

Homestead Schools, Inc.
RN-BSN Program
Student Handbook

4/20/2017

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WELCOME AND ACCREDITATION

Welcome to Homestead RN to BSN nursing program handbook. We are delighted to have you in the program. There are three tracks for degree completion of the RN-BSN program:

1. Residential: Offered face-to-face on campus in Torrance.
2. Online: Offered 100% online via asynchronous, synchronous, and other online delivery methods.
3. Blended: Mixture of online and on-campus courses as elected by the student. The same courses will be offered both online and on campus.

The RN to BSN degree program is based on current trends in nursing education, praxis philosophy and on the “The Essentials of Baccalaureate Education for Professional Nursing Practice” outlined by the American Association of Colleges of Nursing (AACN). Concepts such as self-care, holism, patient safety from the Quality and Safety Education for Nurses (QSEN) and other nursing models are also adopted to align with and evaluate the curriculum.

The program is approved by the Accrediting Bureau of Health Education Schools (ABHES).

Currently, the program is a new applicant pursuing initial accreditation by the Commission on Collegiate Nursing Education (CCNE).

Handbook Signature and Acknowledgement Page

Please take some time to review the Student Handbook and indicate that you have read the entire content of the handbook for the RN to BSN program. As a student in the program, you are responsible for understanding the policies and contents.

Acknowledgement: Please make a copy of this page or print it out online. Sign and submit the signed copy to the admission coordinator during your program orientation and prior to starting the program. Please refer to the handbook regularly.

Name:

Signature:

Date:



Mission, Philosophy and Goal

Mission

The mission of the RN to BSN program is *“to prepare quality praxis-driven professional nurses that can function with strong critical thinking and leadership skills as providers of care, designers-managers-coordinators of care and members of a profession.”* The above statement supports Homestead Mission: “to develop men and women imbued with necessary academic excellence, skills, and virtues to address the health care needs of individuals, families, groups, and community.”

Philosophy and Goal:

The nursing program’s vision is to prepare quality professional nurses who can think critically from a praxis perspective to promote equity and quality health care. The goal of the program is to graduate nurses that will be ready to advance their educational career and that can understand the concept of holistic praxis, think critically, and serve as change agents or leaders in any health care and nursing environment.

The Curriculum and Conceptual Framework:

This holistic praxis-driven curriculum which is based on Praxis philosophy with integration of “The Essentials of Baccalaureate Education for Professional Nursing Practice” outlined by the American Association of Colleges of Nursing (AACN), promotes the holistic thinking process in both nursing and academic practices with a focus on the following critical concepts as presented in the conceptual framework:

1. Professionalism
2. Holism
3. Cultural Diversity
4. Communication
5. Health Promotion
6. Quality and Safety
7. Critical Thinking
8. Team Work and Collaboration
9. Evidence-Based Practice
10. Competent Leader

The Essentials of Baccalaureate Education for Professional Nursing Practice address the key stakeholders' recommendations and landmark documents such as the Institute of Medicine's (IOM) recommendations for the core knowledge required of all healthcare professionals. Concepts such as patient-centered care, interprofessional teams, evidence-based practice, quality improvement, patient safety from the Quality and Safety Education for Nurses (QSEN), informatics, clinical reasoning/critical thinking, genetics and genomics, cultural sensitivity, professionalism, and practice across the lifespan in an ever-changing and complex healthcare environment are aligned with the curriculum.

Homestead RN-BSN Program Conceptual Framework



RN-BSN Program Conceptual Framework

The RN-BSN program upholds the mission of Homestead Schools in supporting the educational and lifelong learning needs of a multicultural community. The Nursing Faculty is in agreement with the objectives and mission statement of the college and ascribes to the following beliefs:

The faculty believes that **nursing** is the protection, promotion, and optimization of health and abilities, prevention of illness and injury, facilitation of healing, alleviation of suffering through the diagnosis and treatment of human response, and advocacy in the care of individuals, families, groups, communities, and populations. Nursing, as a specialized health service, is distinguished from other human services by its focus on persons with inabilities for continuous provision of the amount and quality of time specific care that is regulatory of their own functioning and development whenever inabilities that limit care are associated with their states of health.

Health is used in the sense of state of a person that is characterized by soundness or wholeness of developed human structures and of bodily and mental functioning.

The faculty defines the **environment** as the sum of all internal and external factors affecting the health and self-care abilities of all people. The faculty believes that the environment is utilized by the nurse to enhance the client's health, well-being, and self-care abilities. The reciprocal relationship between the person and environment is influenced by both internal and external factors. Environmental factors affect the therapeutic self-care demands of individuals. Human beings are never isolated from their environments. They exist in them.

The faculty believes that a **person** is a human being capable of holistic self-care. It is the view of personalization of the individual, that is, movement toward maturation and achievement of the individual's human potential. He is a human being who has the actual or potential attribute of self-care agency that allows him to deliberately learn and perform actions for survival, health, and well-being.

The faculty views a dynamic interaction among nursing, health, environment, and person to meet the program's mission: ***“to prepare quality praxis-driven professional nurses that can function with strong critical thinking and leadership skills as providers of care, designers-managers-coordinators of care and members of a profession.*”**

Praxis - is a synthesis of thoughtful reflection, caring, and action within a theory and research-driven practice.

Professional Nurse - is an individual prepared with a minimum of a baccalaureate in nursing which is the foundation upon which all graduate nursing education builds.

The professional nurse practices in a multicultural environment and expected to perform the following **roles of the baccalaureate generalist nurse**:

1. Baccalaureate Generalist nurses are **providers of direct and indirect care**. In this role, nurses are patient advocates and educators. Historically, the nursing role has emphasized partnerships with patients – whether individuals, families, groups, communities, or populations – in order to foster and support the patient’s active participation in determining healthcare decisions. Patient advocacy is a hallmark of the professional nursing role and requires that nurses deliver high quality care, evaluate care outcomes, and provide leadership in improving care.

Changing demographics and ongoing advances in science and technology are a reality of healthcare practice. The generalist nurse provides evidence-based care to patients within this changing environment. This clinician uses research findings and other evidence in designing and implementing care that is multidimensional, high quality, and cost effective. The generalist nurse also is prepared for the ethical dilemmas that arise in practice and will be

able to make and assist others in making decisions within a professional ethical framework. Understanding advances in science and technology and the influence these advances have on health care and individual wellbeing is essential. Understanding patients and the values they bring to the healthcare relationship is equally important.

The generalist nurse practices from a holistic, caring framework. Holistic nursing care is comprehensive and focuses on the mind, body, and spirit, as well as emotions. The generalist nurse recognizes the important distinction between disease and the individual’s illness experience. Assisting patients to understand this distinction is an important aspect of nursing. In addition, nurses recognize that determining the health status of the patient within the context of the patient’s values is essential in providing a framework for planning, implementing, and evaluating outcomes of care.

The generalist nurse provides care in and across all environments. Nurses focus on individual, family, community, and population health care, as they monitor and manage aspects of the environment to foster health.*

2. Baccalaureate generalist nurses are **designers, coordinators, and managers of care**. The generalist nurse, prepared at the baccalaureate degree level, will have the knowledge and authority to delegate tasks to other healthcare personnel, as well as to supervise and evaluate these personnel. As healthcare providers who function autonomously and interdependently within the healthcare team, nurses are accountable for their professional practice and image, as well as for outcomes of their own and delegated nursing care. Nurses are members of healthcare teams, composed of professionals and other personnel that deliver treatment and services in complex, evolving healthcare systems. Nurses bring a unique blend of knowledge, judgment, skills, and caring to the healthcare team.*
3. Baccalaureate generalist nurses are **members of the profession** and in this role are advocates for the patient and the profession. The use of the term “professional” implies the formation of a professional identity and accountability for one’s professional image. As professionals, nurses are knowledge workers who use a well delineated and broad knowledge base for practice. Professional nursing requires strong critical reasoning,

clinical judgment, communication, and assessment skills. The professional nurse also requires the development and demonstration of an appropriate set of values and ethical framework for practice. As advocates for high quality care for all patients, nurses are knowledgeable and active in the policy processes defining healthcare delivery and systems of care. The generalist nurse also is committed to lifelong learning, including career planning, which increasingly will include graduate level study.*

**(The Essentials of Baccalaureate Education for Professional Nursing Practice outlined by the American Association of Colleges of Nursing (AACN), 2008)*

To carry out these roles, the following components are expected to possess by each professional nurse:

1. **Professionalism** - is defined as the consistent demonstration of core values evidenced by nurses working with other professionals to achieve optimal health and wellness outcomes in patients, families, and communities by wisely applying principles of altruism, excellence, caring, ethics, respect, communication, and accountability.
2. **Accountability** - Is defined as being responsible and answerable for action or inactions of self or others in the context of delegation.
3. **Cultural Diversity** – is the range of human variation, including age, race, gender, disability, ethnicity, nationality, religious and spiritual beliefs, sexual orientation, political beliefs, economic status, native language, and geographical background.
4. **Communication** – is the integration of effective culturally sensitive, inter-professional and intra-professional communication among the healthcare team and the use of informatics in the practice of professional nursing.
5. **Health Promotion** - the advancement of health through the encouragement of activities that enhance the client’s wellness.
6. **Quality** – refers to effectiveness of clinical care and effectiveness of inter-personal care.
7. **Safety** – is defined as the minimization of “risk of harm to patients and providers through both system effectiveness and individual performance”.
8. **Critical thinking** – is the ability to think in a systematic and logical manner with openness to question and reflect on the reasoning process used to ensure safe nursing practice and quality care.
9. **Teamwork and Collaboration** – Function effectively within nursing and inter-professional teams, fostering open communication, mutual respect, and shared decision making to achieve quality patient care.
10. **Evidence-based Practice** – is a care that integrates the best research with clinical expertise and patient values for optimum care.

ANA Code of Ethics for Nurses

1. The nurse, in all professional relationships, practices with compassion and respect for the inherent dignity, worth, and uniqueness of every individual, unrestricted by considerations of social or economic status, personal attributes, or the nature of health problems.
2. The nurse's primary commitment is to the patient, whether an individual, family, group, or community.
3. The nurse promotes, advocates for, and strives to protect the health, safety, and rights of the patient.
4. The nurse is responsible and accountable for individual nursing practice and determines the appropriate delegation of tasks consistent with the nurse's obligation to provide optimum patient care.
5. The nurse owes the same duties to self as to others, including the responsibility to preserve integrity and safety, to maintain competence, and to continue personal and professional growth.
6. The nurse participates in establishing, maintaining, and improving health care environments and conditions of employment conducive to the provision of quality health care and consistent with the values of the profession through individual and collective action.
7. The nurse participates in the advancement of the profession through contributions to practice, education, administration, and knowledge development.
8. The nurse collaborates with other health professionals and the public in promoting community, national, and international efforts to meet health needs.
9. The profession of nursing, as represented by associations and their members, is responsible for articulating nursing values, for maintaining the integrity of the profession and its practice, and for shaping social policy.

Copyright: American Nurses Association, Code of Ethics for Nurses with Interpretive Statements, Silver Spring, MD: American Nurses Publishing, 2001.

Homestead RN- BSN Program

Program Contacts

Name	Phone	Position	Email Contact Information
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Homestead Schools Inc.
RN – BSN Program Admission Checklist

Name of Student _____ Admission Date: _____

Item #	Completed Date	Required Item	Comment	Sign Off by
1		Folder Created		
2		Application Form Completed		
3		Application Fees Paid		
4		Government (Gov) Photo ID in Folder		
5		Type of Gov ID		
6		Gov. Photo ID Verification and Documentation		
7		ID Verified in Person of by _____		
8		RN License in folder		
9		RN License Verified		
10		Official Transcripts in File and Correct		
11		GE Transcripts Verified and Correct		
12		Pending GE Credits		
13		Accreditation Verification for GE Credits		
14		Upper Level Credit Verified and Credit Amount *	*	
15		Enter or NA:		
16		Financial Application Completed		
17		Result of Financial Application		
18		Background and Credit Checks		
19		Enter or NA:		
20		Disclosure Forms Completed and Signed	See Form	
21		Interview Completed by _____	Date	
22		Clinical Handbook Reviewed and Signed		
23		Potential Clinical Site and Preceptor Identified		
24		Letter from clinical site and Preceptor Resume		
25		Clinical Site and Preceptor forms Signed		
26		Received a Copy of Schools Catalog		
27		Received a copy of Program Plan and Student Handbook		
28		Handbook Signature Sheet		
29		Orientation Completed		
30		Advisement Completed and Program Plan Signed		
31		Attendance, Participation Policy Signed		

Admission Coordinator Final Review Date and Signature: _____

By signing my name in the space provided below, I verify that I have read, fully understand and agree with the above admissions documentation and disclosure form.

Print Name (Student) _____ Student Signature _____

Academic and Course Policies

Academic Integrity, Plagiarism, and Other Policies

Please review the value and mission statements of the school. We expect personal responsibility and accountability from all students enrolled in any course as outlined in the student handbook. Any act of plagiarism will not only be rewarded with a zero grade but the student will be reported to the Chief Academic Officer every time who will enforce the academic integrity policy. No cheating or plagiarism is allowed by any students.

- Cheating include copying and pasting without proper credit to the author or stealing content from the work of other or from another Original Work. It is worse than plagiarism.
- Plagiarism is the practice of taking someone else's work or ideas and passing them off as one's own. It is the same as copying, infringement of copyright, piracy, theft, stealing etc. PLAGIARISM is also cheating of any kind (by the student or by anyone on my behalf of the student) in the classroom or in clinical. Plagiarism violates the central core of the program philosophy. It involves stealing another persons' work (online, web, article, books, etc.) and claiming it as one's own without credit. It can be simply copying and pasting.
- **Punishment for Plagiarism:** Any plagiarism will be punished at all times if proven. The first time will require a warning and education. Second time will require a zero grade for the assignment and a note in the student academic file. Third time the student will fail the course and will have ONLY one attempt to repeat that course if appeal is successful. If the student appeal is not successful, the student will be expelled from the program.
- Paraphrasing is a form of plagiarism if not done correctly. However, paraphrasing with proper citation, reference, and/or bibliography is the best way to avoid plagiarism.
- Consequences and Sanctions: Punishment for cheating and plagiarism.
- Academic Integrity is required by ALL students. That means every students must be sure that all assignments, discussion postings, and issues addressed in the disclosure form are strictly adhered to. Integrity is honesty to self and to others. The lack of academic integrity will be treated as cheating and plagiarism and the student will be subject to punishment.
- Academic Appeal Process. Every student has the right to appeal any punishment awarded for lack of academic integrity by going through the academic appeal process.
- Lack of Academic Integrity Policy. Any student found with a lack of academic integrity as presented above will be referred to the Chief Academic Officer who is responsible for enforcing the academic integrity policies.

Academic Support Specialist

Specialist: Please contact the student academic support specialist if you are having question about your course that cannot be resolved by your instructor. As a last result, you can contact the program director or the chief academic office or the schools administrator.

Student with Disability

Any student with disability or who requires accommodation for learning is to contact the disability support services immediately. If you are a student with a disability or disabling condition, or if you think you may have a disability, please contact the Disability Support Services during the admission period or during orientation into the program.

Course Policies

Orientation and Program Success: One of the goals of the program is to help students achieve success by providing them with quality courses and training. Students with learning needs must begin their ADA process as soon as admitted. To support student success all students must complete the required tech and Canvas orientation prior to taking courses in the program. Also some of the outcomes of this program or the competencies that will be evaluated using the Quality and Safety Education for Nurses (QSEN) Model are communication, professionalism, and quality.

Incompletes: Students who cannot complete their course work prior to the end of a semester end date may request additional time from their instructor if they have completed a minimum of 70 percent of the course assignments. If approved by the program director, the students will pay a one-time fee of \$500 for every incomplete and financial aid cannot be used for any incomplete. Once an incomplete is granted the student will be given a maximum of two weeks after the final day of that semester to complete the course. The student will work with the instructor to complete the work. The instructor will submit a grade after the extra time provided and the temporary grade of I (incomplete) will be changed by the instructor with a note to the program director. Failure to complete all requirements for the course within the two weeks will result in a final of C, D, E, F grade that cannot be appealed. If the student receives a C, D, or F grade, the student will be required to re-enroll in the course and pay the appropriate tuition.

Drops and Withdrawal: Students need to contact their program coordinator and academic advisor in order to drop a course after working out all options with the instructor. The student has two weeks from the start of a course to drop any course without penalty. After two weeks, the dropped course will not appear on the student's transcript. All refunds will be processed by the financial aid director.

Late Registration: Students who fail to register during the scheduled registration period or prior to the first day of class will follow the same drop and withdrawal policy. Late registration will not change the academic or course policies

Holiday Schedule: All holidays will be observed on the day of the holiday. That means students are not required to post on that day or submit assignments on holidays. If an assignment or post is due on a holiday, the students will be given an additional day to complete the post, assignment, or require group work.

Grading Policies: Course grades are based on evaluations of student's mastery of course objectives as indicated and published in the approved course syllabus.

Grading Scale

80% is required to pass the course

95-100	A+
90-94	A
85-89	A-
83-84	B+
80-82	B
Below 80 (Failed)	B-

RN to BSN Progression: The standard of performance required for undergraduate nursing programs is B (80%) or higher in all nursing courses. Students who earn a grade of less than B in the program must repeat the course and earn at least a B in order to complete the program of study. If a student's GPA falls below 2.5 he or she may be placed on academic probation. All students on academic probation must see the program tutor and coordinator for support

Submission Deadlines: All assignment and discussion submissions or posts are due no later than 11:59 p.m. P.T. of the due date, unless otherwise indicated. Please contact your instructor before the due date if you are going to be late with legitimate justifiable reason.

Late Work: Part of professional expected behavior is to submit all assignment on a timely manner. With life and death situation, late assignments will be accepted with prior notification and permission from the faculty of record or the faculty teaching the course. Late assignments without prior permission will earn a zero. All assignments must be completed to receive a satisfactory grade for the course. Incomplete grade is only granted in life and death situation.

Netiquette or Code of Conduct” If you have not done so during orientation to the program, please go to the American Nurses Association (ANA) website and print and read the ANA Code of Ethics for nurses. Then go to the netiquette website www.albion.com and review some basic

rules for online communication and learning. Remember that there are differences between online communication and social network communication.

Additionally, when communicating online, please remember that recipients of your message cannot hear your voice or see your face. Therefore, be respectful of other participants, their time, and their opinions. Remember that you are communicating with people who do not have the advantage of seeing your body language or hearing your voice inflections, and who may interpret your message differently than you intended.

Please do not use ALL CAPS as presented as it can be interpreted as shouting. Use humor or sarcasm carefully as everyone does not always find the same idea funny. Be honest and keep your critiques constructive; antagonistic criticism is called "flaming" and may cause an unwanted and unnecessary reaction online and offline. Be sure to review the comments before posting to be sure you are not distracting others with poor quality work and writing. Please check your spellings and grammar and get a proof reader if needed.

APA AND WIKIPEDIA

APA: Homestead Schools RN to BSN Program adopted the Publication Manual of the American Psychological Association (APA) style as its official citation reference guide. Please use APA for all assignments in the program. A sample APA guide can be accessed at www.apastyle.org

About Wikipedia : Please be informed that Wikipedia is not accepted as a credible or scholarly reference source. Wikipedia is an online open-content encyclopedia. That means any one (me and you) with an internet access can go into Wikipedia to make changes intentionally or unintentionally.

Academic Transcripts

An academic transcript is an official and complete copy of a student's academic work, which includes any official academic actions or changes, such as degrees, transfers or proficiency credit, special academic status, withdrawals or dismissals. All permanent academic records including transcripts are to be submitted prior to admission and will be stored by the registrar.

FERPA RIGHTS and Access to Student Academic Records

All student education records are protected by the Family Education Rights and Privacy Act of 1974 (FERPA). Education records are all records directly related to the student. FERPA affords students certain rights with respect to their education records. These rights include:

1. The right to inspect and review the student's education record(s) within 45 days of the day the registrar receives a written request for access.
2. The right to request the amendment of the students education records that the student believes is inaccurate, misleading or in violation of their privacy rights. A written request for amendment that fully describes the specific reason(s) for the requested change must be given to the registrar.
3. The right to consent to disclosure of personally identifiable information contained in the students education records, except to the extent that FERPA authorizes disclosure without consent.
4. The right to file a complaint with the U.S Department of Education concerning alleged failures of the university to comply with the requirements of FERPA. The office that administers FERPA is:

Family Policy Compliance Office
U.S Department of Education
400 Maryland Avenue, SW, Washington, D.C. 20202-8520

Student Accommodation and ADA Requirement

All students seeking accommodation under Section 504 of the Rehabilitation Act or the ADA must submit documentation of physical or mental disability from qualified medical or testing personnel. Expenses incurred in obtaining such documentation are the responsibility of the student. The following documentation should be forwarded to the Program Coordinator on admission or at any time concurrent with a request for accommodations.

Applicants, prospective students or current students with disabilities have the following rights:

1. Have the right to equal access to all programs.
2. Disability records will be maintained separately from academic records; disability records will be used solely to determine appropriate services.
3. Have the right to give advance notification of accommodations needed prior to the beginning of enrollment.
4. Have the right to submit both documentation of their disability and a request for services.
5. Have the right to initiate the request for services or accommodations

6. Have the right to requests effective communicate and any necessary and reasonable accommodations to allow them full participation in programs.
7. Students must meet the requirements of the academic program of study with or without accommodation.

Online Discussion Requirement and Expectations

Every student is required to participate actively, substantively, and to stay engaged to get full credit for any discussion. Students are expected to participate in a minimum of 3 separate days a week in the weekly discussion area. In addition, students are expected to respond to fellow students' postings with every discussion. To count as participation original and responses need to be detailed and substantive. That is, they must refer to the week's readings, relevant issues in the news, information obtained from other sources, and/or ideas expressed in other class members' postings and must show evidence of critical thinking. Where appropriate, students should use references to support their response postings or position. Your postings should include one original post and at least a minimum of two postings to other student's posting.

Your original post for every discussion should be about one page or minimum of three detailed paragraph and your responses should be at least one paragraph long. Initial postings are also due by Day 2 of the week by end of business Tuesday and responses are due by at least Day 5 . If there are two Discussion questions for the week, postings to Discussion question two -2 are due by Day 4 and responses are due by Day 6. It is important to adhere to the weekly time frame to allow others ample time to respond to your posting and to have a great dialogue or discourse on the topic every week. Discussions will be graded using the discussion grading rubric.

Discussion Grading Rubrics

ITEM	A (20)	B (19-15)	C (14-10)	D (9-1)	F (0)	Grade
Timeline of Initial Posting	Tuesday	Wednesday	Thursday	Friday	No Post	/20
Substantive Post	Fully Developed and Exceptional	Fully Developed – Average	Not Fully Developed – Average	Not Fully Developed	No Post	/20
Quality- of Engagement	Fully Developed and Exceptional	Fully Developed – Average	Not Fully Developed – Average	Not Fully Developed	No Post	/20
Frequency	Above Requirement	Met Requirement	Slightly Below Requirement	Below Requirement	No Post	/20
Scholarly and	Correct - above	Correct - Met	Correct	Not correct -	No	/20

APA	Requirement	Requirement	below Requirement		Post	
						/100

Student Participation in Governance

Homestead Schools RN-BSN program encourages each student to participate in the governance of the nursing program. The school highly values student input in determining the curriculum, evaluation, and direction of the program. Student feedback and participation are vital for the nursing program's success. One primary way a student can do this is by serving as a representative on the Faculty Development Committee.

Students and graduates are represented on this committee. They provide invaluable inputs in the formation of the student guidelines and curriculum implementation. Student representation in the program committee meetings is ongoing and continually solicited. Committee representation helps the program receive feedback and provides opportunity for student input and also demonstrates faculty commitment to student development and respect for student opinions and ideas, as well as an understanding that students learn in collaborative environments.

During the program curriculum development phase, students are given opportunity to be involved. Comments, feedbacks and inputs are recognized and taken into considerations for changes and updates of curriculum components. When the curriculum revision is completed, this is presented to students for proper dissemination through a disclosure statement notifying them on curriculum modification and adaptation. Students are also involved in the curriculum evaluation phase to determine the level of student success and the impact of the course design on student performance.

The same policy will be also applied for new program policy development and implementation.

In addition, students are encouraged to join the Student Council for the following functions:

1. To facilitate good relations among the administration, faculty and the student body
2. To provide a forum for student expression
3. To promote discussion, conducting class meetings and acting as communicators for administration and student
4. To improve and maintain school spirit
5. To provide orderly direction of student activities
6. To promote student participation in program curricular activities and other special school functions

Homestead Schools RN-BSN Program
STUDENT DISCLOSURE AGREEMENT

Student Name _____ **Student ID:**

As a student (listed above and signed below) affiliated with Homestead Schools Nursing Program, I understand that I must maintain my integrity and honesty at all times. I also agree to comply with the following terms and conditions while enroll in this RN-BSN program.

_____ I will maintain my priority to participate in this educational opportunity by completing all reading, assignments and any class related activities on my own and at all times with honesty and integrity.

_____ I agree not to be engage in any behavior (legal or illegal) that would be detrimental to me, the program or to my school.

_____ I understand that the school has the right to withdraw me from my class for any conduct issue that is a breach of academic dishonesty if proven.

_____ I will not disclose my computer sign-on code/password to anyone or allow anyone to access my system using my sign-on code/password or to access my courses for the purpose of completing my assignment or assisting me with my course work.

_____ My student ID Number in this form is equivalent to my LEGAL SIGNATURE and I will be used electronically if required for the purpose of electronic signature. I will not disclosed or share my student ID with anyone.

_____ I will not falsify any information in the class room, clinical, and in the program

_____ I will be responsible and accountable for all entries made in the online classroom using the login information and access password provided by the school.

_____ Access to Canvas will be made solely by me and for educational purpose only. Any confidential data available to me (in the classroom or in clinical) will be treated as confidential information and I will avoid plagiarism (intentional or unintentional) at all times.

_____ I understand that PLAGIARISM is cheating of any kind (by me or by anyone on my behalf) in the classroom or in clinical. Plagiarism violates the central core of the program philosophy. It involves stealing another persons' work (online, web, article, books, etc.) and

claiming it as one's own without credit. It can be simply copying and pasting. Any plagiarism will be punished based in the schools policy located in the student handbook.

_____ I understand that I must maintain and satisfy the standards of professional practice and requirement of clinical performance necessary to be safe and professional at all time. Examples of standards of professional conduct and standard expected can be found at www.nursingworld.org (The American Nurses Association (ANA) Standard of Practice and Code of Ethics)

_____ If I have reason to believe that the confidentiality of my user sign-on information and password has been compromised, I will immediately notify the designated contact (Tech Support) at school.

_____ I will comply with all policies and procedures and other rules stated in the Clinical Handbook, Student Handbook, and will not participate in any hands-on care beyond the scope of my practice or the requirement of a course during clinical practicum.

_____ I will not disclose my password and login information, sensitive, or confidential information during clinical practicum unless such disclosure is permissible under the institution's policies and procedures or required by law.

_____ I agree that disclosure and sharing of my schools and Canvas login information which is confidential information is prohibited indefinitely, even after graduation or expulsion from the school.

_____ I agree to pay for any cost that may be associated with any travel to another clinical location if I am not able to find my own clinical site within my city, community, or state.

_____ I further understand that if I violate any of the above terms, I will be subject to disciplinary action, including discharge, loss of privileges, loss of tuition, and expulsion from the school.

Student Name:

Student Signature:

Date:

Admission Representative Name and Signature:

Date:

Clinical Coordinator Name and Signature:

Date:

Clinical Information - Clinical Site Location Requirement, Verification, and Selection Process

In this program, the student will be responsible and be required to negotiate their own clinical site and preceptor as part of the admission process in their community of practice. This approach is best as it can ensure that their clinical practicum experiences are coordinated with their current job or future professional goal. Therefore, the student will be responsible for seeking his/her own clinical practicum site prior to beginning the program however, the site must be approved by the school. The students can complete their clinical practicum at any site that will help them advance in their career and it can be at their current place of employment. The exception is if they are working in a nursing home that is not connected to other facilities. However, the practicum **MUST** not be in the same unit or department that they are working in. A different department must be selected and a different supervisor or leader must be selected as their preceptor.

Student will present a letter from their clinical site as part of the admission process. However, if the student does not have a clinical site on admission, they will be assigned to the clinical coordinator immediately who will help identify and locate a clinical site. If a student has to travel to complete their clinical site because the student is not able to secure his or her site, they will be informed on admission that additional cost may be required for transportation and lodging.

Each clinical site will be reviewed to ensure that they meet the following requirements. These requirements will be provided to the student during the application and admission process. Clinical site verified will also be documented using the Clinical Practicum Verification Sheet or form or Learning Contract.

Requirements for Selection of a Clinical Practicum Site

- I. Location will be reasonable to the student home or place of work.
- II. Clinical site is licensed by the state and applicable accrediting agencies.
- III. Facility and mentor are willing to sign an agreement for student learning experiences.
- IV. Mentor will be available for conference with faculty or clinical coordinator as needed during the practicum.
- V. Facility represents the diversity of culture and ethnicity and can help students to meet the program objectives or outcome.*
- VI. Preceptor willingness to serve as a role model, supervisor, and leader for the practicum experience.
- VII. Apart from acute care settings and nursing homes the other health care settings prevented in the Clinical Handbook can serve as nontraditional clinical sites that can provide a rich culturally diverse learning opportunity for students.

Timeline Related to Completing Clinical Practicums

ITEM	DATE
Identification of Clinical Site and Preceptor or contact clinical coordinator for support and assistant in locating a site.	On Admission
-Signing of Clinical Practicum and Preceptor Agreement -Submit Preceptor CV and License -Approval of site and preceptor from the school (Clinical Coordinator) using the learning contract form. See below	End of first Semester
-Identification of Clinical Problem and Review of Literature -Write a one paper proposal defining measurable goals for practicum prior to the practicum courses.	Second and Third Semester
-Clinical Practicum for Community and Identification of Clinical Evidence Based Solution for Problem -Submit a timeline for starting and completing the practicum before the start of the practicum courses.	End of Third Semester
- Clinical Practicum for Community. -Clinical Practicum for Capstone Assignments -Use Grading rubrics for practicum assessment - Evaluate QSEN Competencies	Fourth or Fifth Semester
	Graduation

Preceptor Qualifications

The individual who will serve as a supervisory preceptor for the RN to BSN student will have a minimum the following qualifications:

- An earned BSN degree but MSN preferred.
- A minimum of ten years of experience at the clinical site or closely related clinical site if they only have their BSN.
- Where applicable preceptor is certified in their area of specialization.
- Where applicable the BSN preceptor is working toward their MSN.

HOMESTEAD SCHOOLS, INC.
RN to BSN Program
Registered Nurse to Bachelor of Science in Nursing (RN-BSN)

Program Description

The Registered Nurse to Bachelor of Science in Nursing (RN- BSN) completion program is designed to be taught in five semesters provided that students transfer in required credits. The program is open to licensed registered nurses (RN) who have completed their associate degree in nursing or a diploma in nursing from a nationally or regionally accredited nursing program. The goal of the program is to graduate nurses that will be ready to advance their educational career and that can understand the concept of holistic praxis, think critically, and serve as change agents or leaders in any health care and nursing environment.

Program Objectives:

Upon graduation from the RN-BSN program, the graduate will be able to:

1. Integrate critical thinking skills and theoretical concepts from nursing and other disciplines in clinical or leadership decision making.
2. Synthesize evidenced based practice and research in providing holistic nursing care to individual, families, groups, and communities.
3. Incorporate a holistic, caring, culturally appropriate nursing approach that contributes to the wellness and the health of individuals, groups, and vulnerable populations.
4. Utilize technology and information resources to communicate effectively with diverse patient's population and other health care multidisciplinary team.
5. Demonstrate knowledge and skills in leadership and management concepts in the management of care at the local, state, national, and global levels.
6. Applies concepts of professionalism and leadership in designing, implementing, coordinating, and evaluating nursing care from a health promotion and disease prevention approach at various levels of population care.
7. Provide safe, high quality, culturally competent, patient-centered nursing care for individuals across the health-illness continuum and across life span in a variety of settings.
8. Develop a praxis change project (teaching or policy) to assist individuals or communities achieve their holistic health promotion goal.
9. Conduct comprehensive and focused assessments of health and illness parameters in individuals, groups, and vulnerable populations.
10. Communicate effectively with all members of the healthcare team, including interdepartmental and interdisciplinary collaboration for quality outcomes.
11. Assume accountability for one's own and delegated nursing care.
12. Engage in continuous professional development.

Admission Requirements:

To qualify for admission to the RN-BSN program, an applicant must possess an Associate Degree in Nursing (ADN) or a diploma in Registered Nursing (RN) from a nationally or regionally accredited college or university. Prospective students interested in enrolling in the RN-BSN program must possess the following:

1. Current and active RN license to practice nursing.
2. Possess an Associate Degree in Nursing or a Diploma in Registered Nursing.
3. Minimum of 2.5 GPA on a 4.0 scale in their Associate Degree in nursing or their Diploma. International students' transcripts must be evaluated with United States equivalent and may be required to take an additional English writing course.
4. Complete the required online orientation before enrolling in the first nursing course if enrolled as an online students.
5. All students must complete the program orientation module prior to beginning the program.
6. Show proof of legal residence in the United States.
7. Possess a valid Social Security card.

** International Students Transcripts: International student with CA RN license who needs to order the transcripts from his/her native country can be admitted as "Conditional Admission: student. Student will need to provide his/her transcripts within 30 days from the start of the program. Failure to provide transcripts will result termination from the program.

Only California residents are admitted to the online nursing program.

Program Delivery: Residential, Online, Blended

Program Schedule: Full-time: (80 Weeks) Saturday 7:00 am-7:00 pm 12 Hours/Week

Program Length:

The curriculum consists of a total of 60 credit hours. The minimum credit hours to earn in baccalaureate degree is 120. The average length of time for a student taking a full course load is 4-5 semesters (16- 20 months) when transferring in all applicable nursing degree, general education credits, and required pre-requisites.

RN-BSN Curriculum Plan

Course Number	Course Title	Lecture Hours	Clinical Hours	Credit Hours
N 350	Conversational Public Speaking	48		3
N 355	Advanced Creative Writing	48		3
N 360	Perspectives in American History	48		3
N 365	Healthy Living	48		3
N 370	Concepts in Scholarly Writing	48		3
N 375	Cultural Diversity	64		4
N 380	Health Promotion Across Lifespan	80		5
N 385	Praxis and Theory Transition	64		4
N 390	Concept in Critical Thinking	48		3
N 395	Community and Global Health	80		5
N 400	Evidence-Based Practice Research	64		4
N 405	Concepts of Case Management	80		5
N 410	Community Practicum	16	96	3
N 415	Current Trends in Healthcare	48		3
N 420	Leadership and Management	48	96	5
N 425	Nursing Praxis Capstone	64		4
	Total:		1088	60

Course Descriptions & Objectives

Course Title: N 350 Conversational Public Speaking

Course Description:

This course introduces the students to the techniques for successful communication exploring the scientific foundation of communication skills and offers practical techniques for managing reactions and speaking effectively in conflict- and tension-laden situations. The focus of the course will be the various conversational roadblocks speakers encounter every day driven by culturally ingrained and biological processes that operate automatically in most situations and various techniques for eliminating them. It also includes the greatest speeches in history and sets out practical tips that can be used for any public speaking situations using historical case studies to glean insight into every aspect of public speaking from topic and style to opening and closing.

Course Objectives:

At the end of this course, the student will be able to:

1. Learn the techniques for successful communication.
2. Explore the scientific foundation of communication skills.
3. Practice techniques for managing reactions and speaking effectively in conflict- and tension-laden situations.
4. Understand how early cultural learning and deeply learned patterns of reaction in our unconscious mind affect how person sees, thinks, and feels about other people and enhance or undermine one's ability to communicate effectively
5. Learn how the sense of self develops in everyday talk during childhood and the ways in which the subconscious is built to sustain and defend one's self-esteem, shaping how person thinks and speaks to others.
6. Discover specific styles of talking you use in most situations, including different types of control talk, the unproductive and needlessly aggressive mode that almost always dooms a conversation to a fatal downward spiral and the more desirable alternative of dialogue talk.
7. Demonstrate how to facilitate bridge-building even between people who may have very different views of a situation, allowing them to resolve those differences without either party feeling they've been bullied into a solution or demeaned or humiliated.
8. Utilize the basics of perhaps the most important and neglected aspect of human conversation, the art of actually listening.
9. Analyze some featured speeches, including background on the speaker and the context of speeches.
10. Discover the secrets of history's greatest speeches that is as practical as it is fascinating.
11. Understand how historic speakers' lessons apply to eulogies, reports, political addresses, legal arguments, business proposals, toasts, pregame speeches, sermons, classrooms lectures and conferences.
12. Develop self-awareness, body and voice to fully express oneself for effective connection and communication.

13. Establish the relationship between motivation and expression.
14. Explore psychological and physiological approaches to accessing purpose on stage.
15. Examine the role of personal context in creating both fictitious characters and the characters of one's best self.
16. Develop the awareness of the physical and vocal habits that get in the way of clear expression and the habits that allow one to speak and move at his greatest potential.

Course Hours: Lecture: 48 Hours

Equivalent Credit Hours: 3

Pre-requisite: None

Required Textbooks

1. Effective Communication Skills, Kehoe, D. (2011). Chantilly, VA: The Teaching Company.
2. Mastering Stage Presence, Long, M. (2015). Chantilly, VA: The Teaching Company.
3. The Art of Public Speaking, Hale, J. (2010). Chantilly, VA: The Teaching Company.

References:

1. Adrian, Barbara. Actor Training the Laban Way: An Integrated Approach to Voice, Speech, and Movement. New York: Allworth Press, 2008.
2. Aronson, E., t. Wilson, et.al Social Psychology, 6th ed. Upper Saddle River, N.J.: Pearson Education, 2006.
3. Bareither, Theresa. Tongue Twisters, Rhymes and Songs to Improve Your English Pronunciation. Bloomington, IN: Author House, 2011.
4. Berkun, Scott. Confessions of a Public Speaker. New York: O'Reilly Media, 2009.
5. Borges, Ana Maria. "Great Teachers Think Pair, Share." Pearson Classroom Link. 2013. http://www.pearsonclassroomlink.com/article/0710/0710_0501.htm.
6. Carnegie, Dale. The Art of Public Speaking. New York: Cosimo Classics, 2007.
7. Herman, Lewis, and Marguerite Shallet. American Dialects: A Manual for Actors, Directors and Writers. Oxon, UK: Routledge Press, 2013.
8. Safire, William. Lend Me Your Ears: Great Speeches in History. New York: W.W. Norton, 2007

Course Title: N 355 Advanced Creative Writing

Course Description:

This course deals with writing strategies with emphasis on writing clearly, effectively and interestingly for a variety of purposes and audiences. With the belief that writing as a process of discovery, students will be offered topics on writing creative nonfiction, storytelling tips and techniques building better vocabulary, and building great sentences.

Course Objectives:

At the end of this course, the student will be able to:

1. Understand literary genres and the ways their unique styles and characteristics.
2. Apply rhetorical concepts in writing and be able to adapt writing to a variety of different situations.
3. Follow step-by-step guides of writing process.
4. Learn the process of writing creative fiction.
5. Develop the research skills to support writing pieces.
6. Learn about the ethics of writing about true experiences, biographies, and autobiographies.
7. Practice new writing strategies that will help master the art of storytelling.
8. Revise and edit own work with new insights and confidence.
9. Learn highly effective research techniques to help one's personal interest in prose as well as how to craft the nonfiction story that one has always wanted to tell.
10. Write a piece of fiction and to explore the concept of evocation, or the art of making fictional characters.
11. Understand and apply the core principles of vocabulary learning.
12. Examine words in rich context to get a better feel for how to actually use them in writing.
13. Explore the distinction in meaning among closely related words.
14. Utilize basic strategies that help make sentences more effective.
15. Apply basic principles that guide the creation and use of sentences.
16. Understand how sentences combine ideas to present information and how to use our knowledge of the ways in which sentences combine ideas to present our own ideas more effectively.
17. Discover and practice some of the syntactical strategies professional writers regularly employ to ensure that sentences will be effective.

Course Hours: Lecture: 48 Hours

Equivalent Credit Hours: 3

Pre-requisite: None

Required Textbooks

1. *Analysis and Critique: How to Engage and Write about Anything*, Dorsey Armstrong. (2011). Chantilly, VA: The Teaching Company.
2. *Building Great Sentences: Exploring the Writer's Craft*, Landon, Branden (2008). Chantilly, VA: The Teaching Company.
3. *Building a Better Vocabulary*, Flanigan, Kevin (2015). Chantilly, VA: The Teaching Company.
4. *Writing Great Fiction; Storytelling Tips and Techniques*, Hynes, James (2014). Chantilly, VA: The Teaching Company.
5. *Writing Creative Fiction*, Mazzeo, Tilar. (2012). Chantilly, VA: The Teaching Company.

References:

1. Barnet, Sylvan, and William E. Cain. *A Short Guide to Writing about Literature*. New York: Longman, 2008.
2. Bullock, Richard, *The Norton Field Guide to Writing*. New York: W.W. Norton and Company, 2009.
3. DiYanni, Robert. *Literature: Approaches to Fiction, Poetry, and Drama*. New York: McGraw Hill, 2006.
4. Johnston, Bret Anthony, ed. *Naming the World: and Other Exercise for the Creative Writer*. New York: Random House, 2007.
5. Ayto, John. *Dictionary of Word Origins: The Histories of More Than 8,000 English Language Words*. New York: Arcade Publishing, 2011.
6. Barnhart, Robert K., ed. *Chambers Dictionary of Etymology: The Origins and Development of over 30, 000 English Words*. London: Chambers Harrap Publishers, 2010.
7. Bear, Donald R., Marcia Invernizzi, Shane Templeton, and Francine Johnston. *Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction*. 5th ed. Boston: Pearson, 2012.
8. Bernays, Anne, and Pamela Painter. *What If? Writing Exercises for Fiction Writers*. 3rd ed. New York: Longman, 2009.
9. Burriway, Janet. *Writing Fiction: A Guide to Narrative Craft*. 7th ed. New York: Pearson Longman, 2007.
10. Hacker, Diana. *A Writer's Reference*. New York: Bedford/St. Martin's, 2010.
11. Levine, Becky. *The Writing and Critique Group Survival Guide. How to Make Revisions, Self-Edit, and Give and Receive Feedback*. New York: Writers Digest Books, 2010.

Course Title: N 360 Perspectives in American History**Course Description:**

This course chronicles the history of the United States from colonial origins to the beginning of the 21st century. It focuses on several key themes such as the exceptionalism of the American experiment, the commitment to socioeconomic mobility and opportunity in the marketplace, the expanding enfranchisement of citizens in the development of political democracy and the confirmation of the “melting pot” as a symbol of inclusion in the national body politics. This course also discusses the beginnings of European settlement of what is now the United States to the end of the Mexican War and the Great Compromise of 1850 covering the “Colonial America” and the “Early Republic”.

Course Objectives:

At the end of this course, the student will be able to:

1. Understand the variety of indigenous cultures in North America before and during European exploration.
2. Identify important cultural aspects and regional variations of major North American nations.
3. Learn the experience of discovery and settlement that changed Europeans, American native peoples, African and Caribbean slaves, and all other different populations that came to North America
4. Understand how the United States manages to assimilate so many different people from so many different places.
5. Discuss how the geography, beliefs, and necessities of the settlements European planted along the eastern coast of North America affect unprecedented religious, political, and economic freedom.
6. Explain how the natural resources of North America and the human resourcefulness of its people generated such an abundance of wealth.
7. Demonstrate knowledge of the causes, course, and consequences of the American Revolution.
8. Understand the principles and ideals that shaped the development of the United States' democratic institutions.
9. Compare and contrast different colonies that were separated by wars from Great Britain and made them in new nation, the United States.
10. Describe life within the colonies and their geographical areas and analyze their impact.
11. Recognize the struggle of Americans to reconcile the impact of the Industrial Revolution with their allegiance to a republican system.
12. Understand the principles and ideals that shaped the development of the United States' democratic institutions.
13. Demonstrate knowledge of the massive wave of "New" immigration after 1870, its differences from the "Old" immigration, and its impact on new social patterns, conflicts, and ideas of national unity.
14. Analyze the causes of World War I and identify key people, major events, and the war's impact on American foreign and domestic policy.
15. Demonstrate knowledge of the causes of the Great Depression and how it affected Americans in all walks of life.
16. Demonstrate knowledge of the changing domestic and foreign policies in the Carter, Reagan, and Clinton administrations.
17. Demonstrate knowledge of economic, social, and cultural developments in contemporary United States.

Course Hours: Lecture: 48 Hours

Equivalent Credit Hours: 3

Pre-requisite: None

Required Textbooks:

1. The History of the United States, 2nd ed. Guelzo, A. C., Gallagher, G.W., Allitt, P.N. (2010). Chantilly, VA: The Teaching Company.

2. Turning Points in American History, O'Donnel, E. (2011). Chantilly, VA: The Teaching Company.

References:

1. Jenkins, P. A History of the United States, 4th ed. (2012). Palgrave Macmillan.
2. Goldfield, D., ET. AL. The American Journey: A History of the United States. 5th ed. (2008). Prentice Hall.
3. Carnes, M., Garraty, J. The American Nation: A History of the United States. 13th ed. (2007). Pearson.
4. Shi, D., Mayer, H. For the Record: A Documentary History of America: From First Contact Through Reconstruction. 4th ed. (2009). W.W. Norton & Company.

Course Title: N 365 Healthy Living

Course Description:

This course focuses on the understanding how human brain works and how to optimize brain fitness. The science of mindfulness with focus on a research-based path to well-being and techniques on how to stay fit as people age are integrated with concepts of healthy living. Concepts such as meditation, attention, stress, learning, memory, sleep, and depression will be emphasized.

Course Objectives:

At the end of this course, the student will be able to:

1. Learn how the brain is organized, how it develops and how messages are transmitted through the brain's electrochemical pathways.
2. Understand that the proper diet, exercise, and sleep are critical for optimal brain functioning.
3. Gain knowledge of physiology, exercise, and health-related lifestyle choices and their basic effects on the human body as it ages.
4. Understand the core components of mindfulness practices and how they work to alleviate psychological distress.
5. Acquire practical skills that anyone can use to deal more effectively with everyday psychological challenges and live a richer, happier, and more fulfilling life.
6. Practice techniques for improving working memory and increasing intelligence, performance and creativity in all areas of human endeavor.
7. Apply the practice of meditation as the foundational technique for cultivating mindfulness.
8. Develop the skills of mindfulness and apply it to every aspect of daily life.
9. Identify various stressors and their effects on human body.
10. Utilize the stress-response theory to maintain the homeostatic balance of the body.

Course Hours: Lecture: 48 Hours

Equivalent Credit Hours: 3

Pre-requisite: None

Required Textbooks:

1. Optimizing Brain Fitness, Restak, R. (2011). Chantilly, VA: The Teaching Company
2. The Science of Mindfulness: A Research-Based Path to Well-Being, Siegel, R. D. (2014). Chantilly, VA: The Teaching Company.
3. Practicing Mindfulness: An Introduction to Meditation, Muesse, M.W. (2011). Chantilly, VA: The Teaching Company.
4. The Great Courses. How to Stay Fit as You Age, Bonura, K. (2013). The Chantilly, VA: The Teaching Company.
5. Stress and Your Body, Sapolsky, R. (2010). Chantilly, VA: The Teaching Company.

References:

1. Adam, T., and E. Epel. "Stress, Eating and the Reward System." *Physiology and Behavior* (2010).
2. Arnsten, A. "Stress Signaling Pathways That Impair Prefrontal Cortex Structure and Function." *Nature Reviews Neuroscience* 10 (2009).
3. Bonura, Kimberly Bethany. *Pelvic Yoga: An Integrated Program of Pelvic Floor Exercise to Overcome Incontinence and Support Overall Pelvic Floor Health*. Seattle, WA: CreateSpace, 2013.
4. Baechle, Thomas R. and Wayne Westcott, *Fitness Professional's Guide to Strength Training Older Adults*. 2nd ed. Champaign, IL: Human Kinetics, 2010.
5. Forsyth, J., and Eifert, G.: *The Mindfulness and Acceptance Workbook for Anxiety*. Oakland, CA: New Harbinger Press, 2007.
6. Fulton, P.R., and Engler, J.: *Self and No Self in Psychotherapy*." In. C.K. Germer and R.D. Siegel, eds. *Wisdom and Compassion in Psychotherapy: Deepening Mindfulness in Clinical Practice*. New York: Guilford Press, 2012.
7. Germer, Christopher K. *The Mindful Path to Self-Compassion: Freeing Yourself from Destructive Thoughts and Emotions*. New York: Guilford Press, 2009.
8. Goenka, S. N. *Vipassana Meditation Website*. <http://www.dhamma.org/>.
9. Hanson, Rick and Richard Mendius. *Buddha's Brain: The Practical Neuroscience of Happiness, Love & Wisdom*. Oakland, CA: New Harbinger Publications, 2009.
10. Norden, Jeanette. *Understanding the Brain*. DVD. Chantilly, VA: The Teaching Company, 2007.
11. Purves, Dale. *Neuroscience*. 4th ed. Sunderland, MA: Sinauer Associates, 2008.

Course Title: N 370 Concepts in Scholarly Writing

Course Description:

This course introduces the students to the concepts of scholarly writing required for academic papers, research activities, and publications. The focus of the course will be the review and critique of peer research and scholarly publications from multiple disciplines and sources. The student will be required to write a formal query letter and paper for a selected nursing journal. The concepts of QSEN and the use of technology in health care will be introduced in this course.

Course Objectives:

At the end of this course, the student will be able to:

1. Examine the meaning and importance of the concept of scholarly writing in higher education and social media.
2. Analyze current research initiatives and peer reviewed publications using APA format.
3. Integrate critical thinking skills and theoretical concepts from nursing and other disciplines in decision making.
4. Synthesize evidence based practice and re
5. search in providing holistic nursing care to individuals, families, groups, and communities.
6. Utilize technology and information resources to communicate effectively with diverse patient populations and others in the multidisciplinary health care team.
7. Demonstrate specific skills and competencies in oral and written communication.
8. Demonstrate skills necessary to function proficiently in an online learning environment using technology and other information resources.

Course Hours: Lecture: 48 Hours

Equivalent Credit Hours: 3

Pre-requisite: None

Required Textbooks:

1. Oermann, M. H., & Hays, J. C. (2011). *Writing for publication in nursing* (2nd ed.). New York, NY: Springer Publishing Company.
2. Watkins, R., & Corry, M. (2011). *E-learning companion: A student's guide to online success*. Mason, OH: Cengage Learning.

References:

1. American Psychological Association. (2010). *Publication manual of the American Psychological*

- Association (6th edition). Washington, DC: The Association.
2. Cornell University Library. (2010). *Distinguishing scholarly journals from other periodicals*. Retrieved from <http://olinuris.library.cornell.edu/ref/research/skill20.html>.
 3. Eaton, S. (2010). *Reading strategies: Differences between summarizing and synthesizing*. Retrieved from <http://drsaraheaton.wordpress.com/2010/09/29/reading-strategies-differneces-between-summarizing-and-synthesizing/>
 4. Medline Plus - <http://www.nlm.nih.gov/medlineplus/>
 5. Medismart - <http://www.medi-smart.com/grant-writing.htm>
 6. Merlot - <http://www.merlot.org/merlot/index.htm>
 7. National Institute of Nursing Research - <http://www.ninr.nih.gov/>
 8. National Library of Medicine - <http://www.nlm.nih.gov/>
 9. Nursing Portal (Research Search Engine) - <http://www.nursing-portal.com/nse.asp>
 10. Nursing Research –http://www.jcu.edu.au/soc/nursoc/html_pages/nursing_research.htm
 11. Alkhenizan, A., Shaw, C., (2011). Impact of accreditation on the quality of healthcare services: A systematic review of the literature. *Annals of Saudi Medicine*, 31(4) 407-416.
 12. Evidence-Based Practice - <http://www.healthleadersmedia.com/page-1/NRS-245879/EvidenceBased-Practice-and-Nursing-Research-Avoiding-Confusion>

Course Title: N 375 Cultural Diversity

Course Description:

This course focuses on the role of the nurse to address the needs of clients in diverse populations across the life span. Theory and research-based evidence from nursing and other disciplines are integrated with concepts of caring and cultural competences. Concepts such as cultural awareness, readiness, sensitivity, and cultural education will be emphasized. In partnership with clients, the student develops, implements, and evaluates a cultural teaching plan designed to produce a desired change in behavior.

Course Objectives:

At the end of this course, the student will be able to:

1. Discuss the various cultural concepts and terminologies used in health care at the national and global levels.
2. Apply cultural and change theories in the management of clients in diverse health care and multicultural health care environments.
3. Demonstrate knowledge of the assumptions underlying cultural and holistic views of health and healing.
4. Utilize technology and information resources to communicate effectively with diverse patient populations and other health care multidisciplinary teams.
5. Demonstrate cultural competencies, sensitivity, awareness and respect in the management and administration of quality and safe care in diverse populations.

6. Discuss health beliefs and the impact of culture on health, disease, wellness, and illness.
7. Examine information on the impact of diversity on health disparities, information on the health beliefs of several minority groups, and case studies to enhance learning.

Course Hours: Lecture: 64 Hours

Equivalent Credit Hours: 4

Prerequisite: None

Required Textbook:

1. Purnell, L. D., & Paulanka, B. J. (2010). *Transcultural healthcare: A culturally competent approach*. Philadelphia: F. A. Davis.

References:

1. American Nurses Association (2010). *Nursing: Scope & Standards of Practice*. Washington DC: Nursesbooks.org
2. Dudley-Brown, S. (2012). Challenges and barriers in translation. In K. M. White & S. Dudley-Brown, *Translation of Evidence Into Nursing and Health Care Practice* (pp. 175-190). New York: Springer Publication.
3. Leininger, M. (2013). http://currentnursing.com/nursing_theory/transcultural_nursing.html
4. Grant, P. (2011). Doctors attitudes to a culture of safety: Lessons for organizational change. *Clinical risk*, 17, 165-170.
5. Feng, X., Bobay, K. & Weiss, M. (2008). Patient safet culture in nursing. A dimensional concept analysis. *Journal of Advanced Nursing*. 63 (3), 310-319.
6. Narayan, M. C. (2010). Cultures effects on pain assessment and management. *American Journal of Nursing*. April 2010: 110 (4) 38-47.
7. Watson, J. (2013). *Caring Science*. <http://watsoncaringscience.org/>
8. World Health Organization. (2010). World Health Organization. www.who.org

Course Title: N 380 Health Promotion Across Lifespan

Course Description:

This course provides the nurse with the opportunity to interpret health promotion concepts and theories across the lifespan. Needs assessment, goal and objective formulation, program implementation, and evaluation will be included. Students will be given the tools and skills they need to design and conduct health promotion programs while incorporating relevant patient safety standards and goals. Theoretical models used to explain why people adopt or fail to adopt health promoting behaviors will also be addressed.

Course Objectives:

At the end of this course, the student will be able to:

1. Differentiate health promotion from wellness, disease prevention, and health protection perspectives.
2. Utilize technology and information resources to examine cultural resources that emphasize health promotion and disease prevention needs of diverse patient populations and other health care multidisciplinary teams.
3. Demonstrate competencies in the planning, development, implementation, and evaluation of quality and safe health promotion care in diverse populations.
4. Apply cultural and change theories in the management of clients in diverse health care and nursing environments.
5. Examine information resources and the impact of diversity on health disparities, information on the health beliefs of several minority groups, and case studies to enhance learning.
6. Utilize holistic and case study approach to examine the health promotion needs of client across the life span using development and other praxis theories.
7. Describe strategies for developing a holistic health promotion plan (wellness) for a selected age group.
8. Compare health-promotion strategies in each domain across the life span using selected national or international standard.
9. Conduct comprehensive and focused physical, behavioral, psychological, spiritual, socioeconomic, and environmental assessments of health and illness parameters in patients, using developmentally and culturally appropriate approaches.
10. Implement holistic, patient-centered care that reflects an understanding of human growth and development, pathophysiology, pharmacology, medical management, and nursing management across the health-illness continuum, across the lifespan, and in all healthcare settings.

Course Hours: Lecture: 80 Hours

Equivalent Credit Hours: 5

Prerequisite: None

Required Textbooks:

1. Edleman, C. Maandel, C. L. (2010). Health promotion through the lifespan. St Louis Mosby.
2. World Health (2013).
http://currentnursing.com/nursing_management/world_health_reports.html

References:

1. Dossey, B. M., Keegan, L. & Guzetta, C. E. (2013). Holistic Nursing: A Handbook for Practice. Jones & Bartlett: Boston.

2. American Psychological Association. (2010). Publication manual of the American Psychological Association (6th edition, 2nd printing). Washington, DC: The Association.
3. American Nurses Association (2010). Nursing: Scope & Standards of Practice. Washington DC: Nursesbooks.org
4. Benner, P, Sutphen, M. Leopard, V. & Day, L. (2010). Educating nurses: A call for radical transformation. The Carnegie Foundation for the Advancement of Teaching. San Francisco, Jossey-Bass.
5. Healthy People 2020 (2013). <http://www.healthy people.gov>
6. QSEN Competencies: <http://qsen.org/competencies/>
7. Health and Human Services: www.hhs.gov
8. Institute of Medicine (2010). The future of nursing: leading change, advancing health: report recommendations. Retrieved February 22, 2011 from <http://www.iom.edu>
9. Pender, N. (2013) Health promotion model. <http://nolapender.weebly.com/>
10. Weight Pyramid (2013). www.mypyramid.gov

Course Title: N 385 Praxis and Theory Transition

Course Description:

This course focuses on the appreciation of the unique body of conceptual and theoretical knowledge as a foundation for nursing. The course will address the history, philosophy, models, conceptual frameworks, and theoretical evolution of nursing science from a praxis perspective. The course introduces the concepts of caring, self-care, and other nursing and non-nursing concepts or theories in addressing problems from a holistic perspective. Students will synthesize and apply various theories in both practice and research.

Course Objectives:

At the end of this course, the student will be able to:

1. Explain the use of models and theories in nursing from a praxis perspective.
2. Demonstrate knowledge of the assumptions underlying the history and development of theoretical framework in nursing.
3. Evaluate the linkage between theory, practice, and research from a holistic praxis view.
4. Integrate critical thinking skills and theoretical concepts from nursing and other disciplines in clinical or leadership decision making process.
5. Explain the components of a theory and describe the relationships among these components.
6. Apply the concept and philosophy of praxis in designing, implementing, and evaluating nursing care from a health promotion and disease prevention approach.
7. Synthesize various models and theories use in practice, education, and research.

Course Hours: Lecture: 64 Hours

Equivalent Credit Hours: 4

Prerequisite: None

Required Textbook:

1. Chinn, P. L. & Kramer, M. K. (2012) Integrated knowledge development in nursing. St Louis: Mosby.

References:

1. American Psychological Association. (2009). Publication manual of the American Psychological Association (6th edition, 2nd printing). Washington, DC: The Association.
2. Nursing Theory (2013). http://currentnursing.com/nursing_theory/

Course Title: N 390 Concept in Critical Thinking

Course Description:

This course focuses on the concept of critical thinking used in the management of disease and in decision making as a nursing leader. The course will use the nursing or research process, and praxis philosophy as a systematic approach to problem solving. Health promotion case studies will be used as a framework for presenting the content. Technology will also be used to reinforce course content.

Course Objectives:

At the end of this course, the student will be able to:

1. Integrate critical thinking in the analysis of nursing issues that may be encountered in practice, management, education, or the health care environment.
2. Identify a scholarly and holistic change project that can evolve throughout the program of study and is praxis and technology driven.
3. Demonstrate professional and leadership qualities that promote the image of nursing.
4. Demonstrate the professional standards of moral, ethical, and legal conduct.
5. Assume accountability for personal and professional behaviors.
6. Develop a rudimentary professional portfolio centered on concepts such as professionalism, professional goals, philosophy, community services, technology, critical thinking, and other concepts related to program outcomes.
7. Identify the critical role of the nurse in a multicultural and ever-changing health care environment.
8. Explore strategies to model the role of professionalism in practice, education, and management situations.
9. Synthesize evidence-based practice and research in providing holistic nursing care to individuals, families, groups, and communities.
10. Protect patient privacy and confidentiality of patient records and other privileged communications.

Course Hours: Lecture: 48 Hours

Equivalent Credit Hours: 3

Prerequisite: None

Required Textbooks:

1. Alfaro-LeFevre, R., (2013). Critical thinking and clinical judgment a practical approach. (3rd ed.). St. Louis, MO: Saunders.
2. Catalano, J.T. (2011). Nursing now! Today's issues, tomorrow's trends (3rd ed.). Philadelphia, PA: F.A. Davis.
3. Black, B. (2013). Professional Nursing Concepts and Challenges. St. Louis. MO. Saunders Company.

References:

1. Dossey, B. M., Keegan, L. & Guzzetta, C. E. (2013). Holistic Nursing: A Handbook for Practice. Jones & Bartlett: Boston.
2. American Psychological Association. (2010). Publication manual of the American Psychological Association (6th edition, 2nd printing). Washington, DC: The Association.

Course Title: N 395 Community and Global Health

Course Description:

This course applies concepts of community health and public health to both individual and family health promotion cases. Students will discuss disease prevention in the context of emerging community and global diseases. Students will also address principles of population health and epidemiology.

Course Objectives:

At the end of this course, the student will be able to:

1. Examine the historical highlights in public and community health.
2. Discuss the use of technology to help make decisions and improve the health status of the individual, family, and community at the local and global levels.
3. Demonstrate knowledge of the assumptions underlying traditional and holistic.
4. Views of health, healing, and conducting patient assessment.
5. Examine the relationship between nurses in communities with other core components of any healthcare system.
6. Explore the gap and challenges between theory and effective, community health nursing practice.
7. Incorporate multiple viewpoints and education to promote a healthy lifestyle in a selected public and specialty population area.
8. Evaluate population-based nursing directed toward health promotion and disease prevention in the community as well as disaster nursing.
9. Define key concepts of community nursing such as cultural connections, environmental connections, critical thinking connections, global connections, media connections,

epidemiology, research and statistical data, and much more!

10. Understand one's role and participation in emergency preparedness and disaster response with an awareness of environmental factors and the risks they pose to self and patients.
11. Demonstrate basic knowledge of healthcare policy, finance, and regulatory environments, including local, state, national, and global healthcare trends.
12. Compare the benefits and limitations of the major forms of reimbursement on the delivery of health care services.
13. Examine legislative and regulatory processes relevant to the provision of health care.
14. Discuss the implications of healthcare policy on issues of access, equity, affordability, and social justice in healthcare delivery.

Course Hours: Lecture: 80 Hours

Equivalent Credit Hours: 5

Prerequisite: None

Required Textbook:

1. Nies, Mary A. (2011), *Community/Public Health Nursing*, (5th ed.). Elsevier: Saunders.

References:

1. Dossey, B. M., Keegan, L. & Guzetta, C. E. (2013). *Holistic Nursing: A Handbook for Practice*. Jones & Bartlett: Boston.
2. American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th edition, 2nd printing). Washington, DC: The Association.
3. American Nurses Association (2010). *Nursing: Scope & Standards of Practice*. Washington DC: Nursesbooks.org
4. Healthy People 2020 (2013). <http://www.healthy people.gov>
5. QSEN Competencies: <http://qsen.org/competencies/>
6. Health and Human Services: www.hhs.gov
7. *Epidemiology* (2013). <http://www.currentnursing.com/reviews/>
8. *World Health* (2013). http://currentnursing.com/nursing_management/world_health_reports.html

Course Title: N 400 Evidenced-Based Practice Research

Course Description:

This course focuses on the use of evidence based practice and the introduction of the principle of the research process and various method of systematic inquiry. The course will address research methodologies, such as qualitative and quantitative research methods with an emphasis on solving clinical, system related, and global health problems. Issues surrounding the protection of human subjects and ethics of the research process will be explained, and students will critique

research reports. Students will be able to use the research process to develop or design a praxis nursing research proposal that will be completed as a “change project” in the capstone course.

Course Objectives:

At the end of this course, the student will be able to:

1. Utilize technology and information resources to communicate research information effectively with diverse patient population and other health care multidisciplinary teams.
2. Differentiate qualitative and quantitative research in terms of philosophy, methodology, and evidence based practice.
3. Engage in the scholarly use and dissemination of evidence based practice research activities on the health promotion needs of diverse populations.
4. Critically analyze the impact of ethics in research and evidence based practice.
5. Synthesize principles of evidence-based practice and appropriate theoretical frameworks utilized to address health care issues at the local, community, systems, and organizational level.
6. Explain the interrelationships among theory, practice, and research.
7. Demonstrate an understanding of the basic elements of the research process and models for applying evidence to clinical practice.
8. Advocate for the protection of human subjects in the conduct of research.
9. Evaluate the credibility of sources of information, including but not limited to databases and Internet resources.
10. Participate in the process of retrieval, appraisal, and synthesis of evidence in collaboration with other members of the healthcare team to improve patient outcomes.
11. Integrate evidence, clinical judgment, interprofessional perspectives, and patient preferences in planning, implementing, and evaluating outcomes of care.
12. Acquire an understanding of the process for how nursing and related healthcare quality and safety measures are developed, validated, and endorsed.
13. Describe mechanisms to resolve identified practice discrepancies between identified standards and practice that may adversely impact patient outcomes.

Course Hours: Lecture: 64 Hours

Equivalent Credit Hours: 4

Prerequisite: N385

Required Textbook:

1. Burns, N. & Grove, S. K. (2013). *The practice of nursing research: appraisal, synthesis, and generation of evidence* (6th ed.). Philadelphia: W. B. Saunders.

References:

1. Dossey, B. M., Keegan, L. & Guzzetta, C. E. (2013). *Holistic Nursing: A Handbook for Practice*. Jones & Bartlett: Boston.

- American Psychological Association. (2010). Publication manual of the American Psychological Association (6th edition, 2nd printing). Washington, DC: The Association.
- Nursing Research (2013). http://nursingplanet.com/Nursing_Research/
- Institute of Medicine (IOM). (2010). The future of nursing: Leading change, advancing health report brief. Washington, DC: IOM. Retrieved from <http://www.iom.edu/~media/Files/Report%20Files/2010/The-Future-of-Nursing/Future%20of%20Nursing%202010%20Report%20Brief.pdf>
- Milton, C. L. (2010). Nursing ethics and power in position. *Nursing Science Quarterly*, 23(1), 18–21.
- Brenner, P., *Nursing Theory: From Novice to Expert. Levels of Nursing Experience*. Retrieved on 25, 2013 from <http://nursingtheories.info/patricia-benner-nursing-theory-from-novice-to-expert>.

Course Title: N 405 Concepts of Case Management

Course Description:

This course examines the evolution of the case manager concept from inception to current practice models. The role of the case manager as a patient advocate and collaborator with other health care teams will be emphasized. Health care reform and insurance policies issues will also be covered in this course.

Course Objectives:

At the end of this course, the student will be able to:

- Analyze the historical, political, social, economic, and spiritual background of managed health care and case management.
- Discuss the concepts of managed care, health care private insurance, Medicaid, Medicare, billing and coding, military insurance, the Affordable Care Act, fraud and abuse in health care practice.
- Demonstrate knowledge of the assumptions underlying traditional and holistic views of health, healing, and case and disease management.
- Demonstrate knowledge and skills required for the case management of patients with various health care insurance and payment plans using specific national standard.
- Apply concepts of professionalism and leadership in designing, implementing, coordinating, and evaluating nursing care from the perspective of case or disease management at various levels of population care.
- Compare/contrast the roles and perspectives of the nursing profession with other care professionals on the healthcare team.
- Incorporate effective communication techniques, including negotiation and conflict resolution to produce positive professional working relationships.
- Contribute the unique nursing perspective to interprofessional teams to optimize patient outcomes.
- Demonstrate appropriate teambuilding and collaborative strategies when working with interprofessional teams.

10. Advocate for high quality and safe patient care as a member of the interprofessional team.

Course Hours: Lecture: 80 Hours

Equivalent Credit Hours: 5

Prerequisite: None

Required Textbooks:

1. Mullahy, C. (2010). *The Case Manager's Handbook*. (4th ed.) Sudbury: Jones & Bartlett. (CM).
2. Powell, K.K., & Tahan, H.A. (2007). *CMSA Core Curriculum for Case Management*. Philadelphia: Lippincott, Williams, & Wilkins. (PT).

References:

1. Dossey, B. M., Keegan, L. & Guzetta, C. E. (2013). *Holistic Nursing: A Handbook for Practice*. Jones & Bartlett: Boston.
2. American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th edition, 2nd printing). Washington, DC: The Association.
3. American Nurses Association (2010). *Nursing: Scope & Standards of Practice*. Washington DC: Nursesbooks.org
4. Burns, N. & Grove, S. K. (2009). *The practice of nursing research: appraisal, synthesis, and generation of evidence* (6th ed.). Philadelphia: W. B. Saunders.
5. QSEN Competencies: <http://qsen.org/competencies/>
6. Health and Human Services: www.hhs.gov
7. Change theory (2013): <http://nursingplanet.com/pn/>

Course Title: N 410 Community Practicum

Course Description:

This course applies concepts of community health and public health in both individual and family health promotion cases. Students will discuss disease prevention in the context of emerging community and global diseases. In this practicum course, the students will conduct a family and community health assessment and develop a community teaching project for a specific community health need. Students will then implement and evaluate the plan while working with clients in their homes or selected community settings. Students will complete 96 hours of practicum time as a requirement to successfully complete this course.

Course Objectives:

At the end of this course, the student will be able to:

1. Examine the historical highlights in public and community health.
2. Discuss the use of technology to help make decisions and improve the health status of the individual, family, and community at the local and global levels.
3. Demonstrate knowledge of the assumptions underlying traditional and holistic views of health, healing, and conducting patient assessment.
4. Examine the relationship between nurses in communities with other core components of any healthcare system.
5. Explore the gap and challenges between theory and effective, community health nursing practice.
6. Incorporate multiple viewpoints and education to promote a healthy lifestyle in a selected public and specialty population area.
7. Evaluate population-based nursing directed toward health promotion and disease prevention in the community as well as disaster nursing.
8. Identify key concepts of community nursing such as cultural connections, environmental connections, critical thinking connections, global connections, media connections, epidemiology, research and statistical data in community practice.
9. Complete a community needs assessment in a practice setting.

Course Hours: Lecture: 16 Hours; Practicum: 96 Hours

Equivalent Credit Hours: Lecture: 1 Practicum: 2

Prerequisites: N395

Required Textbook:

1. Nies, Mary A. (2011), Community/Public Health Nursing, (5th ed.). Elsevier: Saunders.

Reference:

1. American Psychological Association. (2010). Publication manual of the American Psychological Association (6th edition, 2nd printing). Washington, DC: The Association.

Course Title: N 415 Current Trends in Healthcare

Course Description:

This course is designed to help students understand the current trends in nursing and health care. The course focuses on the history and evolution of nursing as a profession and discipline within the health care environment. The course will incorporate relevant national and federal patient

safety standards and goals such as QSEN, and IOM that are guiding practice and nursing education today. The use of technology in healthcare will be a major aspect of this course. Theoretical models will be used to explain the praxis trend.

Course Objectives:

At the end of this course, the student will be able to:

1. Explain current and contemporary issues in nursing and health care from a global perspective.
2. Discuss the history and evolution of nursing from the era of Nightingale.
3. Integrate critical thinking skills and theoretical concepts from nursing and other disciplines in clinical or leadership decision making process.
4. Demonstrate knowledge of current regulatory and ethical issues impacting the advancement of nursing practice, education, and research globally.
5. Explore ways to implement change and to incorporate national standards in practice as the nurse transitions to an advanced practice role.
6. Demonstrate skills in using patient care technologies, information systems, and communication devices that support safe nursing practice.
7. Use telecommunication technologies to assist in effective communication in a variety of healthcare settings.
8. Apply safeguards and decision making support tools embedded in patient care technologies and information systems to support a safe practice environment for both patients and healthcare workers.
9. Uphold ethical standards related to data security, regulatory requirements, confidentiality, and clients' right to privacy.
10. Participate in evaluation of information systems in practice settings through policy and procedure development.

Course Hours: Lecture: 48 Hours

Equivalent Credit Hours: 3

Prerequisite: None

Required Textbook:

1. Cherry, B and Jacob, S. (2013) Contemporary nursing: Issues, trends and management. Elsevier Mosby.

References:

1. American Psychological Association. (2010). Publication manual of the American Psychological Association (6th edition, 2nd printing). Washington, DC: The Association.
2. Current Issues (2013). <http://www.currentnursing.com/reviews/>

Course Title: N 420 Leadership and Management

Course Description:

This course focuses on organizational structure, aspects of leadership, and management concepts centered on the role of the professional nurse. This course also provides RN to BSN students with the opportunity to explore leadership and management concepts in nursing practice. Quality improvement, communication processes, teamwork and collaboration, informatics, and evidence-based practice initiatives within the QSEN framework will be presented. Strategies for efficient use of resources while maintaining a safe and effective patient care environment are emphasized.

Course Objectives:

At the end of this course, the student will be able to:

1. Apply the knowledge of organizational culture and research to synthesize and address issues of quality in various leadership roles.
2. Examine theoretical models and principles of leadership and management in various nursing and health care organizations.
3. Utilize critical thinking and information technology in the management of clients.
4. Demonstrate an understanding of the role of an effective and professional nurse leader in a health care practice system.
5. Evaluate the impact of various managerial and leadership styles in a selected health care and nursing system.
6. Examine the role of the nurse as a leader in a variety of contexts and settings and in handling challenges in health care organizations.
7. Apply concepts of professionalism and leadership in designing, implementing, coordinating, and evaluating nursing care from the approach of health promotion and disease prevention at various levels of population care.
8. Develop a praxis change project (teaching or policy) to assist individuals or communities to achieve their holistic health promotion goal using specific national standards (IOM, QSEN, Joint Commission, etc.).
9. Apply leadership concepts, skills, and decision making in the provision of high quality nursing care, healthcare team coordination, and the oversight and accountability for care delivery in a variety of settings.
10. Demonstrate leadership and communication skills to effectively implement patient safety and quality improvement initiatives within the context of the interprofessional team.
11. Demonstrate an awareness of complex organizational systems.
12. Demonstrate a basic understanding of organizational structure, mission, vision, philosophy, and values.
13. Use improvement methods, based on data from the outcomes of care processes, to design and test changes to continuously improve the quality and safety of health care.
14. Employ principles of quality improvement, healthcare policy, and cost effectiveness to assist in the development and initiation of effective plans for the microsystem and/or system wide practice improvements that will improve the quality of healthcare delivery.
15. Participate in the development and implementation of imaginative and creative strategies to enable systems to change.

Course Hours: Lecture: 48 Hours; Practicum: 96 Hours

Equivalent Credit Hours: Lecture: 3 ; Practicum: 2

Prerequisites: N385

Required Textbook:

1. McCormell, C. (2007). The effective health care supervisor. Jones and Bartlett. Sudbury, MA.

References:

1. American Psychological Association. (2010). Publication manual of the American Psychological Association (6th edition, 2nd printing). Washington, DC: The Association.

2. Nursing Management (2013). http://currentnursing.com/nursing_management/

Course Title: N 425 Nursing Praxis Capstone

Course Description:

This course is the culminating experience for students in the program. The student will develop and implement a capstone praxis project demonstrating mastery of the program objectives. The project is research-based with a selected theoretical framework and focused on a strategic change in the health care or nursing environment. The project will be identified in the praxis course and developed gradually throughout the program. The final project will be presented and evaluated in this course. The project focus should address social, political, technological, economical, spiritual, and global changes in the health care environment.

Course Objectives:

At the end of this course, the student will be able to:

1. Examine resources from previous courses and clinical experiences that will add value to the final capstone project and experience.
2. Integrate critical thinking in the analysis of nursing issues that may be encountered in practice, management, education, or the health care environment.
3. Complete a scholarly and holistic change project that evolves throughout the program of study and is praxis and technology driven.
4. Organize a professional portfolio with resume centered on concepts such as professionalism, professional goals, philosophy, community services, technology, critical thinking and other concepts related to program outcomes.
5. Create a professional and technologically driven presentation of the capstone experience.

6. Apply concepts of professionalism and leadership in designing, implementing, coordinating, and evaluating nursing care from an approach of health promotion and disease prevention at various levels of population care and in improving the image of nursing.
7. Demonstrate competency in assuming the role of a leader in coordinating care from a multidisciplinary and holistic praxis approach.

Course Hours: Lecture: 64 Hours

Equivalent Credit Hours: Lecture: 4 Hours

Prerequisites: All nursing courses (N370 to N425)

Required Textbook:

1. Black, B. (2014). Professional Nursing. St. Louis, MO: Saunders.

References:

1. Dossey, B. M., Keegan, L. & Guzetta, C. E. (2013). Holistic Nursing: A Handbook for Practice. Jones & Bartlett: Boston.
2. American Psychological Association. (2010). Publication manual of the American Psychological Association (6th edition, 2nd printing). Washington, DC: The Association.
3. American Nurses Association (2010). Nursing: Scope & Standards of Practice. Washington DC: Nursesbooks.org
4. QSEN Competencies: <http://qsen.org/competencies/>
5. Health and Human Services: www.hhs.gov
6. Global Health (2013). http://currentnursing.com/nursing_management/world_health_reports.html

Resources and Materials:

1. Required Textbooks
2. Reference Books
3. Journals / Periodicals
4. Recommended Websites
5. Computer / Printer
6. CD/DVD's
7. Recorder / Player

Type of Delivery: Residential, online, blended

Outside Work:

Student need to allocate sufficient time to access course materials, read assignments, complete readings prior to posting, participate in online activities, and complete all assignments. The student should expect to spend a total of 45 hours of online classroom time and 90 hours of study and preparation time over the course of the semester.

Method of Instruction and Evaluation:

Strategies utilized in this course, include either classroom or online teaching method, weekly readings, online chat (synchronous communication), weekly discussions (asynchronous communication) peer review, lecture notes, visual guest speaker, case studies, class participation, scholarly paper, interview, seminar, videos, digital exercises, guest speakers, critical thinking activities, presentations, group discussions, audio-visuals, and computer – assisted activities.

Evaluation methods includes completion of a holistic skills competencies report, scholarly paper, grading rubrics, presentation, synthesis and analysis paper, and peer review.

Grading System:

Students must achieve a letter grade of “B” or better to pass the course. Students are graded on written assignments, discussions, and presentations. Any written assignments not submitted when due and without prior permission from the instructor will be rated zero. Students will have five days to make up the zero or the grade will become permanent in the grade book. The student final grade will be computed based on the following average.

Assignment Type	Percentage
Weekly Discussions	40%
Group Discussion	10%
4 Assignment Papers	20%
Final Written Paper or Presentation or Portfolio	20%
Philosophy, Professional Biography, or Resume	10%
Clinical Assignment	Complete or Incomplete
TOTAL	100%

Grading Scale

80% is required to pass the course.

95-100	A+
90-94	A
85-89	A-
83-84	B+
80-82	B
Below 80 (Failed)	B-

SAMPLE PROGRAM FORMS

Homestead Clinical Verification Form - Learning Contract

The RN-BSN Program Coordinator must verify that a clinical site with a qualified preceptor will support and offer necessary learning experiences to meet the clinical practicum objective and goals. The preceptor validates that he or she has the space and time to accommodate the student. This verification form will serve as the learning contract for the practicum experience in support of the clinical agreement form signed by the student and preceptor

Name of Students:

Name of Clinical Site:

Address of Clinical Site:

Type of Clinical Site:

Average Daily Census:

Phone Number of Clinical site:

Name of Preceptor:

Qualification of Preceptor:

Phone Number of Preceptor:

Email of Preceptor:

Student Proposed Learning Goals for this Practicum Experience:

Clinical Coordinator Verification (By phone or email –select one or both)

____ Preceptor agrees to support and supervise the above students for practicum experiences.

____ Preceptor does not agree to support and supervise the above student for practicum experiences.

Clinical Coordinator Signature: _____ Date: _____

APPENDICES

Homestead RN-BSN Program

Welcome to Homestead Schools RN to BSN Program

We are excited that you've joined this praxis driven and quality nursing program. We know that this first week returning back to school after some years may be challenging for some of you especially in an online environment. Therefore we want to make it easy and exciting for all of you instead of overwhelming. We have developed this email and orientation course to bring your attention to a few items that we believe are critical and important for every new and seasoned online student to know. The purpose of this email is to welcome all of you and help you get started.

Orientation

In making your decision to join this RN to BSN program you undoubtedly looked at many institutions. To give you a solid and deeper understanding of Homestead RN to BSN program, you are required to complete a one-two weeks online and computer orientation course called **“Orientation.”** This course provides information about the school, our mission, the program, and how the curriculum was structured. The orientation course can take three days or two weeks.

How to Login to Orientation Course

In a few days, you will receive an email invitation from the Course Management or Learning Management System (CMS or LMS), Canvas on how to login in. **Please contact the school if you have not received the enrollment email from Canvas within a week.** The steps for logging in are presented below:

Step 1: Check Homestead email account created for you or the email you have provided to us and following the instructions to register. The email will look like this example below:

You've been invited to participate in a class at
canvas.instructure.com

The class is called Orientation, and you've been invited to
participate as a student.

Name: **xxxxxxxx@concast.net**

Email: **xxxxxxxx@concast.net**

Username: **none**

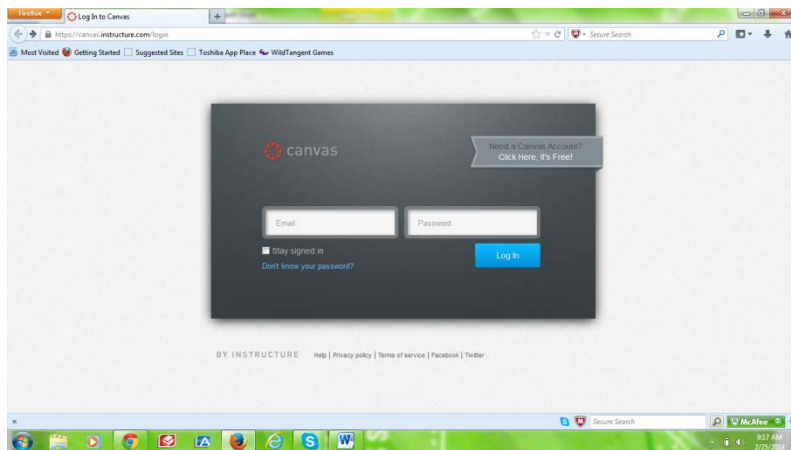
You'll need to register with Canvas before you can participate in the
class.

[Click here to get started](#)

[Click here to edit your notification preferences](#)

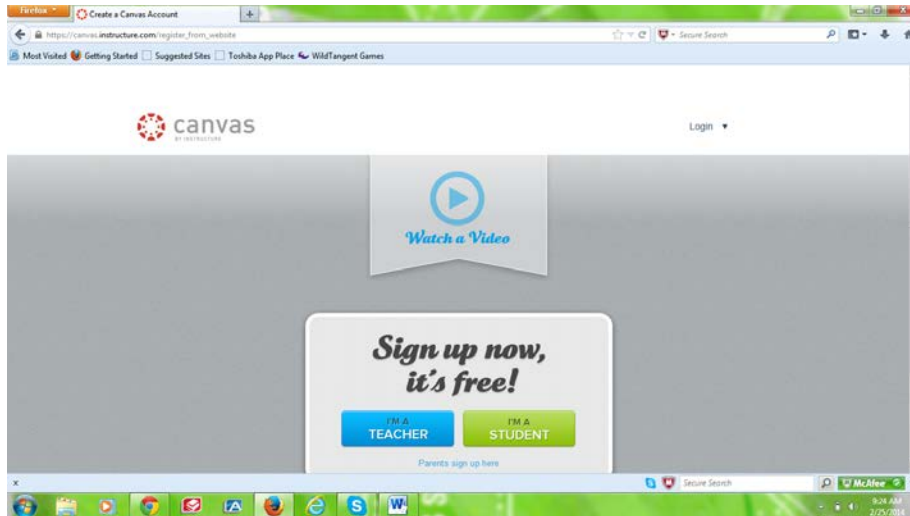
© 2014
Instructure

Step 2: Register as shown or create a canvas account with your schools email account



Step Three: You are in! Once you are in the course you can begin or change your notification preferences. Add your picture and phone numbers.

Note: In the future you can login anytime by going to this page – click on the login on the upper right corner not on “I am a student” or “I am a teacher”:



How do I learn about Canvas LMS!

If you are unable to login using the directions provided, please watch the following videos from Canvas on how to negotiate the LMS and how to log in.

https://canvas.instructure.com/register_from_website

<http://guides.instructure.com/m/4210>

Thank you for completing your orientation! The course will provide you with the details of the orientation course which can take two days or two weeks!

HOMESTEADSCHOOLS RN-BSN PROGRAM

Student Quick Reference to Get Started in Canvas

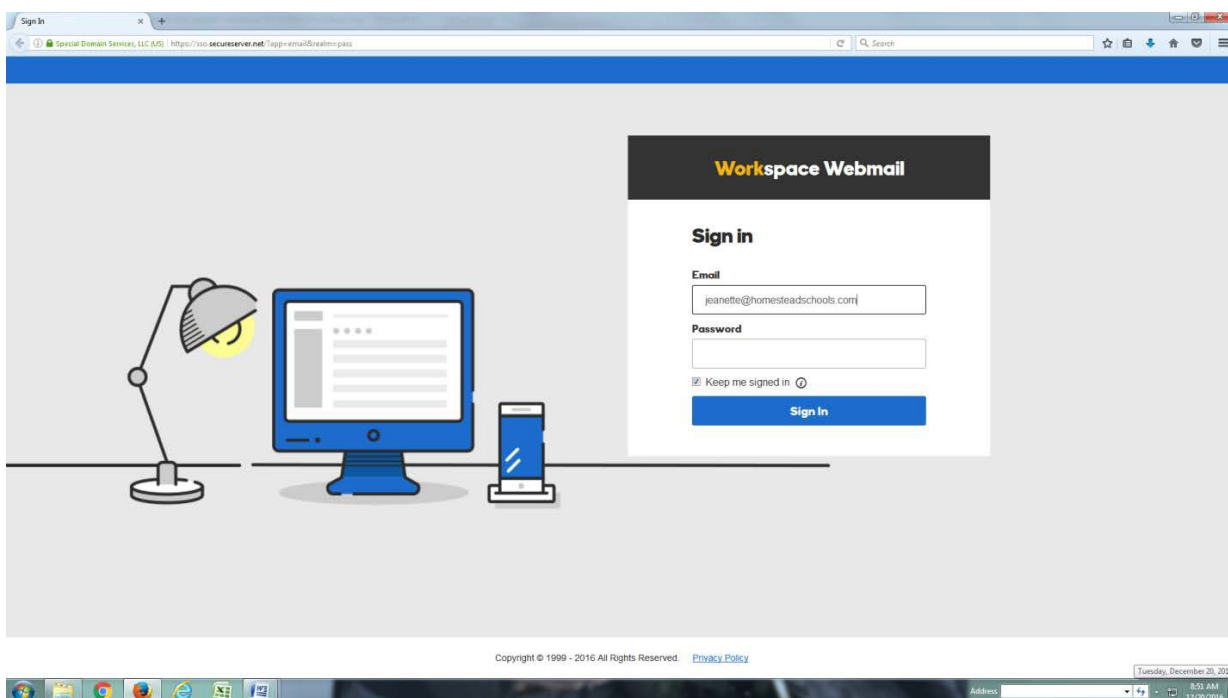
IMPORTANT CANVAS LINKS

Use the following links to login and to access your course and get help anytime with canvas

1. <http://guides.instructure.com/>
2. Help = <http://guides.instructure.com/m/8472>
3. Login = <https://canvas.instructure.com/login>
4. Sign up <http://guides.instructure.com/how-to-i-sign-up-for-canvas-account>
5. Announcement = <http://guides.instructure.com/how-do-i-view-announcements-as-a-student>
6. Discussion = <http://guides.instructure.com/how-to-i-view-replies-on-the-discussion>

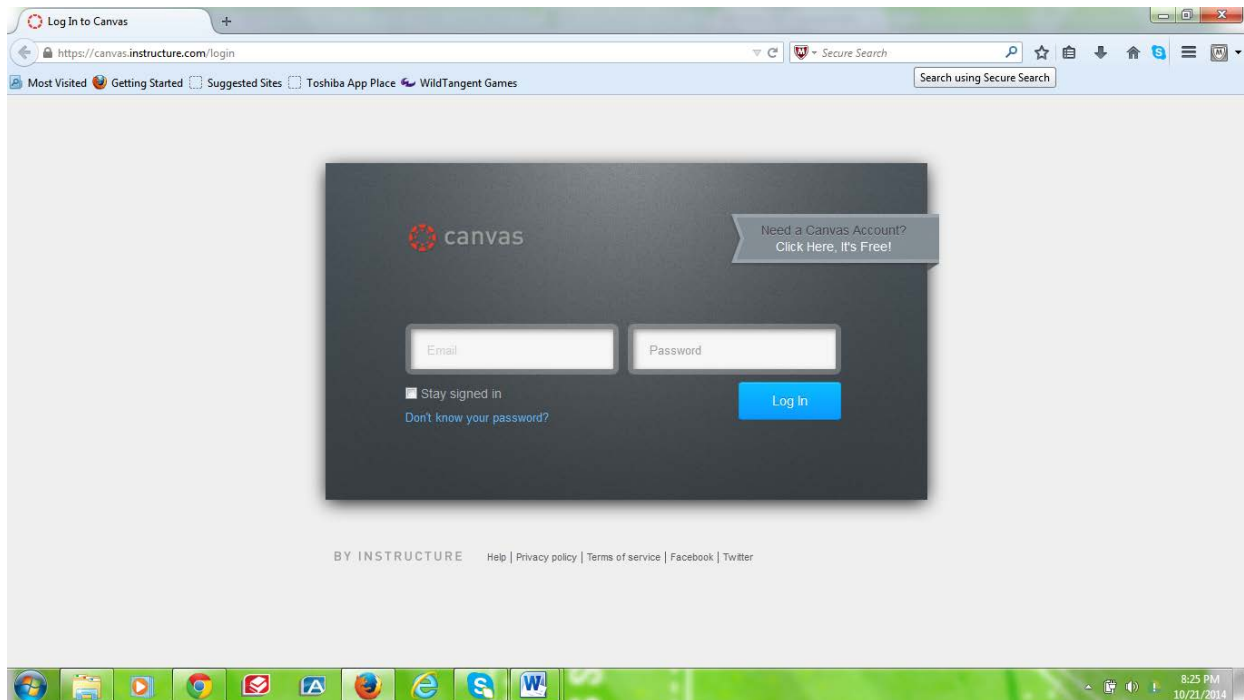
LOGIN TO HOMESTEAD EMAIL

1. To login into Homesteadschools Account or Email go to <https://login.secureserver.net/>
2. Enter your Username for example: lower case first name @ homesteadschools.com - jeanette@homesteadschools.com
3. Enter your password: lower case and numbers



LOG IN TO CANVAS

1. Go to the email sent to you and enter your schools email address and password
2. Click the Log In button.



ACCESS YOUR COURSES

1. Go to Courses on top navigation.
2. Click the Course Name

SET YOUR NOTIFICATIONS

You decide what, how, and when you want to be notified about your courses.

1. Click on Settings on the TOP right corner.
2. Optional: click Add Email Address to add a personal email address or your cell phone number for text messages. Click Register Email or SMS Button.
3. Click on Notifications in the left navigation.
4. Hover over options on left to see details.
5. Hover on right to select when to be notified.

6. Click the corresponding icon
(Right Away, Daily, Weekly, or Never).

REPLY TO A DISCUSSION

1. Click the Discussion link to post to.
2. Click Reply in the box below the discussion post.
3. Enter your comment.
4. Click Post Reply button.

VIEW INSTRUCTOR COMMENTS

1. Click Grades in the left navigation.
2. Click the Assignment link you want to see.
3. Instructor comments are on the right.
4. If your instructor used a Rubric, click Show Rubric on the upper right.
5. If your instructor wrote comments on your paper itself, click the view icon in the center-right.

ADD YOUR PICTURE

1. Click on Settings on the upper right.
2. Click on the profile picture icon on upper left by your name.
3. Upload a new image.
4. Choose File
5. Select File and Click on Open
6. Click on Add File
7. Click on Select Image.

SUBMIT ASSIGNMENT

1. Click the Assignment link to be turned in.
2. Click Submit Assignment link on upper right (if you don't see the link, contact instructor)
3. You may have up to four options to submit. Select the tab of choice:
 - a. File upload: Click Choose File button; b. Text Entry: Type or Paste text into box; c. URL: Insert URL in box; d. Media Recording: Record or Upload
4. Click Submit Assignment.
5. A confirmation of your submission will appear on the upper right.

TAKE A QUIZ

1. Click link to the quiz you want to take.
2. Click Take a Quiz button
3. Answer the Questions
4. If needed, click the Tab next to the question to mark it. Click tabbed questions on upper right to review those questions.
5. Submit the quiz.

VIEW YOUR GRADES

1. Click Grades in left course navigation (or Grades on center-top of page, then click course link).
2. Click Check Mark icon to see assignment scoring details.
3. Click Speech Bubble icon to see any instructor comments.
4. Click Rubric icon to see any rubric results.

Homestead Schools RN-BSN Program
Course – Syllabus Acknowledgement Page

I _____ have received a copy of the syllabus for the course in which I am enrolled in this semester.

I agree that I will be honest and participate actively in this course and understand that it is my responsibility to read and uphold these requirements.

Course Number:

Student Name Printed:

Student Signature:

Date Signed by Student:

Instructor Signature:
