used to complete the requirements of a major, minor, or concentration must have a grade of C or better. Some majors may require completion of a minor or concentration.
- Complete thirty of the last forty semester hours of coursework at the University of Great Falls.
- Complete at least fifteen credits at the University of Great Falls in the major.
- Complete at least thirty-two credits in upper division coursework (courses numbered 300 or higher)
- Apply for graduation in accordance with the prescribed deadlines.
- Comply with all University policies, rules, and regulations.
- Pay all indebtedness to the University.

### **d. Bachelor's Degree Core Curriculum**

The Core Curriculum at the University of Great Falls promotes the high standards of the Catholic Intellectual Tradition. It is designed to assist students in exploring the following key concepts:

- The ability and habit of critical thinking
- The importance of creative expression
- The interconnectedness of all knowledge
- A sense of community and civic responsibility
- The acquisition of the content and methodology of the major areas of knowledge the humanities and the fine arts, the natural sciences, mathematics, and the social sciences.
- The importance of spiritual and ethical values
- An exploration of key questions central to human growth and development:

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*What does it mean to be Human?*

*What is Truth?*

*What is the Common Good?*

### **e. Prerequisites**

Program prerequisites include: human anatomy and physiology (4 credit course), microbiology (4 credit course) and Nutrition (3 credit course). A grade of C or higher is required in each of these courses.

### **f. General Program Requirements**

This program is restricted to practicing registered nurses who are seeking a baccalaureate degree in nursing. The program requires two years of continuous RN experience at the time of application to the program. A BSN at the University requires at least 128 semester credits. Students earn 34 credits within the nursing program. A student earns 30 credits for their nursing license (NCLEX) and experience. This means that the student must earn or have earned another 64 credits to have the required minimum credits for graduation. Program guidelines state that students are not able to start the program with more than ten (10) outstanding general education requirement (core) credits. To accomplish this, the nursing program is using a phased in approach to meet this requirement by fall of 2017.

A student must complete 30 of the final 40 credits at the University of Great Falls in order to be granted a degree from the University of Great Falls. In order to be eligible for graduation with Honors, students must complete a total of fifty credits from the University.

The RN to BSN program requires one, two-week session at the University during the initial summer semester. The cost of travel, tuition, and books are the responsibility of the student. Room, board and other University fees are included in the Providence scholarship.

### **g. Application Procedure**

A student may apply to the University prior to seeking admission to the nursing program. Students may take core courses at the University independently to fulfill core requirements prior to seeking admission to the BSN program. Students complete the on-line application and submit official transcripts to the registrar's office for evaluation. Students will receive a core evaluation audit sheet for the nursing program. This document will be used by the student to develop a degree completion plan.

Students that have greater than ten (10) outstanding core credits are required to take core courses either at the University of Great Falls or at local community colleges and/or universities prior to seeking admission to the program. The Chair for Nursing will review the completed application and determine program eligibility.

The University's transfer undergraduate student admission requirements are stated in the undergraduate catalog.

### **h. FERPA Release**

Students will be asked to sign and submit a FERPA release form after their admission but prior to beginning the program. The FERPA release states that the nursing liaison's administrators at a student's home facility will have access to a student's academic record based on the administrator's legitimate educational interest in the student's academic progress. This is required for students on a Providence scholarship.

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### **i. Estimated Nursing Program Expenses**

As a Providence employee, the student and their immediate family members are eligible for a tuition discount for general and prerequisite courses at the University.

Students may obtain third party funding, apply for financial aid and/or grants to pay for their education, but are ultimately responsible for their account balances at the University of Great Falls. The scholarship program for Providence nurses is managed by Providence Health and Services.

Fee schedules are published in the student catalog. Tuition each semester is due no later than the first day of classes for that semester. Students must pay the balance on their accounts or have made arrangements to pay their tuition by the first day of classes. For additional information, contact the business office at (406) 791-5202.

### **j. Financial Aid**

Students that are interested in receiving federal student aid will need to complete the Free Application for Federal Student Aid (FAFSA). They can complete a FAFSA at [www.fafsa.ed.gov](http://www.fafsa.ed.gov). The required school code for the University of Great Falls is 002527. A student is eligible for financial aid when enrolled in six or more credits. Generally, BSN students will be eligible for aid during the fall and spring semesters. During the initial summer, students are enrolled in four (4) credits and during the second summer, they are enrolled in three (3) credits. For additional information about UGF financial aid, refer to the Financial Aid office at (406) 791-5202.

### **k. Grants**

Eligible students can apply for grants either independently or through the University's Financial Aid Office. Examples of grants include:

Federal Pell Grant is a grant for undergraduate students. Pell Grants generally will be paid for fall and spring semesters only. For students enrolled less than half time, awards are made contingent on Federal funding.

Federal Supplemental Educational Opportunity Grant (SEOG) is a grant for exceptionally needy undergraduate students. Funding is limited and Pell eligible students will receive first consideration to the extent that funding is available.

Montana Higher Education Grant (MTEDUC) award is made through joint funding from the State of Montana and the Federal government. Awards are based on need and made only to Montana residents.

For additional information about grants, contact the University's financial aid office.

### **l. Payment Plans**

A student interested in setting up payment arrangements on their account are instructed to contact the Business Office (406-791-5202) for more information on the University's partnership with Professional Accounts Receivable Management (PARM).

### **m. Refunds**

The refund schedule for tuition is listed in the academic calendar for each semester. University fees are non-refundable. Please refer to the University's undergraduate catalog for additional information.

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## 10. ACADEMIC POLICIES

The following Academic Polices of the University of Great Falls can be found on our website:

<http://www.ugf.edu/Academics/AcademicPolicies/tabid/94/Default.aspx>

Academic Misconduct, Academic Probation and Suspension, Adding Classes, Catalog Governing Graduation, Challenge of Courses, Cheating, Credits, Credit Transfer Policy, Class Attendance, CLEP and AP Credits, Course Numbering System, Course Waivers, Designation of Degrees, Double Dipping, Dual Majors, Graduation Participation Policy, Graduation with Honors, Grade Appeal Procedure, Grade Completion Dates, Grade Change Policy, Grading System, Grade Reports, Incomplete Policy, Graduation Applications, Independent Study and Telecom Home Study, Non-Collegiate Learning Experiences, Plagiarism, Pre-Professional Academic Advising, President's Honor Roll and Dean's List, Recording of Degrees, Repetition of Courses, Residency Requirements, Simultaneous Enrollment, Student Classifications, Student Conduct, Student Credit Load, Student Records and FERPA, Use of Requirements from Different Catalogs

### a. Progression through the RN-BSN Major

Students are required to complete 34 credits during five semesters. In addition, students will have to complete the University's core requirements to receive the BSN degree. Students may transfer in unlimited number of credits from other higher educational institutions, however, the total number of credits required for the degree is 128. Students may choose to take core courses via distance from the University at any time, even prior to being admitted to the BSN degree completion program. In order to do this, a student must apply to the University and indicate their major as Nursing.

Students following the academic program plan should obtain the total number of credit hours required (128 credits) to receive the B.S. in Nursing Degree in five consecutive semesters or approximately 18 months. Nursing courses are offered sequentially. If a student does not successfully complete all courses in a semester, he/she may continue in the program, pending approval from their advisor and the Program Chair, knowing the incomplete course(s) and/or failed course(s) will need to be re-taken the following year.

Please note that Providence Health & Services has additional rules and policies that students need to follow regarding satisfactory academic progression. Please refer to the scholarship letter.

### b. Core Class requirements

#### English and Writing Requirements

All graduates of the University are required to take or demonstrate achievement in courses that meet the English 117 requirements.

- ENG 117 Writing Essays (3 credits)

Additionally, most students will need to take an upper division writing class at the University as a requirement of graduation. Students may choose which course they wish to take to fulfil this requirement unless a particular course is specified by their major.

- ENG 300 – 319

Students who demonstrate proficiency in English 117 courses through high school course work, transfer courses, proficiency exams, or other means may be allowed to waive some or all of these requirements. Some nursing students have at least one of the courses (or the equivalent) from previous college

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attendance that will be transferred in. Some students may have even taken the transfer equivalent for both courses. These courses are listed on the transcript evaluations that students will receive from the Registrar's office. The upper division English course (300-319) must be met via a transfer course from another accredited university and approved by the English department faculty, or taken at UGF.

### **Integrated Learning Communities**

These courses are specifically designed to illustrate the interconnectedness of knowledge, foster critical thinking and creative expression, explore ethical issues, and aid students in the acquisition of methodology as well as content knowledge.

- ILC 330 or ILC 350 (must take one of these two classes)

### **Computer Science**

- CPS 110 – Conquering the Digital Divide (3 credits)

### **Fine Arts**

- See the UGF Student Catalog

### **Humanities**

- See the UGF Student Catalog

### **c. Computer Proficiency Requirements**

During the initial summer intensive session, students will be required to know and use Microsoft Word, Power Point and Excel programs. It is required that students bring a personal laptop with them to their two-week summer intensive and use the laptop throughout the program. Apple computers are not allowed in the program because all University and courses use PC-based software applications.

### **d. Academic Advisors**

Academic nursing faculty advisors are assigned to each student. These advisors work closely with the student until graduation. Communication between an advisor and student can occur face-to-face, via the telephone, and/or email. Both the student and advisor have the right to initiate a change of advising assignment. Students are highly encouraged to confer with advisors if any academic problems, conflicts, or concerns arise.

Students are encouraged to maintain communication with their on-site program liaisons and managers throughout the program. The program liaisons and managers serve as mentors and are available to help students with access to resources.

### **e. Faculty**

Faculty will be employed at the University or through a joint appointment via PH&S as full time, part-time, or adjunct faculty. All instructors receive FERPA training and are required to follow all confidentiality policies established by the University.

### **f. Registration for Courses**

Students in the nursing program register for their BSN courses by using their cohort designation code in the online registration page. This code is based on a student's start year and a letter referring to their respective cohort (ex. BSN0910A). Students will then be enrolled into the next semester's NRS courses.

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Students wishing to register for other courses outside the RN to BSN program must register following the University's procedure for enrolling in classes. Courses need to be completed according to the University's published semester schedule.

Students may request an incomplete in a course and will be bound by the University's policies about completing the course. Students who have an incomplete in a course and wish to register for a course that requires the incomplete course as a pre-requisite, must finish and receive a final grade for the course before they will be allowed to register for the higher level BSN course unless they receive written approval from the Chair of Nursing & Health Programs.

### **g. Class Attendance**

The nursing program is offered in an interactive video distance learning format. Students using Microsoft Lync are required to follow the University attendance policy. Students are required to communicate with their professor about both excused and unexcused absences. Students are also required to follow the classroom conduct policies as described in the University Catalog.

### **h. Practice Experiences**

Practice experiences for the RN-BSN program include direct and indirect care activities to ensure students achieve the program outcomes and competencies based on the *Baccalaureate Essentials*. (See Appendix C). Direct care refers to nursing care in direct contact with patients, families, communities and other healthcare providers. Indirect care activities refer to global actions and/or interventions that impact a population of patients.

Selected nursing courses use direct and/or indirect care activities in the curriculum. If students are working on a University course project in a Providence facility, the student must wear their University name badge, and they must identify themselves to patients, staff, and administration, as a student.

For selected nursing courses that have a direct or indirect practice experience, students use an onsite preceptor for that assignment. Preceptors are typically the student's manager who support the student throughout the program and provide unit/department project ideas for student's learning and improvements for a patient population. (See Appendix D).

Practice experiences occur within a Providence facility, e.g. clinic, out-patient center, Home Health, Long Term Care, or hospital. The preceptor and student are provided an opportunity to evaluate the student's work at the end of the semester. This feedback is provided to the UGF faculty for that course; the faculty member make the final decision for student grades.

### **i. Email**

All students will be assigned a University email account with the expectation that students will check their email at least every 48 hours. Faculty will primarily communicate with students via email and Moodle, the e-learning environment used by the University for On-line Courses.

### **j. Software**

Students will be required to have access to a computer and internet. Students will be required to use Microsoft Office software to complete assignments (this includes Word, PowerPoint, and Excel). Other software may be required for some courses.

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## **k. Textbooks**

The syllabus includes the list of required and recommended textbooks for each course. Students may contact the UGF Bookstore to purchase the textbooks (University bookstore will ship textbooks for a flat rate) or a student may choose to purchase the textbooks locally or online through a different vendor. Students may review the Required Textbook Information found on the UGF website (Academic tab) prior to registering for classes. The list is updated on a regular basis by UGF personnel.

## **l. Cell Phones**

Cell phones must be 'silenced' during on-line class time and during summer session to promote a positive learning environment for all students.

## **m. Moodle**

Moodle is the asynchronous e-learning environment that supports the interactive video class meetings. Nursing students are automatically enrolled in Moodle when they begin their summer session intensive at the University. Students will receive a Moodle account upon admission to the University. Students are expected to log into Moodle at least twice a week or more to obtain course information, materials, and assignments. Students will be required to submit assignments in a timely manner according to the instructor's syllabus and instructions.

## **n. Grading Requirements and Grading Scale**

Final grades for each course can be obtained by the students one week after the last day of the semester. Grading timeline for each course will follow the University's grading schedule. Please contact the registrar's office for additional information. (See Appendix E).

The grading scale to be followed by the faculty for each BSN course is:

- A = 92-100%
- B = 83-91%
- C = 75-82%
- D = 66-74%
- F = 65%-below

## **Providence St. Joseph Scholarship Grade Point Average**

All nursing students receive the Providence scholarship and a requirement of continuing to receive the scholarship each semester is to maintain a grade point average (GPA) of 3.0 or greater for all nursing courses. Failure to maintain a 3.0 GPA for nursing courses will result in loss of the Providence scholarship until the student resumes a 3.0 GPA or greater.

## **o. Unsatisfactory Student Performance**

Students should exhibit high standards of academic conduct. All acts of dishonesty in academic work constitute academic misconduct. Such acts include:

Cheating: use or attempted use of unauthorized material or the work of another student in any academic assignment, paper, or examination.

Plagiarism: representation of another's work as one's own. This includes the unauthorized and unacknowledged use of the phrases, sentences, paragraphs, ideas, illustrations, drawings, photographs, or computer programs of another whether by using exact or nearly exact words without quotation marks or by omitting citations or both.

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The course instructor is the initial judge of whether a student is guilty of academic misconduct. Should a student disagree with an instructor's judgment, the student may appeal the instructor's decision by following the "Academic Related Appeals Process" on page xxi.

The minimum penalty for an act of academic misconduct shall be a grade of "F" (failure) on the paper, assignment, or examination involved. More severe penalties may be enforced by individual instructors, provided that such penalties are identified in the course syllabus. The maximum penalty for plagiarism that may be levied is a grade of "F" (failure) for the course. Copies of plagiarized work will be placed on file with the Coordinator of Student Faculty Relations. Severe or repeated instances of academic misconduct will result in more severe sanctions up to and including expulsion.

### **p. Academic Warning, Probation, and Suspension**

Undergraduate students will be evaluated at the end of each semester or upon attempting a minimum of nine (9) semester credits, to ensure they are making satisfactory academic progress toward their degrees. To make satisfactory academic progress and remain in good academic standing, students must maintain a semester and cumulative GPA of at least 2.0.

Students whose semester GPA is between 1.99 and 1.0 will be placed on academic probation for the next semester of attendance (see Probation). Students whose semester GPA is .99 or below will be suspended for a minimum of one semester (see Suspension). Students whose cumulative GPA is below a 2.0 will be placed on warning (see Warning).

#### Probation

Students placed on probation will be required to participate in an individual academic recovery plan and will be limited to a maximum of 16 credits. If, during the subsequent semester of enrollment, or a minimum of nine (9) additional semester credits, the semester GPA remains below a 2.0, the student will be suspended and may not enroll in classes for a minimum of one semester.

Probation students whose semester GPA after one semester on probation, or a minimum of nine (9) additional semester credits, is above a 2.0, will be returned to good academic standing.

#### Suspension

After a period of suspension, a student must reapply to the University. Readmission is not guaranteed. If the student is readmitted, the student will be placed on academic probation for the next semester of enrollment (or upon attempting a minimum of nine (9) semester credits). Students will be required to participate in an individual academic recovery plan upon readmission and will be limited to a maximum of 13 semester credits. The student will develop and follow the individualized plan in cooperation with his/her academic advisor, athletic coach, if applicable, and a member of the Center for Academic Excellence. If the semester GPA is below a 2.0, the student will be suspended once again. A second suspension requires at least one year (a fall and spring semester) away from classes and a third suspension results in expulsion and the student will not be allowed to return to the University. Any instance of probation, suspension, or expulsion will be recorded on the academic transcript.

#### Warning

The University will also monitor students cumulative GPA. After attempting a minimum of one semester or nine (9) semester credits, any student with a cumulative GPA below 2.0 will be placed on academic warning. Students on warning are not required to appeal or participate in the academic recovery plan unless they are also on academic probation (see above). However, students will be notified formally of



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their warning and reminded that a minimum GPA of 2.0 is required for degree completion from the University.

Students may be placed on warning and probation at the same time if both the semester and cumulative GPA are below 2.0.

### Appeal Process

An Academic Suspension may be appealed for extenuating circumstances only. Consideration will be given to extenuating circumstances beyond the student's control (e.g., serious personal illness, injury, the death of an immediate family member, or other extreme duress). To appeal a suspension, the student is required to prepare a clearly written statement describing the circumstances leading to suspension and the student's plan for success in future semesters. Documentation to support the appeal, such as a letter from a physician, obituary notice, etc. must accompany the written statement. The appeal will be reviewed by the appeal committee. The student will be notified in writing of the committee's decision. The decision of the committee is final.

### **q. Academic Related Appeals Process**

All grade related appeals will be handled in the manner provided below and will apply to both graduate and undergraduate appeals.

Formal appeals must be filed within **thirty (30) calendar days** of the aggrieved incident. However, before a formal appeal is filed, the student should first attempt to solve the problem on an informal basis utilizing the following procedure:

1. The student should speak to the instructor with whom he/she has a complaint.
2. Should step one not provide a satisfactory resolution of the issue, the student should schedule a mediation meeting with the Coordinator of Student/Faculty Relations.
3. Only after the above steps have been followed should the student request that the Coordinator of Student /Faculty Relations notify the Academic Dean that steps one and two have not resolved the problem.
4. The student should write a letter to the Academic Dean carefully describing the reason(s) for his/her complaint. This letter should clearly state what circumstance has created the aggrieved incident and what redress the student seeks.

Within **fourteen (14) calendar days** of the receipt of the written complaint, The Coordinator of Student / Faculty Relations will refer the matter to the Academic Environment Committee (AEC). The chair of AEC will appoint an ad hoc Appeals Committee to hear the appeal consisting of three of its members and two students appointed by the Student Senate. In the matter of graduate student appeals, students will be graduate students. This Appeals Committee will choose a chair from among its members. In cases of conflict(s) of interest, the chair of AEC will recruit faculty members from outside AEC. The Coordinator of Student/Faculty Relations will facilitate the process and serve as Hearing Officer, a non-voting participant, in academic related appeals. The hearing should take place within 14 days of the committee appointment. The parties must mutually agree on any extensions.

At least **seven (7) calendar days** in advance of the hearing, the Hearing Officer will notify all parties involved in the appeal of:

1. The time and place of the hearing
2. The nature of the complaint
3. The composition of the committee

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At least **48 hours** prior to the hearing each party will:

1. Provide the Hearing Officer with all pertinent documentation.
2. Provide a list of witnesses if either party chooses to call witnesses. A list of these witnesses will be provided to the appeals committee when documentation is provided. Each witness must provide a written statement to the committee no less than 48 hours prior to the hearing.

During the hearing:

1. All parties are permitted to be accompanied by someone for the purpose of support and advice. That person will not be allowed to offer testimony. Unless identified as a witness in step 2 above.
2. The Chair will call witnesses at the appropriate time and dismiss them after completing their testimony.
3. Both parties will be in the hearing room at the same time.
4. Procedure\*
  - a. A maximum of 10 minutes is allowed for student
  - b. A maximum of 5 minutes is allowed for each student witness
  - c. A maximum of 10 minutes is allowed for instructor
  - d. A maximum of 5 minutes is allowed for each instructor witness
  - e. A maximum of 5 minutes student is allowed for rebuttal
  - f. A maximum of 5 minutes is allowed for instructor rebuttal

*\*Committee members may ask questions at any time during the hearing. Their questions and answers are not included in the time limits listed above.*

5. An audio recording will be made of all testimony.

Appeals Committee hearings are private and all parties will be dismissed while the committee deliberates. Only committee members who have heard all of the evidence may vote. Within **ten (10) calendar days** of the hearing's conclusion, the Hearing Officer will forward its findings in writing to all parties concerned including the Academic Dean and the Coordinator of Student / Faculty Relations. The committee's decision is final.

All proceedings and findings of the Appeals Committee are confidential. Committee members' individual notes will be collected and destroyed at the end of proceedings. No record is made of the closed session deliberations of the committee. The Academic Dean and the Coordinator of Student / Faculty Relations will securely store the reports for a period of six years after which they will be destroyed.

### **r. Reinstatement to the nursing program**

Students must submit a written request to be re-instated to the program. The letter should be addressed to the Chair of Nursing and Health Programs and the Academic Dean. A review of the student's records, scholarship eligibility, and any other pertinent information will be conducted.

If approval for re-instatement is made, the student will resume the program at the point of entry which allows for smooth progression to the next sequence as determined by the Chair of Nursing and Health Programs. A statement of the student's problems/reasons for withdrawing or being suspended and the solution for correcting these problems will be signed both by the student and the Chair of Nursing and Health Programs prior to the student resuming classes.

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### **s. Withdrawal from the Nursing Program and Scholarship Funds**

A student who withdraws from a nursing semester must follow university policy that is stated in the catalog. Because the nursing program courses are sequential, the student will have one opportunity to return to the program the following year. If the student does not return the following year, the student will need to re-apply to the university and program.

Withdrawing from a semester also has implications related to the Providence Health and Services scholarship. Students who withdraw must also pay close attention to the university catalog for dates related to the tuition refund schedule. If a nursing student withdraws after the date in which tuition is nonrefundable, the student will be responsible for paying for the semester in which they return to the program. Scholarship funds cannot be used to repeat any given semester due to a withdrawal.

### **t. Graduation**

Students graduating from this program need to follow all University policies and procedures relating to graduation as published in the University catalog.

### **Graduation with Honors**

Graduation with honors is reserved for those students who are earning bachelor degrees and who have successfully completed a minimum of **50 credits** at the University. To qualify for honors, students must possess the requisite cumulative GPA listed below based on coursework completed **ONLY** at the University.

- The honor **cum laude** will be conferred upon graduates who have earned a cumulative GPA of 3.50 - 3.74.
- The honor **magna cum laude** will be conferred upon graduates who have earned a cumulative GPA of 3.75 - 3.89.
- The honor **summa cum laude** will be conferred upon graduates who have earned a cumulative GPA of 3.90 - 4.00.

### **u. Commencement**

It is highly recommended and encouraged that students return to the University campus for participation in the BSN Pinning Ceremony and commencement. The Pinning and commencement dates will be emailed to students several months in advance for planning purposes. See Appendix F.

### **v. Student Records**

Please refer to the University catalog and student handbook.

### **w. Transcripts**

Students may request official transcripts from University of Great Falls Registrar's office.

### **x. Use of the University Logo for Professional Nursing Posters and/or other Publications**

All nursing students need to submit their professional poster and/or other publications to the Chair of Nursing and Health Programs for approval prior to using the University logo on any materials.

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## Appendix A Nursing Course Descriptions

<b>Research Methods and Statistics**</b>	<b>NRS 301</b>	<b>3 Credits</b>
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This course provides a thorough grounding in research methods and statistical practices, especially as applied in the health care setting. Concepts, principles, and methods of statistics from two perspectives, descriptive and inferential, are presented. Statistical topics include describing and displaying data, measures of central tendency and dispersion, correlation, simple-linear regression, mean comparisons, analysis of variance, and chi-square. Nurses use statistical skills in developing basic proficiency in analysis of scientific literature. By the end of the course, nurses are prepared for basic analysis of data, statistical interpretation, and evaluation of scientific publications and evidence.

### Student learning outcomes:

Upon the completion of this course, the learner will be able to:

- Describe how statistics, data management, and statistical processes contribute to clinically excellent patient care.
- Identify the appropriate statistical test for a given research situation
- Perform basic statistical techniques.
- Summarize key aspects of scientific method and research processes.
- Discuss current scientific publications and how research findings support evidence-based nursing practice and constant clinical outcomes improvement.

*\*\*Offered: On-campus each summer, two-week session. Limited to BSN Nursing Degree completion students.*

### Primary core University of Great Falls question addressed in this course:

*What does it mean to participate in intellectual inquiry?*

<b>Introduction to Nursing Leadership**</b>	<b>NRS 303</b>	<b>1 Credit</b>
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This course focuses on leadership development for entry-level professional nursing practice. Management theories and concepts are emphasized, including the identification of key organizational structures, interprofessional communication and team work, nursing theory and professional RN practice, and change processes. The future of nursing practice for our nurses is based on the close relationship between the University, the mission of Providence, and the nursing profession. Professional issues related to self-care of the nurse, such as work-life balance and healthy work environments are emphasized.

### Student learning outcomes:

Upon the completion of this course, the learner will be able to:

- Develop and implement a meaningful and effective personal and professional plan to academic success.

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- Create the beginning phase of a career-long professional portfolio.
- Demonstrate excellence in oral and written communication.
- Discuss the relationship between nursing theory and professional nursing practice.
- Discuss how the journey through the program, the UGF core questions, and the mission of the Sisters of Providence will guide future nursing practice and professional accountability.
- Differentiate between professional nursing management and leadership.
- Describe the relationship between emotional intelligence and successful leadership/management styles.

Demonstrate a basic understanding of organizational structure, mission, vision, philosophy, and values  
*\*\*Offered: On-campus each summer, two-week session. Limited to BSN Nursing Degree completion students.*

**Primary core University of Great Falls question addressed in this course:**

*What does it mean to participate in intellectual inquiry?*

<b>Evidence-based Practice</b>	<b>NRS 402</b>	<b>3 Credit</b>
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Evidence Based Practice is an introduction and exploration into the basic understanding of the processes of theory, research, database evaluation, and evidence-based practice in nursing. The focus is on the use of evidence based practice within a context of caring to provide the highest quality patient care.

**Student learning outcomes:**

Upon the completion of this course, the learner will be able to:

- Define Evidence-Based Practice as the integration of research evidence and evidence based theories, clinical expertise, and patient/family preferences and values for optimal clinical decision making leading to quality patient outcomes.
- Differentiate clinical opinion from research and evidence summaries.
- Demonstrate the steps of the Evidence Based Practice Process.
- Describe how the strength and relevance of available evidence influences the choice of interventions in the provision of patient-centered care.
- Differentiate between qualitative, quantitative, and mixed design research studies.
- Appraise evidence for its validity and applicability to clinical practice.
- Obtain certification for Protection of Human Participants from National Institutes of Health and identify ethical, legal precepts, patients' rights, and vulnerable populations.
- Evaluate the credibility of sources of information, including database and internet sources

**Primary core University of Great Falls question addressed in this course:**

*What does it mean to participate in intellectual inquiry?*

<b>Ethical Decision-Making and Spirituality Credits</b>	<b>NRS 403</b>	<b>3</b>
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This course introduces nurses to leading ethical theories that underlie moral judgment and helps nurses to develop their capacities for decision-making in patient care and advocacy. Attention is also paid to the role spirituality can play in helping nurses confront issues of death and human suffering. Nurses are exposed to the American Nurses Association (2015) Code of Ethics and ethics related to transcultural nursing.

Major course themes include an introduction to Utilitarian, Kantian, and Virtue theories with special attention to how these principles apply to nursing practice. An introduction to the elements of Christian spirituality, with an ecumenical emphasis on processing and discerning appropriate responses to challenging and traumatic experiences related to pain, suffering, and end of life care are included.

### Student learning outcomes:

Upon the completion of this course, the learner will be able to:

- Distinguish between utilitarian, Kantian, and virtue ethical theories.
- Apply utilitarian, Kantian, and virtue ethical theories in discussion and resolution of moral dilemmas. Examine one's personal spirituality and relationship with a higher power.
- Explain how spirituality and ethics impact nursing through an examination of clinical ethical issues such as palliative care and end of life care.
- Interpret the 2015 American Nurses Association Code of Ethics and its relevance to individual nursing practice.
- Explore the ethical issues related to transcultural nursing care

### Primary core University of Great Falls question addressed in this course:

*What does it mean to participate in the spiritual and religious dimensions of life?*

<b>Pathophysiologic and Pharmacologic Concepts</b>	<b>NRS 405</b>	<b>3 Credits</b>
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This course prepares the nurse to integrate and apply clinically advanced pathophysiologic and pharmacologic concepts with diverse patient populations across the lifespan, using holistic frameworks. This course emphasizes essential aspects of nursing care with both acute and chronic illness of the following human systems: cellular and immune system, integumentary, musculoskeletal, genitourinary, gastrointestinal, and the HEENT. This course prepares the nurse to integrate current concepts and science in genetics and bioethics. Ultimately, this course prepares the professional nurse to systematically analyze and manage the patient with a holistic assessment that incorporates the sciences of genetics, pathophysiology, and pharmacology.

### Student Learning Outcomes:

By the end of this course, the students will be able to:

- Integrate physical, psychosocial, cultural, spiritual, and developmental patient characteristics in the analysis of pathophysiologic events and changes, as well as, pharmacologic actions and responses.
- Analyze nursing implications of major drug classes, pharmacokinetics, and pharmacodynamics as they relate to patient conditions and pathophysiologic changes.

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- Examine ethical and practice implications surrounding current science in genetics and technology.
- Evaluate patient use of alternative therapies as they relate to patient conditions and medication interactions.

**Primary core University of Great Falls question addressed in this course:**

*What does it mean to be human?*

<b>Public Health: Nursing Care of Populations</b>	<b>NRS 407</b>	<b>3 Credits</b>
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This course prepares the nurse for designing, delivering, and evaluating care for groups, communities, and populations. It incorporates essential concepts from public health: epidemiology, surveillance, and disaster management. Key aspects of health care finance are introduced. Central to the course are the themes of social justice, human rights, resource management, and cultural aspects of health and illness. This course prepares nurses for effective population-focused care from global health care to bedside practice.

**Student Learning Outcomes:**

By the end of this course, the students will be able to:

- Plan and evaluate evidence-based nursing care to communities and populations.
- Apply public health concepts in any nursing practice setting or specialty.
- Discuss key aspects of organization and administration, including finance, of community based health care services.
- Integrate aspects of culture, ethics, spirituality, and resource management in determining best strategies for improving the health status of communities.
- Identify at-risk/vulnerable populations in need of public health services.
- Explain concepts of epidemiology and disease control in public health/community health practices.
- Incorporate the Healthy People 2020 Objectives into the delivery of care to a community or an aggregate.
- Explain the purpose/role of official public health agencies: World Health Organization, National, State, County, and Tribal.
- Discuss ethical issues of public health practice and population-based practice.
- Identify the nurse's role in emergency and disaster care.

**Primary core University of Great Falls question addressed in this course:**

*What does it mean to be human?*

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<b>Health Promotion and Disease in the Community</b>	<b>NRS 408</b>	<b>3 credits</b>
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This course prepares the nurse to evaluate the impact of health promotion and chronic illness on the patient, family, and community. It emphasizes essential aspects of care of illnesses within the family and community of the following human systems: Cardiovascular, pulmonary, neurologic, endocrine, and renal systems. This course emphasizes the health and development issues found in the pediatric and geriatric populations. This course focuses on health promotion, education, illness prevention, and cultural care of the individual, family, and community.

### **Student Learning Outcomes:**

By the end of this course, the students will be able to:

- Summarize basic lifespan and aging-related considerations in nursing care design and delivery.
- Discuss nursing care practices in the community based on health changes emphasizing chronic illness and health promotion.
- Integrate physical, psychosocial, cultural, and developmental patient characteristics in the analysis of disease.
- Explore nursing care practices based on pathophysiologic changes and pharmacologic responses to simulated or theoretical clinical situations emphasizing chronic illness and health promotion.
- Describe health disparities of minority populations in the United States and the goals of Healthy People 2020 to eliminate/reduce disparities.
- Describe the roles of other disciplines in the delivery of community health services.
- Identify community resources/agencies instrumental in the delivery of health services.
- Participate in the political process to ensure public health.
- Describe principles of culturally competent care which includes guidelines from the Office of Minority Health.

### **Primary core University of Great Falls question addressed in this course:**

*What does it mean to participate in the spiritual and religious dimensions of life?*

<b>Global Perspectives in Healthcare</b>	<b>NRS 418</b>	<b>3 Credits</b>
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The development of a global perspective on healthcare is the focus of this course. Students will explore the social determinants of health including local, national, and international trends. Frameworks that emphasize the meanings of health and healthcare; prevention and management; and related ethical, economic, and social justice concerns are introduced. Students explore global healthcare topics of interest to understand health and illness beliefs, identify barriers to healthcare access, and integrate the historical, social, political, and economic forces that impact healthcare.

### **Student learning outcomes:**

Upon the completion of this course, the learner will be able to:

- Describe current healthcare systems with emphases in local, national, and global arenas and how these systems impact nursing practice.



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- Compare the healthcare delivery system in the United States with the healthcare delivery system of a different country.
- Analyze the effects of access to healthcare on patient outcomes and explore alternative solutions.
- Develop and implement appropriate strategies to support healthcare access for one identified population.
- Integrate leadership roles and management functions in finance and healthcare reimbursement.

**Primary core University of Great Falls question addressed in this course:**

*What does it mean to be human?*

<b>Organizational Leadership in Quality and Safety</b>	<b>NRS 419</b>	<b>3 Credits</b>
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This course focuses on leadership in a variety of healthcare settings related to quality and safety. Content includes regulatory requirements, creating a culture of safety and caring and identifying tools and resources that are available to the nurse leader to improve processes and systems. These best practices and strategies use an intraprofessional team approach to influence change across the organization.

**Student learning outcomes:**

Upon the completion of this course, the learner will be able to:

- Analyze and explore quality and safety regulatory requirements in a variety of organizational settings.
- Differentiate between system and human error while maintaining a culture a safety and caring for populations and the healthcare team.
- Identify a variety of tools and resources to enhance process improvement, collaboration with intraprofessional teams and patient safety performance for organizations.

**Primary core University of Great Falls question addressed in this course:**

*What does it mean to be human?*

<b>Advanced Issues in Nursing Leadership</b>	<b>NRS 420</b>	<b>3 Credits</b>
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This course examines the nursing leadership role within a large healthcare system. Content includes leadership characteristics, ethics, team building skills, conflict resolution, and legal and political issues that affect nursing in today's challenging healthcare environment. These and other timely topics will be discussed, analyzed, and applied to help prepare nurse leaders for the future.

**Student learning outcomes:**

Upon the completion of this course, the learner will be able to:

- Synthesize the role of the nurse as leader within a large healthcare system, including observations based on a formal shadow leadership experience.
- Analyze the ANA Code of Ethics with interpretive statements that enhance professional nursing leadership practice.

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- Identify tools and strategies to successfully build teams in a variety of settings.
- Understand and apply the legal aspects and principles related to the regulations of healthcare professionals and settings.
- Describe how current political issues affect nursing and the delivery of health care.

**Primary core University of Great Falls question addressed in this course:**

*What does it mean to be human?*

<b>Capstone I (final project)</b>	<b>NRS 491</b>	<b>3 Credits</b>
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Serving as a culmination of a student's coursework for a BSN program, the capstone course is intended to reinforce and further develop the program level competencies. The project expects the student to integrate their learning experiences into a coherent, focused product that blends theory, practice, and experience. The capstone project is an analytical exercise that is expected to be of superior quality.

The learning outcomes include developing analytical skills, framing problems and recommendations, engaging students collaboratively, communicating effectively both orally (public speaking) and in writing (analytical and persuasive) for a clinical based nursing problem. After a careful and thoughtful review of the course description, course objectives, and the Nursing Program Outcomes, a clinically relevant project demonstrating Best Practices is expected. Instructor permission and manager support/permission is required prior to beginning the project. Interdisciplinary involvement is highly encouraged. During Capstone I, the student will (a) select a clinically based nursing problem, (b) obtain manager support and instructor permission, (c) complete review of literature, and prepare a written proposal. The paper will include project synopsis, needs assessment, and review of literature. The paper will be presented to the appropriate staff involved in the work, e.g. nurse manager, interdisciplinary team members, and/or senior leadership prior to project implementation.

**Student learning outcomes:**

Upon the completion of this course, the learner will be able to:

- Apply knowledge gained in didactic and previous courses that will improve patient care.
- Use current evidence for decision making and to improve healthcare outcomes.
- Use effective communication skills to interact with interprofessional healthcare team members.
- Incorporate teaching/learning theory and principles in the role of the nurse leader.
- Describe how reflective practice enhances critical thinking and the development of new insights into professional practice.

**Primary core University of Great Falls question addressed in this course:**

*What does it mean "to make a living" and to live as a productive human being?*

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Capstone II (final project)	NRS 492	3 Credits
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Serving as a culmination of a student's coursework for a BSN program, the capstone course is intended to reinforce and further develop the program level competencies. The project expects the student to integrate their learning experiences into a coherent, focused product that effectively blends theory, practice, and experience. The capstone project is an analytical exercise that is expected to be of superior quality.

During Capstone II, the student will (a) implement the approved clinically relevant project, (b) access outcomes, (c) disseminate the findings, and (d) submit a final paper and presentation that summarizes the work from Capstone I and II. The paper will include project synopsis, needs assessment, planning implementation, and evaluation. The presentation will have the same elements and will be provided to their peers on the unit/department or to other key groups.

### **Student learning outcomes:**

Upon the completion of this course, the learner will be able to:

- Utilize leadership skills in care planning, management, and collaboration.
- Demonstrate professional standards of care and behavior in delivering, managing, and coordinating care.
- Incorporate research, data, and evidence to optimize the health of patient populations.
- Demonstrate interprofessional collaboration to improve the work environment and patient outcomes.
- Apply change theory and principles in the role of the nurse leader.

### **Primary core University of Great Falls question addressed in this course:**

*What does it mean to be human?*

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## Appendix B

### Integration of Mission, Philosophy, and Objectives/Outcomes of the University, Program, and Nursing Standards

Topic	University of Great Falls	Program	Professional Nursing Standards
<b>MISSION</b>	<p>The mission of the University of Great Falls is</p> <p><i>To provide students with the opportunity to obtain a liberal education for living and for making a living.</i></p>	<p>The mission of the University of Great Falls RN to BSN Degree Completion Program is to <i>prepare graduates for accountable and professional nursing practice that is relationship-based, vigilant, theory-guided, and grounded in the best available evidence.</i></p>	<p>AACN, 2008 <i>Baccalaureate Essentials</i>.</p> <p><i>BSN nurses are providers of direct and indirect care; designers, managers, and coordinators of care; and members of a profession.</i></p>
<b>Philosophy</b>	<p>The faculty and staff of the University join with students in a cooperative and enthusiastic search for truth, so that students may develop the following:</p> <p><u>Character</u> - have a positive impact on the world and to the communities in which they live and work, particularly by recognizing and accepting personal accountability to themselves, to society, and to God;</p> <p><u>Competence</u> - further their ability to live full and rewarding lives by becoming competent working members of society who know the basics of their professional field and have access to future learning;</p> <p><u>Commitment</u> - find meaning in life which enables them to</p>	<p>The philosophy of the program is based in the tradition of the visionary Sisters of Providence and the academic excellence of the University of Great Falls. The philosophy is derived from the conceptual constructs and is defined above.</p> <ul style="list-style-type: none"> <li>• Relationship-Based Care</li> <li>• Vigilance</li> <li>• Professional Accountability</li> <li>• Change</li> </ul> <p>Both philosophies stress the importance of human dignity and accountability to lead meaningful lives, responsible to society and one's profession.</p>	<p>Professionalism and the inherent values of altruism, autonomy, human dignity, integrity, and social justice are fundamental to the discipline of nursing</p> <p>Communication and collaboration among healthcare professionals are critical to delivering high quality and safe patient care</p> <p>Health promotion and disease prevention are necessary to improve population health and are important components of baccalaureate generalist nursing practice</p>

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	<p>participate effectively in society while transcending its limitations, by living according to their moral and religious convictions, as well as respecting the dignity and beliefs of other people.</p>		
<p><b>Objectives and Expected Outcomes</b></p>	<p>All students in courses offered at the University of Great Falls focus on four questions:</p> <ul style="list-style-type: none"> <li>• What does it mean to be human?</li> <li>• What does it mean to participate in intellectual inquiry?</li> <li>• What does it mean to “make a living” and to live as a productive human being?</li> <li>• What does it mean to participate in the spiritual and religious dimensions of life</li> </ul>	<p>All courses within the RN to BSN program assist the student to answer the University’s four questions posed to all University students. The program further develops these questions by weaving the following curricular threads throughout the courses:</p> <ul style="list-style-type: none"> <li>• Patient Centered Care</li> <li>• Nursing Leadership</li> <li>• Evidenced-Based Practice</li> <li>• Population and Community Health</li> <li>• Relationship and Compassionate Care</li> <li>• Ethics and Spirituality</li> <li>• Transforming Health Care</li> <li>• Uncommon Courage</li> <li>• Patient Safety and Quality</li> <li>• Personal Accountability</li> <li>• Lifelong Learning</li> <li>• Collaboration and Interprofessional Teams</li> </ul>	

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## Appendix C

**Relationship between outcomes, constructs, Essentials, Essential IX and the University of Great Falls core questions** (*The Essentials of Baccalaureate Education for Professional Nursing Practice, AACN 2008*).

Program Outcomes	Program Constructs	AACN Essentials for BSN Education	AACN BSN Essential IX	University of Great Falls Core Questions
A. Integrate a compassionate and ethical understanding of the human experience into nursing practice using the foundations of a liberal arts education.	Relationship-based care, Vigilance, Professional accountability	Essentials II, V, VI, VIII	Outcomes d, e, r	What does it mean to be human? What does it mean to participate in the spiritual and religious dimensions of life?
B. Apply leadership concepts, skills, and decision-making to engage healthcare teams in creating, promoting, and managing a patient safety and quality environment.	Relationship-based care, Professional accountability, Change	Essentials II, VI, VIII	Outcomes d, k, l, v	What does it mean to participate in intellectual inquiry? What does it mean to participate in the spiritual and religious dimensions of life?
C. Incorporate research, data, and evidence to optimize the health of patient populations.	Vigilance, Change	Essentials II, III, IV	Outcomes h, k, l	What does it mean to participate in intellectual inquiry?
D. Utilize information technology to communicate, mitigate errors, and make improved clinical decisions related to the care of diverse populations.	Vigilance, Professional accountability, Change	Essentials II, III, IV	Outcomes d, k, l	What does it mean to participate in intellectual inquiry?
E. Participate in processes to influence change in legal, political, social, and economic factors that impact healthcare delivery.	Relationship-based care, Vigilance, Change	Essentials II, IV, V, VIII	Outcomes d, e, k, v	What does it mean to be human? What does it mean "to make a living" and to live as a productive human being? What does it mean to participate in

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Program Outcomes	Program Constructs	AACN Essentials for BSN Education	AACN BSN Essential IX	University of Great Falls Core Questions
				intellectual inquiry?
F. Create interprofessional collaboration to improve the work environment and patient outcomes.	Relationship-based care, Professional accountability	Essentials I, II, VI, VII	Outcomes d, k, l	What does it mean to be human?
G. Provide collaborative and compassionate spiritual, ethical, and culturally appropriate care across all care settings and life span.	Relationship-based care, Vigilance, Professional accountability	Essentials VI, VII	Outcomes a, c, f, g, h, j, p, r, u	What does it mean to be human? What does it mean to participate in intellectual inquiry?
H. Practice preventative care, health promotion, and disease intervention across all care settings for individuals, families, the community, and populations.	Vigilance, Professional accountability, Change	Essentials VII	Outcomes a, b, c, f, g, l, j, m, n, o, p, q, r, s, u	What does it mean to be human? What does it mean “to make a living” and to live as a productive human being? What does it mean to participate in the spiritual and religious dimensions of life?
I. Assume personal accountability to uphold the standards of nursing practice as defined by the Nurse Practice Act (in the state in which the nurse practices) and the ANA Code of Ethics.	Relationship-based care, Professional accountability	Essentials II, V, VIII	Outcomes e, l	What does it mean to be human?
J. Demonstrate compassionate, holistic, and reflective nursing practice across the lifespan.	Relationship-based care, Professional accountability, Change	Essentials II, VII	Outcomes c, e, f, g, j, m, n, p, q, r, s, u	What does it mean to participate in the spiritual and religious dimensions of life?

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## Appendix D Preceptor Guidelines - RN-BSN Completion Program

A preceptor will be used for selected practice experiences in the RN-BSN Completion Program. Preceptors are used to mentor and guide nursing students during their educational process. Utilizing preceptors facilitates the nursing students' continued improvement of patient care delivery as well as their development as nurse leaders. Both student and preceptor utilize evidence to ensure quality outcomes.

### **Student Expectations:**

- Achieves student learning outcomes for the course (clinical experience).
- Completes all clinical and course assignments.
- Maintains a professional and respectful relationship with the preceptor.
- Maintains confidentiality.
- At the end of the semester, the student will complete an on-line survey evaluating the site and preceptor.

### **Preceptor Expectations:**

The preceptor is responsible for creating an environment that enhances learning and this can be achieved by providing the following activities to students:

- Clinical instruction and supervision
- Evaluation of student progress
- Professional, respectful, and timely communication with student and faculty

Many benefits are gained by serving as a preceptor and some of these include:

- Satisfaction in sharing knowledge
- Professional role development
- Input into program and curriculum and
- Renewal and enrichment

At a minimum, the preceptor must have a bachelor's degree in nursing. Preference for a master's degree in nursing, healthcare or a related field is highly encouraged. The preceptor has a current and active nursing license in the state in which they precept students.

### **Grading or Feedback document:**

In addition to ongoing formative feedback for the student, preceptors will be required to provide summative feedback via an electronic survey form on their assigned student(s) each semester. Feedback is based on the grading rubric for the course. Faculty will review this feedback, however, faculty will make the final decision in determining a grade for each student.

### **Faculty Expectations:**

- Shares professional expectations with the student and preceptor.
- Provides preceptor with course outlines, objectives, student assignments, and student evaluation forms.
- Communicates with preceptors through phone conversation, email, and/or Lync meetings. The frequency may vary.
- Is available to preceptor for questions, problems, and concerns that may come up during the clinical experience.



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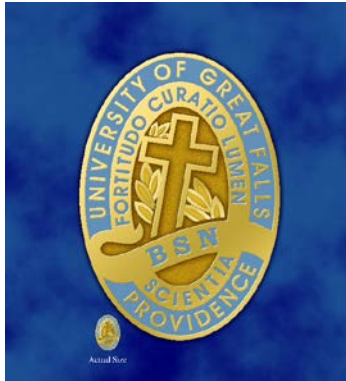
## Appendix E University of Great Falls Department, Fax, and 800 Numbers

University of Great Falls Departments	
Victoria Hays, DNP Chair of Nursing and Health Programs 360-991-9661	
Jamie Owens Program Coordinator for Nursing & Health Programs 406-791-5221	
VP of Academic Affairs	5302
Accounting Services	5263
Accounts Payable	5264
Admissions Office	5200
Alumni Office	5292
Business Office	5245
Campus Ministry	5230
Campus Bookstore	5260
Career Services	5216
Financial Aid	5235
Galerie Trinitas	5297
Graduate Studies	5334
Human Resources	5267
IT Support	5326
Library	5315
Mailroom (Campus Store)	5260
President's Office	5300
Public Information	5290
Registrar's Office	5201
Student Development	5308
Telecom/Distance Learning	5322
<b>University of Great Falls</b>	
<b>Main Number</b>	<b>(406) 791-5202</b>
University of Great Falls 800 Numbers	
Admissions & Records*	800-856-9544
Business Office	800-856-9562
Campus Bookstore	800-817-4805
Distance Learning*	800-342-9824
Financial Aid	800-856-9561
All of the 800 numbers work in the following areas	
CO, ID, MT, ND, OR, SD, WA, WY, Alberta, BC, Saskatchewan	
* These numbers are accessible NATIONWIDE	

University of Great Falls FAX Numbers	
Academic Affairs	5393
Administration & Finance	5396
Administration Complex	5393
Athletics Department	5994
Business Office	5247
Campus Bookstore	5262
Center for Acad Excellence	5214
Faculty Offices Suite	5990
Financial Aid	5242
Graduate Studies	5990
Library	5395
Student Services	5220
Telecom/Distance Learning	5394

Revision date: April 2016

## Appendix F The University of Great Falls BSN Pin



The University of Great Falls BSN Pin

Nursing is not new to the University of Great Falls. In 1892, Columbus Hospital, the first hospital in Great Falls opened its doors. A hospital based nursing program followed soon after and the first nursing class graduated in 1898 and the last class graduated in 1968.

By the early 1950s, the College of Great Falls (now the University of Great Falls) under the direction of the Sisters of Providence, held classes in Columbus Hospital. The Sisters brought the Junior College, the Normal College, and the Columbus School of Nursing together to form the College of Great Falls. The first joint graduating nursing class graduated in 1954. The pin from the college is pictured on the right.

The nursing program pin included a cross to represent the Sisters of Providence and wheat to represent the fields on the plains of Montana.



The pin for the new RN to BSN program at the University of Great Falls was developed using the Columbus pin as a model. The University colors of blue and gold were added as was a BSN banner. Students from Cohort 1 embraced the University's campaign of "uncommon courage" and they wanted the word courage on the pin. The students also wanted to include the word light, as a representation of the lamp of Florence Nightingale and the motto of the University, "In His light we see the light".

The four words selected for the pin are:

- Courage (Fortitudo)
- Healing (Curatio)
- Light (Lumen)
- Knowledge (Scientia)

The program at the University of Great Falls began in 2008 and graduated its first class in 2009. The graduates of the RN to BSN program are proud to wear their pin, a representation of their journey to a baccalaureate degree and advancement of their practice of nursing, built on the heritage of the Sisters of Providence.