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Bachelor's of Science in Nursing
Student Handbook
Online RN to BSN Degree Completion Program

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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.

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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) and recognized by the US Secretary of Education. ABHES is located at 6116 Executive Blvd., Suite 730, North Bethesda, MD 20852. telephone: (301) 291-7550. website: info@abhes.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 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 NW, Suite 750, Washington, DC 20001, (202) 887-6791, www.ccneaccreditation.org

II. <u>Baccalaureate in Science of Nursing Degree: Nursing Program</u>

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 healthcare environment, and communication with the healthcare 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. 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.
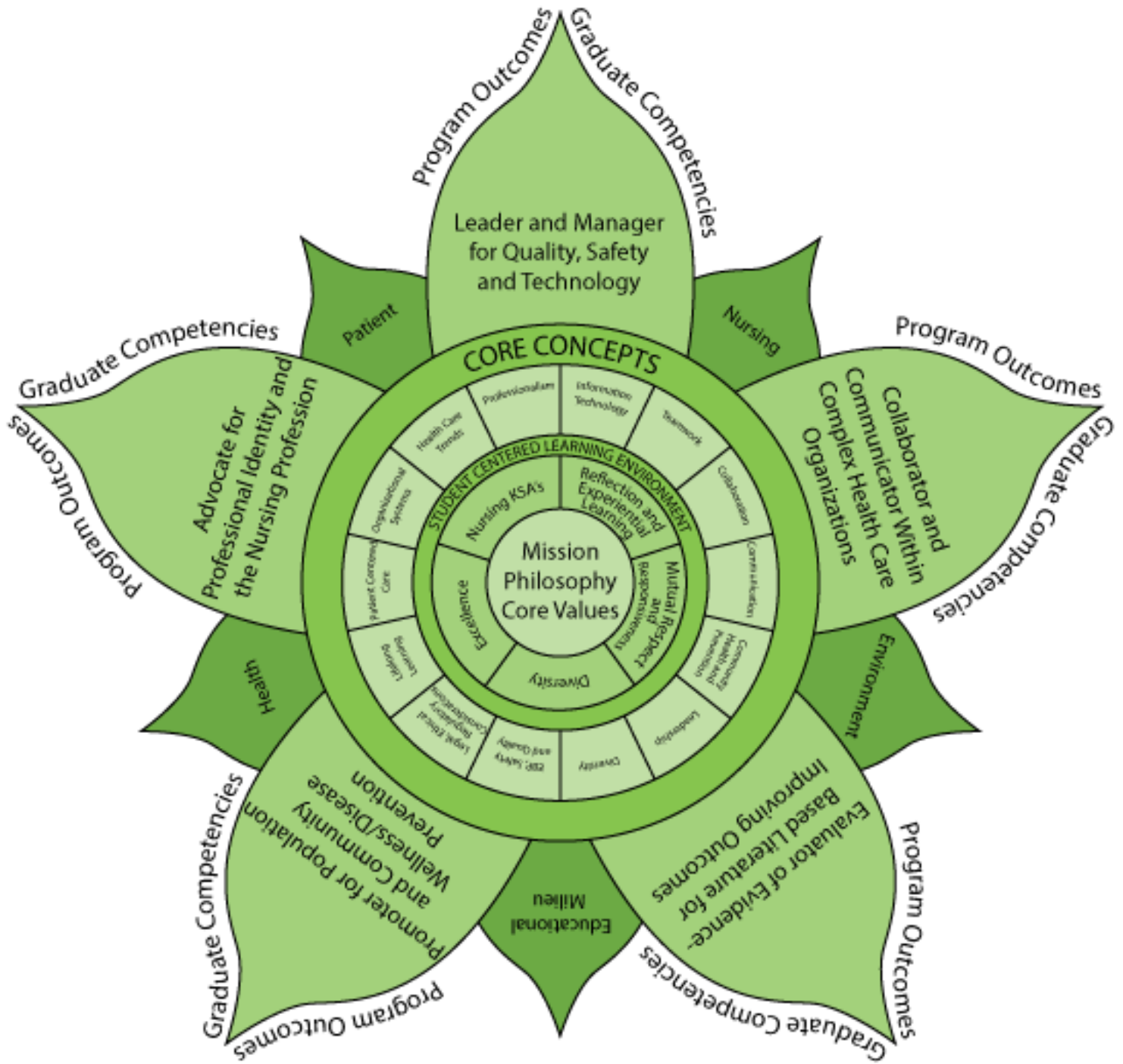
As noted in the graphic representation *(on the following page),* the central foundation is surrounded by a student-centered learning environment that unites prior learning with new knowledge, skills, and attitudes (KSA's); integrates reflection and experiential learning; recognizes the diversity of 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 align with the Essentials (2021) Concepts.

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:

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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 c*aring* 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 professionals. 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 healthcare (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

Clinical Judgment
As one of the key attributes of professional nursing, clinical judgment refers to the process by which nurses make decisions based on nursing knowledge (evidence, theories, ways/patterns of knowing), other disciplinary knowledge, critical thinking, and clinical reasoning (Manetti, 2019). This process is used to understand and interpret information in the delivery of care. Clinical decision making based on clinical judgment is directly related to care outcomes.

Communication
Communication, informed by nursing and other theories, is a central component in all areas of nursing practice. Communication is defined as an exchange of information, thoughts, and feelings through a variety of mechanisms. The definition encompasses the various ways people interact with each other, including verbal, written, behavioral, body language, touch, and emotion. Communication also includes intentionality, mutuality, partnerships, trust, and presence. Effective communication between nurses and individuals and between nurses and other health professionals is necessary for the delivery of high quality, individualized nursing care. With increasing frequency, communication is delivered through technological modalities. Communication also is a core component of team-based, interprofessional care and closely interrelated with the concept Social Determinants of Health (described below)

Compassionate Care
As an essential principle of person-centered care, compassionate care refers to the way nurses relate to others as human beings and involves "noticing another person's vulnerability, experiencing an emotional reaction to this, and acting in some way with them in a way that is meaningful for people" (Murray & Tuqiri, 2020). Compassionate care is interrelated with other concepts such as caring, empathy, and respect and is also closely associated with patient satisfaction.

Diversity, Equity, and Inclusion
Collectively, diversity, equity, and inclusion (DEI) refers to a broad range of individual, population, and social constructs and is adapted in the *Essentials* as one of the most visible concepts. Although these are collectively considered a concept, differentiation of each conceptual element leads to enhanced understanding. Diversity references a broad range of individual, population, and social characteristics, including but not limited to age; sex; race; ethnicity; sexual orientation; gender identity; family structures; geographic locations; national origin; immigrants and refugees; language; any impairment that substantially limits a major life activity; religious beliefs; and socioeconomic status. Inclusion represents environmental and organizational cultures in which faculty, students, staff, and administrators with diverse characteristics thrive. Inclusive environments require intentionality and embrace differences, not merely tolerate them (AACN, 2017; Bloomberg, 2019). Everyone works to ensure the perspectives and experiences of others are invited, welcomed, acknowledged, and respected in inclusive environments. Equity is the ability to recognize the differences in the resources or knowledge needed to allow individuals to fully participate in society, including access to higher education, with the goal of overcoming obstacles to ensure fairness (Kranich, 2001). Two related concepts that fit within DEI include structural racism and social justice. (See the glossary for definitions of structural racism and social justice.)

Ethics
Core to professional nursing practice, ethics refers to principles that guide a person's behavior. Ethics is closely tied to moral philosophy involving the study of or examination of morality through a variety of different approaches (Tubbs, 2009). There are commonly accepted principles in bioethics that include autonomy, beneficence, non-maleficence, and justice (ANA 2015; ACNM, 2015;

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AANA, 2018; ICN, 2012). The study of ethics as it relates to nursing practice has led to the exploration of other relevant concepts, including moral distress, moral hazard, moral community, and moral or critical resilience.

Evidence-Based Practice
The delivery of optimal healthcare requires the integration of current evidence and clinical expertise with individual and family preferences. Evidence-based practice is a problem-solving approach to the delivery of healthcare that integrates best evidence from studies and patient care data with clinician expertise and patient preferences and values (Melnyk, Fineout-Overhold, Stillwell, & Williamson, 2010). In addition there is a need to consider those scientific studies that ask: whose perspectives are solicited, who creates the evidence, how is that evidence created, what questions remain unanswered, and what harm may be created? Answers to these questions are paramount to incorporating meaningful, culturally safe, evidence-based practice (Nursing Mutual Aid, 2020).

Health Policy
Health policy involves goal directed decision-making about health that is the result of an authorized public decision-making process (Keller & Ridenour, 2021). Nurses play critical roles in advocating for policy that impacts patients and the profession, especially when speaking with a united voice on issues that affect nursing practice and health outcomes. Nurses can have a profound influence on health policy by becoming engaged in the policy process on many levels, which includes interpreting, evaluating, and leading policy change.

Social Determinants of Health
Determinants of health, a broader term, include personal, social, economic, and environmental factors that impact health. Social determinants of health, a primary component of determinants of health "are the conditions in the environment where people are born, live, learn, work, play, worship, and age that affect a wide range of health, functioning, and quality of life outcomes and risks."
The social determinants of health contribute to wide health disparities and inequities in areas such as economic stability, education quality and access, healthcare quality and access, neighborhood and built environment, and social and community context (Healthy People, 2030). Nursing practices such as assessment, health promotion, access to care, and patient teaching support improvements in health outcomes. The social determinants of health are closely interrelated with the concepts of diversity, equity, and inclusion, health policy, and communication.

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 student's 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, 2021).

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

1. Integrate nursing knowledge with foundational liberal arts for effective clinical reasoning when caring for diverse individuals, families, communities, and populations.

2. Provide person-centered care by fostering open communication, mutual respect, and shared decision-making with respect for diversity and equity to patients and the global community.

3. Provide nursing care to promote health and reduce disease/injury across the healthcare continuum with a focus on diversity, equity, inclusion, and ethical practice.

4. Implement scholarship into nursing practice by embracing evidence-based practice, the discovery of new knowledge to inform clinical decision-making.

5. Integrate safe, quality care into complex systems focusing on continuous improvement, use of best practices, evaluation of system failures, and healthy workplace environments.

6. Demonstrate intentional interprofessional collaboration across the healthcare spectrum, including team building, to provide team-based, person-centered care.

7. Explore a variety of complex health systems shaped by healthcare policy, finance, and regulatory environments to better distribute health resources and reduce health disparities.

8. Analyze a variety of informatics technologies and tools to improve communication, education, policies, and competency to enable access, quality care, security, and equity.

9. Assimilate professional, ethical, legal, and leadership principles consistent with that of a professional nurse in a dynamic healthcare system.

10. Prepare a plan to ensure lifelong growth in the three core attributes needed for the profession: personal, professional, and leadership development.

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

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

120 semester credit hours

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 79 semester credits of specific coursework at the postsecondary level. The 70 transfer credits shall consist of 42 nursing credits, 25 general education credits, and 12 related credits.

Registered nurses who have successfully completed a nationally or regionally accredited college or university program will receive a maximum of 42 semester credits for pre-licensure nursing coursework.

1. 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. General education subjects must be transferred or completed prior to admission to the BSN program and must be in the general categories of: English, Biological Sciences (Anatomy and Physiology, Microbiology), and Social Sciences. 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

	Theory	Lab	Extern	Credits
Transfer of Nursing Course Credits				42.0
Transfer of Course Credits				12.0
Transfer of Lower Division General Education Credits				25.0
Transfer Totals				**79.0**

Semester I (16 weeks)

Course #	Course	Theory	Lab	Extern	Credits
ENG 320	Advanced College Writing	45			3.0
NUR 330	Legal and Regulatory Healthcare Requirements Seminar (NEW)	45			3.0
MTH 315	Statistical Concepts	45			3.0
BIO 350	Pathophysiology	45			3.0
Semester I Total		**180**			**12.0**

Semester II (16 weeks)

Course #	Course	Theory	Lab	Extern	Credits
NUR 325	Integrated Health Assessment	45			3.0
NUR 340	Ethics in a Diverse World	45			3.0
NUR 405	Role Transition to Professional Nursing	45			3.0
HSC 410	Health Care Informatics	60			4.0
Semester II Total		**195**			**13.0**

Semester III (16 Weeks)

Course #	Course	Theory	Lab	Extern	Credits
NUR 435	Nursing Research and Evidence-Based Practice	60			4.0
NUR 445	Health Care Management, Policy, and Quality Improvement	60			4.0
NUR 465	Community, Transcultural and Global Health Issues	60			4.0
NUR 495	Interprofessional Leadership in Health Care Capstone	60			4.0
Semester III Total		**240**			**16.0**

TOTALS	Theory	Lab	Extern	Credits
SEMESTERS I, II, III,	**615**	**0**	**0**	**41.0**
PROGRAM TOTALS w/Transfer Credits	**615**	**0**	**0**	**120.0**

PMI Recognized Holidays

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

Semester Calendar

Semester I		
Terms	Begins	Ends
A	January 8, 2025	March 4, 2025
B	March 5, 2025	April 29, 2025
Semester II		
A	April 30, 2025	June 24, 2025
B	July 9, 2025	September 2, 2025
Semester III		
A	September 3, 2025	October 28, 2025
B	October 29, 2025	December 23, 2025

Program Structure

The RN to BSN program is presented over a period of 48 weeks. There is a two-week break in the summer. This period is divided into three 16-week semesters consisting of 615 clock hours spent in the online

classroom and through experiential learning activities. The individual courses run for an 8-week period. 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 orientation course designed to prepare the student for 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.

ENG 320 – Advanced College Writing must be taken before or concurrently with NUR 330 – Legal and Regulatory Healthcare Requirements Seminar. MTH 315 – Statistical Concepts must be completed prior or concurrently with NUR 435 – Research and EBP. NUR 465 – Community, Transcultural, and Global Health Issues and NUR 495 – Interprofessional Leadership in Healthcare Capstone 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

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

NUR 330 Legal & Regulatory Healthcare Requirements Seminar

This course will advance the professional nurse's knowledge about legal and regulatory requirements within an increasingly complex healthcare delivery system. Understanding healthcare's legal and regulatory landscape is vital to optimal patient care as it allows nurses to anticipate and potentially prevent adverse outcomes. Students will investigate healthcare regulations and compliance at state and national levels. Nurses expanding roles make it increasingly important to know state licensure requirements, scope of practice, and mandatory reporting laws, along with federal regulations such as security, privacy, and breach notification rules. Nurses are being held independently responsible and increasingly subject to felony charges for malpractice. Risk mitigation is vital. As a Seminar course, students will participate in and moderate current issue discussions such as social media risks, the complexities of nursing's role in informed consent, the connections between law and ethics, and more. Students will also learn the media tool Panopto and show competency in this course through the use of Panopto to create a presentation on a chosen legal/ regulatory issue.
Co/Prerequisites: ENG 320 Advanced College Writing

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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 NUR 330 Legal & Regulatory Healthcare Requirements Seminar

BIO350 Pathophysiology

This course validates prior knowledge of healthcare science. It explores the study of structural and functional changes in cells, tissues, and organs of the body. The wide variety of pathologic causes of these changes are examined including genetic, environmental, trauma, and pathogenic organisms. This course also focuses on the mechanisms of the underlying disease process and provides for the application of the clinical reasoning process to assist with differentiation in diagnosis. This promotes not only critical thinking skills but also competency in clinical judgment. Intellectual curiosity is stimulated as students integrate a set of complex pathological changes into a disease process. This integration of healthcare knowledge advances clinical reasoning skills. Students will show competency through an analysis of pathological changes, development of a set of differential diagnoses, and determination of the specific disease process.
Prerequisites: None

NUR 340 Ethics in a Diverse World

This course explores the intersection of nursing ethics and the healthcare needs of diverse patient populations as they relate to social justice, equity, and inclusion. As the diversity of patient populations continues to mirror an increasingly global society, nurses must provide excellence in patient care through a multicultural lens. Ethical theories applied to transcultural nursing equip the nurse to identify and apply thoughtful and effective strategies to support effective decision-making. Students will examine how healthcare disparities, real-world ethical complexities, and potential barriers challenge the provision of culturally competent care, via self-reflection and concept application. This process supports nurses in developing a deeper perspective of diverse patient needs within the boundaries of ethical nursing responsibilities. The application of these skills to complex ethical scenarios supports competency validation of multiple aspects of Population Health.
Prerequisites: None

NUR 325 Integrated Health Assessment

The purpose of this physical assessment course is to broaden the learners' knowledge base, organize assessment skills, and facilitate the ability to apply those skills in the clinical setting. This course uses Digital Clinical Experiences (DCE), a virtual simulation technology, to provide realistic, conversation-driven practice with diverse patients across the lifespan. The DCE facilitates the use of a systematic approach to complete an integrated health assessment, allowing students to begin at their clinical level. Students are then able to expand clinical reasoning skills, applying clinical judgment to specific patient organ systems. There is a holistic focus on the biological, psychological, and sociological aspects of individuals across the lifespan. The Virtual Comprehensive Physical Assessment provides competency validation of multiple aspects of Person-Centered Care (Domain #2) and Knowledge for Nursing Practice.
Prerequisites: None

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NUR 405 Role Transition to Professional Nursing

This course provides an opportunity for nurses to broaden their perspective on the role of the professional nurse in healthcare delivery. Consider differences between the associate degree and the bachelor's degree. Students will reflect on the importance of liberal arts education as needed for increasing cognitive knowledge, understanding self and others, providing safe, quality care, and informing clinical judgment. Nursing and Interprofessional theories will be examined along with their importance in supporting clinical reasoning. 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 a Professional is explored including areas such as ethical practice, accountability, and integration of diversity, equity, and inclusion into personal practice. An emphasis is placed on the identification of the importance of, and strategies for, personal, professional, and leadership development. Students will create a career plan that provides competency validation for each of the three areas of Professional Development.
Prerequisites: None

HSC 410 Healthcare Informatics

This course examines the history of healthcare informatics, basic informatics concepts, health information management systems, and current issues. This course further explores the present and potential future impact of healthcare informatics on the health professions. The role of the healthcare professional 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 analyzed. 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 practice, are presented. The use of patient portals, wearable technology, and implanted devices is examined. Future technology such as Edge Computing, Web 3.0, and the integration of AI is explored, along with its impact on the ever-widening divide between the haves and have-nots. All healthcare professionals are expected to be able to understand how informatics and the technologies involved are used, impact the delivery of care, influence outcomes, and the value of their role.
Prerequisites: None

NUR 435 Nursing Research & EBP

This course provides a foundation for understanding evidence-based nursing practice and the role both play in nursing scholarship. 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. Primary aspects such as the research process, methodology, design, and interpretation of findings are explored. Content builds upon prior course learning, especially Statistical Concepts. The student builds upon and applies proper analysis of data, power, reliability, validity, and the difference between correlation and causation. 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. Students complete a Plan-Do-Study-Act project to demonstrate competency with the application, translation, and implementation of best evidence into clinical decision-making.
Prerequisites: None

NUR 445 Healthcare Management, Policy, & QI

Healthcare Management is an encompassing term describing the broad responsibilities of nursing leadership roles. In this course, the focus is on the provision of safe, quality, and equitable care to diverse populations within complex healthcare systems. Students will explore the complexities of organizational behavior, how to influence, create, and evaluate policy, and promote quality improvement principles as a core value. The processes behind continuous quality improvement are considered a foundation for quality care and patient safety. CQI standards, data to monitor the processes, and outcomes of nursing care are discussed. Methods to design and evaluate changes to continuously improve the quality and safety of healthcare are explored. Healthcare financial models are examined along with their impact on social disparities, social determinants of health, and quality outcomes. Students will demonstrate competency by participating in a healthcare safety practice change.
  Prerequisites: None

NUR 465 Community, Transcultural, & Global Health Issues

This course explores the demands of a dynamic healthcare system that requires nurses to have a holistic understanding of healthcare on a global level. The intricacies of providing care, not only for the individual, but for the community, nation, and world offer unique learning opportunities for nurses. Caring for diverse populations from a variety of cultural and socioeconomic backgrounds within vastly differing healthcare systems requires specific education. This course explores population-based decision-making, community-based strategies for health promotion and disease prevention, primary care services, as well as disaster prevention and planning. Tools such as Windshield surveys, data analysis from global health resources such as the World Health Organization, and the Centers for Disease Control are used to address emerging issues. Vital to the process are the interdisciplinary healthcare professionals. Interprofessional partnerships are vital to the sharing of knowledge, data, and resources. Competency in these areas will be achieved through the analysis of a current global health problem.
Prerequisites: All other courses

NUR 495 Interprofessional Leadership in Healthcare Capstone

This Capstone course moves from formative to summative evaluation. Students show they have met program outcomes. The Capstone process requires students, within a healthcare setting, to establish an interdisciplinary team to study a healthcare need. Students may choose a topic of interest related to nursing practice, administration, policy, or education. Leadership principles related to organizational culture and change including concepts of team, delegation, motivation, negotiation, and problem-solving are included. Students will assume a leadership role in determining the topic, assembling a team from a wide variety of disciplines to provide input using TeamSTEPPS, conducting a literature review on best evidence, developing an action plan to address needed changes, and creating a presentation. This provides the student an opportunity to show competency in the application, synthesis, and evaluation of concepts and nursing issues studied throughout the program.
Prerequisites: All other courses

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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 become overwhelmed. 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:

Grade	Standing	Percentage
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. Several nursing courses contain virtual simulations. 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 330 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 330 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 330 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 purposely 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. Experiential Learning activities are part of programmatic accreditation requirements and are required. **Failure to complete these assignments could result in failure of the course and/or inability to progress in the program**.

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 end of each nursing course.

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.

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. Your RN mentor will also complete an evaluation of you. Faculty will utilize all evaluations in determining the appropriateness of continuing with the site and mentor, as well as your performance in the experience.

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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	O	O	O	O	O
Mentor has the expertise to support achievement of expected outcomes	O	O	O	O	O
Mentor helps student appropriately meet course and program outcomes	O	O	O	O	O

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	O	O	O	O	O
Experiential learning experiences include opportunities for interprofessional collaboration	O	O	O	O	O
Experiential learning experiences align with program outcomes	O	O	O	O	O
Experiential learning experiences align with course objectives for: (list corresponding NUR courses)	O	O	O	O	O
The facility provided an appropriate setting for experiential learning experiences.	O	O	O	O	O

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	$ 13,161	$150	$1,213.00	$390	$14,914

* Includes shipping and handling. In Tucson Arizona, includes Tax @ 8.7%.
**Transfer of PMI credit is not subject to the transfer fee.

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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