

Bachelor's of Science in Nursing

Student Handbook

Online RN to BSN Degree Completion Program

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Bachelor of Science in Nursing Program

Welcome to Pima Medical Institute and the Online Bachelor of Science in Nursing Program!

The Pima Medical Institute (PMI) Bachelor of Science in Nursing degree completion program (RN to BSN) of study is designed for registered nurses working in the profession to obtain a degree through an online learning platform. The program is enhanced by general education credits that enable the nurse generalist to expand their knowledge base and is aimed at preparing associate degree and diploma nurse graduates for increased responsibility in an ever-evolving healthcare environment. The BSN program of study focuses on theories, concepts, and principles necessary for the 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 that require increased leadership capability and clinical responsibility in delivering care to diverse individuals, families, communities, and global populations.

Contact Information for Program and Online Administration

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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@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 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 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, through 2031.

Mission of the BSN Program

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

The mission of the BSN program is achieved through innovative academic practices within a learner-centered, competency-based educational environment that includes individualized experiential learning activities. Dedicated faculty offer individualized support, recognizing a student’s unique contributions to the profession, preparing graduates to excel in their evidence-based practice.

BSN Program Outcomes

The 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 the diverse patient population. To accomplish the mission of the nursing program, the nursing faculty has identified five goals for the nursing program. Upon completing the baccalaureate program, the graduate will be prepared to lead clinical, organizational, and professional transformations in 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 decision 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.

BSN Student Learning Outcomes

The programmatic student learning outcomes serve as performance indicators, providing evidence of the student's achievement of the program's goals. The BSN program's mission, philosophy, goals, objectives, and student learning outcomes have been guided by AACN's *The Essentials: Core Competencies for Professional Nursing Practice* (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 addressing social determinants of health by identifying system-based solutions and ethical practices.
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 those 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.

The BSN curriculum is developed with AACN's 2021 *The Essentials: Core Competencies for Professional Nursing Education* ("The Essentials"). The *Essentials* are comprised of 10 Domains, 8 Concepts and 45 Competencies, illustrating a comprehensive program, and confirmed by our Commission on Collegiate Nursing Education (CCNE)'s accreditation status, a summative evaluation of our program skills, outcomes, and competencies.

Domains

There are 10 Domains from AACN's *Essentials* that support the BSN curriculum at PMI:

- Domain 1: Knowledge for Nursing Practice
- Domain 2: Person-Centered Care
- Domain 3: Population Health
- Domain 4: Scholarship for Nursing Discipline
- Domain 5: Quality and Safety
- Domain 6: Interprofessional Partnerships
- Domain 7: Systems-Based Practice
- Domain 8: Informatics and Healthcare Technologies
- Domain 9: Professionalism
- Domain 10: Personal, Professional, and Leadership Development

Concepts

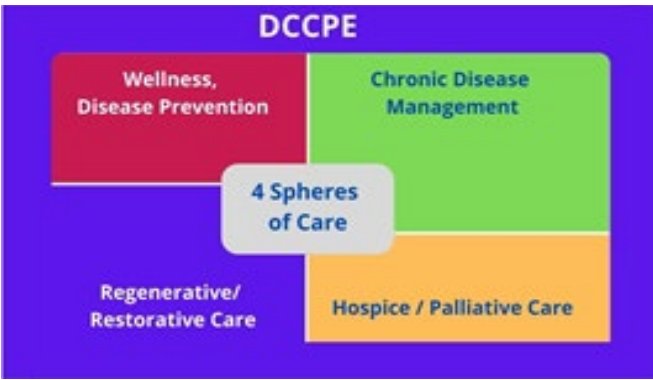
There are 8 Concepts in AACN's *Essentials*:

- Clinical Judgment
- Communication
- Compassionate Care
- Diversity, Equity, and Inclusion
- Ethics
- Evidence-Based Practice
- Health Policy
- Social Determinants of Health

In addition to the Domains and Concepts, there are 45 Competencies, and approximately 200 Sub-Competencies found within the *Essentials*.

AACN *Essentials* also introduces the **Four Spheres of Care**. The Four Spheres shift the focus away from acute care into phases of health, wellness, and illness more reflective of real-world populations.

- “It is becoming increasingly evident that the future of healthcare delivery will occur within four spheres of care: 1) disease prevention/promotion of health and well-being, which includes the promotion of physical and mental health in all patients as well as management of minor acute and intermittent care needs of generally healthy patients;*
- 2) chronic disease care, which includes management of chronic diseases and prevention of negative sequelae;*
- 3) regenerative or restorative care, which includes critical/trauma care, complex acute care, acute exacerbations of chronic conditions, and treatment of physiologically unstable patients that generally requires care in a mega-acute care institution; and*
- 4) hospice/ palliative/supportive care, which includes end-of-life care as well as palliative and supportive care for individuals requiring extended care, those with complex, chronic disease states, or those requiring rehabilitative care (Lipstein et al., 2016; AACN, 2019).”*



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

Bachelor of Science in Nursing Program Online Degree:

120 semester credit hours total

Admission Requirements:

The Bachelor of Science in Nursing 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 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 79 transfer credits shall consist of 42 nursing credits, 25 general education credits, and 12 related credits.

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

Graduates of a recognized diploma school may be required to take additional lower-division courses to meet the overall credits to graduate from the BSN degree program. General education subjects must be transferred or completed before admission to the BSN program and must fall within the general categories of English, Biological Sciences (including Anatomy and Physiology and 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

Term 1		Credits	Theory Hours
ENG 320	Advanced College Writing	3	45
NUR 330	Legal and Regulatory Healthcare Requirements Seminar	3	45
MTH 315	Statistical Concepts	3	45
BIO 350	Pathophysiology	3	45
Term 2			
NUR 325	Integrated Health Assessment	3	45
NUR 340	Ethics in a Diverse World	3	45
NUR 405	Role Transition to Professional Nursing	3	45
HSC 410	Healthcare Informatics	4	60
Term 3			
NUR 435	Nursing Research and Evidence-Based Practice	4	60
NUR 445	Healthcare Management, Policy, and Quality Improvement	4	60
NUR 465	Community, Transcultural and Global Health Issues	4	60
NUR 495	Interprofessional Leadership in Healthcare Capstone	4	60
			615 Hours Total
	Total Previous Credits (Transfer of Nursing Course Credits 42, Transfer of Course Credits 12, Transfer of Lower Division Gen Ed Credits 25)	79	
	Total PMI BSN Credits	41	
	Total Degree Credits	120	

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	September 2, 2026	October 27, 2026
B	October 28, 2026	December 22, 2026
Semester II		
A	January 6, 2027	March 2, 2027
B	March 3, 2027	April 27, 2027
Semester III		
A	April 28, 2027	June 22, 2027
B	July 7, 2027	August 31, 2027

Program Structure

The BSN program is taught over a period of 48 weeks, with a two-week break in the summer. The program 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 8 weeks, with not all courses being offered every semester. The BSN 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. Before attending any of the online courses offered in this program of study, students must participate in a brief orientation course designed to prepare them for the online learning platform and technology tools used throughout the 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 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. For example, a 3-credit theory course with 45 hours of online activities would require an additional 90 hours of outside activities, or “homework,” for a total of 135 hours over the course’s duration.

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

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

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 & Evidence-Based Practice

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, & Quality Improvement

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 Team STEPPS, 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

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 direct communication to the program director. Students are expected to review the course materials and participate in online discussions weekly. Students who have not attended (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. 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 located in Mountain Time, and this 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, a 10% deduction from the total possible points; up to 48 hours late, a 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. No credit is granted for posts made after the final day of the discussion. Exceptions to the late policy may apply to specific 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 such instances, please get in touch with 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 on the course requirements and is composed of the following 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 adhere to the style guide specified 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 pages 181-182 for the Institutional Grievance and Discrimination Complaint Procedure or go to [2026 Grievance-and-Discrimination-Complaint-Policy.pdf](#)

What is Experiential Learning at PMI?

The CCNE clinical components of the BSN program integrates common nursing practice experiences embedded in post-licensure programs to prepare students to care for a diversity of patients across the lifespan, and in a variety of settings. For the practice component of our BSN program, students will engage in structured experiential learning activities designed to integrate theoretical knowledge with professional nursing practice.

Experiential learning activities course assignments that require you to apply the ideas, theories, and concepts that you are learning in the classroom to your nursing practice. These experiences have been intentionally woven throughout the program in various NUR courses as you work as an RN in your current employment role. You will be integrating and applying new practice-related skills learned in the BSN program to your healthcare workplace.

Experiential Learning Guidelines

Experiential learning activities must adhere to the following:

- Activities may not be completed during compensated work hours.
- Students function in the role of a learner, not as an employee.
- Activities will not involve direct patient care, interaction with patients or families, or any access to patient medical records.
- Scheduling and completion of activities are the responsibility of the student.
- Students must maintain an RN position that supports completion of experiential learning requirements.

Throughout the nursing program, experiential learning activities will include:

- Interviews with a risk manager, compliance officer, nurse leaders and interprofessional team members.
- Development and presentation of a policy change proposal to a nurse manager.
- Interview with a community-based emergency preparedness team representative.
- A quality improvement capstone project that is non-research focused, does not require IRB approval, and does not involve patients or their families.

At the beginning of the nursing program, you will choose a mentor who works within your healthcare facility. The requirement for your mentor includes having a BSN or higher degree and who also works within your organization. Unlike your faculty who by your side in your prelicensure program, your mentor is not responsible for grading your practice or any papers; they are your informal “guide” within your facility who will provide feedback specific to you as you apply new knowledge in various clinical experiences, including the development and completion of the Capstone Clinical Change Project. The mentor-mentee relationship is a professional relationship that does not involve direct supervision. You will have the opportunity to evaluate your mentor and the experiential learning activities at the end of each semester throughout the program.

You will submit your RN mentor’s information during the NUR 330 course, and at any point if there is a mentor change. The following information is required: your RN mentor’s name, title, unit/patient population, and successful completion of the Experiential Learning Assignment in NUR 330. **Failure to complete this assignment could result in failure of NUR 330 and/or inability to progress in the program.**

Throughout the program, you will be expected to maintain a working relationship with your mentor. If your mentor changes for any reason, you must select a new mentor 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. *Additional time may be provided based on the program director’s discretion.*)

The following are the expectations of the RN mentor:

- A currently employed colleague in the same healthcare institution.
- Holds at least a BSN.
- Assists the student navigate the complexities of their healthcare system.
- Assists in finding appropriate organizational experiences that meet assignment objectives if needed.

Note: A current resume is required for faculty approval.

If a BSN student feels that their chosen mentor is no longer meeting expectations satisfactorily to help fulfill the student learning outcomes, then the student should contact their faculty member/program director immediately to discuss strategies to obtain a different RN mentor.

Feedback regarding the Experiential Learning Experiences will be compiled and reviewed using the same process as end-of-course surveys. The RN mentor will also complete an evaluation of each student. Faculty will utilize all evaluations in determining the appropriateness of continuing with the site and mentor, as well as your performance in the experience.

Financial Commitments

Finances are often among the top concerns for students. Tuition prices can be found in the PMI catalog addenda or [RN to BSN Degree](#).

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 10 or later
MAC OS 13 and up
8+ GB RAM
20 GB free disk space
Internet access- 5 Mbps speed upload and 10+ Mbps speed download (Broadband connection highly recommended)
Firefox, Safari or Chrome browser
Speakers, webcam, and microphone

If requested, a tablet is provided to the student to access the online learning management system, Blackboard and is not included nursing program tuition and fees. There are several technology requirements that you need to meet in order to successfully take an online course at Pima Medical Institute, which are included above.

Library

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