ONLINE RN-BSN ADMISSION REQUIREMENTS
AND PROPOSED CURRICULUM OUTLINE

ADMISSION REQUIREMENTS
The RN to BSN Online program is designed for individuals who have previously completed an associate degree or diploma in nursing and are licensed registered nurses. Potential students must meet the following requirements:

- Diploma or Associate Degree in Nursing from a Regionally Accredited Institution and an accredited nursing program (NLNAC).
- Active RN license with no restrictions (does not need to be Ohio).
- A cumulative GPA of 2.50 in previous nursing program and college course work.
- One year of professional nursing practice (recommended).

COURSE DESCRIPTIONS

BIO 301: Pathophysiology (4)
Discussion of alterations in biological processes which affect the body’s dynamic equilibrium (homeostasis). A conceptual approach presented by body systems, designed to integrate knowledge from both basic and clinical sciences. Discussion of causes of pathogenesis and compensatory mechanisms for disease states.

COM 100: The Spoken Word (3)
Spoken Word develops students’ understanding of interpersonal, small group, and public communication principles, processes, and practices, and focuses on enhancing students’ overall communication competency. Emphasis is placed on developing effective and ethical listening and speaking strategies needed in personal, academic, civic, and professional life.

MTH 174 Statistics (3)
Data collection, graphical displays of data, descriptive statistics, basic concepts of probability and sampling distributions, continuous distributions including normal and distribution, estimation and hypothesis testing; interpretation of statistical uses, measures and procedures in different disciplines; statistical applications.

First Semester
Fall 2013
NUR 319: Nursing Informatics (3)
COM 100: The Spoken Word (3)

Second Semester
Spring 2014
HIS core requirement (3)
BIO 301: Pathophysiology (4)

Third Semester
Summer 2014
NUR 318: Professional Nursing: Concepts and Issues (3)
PHI core requirement (3)

Fourth Semester
Fall 2014
REL core requirement (3)
MTH 174: Statistics (3)

Fifth Semester
Spring 2015
Ethics core requirement (3)
NUR 431: Foundations of Nursing Research and Evidence Based Practice (3)

Sixth Semester
Summer 2015
*NUR 415: Health Care Policy (3)
NUR 416: Health Promotion with Vulnerable Populations (4)

Seventh Semester
Fall 2015
Social Justice (3)
Music Core (3)

Eighth Semester
Spring 2016
*NUR 417: Exploring Leadership in Nursing (3)
NUR 418: Capstone: Leadership and the Common Good (4)

* Graduate credit for students with senior status and at least 3.25 GPA.
NUR 318: Professional Nursing: Concepts and Issues (3)
Students become immersed in professional nursing, and examine the opportunities and challenges facing the professional nurse in today's health care arena. Theory, research, evidence-based practice, and professional abilities and values are discussed as the basis for providing patient-centered nursing care. Current and future issues and trends in nursing are analyzed in terms of promoting positive patient outcomes and growth of the profession.

NUR 319: Nursing Informatics (3)
Students will have the opportunity to expand their knowledge of computer use including the functions of word processing, spreadsheets, and presentational software. Opportunities to practice searching for, analyzing, and applying electronic resources to improve evidence-based practice and patient-centered care will be incorporated. This course will also assess and analyze current technology used in the health care setting for the ethical and legal implications, including confidentiality.

NUR 415: Health Care Policy (3)
Students examine multiple perspectives on the health care system in the United States. Students will compare and contrast the key features of the U.S. health care system with the key features of the health care systems of other developed countries. The topics of health care delivery, health care policies, health care finance, and health care reform are discussed with an emphasis on the ways nurses can positively influence health care system changes. Areas of exploration include determinants of health, vulnerable populations, and health disparities. This course will also explore the need for nurses to develop cultural competence if they are to become effective advocates of equitable health policies and practices.

NUR 416: Health Promotion with Vulnerable Populations (4)
Provides an opportunity for the student to grow in personal cultural competence, apply community assessment processes, and demonstrate synthesis and application of population-based health promotion concepts. Content and learning strategies focus on caring for vulnerable populations within the community by applying concepts from nursing, related health disciplines, and the liberal arts and sciences. The course has two clinical components: 1) with faculty guidance, the student determines an area in which personal growth in cultural competence is needed and addresses that need through the Diverse Communities Project; and 2) the student partners with a community agency to assess healthcare needs, plan a health promotion program for an at-risk population, implement the program, and evaluate it.

NUR 417: Exploring Leadership in Nursing (3)
Students explore a multitude of leadership concepts and theories in depth. Students examine the role and responsibilities of the nurse leader working in interprofessional teams emphasizing the abilities and processes needed to create the future of nursing. The focus is on developing his or her personal style of leadership in the context of the challenges facing nursing in a changing health care environment.

NUR 418: Capstone: Leadership and the Common Good (4)
This course is taken concurrently with NUR 417, focusing on the application of leadership and management skills in a variety of settings. It promotes synthesis of concepts from nursing, related healthcare disciplines, and the liberal arts and sciences. The RN student will work with expert providers to practice skills for delivering healthcare in diverse environments. The opportunities will allow for implementation of the individual's developing leadership style in the context of the challenges facing nursing in a changing health care environment.
The course has two clinical components: 1) preceptorship focuses on the student’s partnering with a bachelorette or higher prepared healthcare provider to assess, plan, implement and evaluate a leadership project which will affect the common good within their organization; and 2) capstone which is a synthesis of the concepts from nursing/healthcare, the liberal arts and sciences, and the student’s life experiences which demonstrate how they have met the baccalaureate outcomes for the College.

NUR 431: Foundations of Nursing Research and Evidence-Based Practice (3)
Evidence-based practice in nursing focuses on the interaction of the components of the research process with application to the theory and practice of healthcare. This course emphasizes the critical appraisal and utilization of health-related research including selected theories and ethical considerations. Critical and reflective thinking, as a nurse who provides evidence-based practice, will be emphasized.

Note: All course descriptions are tentative. Refer to www.msj.edu/catalogs for the most current course descriptions. Core courses will follow the revised Core Curriculum, effective May 2013.

The College of Mount St. Joseph (“the College”) is committed to providing an educational and employment environment free from discrimination or harassment on the basis of race, color, national origin, religion, sex, age, disability, or other minority or protected status. This commitment extends to the College’s administration of its admission, financial aid, employment, and academic policies, as well as the College’s athletic programs and other college-administered programs, services, and activities.

The College has designated the chief compliance and risk officer, (513) 244-4393, Office of the President, as the individual responsible for responding to inquiries, addressing complaints, and coordinating compliance with its responsibilities under Title VI of the Education Amendments of 1972 and other applicable federal and state civil rights laws. The College has designated the director of learning center & disabilities services, (513) 244-4524, as the individual responsible for responding to inquiries, addressing complaints, and coordinating compliance with its responsibilities under Section 504 of the Rehabilitation Act of 1973.