

BACHELOR OF SCIENCE IN NURSING (BSN) DEGREE

FOR STUDENTS ENROLLED IN ACADEMIC YEAR 2013-2014

College Vision

To be a leader in educating exceptional health care professionals who positively impact society.

College Mission

As a partner in a unique integrated healthcare delivery system, Aultman College is a higher education institution offering a premier health-sciences education. We serve current and emerging needs in Northeast Ohio and beyond through academically challenging and relevant degree and community education programs.

College Values

- Quality
- Integrity
- Caring
- Knowledge

BSN Completion Program Vision

To prepare nurses who positively impact society.

BSN Completion Program Mission

To develop nurses, at the baccalaureate level, who are willing and have the ability to provide leadership in a variety of healthcare settings.

BSN Completion Program Philosophy

The BSN Completion Program is designed to provide educational experiences for registered nurses to broaden their professional practices. The bachelor's degree nurse is accountable, adaptable, and capable of functioning as a leader in a constantly changing healthcare environment. Building on the basic concepts of the diploma and associate degree programs, the BSN completion program will include:

Concepts

Community/Diverse Populations

Community is defined as a diverse social group influenced by cultural factors (AACN, 2013). The nurse will recognize many different views of health and wellness from the rich cultural diversity within a community.

Evidence-based Practice (EBP)

Professional nursing practice is grounded in the translation of current evidence into practice (AACN, 2013). Evidence-based practice is the conscientious appraisal and integration of best research evidence with clinical expertise while considering the patients' values and needs. After which patient outcomes will be evaluated. (Cronenwett, 2007; Ignatavicius & Workman, 2013).

Health Promotion

Health promotion involves healthcare directed toward high level wellness that occurs after health stability is present. The goal of health promotion is to eliminate the differences in the health status of racial and ethnic minorities while trying to continually improve the overall health of all people. Clinical prevention and population health maintenance are important aspects of health promotion. (AACN, 2013; Cronenwett, 2007)

Nursing Leadership

Professional values and their associated behaviors are foundational to the practice of nursing. Inherent in professional practice is an understanding of the historical, legal, and contemporary context of nursing practice. The nurse leader inspires other healthcare workers to work toward one or more common goals that include providing high-quality client care, maintaining a safe work environment, developing new policies and procedures, and increasing the power of the nursing profession. Open communication, mutual

respect, and shared decision-making among health professionals are imperative to providing patient-centered care. The nurse leader understands that healthcare policies, including financial and regulatory policies, directly and indirectly influence nursing practice and are central to the discussion of quality and safety in nursing practice. (AACN, 2013; Cronenwett, 2007)

Nursing Research

Nursing research is defined as the diligent, systematic inquiry or investigation to validate and refine the existing body of knowledge and generate new nursing knowledge. Because nursing is a practice profession, it is essential that the nurse critique and use research findings to develop and refine knowledge that can be used as evidence to improve clinical practice. (AACN, 2013; ANA, 2010)

Technology

Basic knowledge and skills in nursing informatics are critical to continuously improve the quality of safety in a variety of healthcare settings (Cronenwett, 2007; IOM, 2003b). Technology utilization includes ethically managing data, information, knowledge, and technology to communicate effectively; provide safe and effective client care; and use research and clinical evidence to support decision making, inform practice decisions, and mitigate error (AANC, 2013; Cronenwett, 2007).

Program Goals

1. Apply knowledge from nursing theory, practice, research, and liberal arts and sciences to the professional nursing practice.
2. Coordinate holistic and culturally competent nursing care for clients and communities.
3. Incorporate information technology (to discover, retrieve, and utilize information) to enhance nursing practice.
4. Explore nursing care within the context of legal and ethical scope and standards of practice for clients and communities.
5. Demonstrate beginning leadership and management skills utilizing critical thinking, ethical decision making, and evidence-based practice.
6. Demonstrate knowledge of healthcare policy, finance, and regulatory environment, including local, state, national, and global healthcare needs.

Application Deadline

February 1 – summer semester

May 1 – fall semester

October 1 – spring semester

Program Entrance Requirements:

1. Undergraduate GPA of 2.5 or better (on a 4.0 scale) for all prerequisite courses and previous college credits.
2. Graduation from a regionally accredited nursing program with a certificate, diploma or associate degree in nursing or from Aultman College/Aultman Hospital School of Nursing.
3. An active, unencumbered Ohio license as a registered nurse.
4. A completed program application and \$45 application fee. The application fee will be waived with proof of military service.

Admission Requirements

Final acceptance into the program is subject to:

- Completing all aspects of the pre-admission physical, immunization, background check/fingerprinting and drug-screening requirements.
- Submitting evidence of current Health Care Provider CPR certification from the American Heart Association.
- Submitting evidence of current liability insurance.
- Receiving the Hepatitis “B” surface antibody series (recommended) or declining the Hepatitis “B” surface antibody series by completing the declination form.

Residency Requirements

To graduate with a BSN degree from Aultman College of Nursing and Health Sciences, 38 credit hours must be taken and successfully completed at Aultman College.

Graduation Requirements

- A minimum of 120 credit hours
- 32 lower division nursing credit hours
- 41 general education credit hours
- 47 BSN Completion Program credit hours
- Residency course requirements fulfilled
- 16 service learning hours per program completed

BSN Completion Program

Degree Summary

Nursing Coursework

Course Title	# of Credits
NRS 300 (Health Assessment)	3
NRS 302 (Nursing Research)	3
NRS 304 (Care of Culturally Diverse Populations)	3
NRS 306 (Gerontology)	3
NRS 400 (Health Promotion/Teaching)	3
NRS 402 (Informatics for Clinical Judgment)	3
NRS 404 (Community)	4
NRS 406 (Leadership)	4
Total Credits Required	26

General Education Coursework

Course Title	# of Credits
MTH 205 (Statistics)	3
BIO 315 (Pathophysiology)	3
Elective Choices <i>May be any other general education course. General education coursework must satisfy Ohio Board of Regents minimums; students work with the Program Coordinator to ensure compliance.</i>	15
Total Credits Required	21*

*Assumes transfer of 73 credits. This may be adjusted based upon individual student academic history.

Individuals must complete a minimum of 120 total credits prior to graduation [32 lower division nursing credits – granted for an active RN license; 41 general education credits (inclusive of pre-requisites)]; and 47 BSN completion program credits.

COURSE LISTINGS

GENERAL EDUCATION

BIOLOGY

BIO 205 **Anatomy and Physiology I** **3 credits**

This course is the first of a two-semester sequence in which the structure and function of the human body is studied. An integrative, systemic study of the body includes the following topics: language of anatomy; basic chemistry; fundamental cell biology; integumentary, skeletal (including articulations), muscular, and nervous (including neurophysiology, the CNS, PNS, and ANS). The functions of each system will be investigated through a study of homeostatic mechanisms within the system as well as the system's response to homeostatic imbalances.

BIO 205L **Anatomy and Physiology I Lab** **1 credit**

The laboratory component of BIO 205 (Anatomy and Physiology I). Laboratory will address the gross and microscopic anatomy of systems covered in BIO 205 lecture, in addition to the classification (histology) of tissues. Dissection of the cat as a mammalian model as well as the dissection of select organ specimens will be performed. Laboratory exercises will include investigations into the physiological processes of the covered systems. (Note: This course is recommended to be taken concurrently with the BIO 205 lecture course.)

BIO 207 **Anatomy and Physiology II** **3 credits**

This course is the second of the two-semester sequence in which the structure and function of the human body is studied. An integrative systemic study of the body includes the following topics: special senses, endocrine, circulatory/cardiovascular, lymphatic/immune, respiratory, urinary, digestive, and reproductive systems; water, electrolyte, acid-base balance; nutrition and metabolism. The functions of each system will be investigated through a study of homeostatic mechanisms within the system as well as the system's response to homeostatic imbalances.

Prerequisite: BIO 205 and BIO 205L

BIO 207L **Anatomy and Physiology II Lab** **1 credit**

The laboratory component of BIO 207 (Anatomy and Physiology II). Laboratory will address the gross and microscopic anatomy of systems covered in BIO 207 lecture. Dissection of the cat as a mammalian model as well as the dissection of select organ specimens will be performed. Laboratory exercises will include investigations into the physiological processes of the covered systems. (Note: This course is recommended to be taken concurrently with the BIO 207 lecture course.)

Prerequisite: BIO 205 and BIO 205L

BIO 215 **Microbiology** **2 credits**

This course is an introduction to microbiology taught at a level requiring few prerequisites. Students will learn the basic principles of microbial evolution, diversity, cell biology, genetics, and microbial impacts with humans and the environment. Additionally, students will be exposed to healthcare-based case studies strengthening critical thinking skills.

Prerequisites: BIO 205 and BIO 205L, CHM 105 and CHM 105L

BIO 215L **Microbiology Lab** **1 credit**

Students in Microbiology Laboratory should expect to leave the course with competence in basic laboratory skills including safe laboratory practices, a working knowledge of bright-field microscopes, and standard microbiological laboratory procedures. A student successfully completing microbiology lab should demonstrate an increased skill level in data analysis, communication, and cognitive processes including the development of testable hypotheses and predicting experimental results. (Note: This course is recommended to be taken concurrently with the BIO 215 lecture course.)

Prerequisites: BIO 205 and BIO 205L, CHM 105 and CHM 105L

BIO 315 **Pathophysiology** **3 credits**

A study of the etiology, pathogenesis, morphology, and clinical significance of diseases and disorders of the human body. Signs, symptoms, and the manifestation of diseases as well as their diagnostic tests, treatments, and prevention measures will be identified. Normal physiological functioning of the body systems will be highlighted through the study of pathophysiological processes of diseases in the body.

Prerequisites: BIO 205, BIO 207

CHEMISTRY

CHM 105

General Chemistry I

3 credits

Students in General Chemistry I should expect to leave the course with a working knowledge of basic chemical concepts as they apply to real-world situations. Topics covered include: modern atomic theory, types of matter and periodicity, bonding and chemical formulas, stoichiometry, solution chemistry, reaction types (including basics of acid base, redox, and nuclear chemistry), and thermochemistry. Additionally, students will show strength in quantitative problem-solving (including application of mathematical skills) and build a foundation for higher-level coursework in a science-focused curriculum.

Prerequisite: MTH 090 or appropriate placement test score into MTH 105

CHM 105L

General Chemistry I Lab

1 credit

Students in General Chemistry I Laboratory should expect to leave the course with competence in basic laboratory skills including laboratory safety, proper use of scientific equipment, experiment set-up, data collection, data analysis, and effective communication of experimental results. Coursework will correlate with the General Chemistry I lecture. A focus on inquiry, critical thinking, and quantitative problem-solving (including application of mathematical skills) will assist in building a foundation for higher-level coursework in a science focused curriculum. (Note: This course is recommended to be taken concurrently with the CHM 105 lecture course.)

Prerequisite: MTH 090 or appropriate placement test score into MTH 105

COMMUNICATIONS

COM 105

Public Speaking

3 credits

This course is designed to provide practical instructions for developing principles in effective speech preparation and delivery abilities. Skills emphasized include: preparation and planning; listening and audience analysis; research and organization; and persuasive delivery.

ECONOMICS

ECN 225

Economics of Healthcare

3 credits

This course examines principle microeconomic concepts and theories and relates them to health care delivery systems. Presenting content equivalent to a study of introductory microeconomics, some overarching goals of this course are to integrate theory and practice and to facilitate an understanding of health care economics, markets, and issues. Armed with that information, students gain frameworks and share insights toward developing alternative approaches to health care delivery. Students will learn microeconomic theory, apply that knowledge to the context of health care, and contemplate various interrelationships.

Prerequisite: MTH 105 or MTH 205

ENGLISH

ENG 090

College Writing Workshop

3 credits

This course emphasizes paragraph and essay development in a writing workshop format. The methodology is based on the premise that writing is a process that develops through experience and varies among students, who will discover how writing and sharing their writing with others will improve skills. Therefore, the focus is on the components of the writing process: prewriting, drafting, revision, peer review, and reflection. The course is also intended to prepare students for the demands of college-level essays and research required in College Composition I. Through discussion, collaboration, and practice, students will learn how to write paragraphs and essays that are logically organized around a topic sentence or thesis; establish coherence with appropriate transitions; develop main ideas with specific detail; and use language that is grammatically and mechanically correct. Core activities include a variety of readings; written reading responses and discussion; paragraph and essay development; peer review, tutorial sessions and other collaborative writing experiences; journaling; and instructor-led discussions/lessons about issues that arise in student writing.

ENG 105

College Composition I

3 credits

This course emphasizes college-level critical thinking, reading, and writing as they relate to expository writing, argumentation, and research. The methodology is guided by the premise that writing is a process that develops through experience and varies among students; therefore, the primary format is workshop rather than lecture. The focus is on the writing process—essay development via pre-writing, drafting, revision, editing, and reflection. Students will discover how to create compositions that are grammatically correct, logically sound, and rhetorically effective. Core activities include a variety of readings to which students will respond in writing and discussion, essay development that incorporates critical analysis and argumentation, individual conferences with the instructor, collaborative peer review, instructor-led discussions/lessons on issues that arise from student writing, and an APA style research project that utilizes library and online resources.

Prerequisite: Appropriate placement test scores or ENG 090.

ENG 205 **Critical Analysis, Argumentation, and Research** **3 credits**

ENG 205 builds upon ENG 105 by expanding concepts and practices introduced there. The methodology is process oriented workshop rather than lecture. ENG 205 emphasizes argument and persuasion; critical thinking and reading; collaboration, research, and information literacy skills; and the use of technology to support writing. Students critically analyze their writing and that of others and compose 20- 25 pages of formal graded writing, including researched works. Electronic or other projects of equivalent rigor and substance may be included. Core activities include readings for response and discussion; collaborative composition and peer review; research and information literacy standards; and instructor-led discussions and lessons.

Prerequisite: ENG 105

HEALTH SCIENCES

HSC 110 **Introduction to Health Care** **3 credits**

This course is the gateway introductory course to the study of health care and as such requires no prerequisites. This course will introduce students to a wide variety of practice based competencies in order to create a common core foundation for future, more specific, contemporary health care study. Students will be introduced to: ethics, confidentiality, professionalism, healthcare structure and economics. Specific topics include, but are not limited to: infection control, customer service, patient communication, vital signs, and basic safety procedures for the benefit of patients and healthcare providers. Critical thinking and the demonstrated mastery of certain practical skills deemed as essential competencies for the practice of health care are introduced and evaluated.

HSC 120 **Language of Medicine** **3 credits**

This course is designed sequentially so that to students will develop a working knowledge of the language of medicine. Students will acquire word-building skills by learning prefixes, suffixes, word-roots and abbreviations. Utilizing a body systems approach, the student will define, interpret, and pronounce medical terms relating to the structure and function of the human body, pathology, diagnosis, clinical procedures and interventions. Medical terminology enhances communication skills both written and oral. Knowledge of medical terminology enhances a student's ability to successfully secure employment or pursue advanced education in health science.

HSC 130 **Helping Skills** **3 credits**

This course is designed to identify and facilitate fundamental helping skills for health care professional. It will help students identify the professional distinction between helping skills and counseling and provide an opportunity for students to learn and practice basic helping skills. In addition, this course will address other aspects of self and others that are critical to having successful human relationships (i.e., understanding one's self, communicating effectively, solving problems, managing conflict, responding to crisis, dealing with difficult people, handling groups of people, behaving ethically and achieving personal wellness).

Prerequisite: PSY 111

MATHEMATICS

MTH 090 **Introductory Algebra** **3 credits**

Introductory Algebra is a course designed for those students who don't feel that their math skills are strong enough to enter College Algebra I. The course will review basic number and computation topics, solving equations, working with equations and their graphs to model real-world data, and emphasize the usefulness in mathematics to solve a wide variety of problems.

MTH 105 **College Algebra I** **3 credits**

College Algebra I is a standard college algebra course emphasizing a deep understanding of functions and their properties and usefulness in modeling real-world data. In addition to working with polynomial, rational, exponential, and logarithmic functions, students will solve systems of linear and nonlinear equations and inequalities, and see the usefulness in mathematics to solve a wide variety of problems.

Prerequisite: Appropriate placement test scores or MTH 090.

MTH 205 **Statistics** **3 credits**

An introduction to statistics and statistical literacy. This course is designed to enable students to collect and summarize data and their relationships. The following topics are also covered: probability theory, sampling methods and randomization, correlation and regression, formulation of hypotheses and testing, statistical inference, reasoning, statistical significance, and confidence intervals.

Prerequisite: MTH 105

PHILOSOPHY

PHL 104

Medical Ethics

3 credits

This course will provide the foundation for ethical decision making in the healthcare environment. Content will include laws and policies that define and regulate professional practice including job expectations and responsibilities balanced with patients' rights. Complex ethical dilemmas involving euthanasia, physician-assisted suicide, withdrawal and withholding of life support, genetic manipulation in fetal development, surrogacy and conscientious objection will be discussed.

PHL 114

World Religion

3 credits

A course in world religions will give the students a theoretical and practical understanding of what one would call the "major world religions." This will be done from an examination of the potential of human transcendence, formulation of dogma, liturgical practices, and primary belief system of each religion. Particular attention will be made to Christianity, Judaism, Islam, Hinduism, Buddhism, Taoism, and various local and or regional systems such as Native American and Shintoism. The course will allow for an exchange of ideas and examination of similarities and differences in each religion. There will also be a brief presentation of information relevant to a hospital setting covering such ideas as bioethical positions of different religions, what illness means, and what one may expect when a member of a particular faith is a patient.

POLITICAL SCIENCE

PSC 205

Politics of Healthcare

3 credits

This course is designed to review the origins and framework of constitutional government in order to evaluate public policies regarding healthcare. A close examination of US healthcare policy will require students to understand federalism so that national, state, and local laws and regulations may be critiqued. Students will debate current policy topics and apply both political and healthcare information in order to place contemporary issues in context. Students will gain a practical understanding of the interrelationship between political dynamics and public healthcare policy.

PSYCHOLOGY

PSY 111

Introduction to Psychology

3 credits

Introduction of Psychology provides an overview of the most fundamental ideas in psychology, provides a foundation for critical thinking and learning strategies, while promoting a cross-cultural perspective and sensitivity to issues of diversity. This course will encourage the application of psychological concepts to everyday situations, particularly those in the health care field.

PSY 211

Human Growth and Development

3 credits

In this course basic principles of human development throughout the entire lifespan, from conception through death, will be explored. Discussion will include major theories and foundations of human development and the major people associated with them. Additionally, physical, cognitive, social, and personality development at different ages and the ways in which biological and environmental variables interact to guide development in these areas will be explored. The knowledge gained from this course should provide one with the skills required to better understand people of all ages.

Prerequisite: PSY 111

PSY 221

Caring & Terminal Illness

3 credits

What is grief? What are normal grief responses? What is involved in the final life transition—death? These are some of the questions that will be discussed in this course. The role of culture, palliative and hospice care, advance directives, and the role of spirituality in death and dying will be described. Interactions, healing strategies, and rituals that use the senses and bring comfort and peace for the dying will also be explored. The goal of this course is to provide the health care professional with an understanding of the psychological, physical, social, and spiritual aspects of death and dying.

Prerequisite: PSY 111

SOCIOLOGY

SOC 121

Introduction to Sociology

3 credits

Introduction to Sociology is designed to help students think clearly and critically about sociological issues, concepts and methods. The questioning of "common sense notions" and "official interpretation" of issues and events is the essence of sociology. "The first wisdom of sociology is this...things are not what they seem", sociologist Peter Berger attests. Introduction to Sociology promises to provide knowledge and a framework to understand our social world as well as emphasize how society and social forces affect everything from international policies to our everyday lives. Sociology's diverse research interests and perspectives illustrate the fact that for sociologists, the entire world is a laboratory.

SPANISH LANGUAGE

SPA 103

Conversational Spanish

3 credits

This course will develop elementary speaking, reading, writing, and listening comprehension skills in the Spanish language. Geographic differences and cultural variations in Hispanic countries will be highlighted throughout the course. Special attention will be paid to applying emerging Spanish skills to medical scenarios.

NRS 402**Informatics for Clinical Judgment****3 credits**

This course provides a history of information management systems in the transformation of healthcare. The focus will incorporate various computer-based systems that define languages of healthcare disciplines that facilitate utilization of data for patients, research, education, and the institution's application. Technology utilization including ethically managing data, information, and knowledge to communicate effectively will be covered. The use of technology to provide safe and effective patient care; and the use in research and clinical evidence will also be examined.

Prerequisite: NRS 300

NRS 404**Community****4 credits**

This course utilizes principles, theories and concepts of community and public health nursing to generate an understanding of the roles and functions of a nurse in the community setting. There is emphasis on health promotion, risk reduction, disease prevention and population health maintenance for populations at risk and the community as a whole. Opportunities for student application will be through specified course projects.

Prerequisite: NRS 300

NRS 406**Leadership****4 credits**

This course focuses on the various leadership and management roles of the nurse in a dynamic health care delivery system. The course will also assist the healthcare practitioner to gain an advanced knowledge of professional practice, evidence-based healthcare, and the role of technology in nursing leadership and management.

Prerequisites: NRS 300, NRS 302, NRS 304, NRS 306, NRS 400, NRS 402, NRS 404