

Bachelor's of Science in Nursing

Student Handbook

Online RN to BSN Degree Completion Program

Table of Contents

Table of Contents	1
Baccalaureate of Science in Nursing Program Online RN to BSN Degree Completion	2
I. Introduction.....	2
Welcome to Pima Medical Institute and the Online Baccalaureate of Science	2
(RN to BSN) Nursing Program.....	2
Contact Information for Program and Online Administration.....	2
College Ownership, Accreditation, and Mission.....	2
II. Baccalaureate in Science of Nursing Degree: Nursing Program	3
Mission and Philosophy	3
Conceptual Framework.....	3
Educational Milieu.....	6
Nursing Paradigm	6
Core Values	7
Core Concepts.....	8
Program Goals.....	9
Student Learning Outcomes	10
Reference List.....	11
III. Admission, Transfer Credit, Progression, Graduation, and Program Requirements	12
PMI Recognized Holidays.....	14
Semester Calendar.....	14
Program Structure	14
Course Descriptions	15
Attendance, Evaluation, and Grading Procedures	18
Grievance Policy:.....	20
Experiential Learning Experiences and Use of RN Mentor:.....	20
Computer Requirements.....	23

Baccalaureate of Science in Nursing Program

Online RN to BSN Degree Completion

I. Introduction

Welcome to Pima Medical Institute and the Online Baccalaureate of Science
(RN to BSN) Nursing Program

The Pima Medical Institute (PMI) Bachelor of Science in Nursing Degree Completion program (RN to BSN program) of study is designed for Registered Nurses working in the profession to obtain a RN to BSN degree through an online learning platform. The program is enhanced by general education credits that enables the nurse generalist to expand their knowledge base and is aimed to prepare Associate Degree and Diploma nurse graduates for increased responsibility in an ever-evolving health care environment. The RN to BSN program of study focuses on theories, concepts, and principles important for development of nursing leadership and management knowledge, skills, and attitudes; evidence- based research analysis and utilization; and pertinent clinical, fiscal, legal, and political trends confronting healthcare and the nursing profession. The graduate will be prepared to assume roles requiring increased leadership capability and clinical responsibility in the delivery of care to diverse individuals, families, communities, and global populations.

Contact Information for Program and Online Administration

Cheryl Rules, RN to BSN Program Director
Andy Andress, Interim Online Education Director/CEO
Becky Gauerke, Dean of Online Education
La Trina Merritt, Online Student Success Manager
Danielle Trueba, Online Student Success Coordinator
Ashely Mathews, Online Student Success Coordinator

crules@pmi.edu
aandress@pmi.edu
bgauerke@pmi.edu
lmerritt@pmi.edu
dtrueba@pmi.edu
amathews@pmi.edu

*Faculty Contact Information is posted within each individual course in Blackboard

College Ownership, Accreditation, and Mission

PMI is a private, family and employee owned, post-secondary institution accredited by the Accrediting Bureau of Health Education Schools (ABHES) which is recognized by the US Secretary of Education. ABHES is located at 7777 Leesburg Pike, Suite 314 North Falls Church, Virginia, 22043. Contact information; Telephone: 703-917-9503, Facsimile: 703-917-4109, website: infor@abhес.org. The guiding philosophy of the institute is based in a firm belief in the worth and potential of each student. Following the belief that the seeds for future growth must be planted in the classroom, PMI has become one of the leading medical career colleges in the Western United States and takes pride in its unique programs, quality education, and professional environment that promotes a student's sense of discovery, excellence, and self-worth. PMI is committed to preparing competent medical professionals who can meet the expectations of the 21st century employers. The mission of the institute is to improve the quality of people's lives by providing the best value in medical career education.

The Bachelor of Science in Nursing (RN to BSN) at Pima Medical Institute is accredited by the Commission on Collegiate Nursing Education, 655 K Street, Suite 750, Washington, DC 20001, (202) 887-6791, www.ccneaccreditation.org

II. Baccalaureate in Science of Nursing Degree: Nursing Program

Mission and Philosophy

The mission of the RN to BSN Program at Pima Medical Institute is to prepare the nurse generalist to lead the transformation of professional nursing practice by developing critical assessment and thinking skills necessary to care for diverse patient populations.

This Mission is accomplished through the integration of state-of-the art academics and technology with personal attention to each student's uniqueness to help prepare the nurse generalist for enhanced clinical leadership and formal career advancement. The curriculum is enhanced by general education credits that enable the nurse generalist to expand their knowledge base. Dedicated faculty facilitate a learning-centered environment focused on providing culturally competent care for diverse populations within the global community.

The philosophy of the RN to BSN Nursing Program is to offer quality nursing education that nurtures clinical reasoning; competent and compassionate care, and service-oriented nursing professionals who lead processes for developing better healthcare environments for healthcare consumers and the nursing profession. As educators, we believe in the worth, uniqueness, and potential of every human being and therefore promote in each nursing student a sense of self-worth, discovery and excellence by providing a student-centered nursing educational program that provides experiential learning activities relevant to the individual student. It is expected that the graduate will in turn believe in the worth, uniqueness, and potential of every person with whom they come in contact, whether as a participant in civic responsibilities or in service to others.

It is the faculty's responsibility to offer a solid educational experience while the students accept responsibility for their learning. The faculty, students, and graduates represent their chosen field and must demonstrate strong ethical comportment and accountability with respect for human rights and dignity. In addition, they must be willing to grow within their profession to provide continued excellence in leadership and patient care through a personal commitment to self-directed life-long learning, awareness of changes and diversification occurring in the health care environment, and communication with the health care team and other professional organizations.

Conceptual Framework

The PMI Baccalaureate of Science in Nursing philosophy and conceptual framework has been created through integration of the American Association of Colleges of Nursing (AACN) *Essentials of Baccalaureate Education for Professional Nursing Practice* (AACN, 2021), the American Nurses' Association (ANA) *Code of Ethics for Nurses with Interpretive Statements* (ANA, 2015), the Institute of Medicine (IOM) core competencies for health professionals (IOM, 2003), Quality & Safety Education for Nurses (QSEN) Core Competencies (Cronenwett, Sherwood, Barnsteiner, Disch, Johnson, Mitchell, 2007), and Nurse of the Future (NOF) Core Competencies (Massachusetts Department of Higher Education, 2016). These standards are integrated throughout the RN to BSN curriculum.

The specific Curriculum Model for the PMI - RN to BSN Nursing Degree Completion Program builds upon

the conceptual framework introduced in the PMI - ADN program. Central to the Curriculum Model are the Mission, Philosophy, and Values of the organization and Nursing Department however, in this model, the student's previous academic foundation along with the experiences gained and brought to the learning environment by each Registered Nurse entering the program are of equal importance.

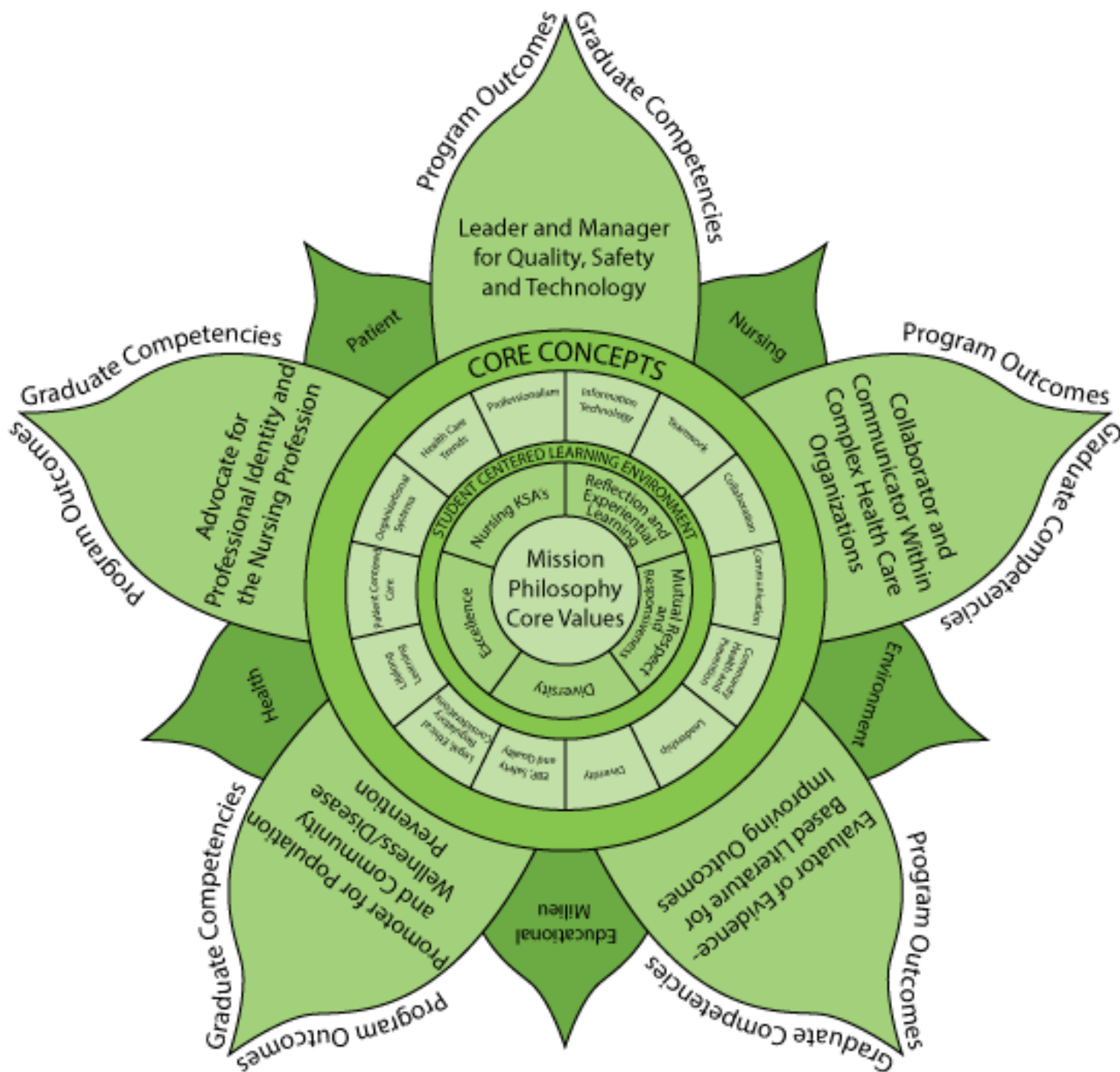
As noted in the graphic representation (*on the following page*), the central foundation is surrounded by a student-centered learning environment that unites prior learning with new knowledge, skills, and attitudes (KSA's); integrates reflection and experiential learning; recognizes the diversity of each student and faculty member; expects mutual respect and responsiveness from all participants; and strives to achieve excellence. The student-centered learning environment is further encircled by the core concepts that have been intertwined throughout the curriculum. These core concepts were determined essential for the nursing profession, vital for nurse leaders in the 21st century, and consistent with academic principles and professional practice standards noted in the literature and various evidence-based research materials.

The five large petals of the flower signify the continued "blossoming" of each student from clinical practice generalist to nurse leader. One of the smaller petals represents the educational milieu experienced by the student as their understanding of the nursing profession is enhanced while each of the remaining smaller petals signifies the four components of the nursing paradigm; nursing, patient, health, and environment. The nursing petal represents the care provided, the patient petal signifies the target (whether patients, families, populations, or communities) of the care rendered, the health petal designates the goal of the care rendered, and the environment petal symbolizes the external influences on the patient/target. Additionally, the larger petals illustrate the major five goals for the RN to BSN Nursing Degree Completion program achieved through successful completion of the learning outcomes and graduate competencies. Therefore, graduates of the program will be prepared to assume new roles as:

- Leaders and Managers for Quality, Safety, and Technology;
- Collaborators, Communicators, and Decision Maker within Complex Healthcare Organizations;
- Evaluators of Evidence-Based Literature for Improving Outcomes;
- Promoters for Population and Community Wellness/Disease Prevention; and
- Advocates for Professional Identity and the Nursing Profession

and will have gained a heightened awareness for the significance of the nursing paradigm as healthcare leaders in the profession of nursing.

The following is a graphic representation of the PMI - RN to BSN Conceptual Framework:



Educational Milieu

The RN to BSN curriculum incorporates the nursing paradigm (*noted below*) throughout the nursing courses and is complemented by a broad foundation of general education courses. The program provides opportunity for students to advance their clinical foundation and develop as nurse leaders. As educators, we believe learning is a continuous, active, lifelong process. The teaching-learning process is at its best when students actively participate in the learning experiences and take responsibility for accomplishment of the learning outcomes. During this process, the teacher acts as facilitator, coach, counselor, and resource person. Additionally, the teacher and student share responsibility for building a learning environment that fosters mutual respect and promotes intellectual curiosity; critical and analytical thought; and individual creativity. To that end, the educators use a variety of teaching techniques to accommodate the diverse backgrounds and nursing experiences brought to the learning environment by the students.

Nursing Paradigm

Nursing (the care provided)

Nursing is a professional practice discipline concerned with human responses to health issues throughout the lifespan. Professional nurses assist patients, families, populations, and communities to maximize independence and quality of life through the provision of care to promote, maintain, or restore health or to support a peaceful death. Nursing is both an art and a science. The art of nursing involves the concept of caring that fosters respectful relationships and individual dignity and worth. The science of nursing is supported through inquiry, research and other scholarly activities and is manifested by evidence-based practice.

Patient/Family/Populations/Communities (the target of the care)

Nurses believe that patients are holistic beings who possess unique physiological, developmental, psychological, socio-cultural, and spiritual qualities. Moreover, individuals continually interact with their environments, thereby learning and adapting to achieve optimum health. Each individual functions as a unified whole, with inherent dignity, worth, and rights. Though unique, individuals are social beings who share common human characteristics, needs, and patterns of behavior as they use adaptive processes to attain or maintain health. Interacting with each other and their environments, people create societies composed of individuals, families, communities and populations. A culture exists when such groups share a system of beliefs, values, norms, ethics, and/or social networks.

Health (the goal of the care)

Health is a dynamic state of wellness or system stability in which patients adapt to changes in their internal and external environments to maintain harmony between physiological, psychological, social-cultural, and spiritual states. As nurses, we believe the responsibility for health/illness is shared mutually by providers and patients receiving care regardless of race, religious beliefs, nationality, social, or financial status.

Environment (the external influences on the target)

Environment is viewed as an open system within which patients continuously interact. It has both internal and external components, which are affected by changes within the physical, emotional, spiritual, economic, and cultural state of the patient. Environments may be interconnected and may positively or negatively impact health. Within this context, nursing strives to interact and collaborate with patients to maintain or modify the environment to

achieve optimal health.

Core Values

As nurse educators, we endorse the *ANA Code of Ethics for Nurses* and believe that value-based behavior is essential to the art of nursing. We subscribe to the Interprofessional Professionalism Collaborative definition of *caring* as, “Behavior that reflects concern, empathy, and consideration for the needs, values, welfare, and well-being of others and assumes the responsibility of placing the needs of the patients or client ahead of the professional interest” (Interprofessional Professionalism Collaborative, n.d.). We believe that patient-centered care requires more than just knowledge of variables such as age, gender, culture, health disparities, socioeconomic status, race, and spirituality. It requires respect for human dignity and individual autonomy as well as a *desire* to obtain and apply that knowledge to develop trusting relationships, meet individual needs, encourage involvement, and positively influence outcomes. Moreover, we believe ethical practice encompasses how we interact with patients and other members of the healthcare team. Furthermore, students must gain an understanding of the impact actions have on outcomes that affect nursing clinical and leadership practices. Students must be prepared to face various dilemmas that will arise in nursing practice and be equipped to make and/or assist others in making decisions within an ethical framework. Finally, the nurse must practice with integrity and accountability for all of one’s actions.

The PMI nursing educators regard the six values outlined by the AACN as integral to the development of baccalaureate graduates to practice in the healthcare arena as competent providers and managers of care, as well as leaders for the transformation of nursing professional. These six values include:

- **Accountability:**

Active acceptance of responsibility for the diverse roles, obligations, actions, self- regulation, and other behaviors that positively influence outcomes, the profession, and the health needs of society (Interprofessional Professionalism Collaborative, n.d.).

- **Altruism:**

A concern for the welfare and well-being of others. In professional practice, altruism is reflected by the nurse’s concern and advocacy for the welfare of patients, other nurses, and other healthcare providers (AACN, 2008).

- **Autonomy:**

The right to self-determination. Professional practice reflects autonomy when the nurse respects patients’ rights to make decisions about their health care (AACN, 2008).

- **Human Dignity:**

Respect for the inherent worth and uniqueness of individuals and populations. In professional practice, concern for human dignity is reflected when the nurse values and respects all patients and colleagues (AACN, 2008).

- **Integrity**

Acting in accordance with an appropriate code of ethics and accepted standards of practice. Integrity is reflected in professional practice when the nurse is honest and provides care and leadership based on an ethical framework that is accepted with the profession (AACN, 2008).

- **Social Justice:**

Acting in accordance with fair treatment without regard of economic status, race, ethnicity, age, citizenship, disability, or sexual orientation (AACN, 2008).

Core Concepts

The following eight program strands have been deemed essential for the baccalaureate prepared nurse leader and are integrated throughout the baccalaureate nursing program.

- **Patient-centered Care for Individuals, Families, Populations, and Communities Promoting Health, Wellness, and Disease Prevention**

Recognize the patient or designee as the source of control and full partner in providing compassionate and coordinated care based on respect for patient's preferences, values, and needs (Cronenwett, et al., 2007, p. 123).

- **Evidence-Based Practice/Research Utilization**

Integration of clinical expertise, best current evidence, and patient/family values and preferences in the delivery of nursing care.

- **Safety and Quality Improvement**

Minimizes risk of harm to patients and providers through both system effectiveness and individual performance and use data to monitor the outcomes of care processes and use improvement methods to design and test changes to continuously improve the quality and safety of health care systems (Cronenwett, et al., 2007, p. 127-128).

- **Leadership/Management, Teamwork/Collaboration, and Communication**

Function effectively within nursing and inter-professional teams, fostering open communication, mutual respect, and shared decision-making to achieve quality patient care (Cronenwett, et al., 2007, p. 125).

- **Healthcare Trends - Legal, Ethical, and Regulatory Considerations**

- **Clinical Reasoning, Critical Judgments, and Decision Making within Complex**

Systems

Simmons, Lanuza, Fonteyn, & Hicks defined clinical reasoning as the process used to assimilate information, analyze data, and make decisions regarding patient care (AACN, 2008, p. 36).

- **Informatics Technology**

Use information and technology to communicate, manage knowledge, mitigate error, and support decision making (Cronenwett, et al., 2007, p. 129).

- **Professionalism, Professional Identity, Lifelong Learning**

Enhancement of individual professional practice, advancement of the nursing profession, and improvement of the practice environment through inquiry, continuing education, scholarly activities, and a commitment to life-long learning.

Program Goals

The RN to BSN program has developed its mission, goals, and objectives to align with the mission of Pima Medical Institute and professional nursing standards and guidelines. The program and curriculum are dynamic to meet the continuously changing needs of the nursing profession and diverse patient population. To accomplish the mission of the nursing program, the nursing faculty has identified five goals for the nursing program. At the completion of the baccalaureate program, the graduate will be prepared to lead clinical, organizational, and professional transformation of nursing and healthcare. The nursing program will prepare the graduate nurse with the knowledge, skills, and attitudes to be:

1. Leaders and managers supporting integration of quality, safety, and technology throughout the healthcare milieu;
2. Collaborators, communicators, and decisions makers within complex healthcare organizations sustaining cognizance of legal, ethical, fiscal, and regulatory trends/issues;
3. Evaluators of Evidence-Based Literature aimed at research utilization to improve outcomes;
4. Promoters for health, wellness, and disease prevention for diverse individuals, families, populations and communities; and
5. Advocates for life-long learning, professional identity, and the all-encompassing nursing profession.

Student Learning Outcomes

The programmatic student learning outcomes are performance indicators that provide evidence of the students' achievement of the programmatic goals. Each objective documents student achievement of various milestones along the education pathway. The outcome milestones are used as an evaluative measurement to determine effectiveness of the education program and serve to guide maintenance or revision of various components of the nursing program. The programmatic Mission, Philosophy, Goals and Objectives and Student Learning Outcomes have been guided by the AACN *Essentials of Baccalaureate Education for Professional Nursing Practice* (AACN, 2013).

Upon completion of the program, students will be able to:

1. Integrate nursing knowledge with the humanities, arts, and sciences as a foundation for effective clinical reasoning to support independent and interdependent decision making in the delivery of care to diverse individuals, families, communities, and populations.
2. Demonstrate leadership in promoting safe, quality care with a focus on continuous improvement within a variety of organizations and healthcare systems.
3. Utilize best current evidence from nursing and the sciences to support decision making, and disseminate/participate in nursing scholarship.
4. Integrate a variety of technologies to communicate, support, and provide safe quality care to diverse individuals, families, communities and populations across the healthcare continuum.
5. Influence the allocation of health resources and reduce health disparities through practice and participation in the shaping of healthcare policy, finance, and regulatory environments.
6. Foster open communication, mutual respect, and shared decision making by functioning effectively with patients/families, communities/populations, nursing colleagues, and inter-professional teams.
7. Utilize all levels of prevention to promote health and reduce disease/injury in diverse individuals, families, communities, and populations in complex situations.
8. Assimilate professional, ethical, legal, and leadership principles consistent with that of a professional nurse in a dynamic healthcare system.
9. Provide competent nursing care to diverse individuals, families, communities, and populations in a variety of settings across the lifespan.

Reference List

- American Association of Colleges of Nursing (2021). *The essentials of baccalaureate education for professional nursing practice*. Washington, DC: American Association of Colleges of Nursing.
- American Association of Colleges of Nursing (2013). *The essentials of baccalaureate education for professional nursing practice*. Washington, DC: American Association of Colleges of Nursing.
- American Nurses Association (2015). *Code of ethics for nurses with interpretive statements*. Retrieved March 13, 2019 from: <https://www.nursingworld.org/coe-view-only>
- Cronenwett, L., Sherwood, G., Barnsteiner, J., Disch, J., Johnson, J., Mitchell, P., et al. (2007). Quality and safety education for nurses. *Nursing Outlook*, 55 (3), 122-131.
- Institute of Medicine (2003). *Health professions education: A bridge to quality*. Washington, DC: The National Academies Press.
- Interprofessional Professionalism Collaborative (n.d.). *Interprofessional Professionalism Collaborative*. Retrieved March 13, 2019 from: <http://www.interprofessionalprofessionalism.org/behaviors.html>
- Massachusetts Department of Higher Education (2016). Nurse of the Future core competencies revised. Retrieved on April 11, 2024 from <http://www.mass.edu/currentinit/currentinitNursingNurseFutureComp.asp>

III. Admission, Transfer Credit, Progression, Graduation, and Program Requirements

Baccalaureate of Science in Nursing Program Online RN to BSN Degree Completion:

120 semester credit hours

The Pima Medical Institute (PMI) Bachelor of Science in Nursing Degree Completion program (RN to BSN program) of study is designed for Registered Nurses working in the profession to obtain a RN to BSN degree through an online learning platform. The program is enhanced by general education credits that enables the nurse generalist to expand their knowledge base and is aimed to prepare Associate Degree and Diploma nurse graduates for increased responsibility in an ever-evolving health care environment. The RN to BSN program of study focuses on theories, concepts, and principles important for development of nursing leadership and management knowledge, skills, and attitudes; evidence- based research analysis and utilization; and pertinent clinical, fiscal, legal, and political trends confronting healthcare and the nursing profession. The graduate will be prepared to assume roles requiring increased leadership capability and clinical responsibility in the delivery of care to diverse individuals, families, communities, and global populations.

Admission Requirements:

The Bachelor of Science in Nursing (RN to BSN) program is a degree completion program. Applicants must maintain an active and unencumbered license as a registered nurse and be employed as a registered nurse in order to be eligible for admission to the program. Admission to the program also requires that the applicant complete a total of 70 semester credits of specific coursework at the postsecondary level. The 70 transfer credits shall consist of 42 nursing credits and 16 general education credits.

Registered nurses who have successfully completed a nationally or regionally accredited college of university will receive a maximum of 42 semester credits for pre-licensure nursing course work. Graduates of a recognized diploma school may be required to take additional lower division courses to meet the overall credits to graduate from the RN to BSN degree completion program. The following lower division courses must be transferred or completed prior to admission to the BSN program: English Composition, 3 credits; Biological Sciences (Anatomy and Physiology or Microbiology) 4 credits; Social Sciences (both Psychology and Sociology), 5 credits; and Mathematics, 3 credits. Please see additional admissions and transfer credit requirements on page 153 of the PMI catalog.

Credits required for successful Degree Completion/Graduation:

Students must complete a minimum of 120 semester credits in the nursing major and general education categories achieving a grade of "C" or better in each course.

Program Outline



PIMA MEDICAL INSTITUTE
Bachelor of Science in Nursing (Rn to BSN)
Program Outline

	Theory	Lab	Extern	Credits
Transfer of Nursing Course Credits				42.0
Transfer of Course Credits				12.0
Transfer of Lower Division General Education Credits				16.0
Transfer Totals				70.0

Semester I (16 weeks)

Course #	Course	Theory	Lab	Extern	Credits
CPT 301	Microcomputer Applications	45			3.0
ENG 320	Advanced College Writing	45			3.0
REL 200	World Religions	45			3.0
NUR 300	Role Transition and Professional Development	45			3.0
Semester I Total		180			12.0

Semester II (16 weeks)

Course #	Course	Theory	Lab	Extern	Credits
PHI 301	Critical Thinking	45			3.0
NUR 320	Integrated Health Assessment for the Experienced	45			3.0
NUR 380	Nursing Informatics	45			3.0
SPA 210	Spanish for the Medical Professional	45			3.0
Semester II Total		180			12.0

Semester III (16 Weeks)

Course #	Course	Theory	Lab	Extern	Credits
MTH 315	Statistical Concepts	45			3.0
SOC 325	Culture and Human Diversity	45			3.0
NUR 425	Foundations of Evidence-Based Nursing Practice	45			3.0
NUR 400	Transcultural Nursing Practice	45			3.0
Semester III Total		180			12.0

Semester IV (16 Weeks)

Course #	Course	Theory	Lab	Extern	Credits
NUR 440	Quality Improvement in Nursing and Health Care	45			3.0
NUR 475	Community Oriented Nursing Practice and Global Health	75			5.0
NUR 480	Nursing Leadership & Healthcare Management	90			6.0
Semester IV Total		210			14.0

Course #	Course	Theory	Lab	Extern	Credits
SEMESTERS I, II, III, IV, TOTALS		750	0	0	50.0
PROGRAM TOTALS		750	0	0	120.0

Total Hours: 750 750 Theory/0 Lab/0 Extern

Total Weeks: 64

Definition of Credit: 1 Credit = 15 Lecture Hours/30 Lab Hours/45 Extern Hours

PMI Recognized Holidays

Martin Luther King Jr. Day	3 rd Monday in January
Memorial Day	Last Monday in May
Independence Day	July 4 th
Labor Day	First Monday in September
Thanksgiving	4 th Thursday in November
Veterans Day Observed	4 th Friday in November
Winter Break	Weeks of Christmas and New Year's

Semester Calendar

Semester I		
Terms	Begins	Ends
A	April 24, 2024	June 18, 2024
B	July 3, 2024	August 27, 2024
Semester II		
A	August 28, 2024	October 22, 2024
B	October 23, 2024	December 17, 2024
Semester III		
A	January 8, 2025	March 4, 2025
B	March 5, 2025	April 29, 2025
Semester IV		
A	April 30, 2025	June 24, 2025
B	April 30, 2025	September 2, 2025

Program Structure

The RN to BSN program is presented over a period of 64 weeks. This period is divided into four (4) 16-week semesters consisting of 750 clock hours spent in the online classroom and through experiential learning activities. The individual courses run for an 8-week period or 16 weeks. Not all courses are offered every semester. The RN to BSN degree completion program is designed to be taken in sequence as presented in the program outline however; flexibility is acceptable provided pre-requisite courses are taken in order. Prior to attending any of the online courses offered in this program of study, the student must participate in a short introductory course designed to orient the student to the online learning platform and technology tools utilized throughout the online program.

To academically progress each semester, students are required to maintain a cumulative grade point average (GPA) of 2.0 and must complete their program within one and one-half (1 ½) times the published length of the program measured in weeks. Students are monitored for academic progress at the end of each semester. Academic progress may also be impacted if a student receives an “F” (failing) grade in a course; this may occur if the particular course is a prerequisite to another course that occurs later in the program. Students must complete all pre-requisite courses before moving on to subsequent courses. Required pre-requisite course information is included within the course descriptions for the RN-to-BSN program in the PMI Catalog Addendum.

General education courses may be taken before beginning any of the nursing courses however, CPT 301 - Microcomputer Applications and ENG 320 – Advanced College Writing courses must be taken before most other general education courses offered through Pima Medical Institute and before or concurrently with NUR 300 - Role Transition and Professional Development. The majority of the general education courses and 300-level nursing core courses must be completed before taking 400-level nursing core courses. MTH 315 – Statistical Concepts must be completed concurrently with NUR 425 - Foundations of Evidence-Based Nursing Practice. Furthermore, NUR 475 – Community Oriented Nursing Practice and Global Health Issues and NUR 480 – Nursing Leadership and Health Care Management have been designed as culminating experiences and must be taken as the final two (2) nursing courses in this program of study.

For each assigned hour of online activities, the student can anticipate an additional 2 hours for outside preparation and learning activities. These outside activities include but are not limited to; reading the assigned materials from the textbook and/or additional resources; conducting research to submit substantive responses for each of the assigned discussion questions; and preparing written assignments. As an example, for a 3-credit theory course with 45 hours of online activities, one should anticipate an additional 90 hours of outside activities or “homework” for a total of 135 hours for the duration of the course.

Course Descriptions

CPT 301 Microcomputer Applications

This course prepares students to utilize Windows-based applications within the Windows environment. Through a hands-on approach, students will achieve advanced application knowledge of Windows, word processing, presentation software, and spreadsheets.

Prerequisites: None

ENG 320 Advanced College Writing

This course builds upon basic English composition to create a strong foundation for academic and professional writing. This course enhances students’ analytical reading and writing skills appropriate to one’s professional field. Through instruction and practice in the writing process, research and information literacy, APA writing style, and connecting writing and critical thinking, students will hone their confidence and competence in making writing decisions for audience, purpose and context.

Prerequisites: None

REL 200 World Religions

This course will explore basic tenets of each faith in order to gain the ability to discuss each religion and its corresponding history, practice, and relationship to other faiths. This will also provide students with the framework for evaluating the culture impact of religions in our world today.

Prerequisites: None

NUR 300 Role Transition and Professional Development

This course provides an opportunity for the generalist nurse to broaden his/her perspective of the role of the professional nurse in health care delivery. Role differentiation of the baccalaureate prepared nurse is explored in the context of contemporary and future nursing practice. Role transition to the baccalaureate level nurse as provider, designer, coordinator, manager of care, and member of profession is examined. Students will explore the history of nursing, nursing theory, research utilization, and moral, ethical, and legal standards of conduct related to practice as a baccalaureate prepared care provider, nurse leader, and member of the nursing profession. Emphasis is placed on identification of the importance of and strategies for success as a lifelong learner.

Prerequisites or corequisites: *ENG 320 Advanced College Writing and CPT 301 Microcomputer Applications*

PHI 301 Critical Thinking

This course examines the components of and barriers to critical thinking. Students will examine premises and fallacies in various types of arguments. Students will evaluate components of persuasive communications.

Prerequisites: *ENG 320 Advanced College Writing and CPT 301 Microcomputer Applications*

NUR 320 Integrated Health Assessment for the Experienced Nurse

This course facilitates use of a systematic approach to complete an integrated health assessment. It includes a focus on the biological, psychological, and sociological aspects of individuals across the life span. The purpose of this course is to broaden the learners' knowledge base, increase assessment skills, and facilitate ability to apply these skills in a clinical setting. Selection and use of appropriate assessment tools are explored. Documentation and interpretation of assessment findings is included. Aberrations in health status resulting from selected societal and environmental issues are addressed.

Prerequisites: *ENG 320 Advanced College Writing and CPT 301 Microcomputer Applications*

NUR 380 Nursing Informatics

This course examines the history of health care informatics, current issues, basic informatics concepts, and health information management systems. This course further explores the present and potential impact of health care informatics on the discipline of nursing, the health care delivery system, and the patient, family, and community. The role of the nurse in collecting, managing, processing, and safeguarding data to assist the multidisciplinary team in making decisions and inferences based on both qualitative data and quantitative information for the care of patients, groups, communities, and populations is further examined. Legal and ethical concerns, such as patient privacy, consent, and the importance of utilizing empirical and experiential knowledge to broaden the scope of and enhance professional nursing practice are presented. The student is provided the opportunity to develop the knowledge base and skills necessary to effectively utilize information technology in a variety of areas of nursing practice to improve patient safety and work effectiveness.

Prerequisites: *ENG 320 Advanced College Writing and CPT 301 Microcomputer Applications*

SPA 210 Spanish for the Medical Professional

This course will focus on the simple phrases, terminology, and pronunciation necessary to communicate with Spanish-speaking clients in a health care setting. Students will also examine cultural and social factors that may impact communication in a health care setting.

Prerequisites: None

MTH 315 Statistical Concepts

This course introduces students to basic statistical concepts and statistical reasoning. Content encompasses core concepts of descriptive and inferential statistics with exploration of descriptive measures, graphical displays of data, sampling, distribution, measures of association, probability, and hypothesis testing. Common statistical tests, such as t tests, ANOVA, Pearson correlation, and Chi square will be introduced. Students will practice statistical reasoning in real-world contexts.

Prerequisites: ENG 320 Advanced College Writing and CPT 301 Microcomputer Applications

NUR 425 Foundations of Evidence-Based Nursing Practice

This course provides a foundation for understanding evidence-based nursing practice through the use of the research process, clinical judgment, and interprofessional perspectives. Skills necessary to critically read and evaluate both qualitative and quantitative nursing research and to use the results of research in practice are developed in this course. The historical, legal, and ethical aspects of nursing research are considered. This course also focuses on the evaluation and utilization of research and other sources of knowledge necessary to address patient needs, provide quality care, implement best practices, facilitate innovations, and eliminate evidence-based practice barriers.

Prerequisites or Corequisites: ENG 320 Advanced College Writing, CPT 301 Microcomputer Applications, and MTH 315 Statistical Concepts; Semesters I and II NUR-designated courses

SOC 325 Culture and Human Diversity

This course explores the nature and sources of cultural differences and the impact of cultural diversity on our changing society. Students will examine characteristics of cultural systems and how they influence behavior in family, workplace, educational, and medical settings. Students will discuss the challenges and benefits of communicating in culturally sensitive ways.

Prerequisites: ENG 320 Advanced College Writing and CPT 301 Microcomputer Applications

NUR 400 Transcultural Nursing Practice

This course provides a theoretical framework for the delivery of culturally competent nursing care. This course examines the role of the nurse in providing culturally appropriate care for increasingly diverse populations while navigating obstacles that culture can place on the patient/family experience. Through the presentation of the history and theory behind cultural competence in nursing, the course offers key information regarding health beliefs and the impact of culture on both health and illness. Health care disparities, policy development, health care systems, and the role of national and global health care agencies in and along the health/illness continuum are examined.

Prerequisites: ENG 320 Advanced College Writing and CPT 301 Microcomputer Applications; Semesters I and II NUR-designated courses

NUR 440 Quality Improvement in Nursing and Health Care Organizations

In this course continuous quality improvement is introduced as a foundation for quality care and patient safety. Data to monitor the processes and outcomes of nursing care are discussed. Methods to design and test changes to continuously improve the quality and safety of health care are explored.

Prerequisites: *ENG 320 Advanced College Writing, CPT 301 Microcomputer Applications, and MTH 315 Statistical Concepts; Semesters I, II and III NUR-designated courses*

NUR 475 Community Oriented Nursing Practice and Global Health Issues

This course explores the demands of the dynamic health care system that require nurses to have an understanding of both community health nursing and population-focused practice. Nurses must be able to span systems of care and focus on the needs of aggregates, no matter where health care services are provided and/or needed. This course further explores population-focused decision-making, community-based strategies for health promotion and disease prevention, primary care services, and disaster prevention and planning, which are emerging issues at the forefront of health care services. The epidemiological process guides the survey of current public health issues. The course focuses on prevention, the health issues of underserved, vulnerable, or culturally diverse populations at the local, state, national, and international levels. Health care inequities are also addressed.

Prerequisites: *ENG 320 Advanced College Writing and CPT 301 Microcomputer Applications; Semesters I, II, and III NUR-designated courses*

NUR 480 Nursing Leadership & Health Care Management

This course provides the student an opportunity to focus on the application, synthesis, and evaluation of concepts and nursing issues studied throughout the RN to BSN program. This course examines leadership principles related to organizational culture and change including concepts of team, delegation, motivation, negotiation, and problem-solving within an organizational context. The BSN student develops skills to assist the health care organization through periods of transformation while building a culture of quality and safety. The student uses nursing research to contribute to the profession by identifying evidence-based solutions to clinical practice and administrative situations. The course facilitates a greater understanding of the role of the nurse as a member of an interdisciplinary team using communication, collaboration, technology, and resource management and provides strategies for handling challenges that arise in health care organizations to better assist nurse leaders in creating a healing environment for both consumers and health care providers.

Prerequisites: *ENG 320 Advanced College Writing and CPT 301 Microcomputer Applications; Semesters I, II and III NUR-designated courses*

Attendance, Evaluation, and Grading Procedures

Course Requirements:

Students are expected to:

1. regularly log in to their online course.
2. actively participate in online discussions by contributing ideas and information and responding to others in the class.
3. work productively in both group and individual activities.
4. achieve a minimum 77% grade average in the course.

Attendance Policy:

Notice of prolonged absence must be made through communication directly to the Program Director. Students are expected to review the course materials and participate in online discussions each academic week. Students, who have not participated (by submitting gradable coursework) in the online course for fourteen (14) consecutive class days from the last date of academically related activity, will be terminated.

Late Policy:

1. Your courses at PMI are very fast paced. Getting behind on assignments can lead to a snowball effect where you quickly get buried. Pay special attention to due dates and plan your time accordingly. Please note that Blackboard is on Mountain Time, and that time zone may differ from yours.
2. Meeting deadlines is an important life skill that will not only help you succeed in class but also in your professional and personal lives. Always plan to submit your work on time. However, we acknowledge that circumstances can arise that make timely submission difficult. Late submissions will be accepted according to the following rules: Up to 24 hours late, 10% deduction from the total possible points; up to 48 hours late, 20% deduction from the total possible points. Anything later receives a zero grade. **Final assignments can be no more than 24 hours late for a 10% deduction.** Discussion board assignments are exempt from this policy. Deductions for "Timeliness" in a discussion can be found in the discussion board rubric. There is no credit granted for posts made after the final day of the discussion. Exceptions to the late policy may apply to certain automatically graded assignments. These exceptions will be detailed in each course.
3. We understand that extenuating circumstances such as a medical emergency, natural disaster, and bereavement of an immediate family member happen. In instances such as these, please contact your program director.

Grading:

Grades for all courses completed and attempted are recorded on students' permanent transcripts using the following grading system:

<u>Grade</u>	<u>Standing</u>	<u>Percentage</u>
A	Excellent	93-100%
B	Good	85-92%
C	Average	77-84%
F	Failing	76% or lower
INC	Incomplete	
X	Leave-of-Absence	
W	Withdrawn	
T	Terminated	

Pima Medical Institute does not award pass/fail grades.

Method of Evaluation:

Assessment is based upon the course requirements and is made up of the categories: Assignments, Discussions, and Final. NUR 300 Role Transition and Professional Development, NUR 320 Integrated Health Assessment for the Experienced Nurse and NUR 480 Nursing Leadership & Healthcare Management also consist of Virtual Lab Exams. The weight allotted for each area is listed in each course syllabus.

Academic Honesty:

Students shall not plagiarize. Plagiarism is defined as presenting someone else's work as one's own, a serious offense in academic and professional environments. Plagiarism includes purchasing or borrowing an entire assignment, having someone else complete an assignment or rewrite an assignment in his/her words, and using source material to complete an assignment without giving proper credit for that source

material. Students must comply with the style guide required by the course instructor.

Netiquette:

The same rules apply online as they do in person. Be respectful of other students. Foul discourse or harassment will not be tolerated. Please take a moment and read this information concerning "netiquette".

Grievance Policy:

Please refer to the [PMI Catalog](#) p. 166 for Institutional Grievance and Discrimination Complaint Procedure.

Experiential Learning Experiences and Use of RN Mentor:

For your clinical component of this program, you will be engaging in experiential learning activities. These are essentially select course assignments/activities that will require you to apply the ideas, theories, and concepts that you are learning in the classroom to your real-world nursing practice. These experiences have been intentionally woven throughout the program in your various NUR courses and will involve you as an RN in your current employment role.

Your chosen Mentor will guide you as you apply the new knowledge you are obtaining into your actual nursing role. You will have the opportunity to evaluate your Mentor and the experiential learning activities at the end of each semester throughout the program.

Throughout the program, you will be expected to maintain a working relationship with the Mentor you name during the NUR 300 course of this program. If your Mentor must change for any reason, you must select a new mentor (who meets the minimum criterion as outlined above) and notify the Program Director with your new Mentor's information within 7 days. You would need to complete a *Change of RN Mentor form* per your Program Director's instructions. (*Note: if your mentor changes within the program, then you will be required to provide your RN Mentor's Name, Title, Unit/Patient Population, and CV/Resume to the Program Director within 7 days of the change. Additional time may be provided based on the Program Director's discretion.*)

If the student is unable to secure an RN Mentor at their place of work, they may submit an *Alternative Site and RN Mentor Request form* to their Program Director to receive approval to utilize an RN Mentor at a specific site. This request would be subject to Program Director approval and will be based on certain criteria as outlined above, and within the request form.

You will submit your chosen RN Mentor's information during your NUR 300 course (and at any point within the program that your RN Mentor changes). The following information is required; your RN Mentor's Name, Title, Unit/Patient Population, and successful completion of the Experiential Learning Assignment. This assignment is a mandatory requirement of the NUR 300 course; failure to complete this assignment could result in failure of the course and/or inability to progress in the program.

The experiential learning activities and projects align with the RN to BSN program goals and objectives and are purposively aimed to assimilate what is being learned in the classroom with the actual clinical nursing role. This better prepares you to assume roles requiring increased leadership capability and clinical responsibility in the delivery of care to diverse individuals, families, communities, and global populations.

The following are the expectations required of the RN Mentor;

- A current working colleague (BSN-prepared RN) selected by the student, who possesses the expertise to guide the RN to BSN student
- Helps the student navigate the complex healthcare system
- Assists in finding appropriate organizational experiences that meet assignment, course, and/or program objectives if needed
- Provides credential and education/professional experience that qualifies the individual to be a mentor (this information is provided through the Experiential Learning Assignment)
- * *A current Curriculum Vitae/Resume is required for faculty/program director for review and documentation purposes*

The mentor/mentee relationship is a professional relationship without direct instructor involvement. The mentor relationship does not require clinical supervision or oversight.

You will have an opportunity to evaluate the Experiential Learning Experiences and your RN Mentor at the following intervals throughout the program (evaluation will take place at the end of the course and will serve as your evaluation for all the NUR courses within that semester);

- Semester I: NUR 300
- Semester II: NUR 380
- Semester III: NUR 425
- Semester IV: NUR 480

You will utilize the evaluation form here (*on the following page*) to provide feedback. This feedback will help us ensure that the RN Mentor and the Experiential Learning Experiences are satisfactorily meeting expectations and fulfilling program outcomes.

PIMA MEDICAL INSTITUTE
Bachelor of Science in Nursing (RN to BSN Program)
Student Evaluation of Experiential Learning Experiences and Mentor

Evaluation of Mentor					
Criterion/Competency	Strongly Agree	Agree/Yes	Neither Agree nor Disagree	Disagree/No	Strongly Disagree
Mentor (answer "Yes" or "No" only): • Holds minimum of BSN • RN at student's place of employment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mentor has the expertise to support achievement of expected outcomes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mentor helps student appropriately meet course and program outcomes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evaluation of Experiential Learning Experiences					
Criterion/Competency	Strongly Agree	Agree/Yes	Neither Agree nor Disagree	Disagree	Strongly Disagree
Experiential learning experiences are integrated into the curriculum and helps integrate new knowledge in practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Experiential learning experiences include opportunities for interprofessional collaboration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Experiential learning experiences align with program outcomes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Experiential learning experiences align with course objectives for: (list corresponding NUR courses)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The facility provided an appropriate setting for experiential learning experiences.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If an RN to BSN student feels that their chosen Mentor is no longer meeting expectations satisfactorily to

help fulfill the program outcomes (or if that is determined by the program Faculty/Program Director based on a rating of “Disagree” or “Strongly Disagree”), then the student should contact the Program Director immediately to discuss strategies to obtain a different RN Mentor. The ultimate responsibility to find an RN Mentor that meets the program's minimum requirements will be on the RN to BSN student. The Program Director will also conduct check-ins via email with the RN to BSN Mentor a minimum of one time each semester. Feedback regarding the Experiential Learning Experiences will be compiled and reviewed following the same process as end-of-course surveys; feedback will be evaluated and integrated as necessary at regularly scheduled curriculum review intervals.

Financial Commitments

Finances are often high on the list of student concerns. Listed below are some of the anticipated expenses in the BSN program at Pima Medical Institute. All prices are estimated, and fees are subject to change without notice.

Estimated Costs per Calendar Year	Tuition	Registration Fees	Textbooks*	Technology Fee	Total
2024	\$16,050	\$150	\$1,787	\$480	\$18,467

* Includes shipping and handling. In Tucson Arizona, includes Tax @ 8.7%.

**Transfer of PMI credit is not subject to the transfer fee.

Computer Requirements

For all online courses, students must have access outside the campus setting to a computer with the following specifications:

Technology Requirements for Online Courses
Windows 8.1 and up
MAC OS 10.6 and up
4 GB RAM
20 GB free disk space
Internet access- 1.5Mbps speed or above (Broadband connection highly recommended)
Firefox or Chrome browser
Speakers, webcam, and microphone

A tablet is provided to the student to access the online learning management system, Blackboard, and is included nursing program tuition and fees. There are several requirements that you need to meet in order to successfully take an online course at Pima Medical Institute. Review the [System Check](#)

Library

Access to Pima Medical Institute's online library is accessed through [Blackboard](#)