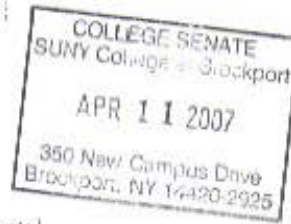


SUNY BROCKPORT

College Senate
State University of New York College at Brockport
350 New Campus Drive
Brockport, NY 14420-2925
(885) 395-2586 (Fax) 395-2246

Resolution # 24
2006-2007
COLLEGE SENATE

TO: Dr. John R. Halstead, College President
FROM: The College Senate: *Match 26, 2007*
RE: ⇒ I. Formal Resolution (*Act of Determination*)
II. Recommendation (*Urging the Fitness of*)
III. Other, For Your Information (*Notice, Request, Report, etc.*)



SUBJ: ***RN-BSN Nursing Program – Revised program for licensed RNs completing a Bachelor's Degree in Nursing #25-06-07 UC***

Signed: Jeffrey T. Lasbrook Date: 3/29/07
(Dr. Jeffrey T. Lasbrook, 2006-07 College Senate President)

Please fill out the bottom portion and return document to the College Senate Office.

TO: The College Senate President
FROM: College President
RE: ⇒ I. Decision and Action Taken on Formal Resolution (circle choice)
a. Accepted
• Implementation Effective Date: Fall 2007
**Date resolution will begin to be used by the College (i.e. spring, fall, when included in catalog, etc.)*
b. Deferred for discussion with the Faculty Senate on ___/___/___
c. Unacceptable for the reasons contained in the attached explanation
II, III. Response to Recommendation or Other/FYI
a. Received and acknowledged ___/___/___
b. Comment:

DISTRIBUTED BY PRESIDENT'S OFFICE TO: President's Cabinet

DISTRIBUTE ALSO TO: Originator, Academic Advisement, Registrar (as appropriate)

Signed: John R. Halstead Date: 4/6/07
(Dr. John R. Halstead, President, SUNY College at Brockport)

DEADLINE FOR SUBMISSIONS: FEBRUARY 23

Incomplete proposals or proposals received after the deadline may not be reviewed until next semester.

INSTRUCTIONS:

- Submit only complete proposals.
- Proposals must be prepared individually in Word format using committee guidelines (guidelines online).
- Fill out this cover page for each proposal (available online at www.brockport.edu/collegesenate).
- Email proposal and this cover page to senate@brockport.edu and facpres@brockport.edu.
- All updates must be resubmitted to the Senate office with the original cover page including routing number.
- Questions? Call the Senate office at 395-2586 or the appropriate committee chairperson.

PROPOSAL TITLE:

Please be somewhat descriptive, for example, *Graduate Probation/Dismissal Proposal* rather than *Graduate Proposal*.

RN-BSN Nursing Program – Revised program for licensed RNs completing a Bachelor’s Degree in Nursing

BRIEF DESCRIPTION OF PROPOSAL:

The Department of Nursing currently has an approved program for licensed RNs to earn a bachelor’s degree. The program has been in place for several decades and needs to be updated. Current students meet in classes with traditional undergraduate nursing students at a variety of days and times on campus. The newly proposed program provides improved accessibility to the employed RN. Nursing classes are planned for one night per week at a local health care institution. Full-time and part-time study will be available. More importantly, this program is specifically designed to meet the learning needs of the employed RN. The proposed program meets all the essential elements needed to maintain accreditation status, including the learning objectives from “The Essentials of Baccalaureate Education for Professional Nursing Practice.” The “Essentials” document, developed by the American Association of Colleges of Nursing, is universally accepted by the nursing education community as the authority on nursing curriculum development.

ANTICIPATED DATE OF IMPLEMENTATION:

Fall 2007 semester

Enter date this will be effective if passed by the Senate.

4. SUBMISSION & REVISION DATES: PLEASE PUT A DATE ON ALL UPDATED DOCUMENTS TO AVOID CONFUSION.

<i>First Submission</i>	<i>Updated on</i>	<i>Updated on</i>	<i>Updated on</i>
11/13/06	2/5/07	2/20/07	2/28/07

5. SUBMITTED BY: (contact person)

<i>Name</i>	<i>Department</i>	<i>Phone</i>	<i>Email</i>
Nancy Iafrazi	Nursing	X5321	niafrazi@brockport.edu

6. COMMITTEES TO COPY: (Senate office use only)

<i>Standing Committee</i>	<i>Forwarded To</i>	<i>Date</i>
___ Enrollment Planning & Policies	Committee Chair	11/22/06, 2/5/07
___ Faculty & Professional Staff Policies	Executive Committee	1/29/07, 3/19/07
___ General Education & Curriculum Policies	Senate Floor	2/5/07 –returned to committee for changes, Senate Floor again on 3/26/07 for vote.
___ Graduate Curriculum & Policies	College President	3/29/07
___ Student Policies	Other	
XX Undergraduate Curriculum & Policies		

*(ROUTING NUMBER IS A CHRONOLOGICAL NUMBER SEQUENCE FOLLOWED BY ACADEMIC YEAR AND COMMITTEE INITIALS)

Comparisons of the Current RN to BSN Program
with the Proposed New Program
SUNY Brockport Department of Nursing

Current Program

Proposed Program**

Credits				Credits			
Pharm	NUR 321	2		Pharm	NUR 321	2	
Medication Admin.	NUR 328	1		*Medication Admin.	NUR 328	1	
Foundations	NUR 330	3		*Foundations	NUR 330	3	
Health Assessment	NUR 331	2		Health Assessment	NUR 331	2	
Response to Stress 1	NUR 337	3		*Response to Stress 1	NUR 337	3	
Child Bearing Family	NUR 339	6		*Child Bearing Family	NUR 339	6	
Response to Stress 2	NUR 341	6		*Response to Stress 2	NUR 341	6	
Research	PRO 310	3		Research	PRO 310	3	
Leadership and Management	NUR 452	2		Issues in Leadership and Management (Proposal in Senate – approved 2/07)	NUR 451	3	
Issues and Trends	NUR 450	2		Combined with Leadership course			
Mental Health	NUR 460	6		*Mental Health	NUR 460	6	
Community Health	NUR 464	4		Community Based Epidemiology	NUR 471	3	
Other clinical courses based on experience		Variable Credit 0-6		Community Based Epidemiology Clinical	NUR 472	2	
Child Health	NUR 467	5		*Child Health	NUR 467	5	
Independent Neuman System	NUR 999	1		Nursing Seminar 1 (Neuman included here)	NUR 473	4	
				Nursing Seminar II	NUR 475	2	

Challenge Exams

Challenge Exams

51 TOTAL CREDITS

45-51 TOTAL CREDITS

- *Credits from these courses will be transferred in from the associate degree RN program.
- **All students are required to complete at least 30 credits at Brockport, including at least 15 credits in the nursing major, to satisfy the college residency requirement. Transfer credit brought in by challenge exams does not count towards the residency requirement.

Rationale for the New Program

There is a severe shortage of registered nurses in the United States that is predicted to intensify in the next several decades. Within this overall shortage of registered nurses is an even greater shortage of nurses with baccalaureate and graduate degrees. Nurses educated at the baccalaureate level and above tend to stay in the nursing profession for longer periods of time and have increased opportunities for career advancement in nursing (Cangelosi, 2006).

The health care system is rapidly becoming more complex. Nurses now and in the future will need superb critical thinking, technological, and interpersonal skills to assist patients successfully through health care services (AONE, 2005). This situation led to a 2005 position paper by the American Organization of Nurse Executives (AONE): "Nursing's work of the future will be complex and challenging, and it will require a nurse with far different skills than we expect today." AONE goes on to support the preparation of increased numbers of nurses at the baccalaureate level to meet the health care needs now and in the future. The American Association of Colleges of Nursing (AACN) also strongly supports effort to increase the numbers and overall percentages of baccalaureate prepared nurses (AACN, 2002).

The New York State Education Department is currently promoting a new licensing requirement that all registered nurses earn a baccalaureate degree within 10 years of original licensure. While this initiative has not yet passed, it has broad-based support. Several other states have initiated similar proposals. It is believed that this initiative will significantly increase the numbers of RN-BSN students applying to baccalaureate nursing schools across New York State. It is essential to the health of every New Yorker that accessible baccalaureate nursing programs are available to every potential RN-BSN student.

Thus, current RN-BSN programs are being encouraged to expand their programs to include as many students as possible while retaining a quality educational program. The chairs of the 3 local community colleges have all approached the chair of the nursing department about "bridge" programs for their associate degree graduates to obtain a baccalaureate degree in nursing. Since applicants and graduates of community colleges of nursing have recently increased, strong demand for baccalaureate nursing education is predicted for the foreseeable future.

On a local level, representatives from Lakeside Health System, Unity Health, Rochester General Hospital, and Highland Hospital have approached the nursing department chair, faculty, and Dean of Professions about the need for more opportunities for current RNs to earn their baccalaureate degree. At one local institution, only 10% of their nursing staff have baccalaureate degrees. Other local institutions report better percentages, but still far below their target level for baccalaureate prepared nursing staff. RNs in the outlying rural areas of western New York are particularly underserved in the availability of educational programs to obtain a baccalaureate degree

SUNY Brockport has had a RN-BSN program for approximately 2 decades. While many students have completed the program and utilized their baccalaureate degrees in job advancement and/or preparation for graduate nursing education, the Department of Nursing faculty unanimously feel that the program is in need of revisions to better meet the needs of current and potential students in the greater western New York area.

Some specific reasons for updating the current program follow:

The current program is not easily accessed by working RNs. Classes are held on a variety of days and times. Other nursing schools in the area have gone to a one night/week format dedicated to the RN student. The

numbers of RN students at SUNY College at Brockport have been steadily decreasing in recent years. This past academic year there were only 7 active RN students. This is in contrast to approximately 15 – 20 RN students a decade ago. With SUNY College at Brockport's cost advantage, it is believed that the inconvenience of attending our current program is a major factor in the decreased numbers of students at Brockport. Other schools have steadily increased their numbers of RN-BSN students within this time frame.

After a preliminary meeting between the chair of the nursing department and Lakeside Hospital administration, a survey was done in Spring 2006 to determine which factors (if any) would assist their current RN staff in obtaining a baccalaureate degree. A majority of respondents stated that an on-site program where they worked would be the most important factor in permitting them to pursue a baccalaureate education in nursing. Locally, the most successful RN-BSN programs are those held at the health care institution immediately after a shift change. Taking the educational program to local institutions is an important factor in both student matriculation and graduation in baccalaureate programs. Deans and chairs of on-site RN-BSN programs report exceptionally high graduation rates from on-site programs, especially when financial assistance is provided through the employer.

RN students at Brockport are currently in classes with generic nursing students. It is strongly believed that classes devoted to the RN student would be of much greater benefit to them. RN-BSN students are adult learners who deserve a curriculum that will benefit their professional individual nursing careers and meet their individual learning goals.

Therefore, a program for RNs with improved accessibility and a curriculum geared specifically for the RN student is proposed by the Department of Nursing. This program would initially be offered at Lakeside Hospital; however, the Department of Nursing would like the flexibility to expand to other locations as student demand and/or department resources allow.

American Association of Colleges of Nursing. (2002). *Though enrollments rise at U.S. colleges and universities, increase is insufficient to meet the demand for new nurses*. Retrieved February 3, 2003, from <http://www.aacn.nche.edu/Media/NewsReleases/enr102.htm>

American Organization of Nurse Executives. (2005). AONE practice and education partnership for the future. Statement issued 4/18/2005.

Cangelosi, P. (2006). RN-to-BSN education: creating a context that uncovers new possibilities. *Journal of Nursing Education*, 45(5), 177-181.

Description of any new courses

There are a total of five new courses being developed for this revised program. The first course is NUR451/Contemporary Issues in Nursing Leadership and Management. This three credit course is a combination of two courses presently being offered in the Department of Nursing, NUR450/Issues and Trends Affecting Health Care (2 credits) and NUR452/Management and Leadership (2 credits). This has been submitted to the College Senate as a separate proposal as it also affects our generic students. A copy of the syllabus for NUR451 is provided. (Nur 451 was approved by the College Senate on 2/19/07). The syllabi for the additional new courses; NUR471/Community Based Epidemiology, NUR472/Community Based Epidemiology Clinical, NUR473/Nursing Seminar I, and NUR475/Nursing Seminar II are also provided here.

Contemporary Issues in Nursing Leadership and Management /NUR 451

Course coordinators and contact information:

Course credits: 3

1) Overview of the course: This course is designed to examine leadership and management in nursing and involvement of this role in contemporary issues in nursing. Topics will include: leadership and management roles, power in nursing, career choices, overview of responsible delegation, legal and ethical issues in nursing, controversial topics in health care, nursing educational issues, politics and gender.

2) Objectives:

1. Examine current issues and trends in nursing.
2. Explain similarities and differences in leadership and management.
3. Apply the Neumann System Model to the multiple nursing roles.
4. Debate controversial topics in health care.
5. Review entry into practice issues.
6. Use evidence-based practice reviews to evaluate issues and trends in nursing.
7. Explore gender roles in nursing.

3) Course Evaluation:

A = 94-100	C =75-76
A- =90-93	C- =70-74
B+ =87-89	D+=67-69
B =84-86	D =64-66
B- =80-83	D-=60-63
C+ =77-79	E = Less than 59

Grades will be derived from the following activities:

Attendance and participation	10%
Debate/oral presentation – graded by faculty and peers	30%
Resume and cover letter	30%
Attendance and write up of a professional meeting/presentation	10%
Evidence practice review of issues related to genders roles in health care	20%

Guidelines for each of these activities are in this course packet. All written and oral assignments will be graded for correct grammar, spelling and punctuation. All written assignments will use APA style. All of

these assignments must be completed in order to pass the course at the 75% grade level required of students in all nursing courses.

4) Required Text:

Cherry, B. & Jacob, S. (2005). *Contemporary Nursing Issues, Trends & Management*, 3rd Ed. St. Louis, Missouri: Elsevier Inc.

Recommended text:

Benner, P. (2001). *From Novice to Expert: Excellence and Power in Clinical Nursing Practice*. Upper Saddle River, NJ: Prentice Hall, Inc.

Newman, B. (2001). *The Neuman Systems Model*. Connecticut: Appleton.

College Attendance Policy and Disability Statement (insert here)

College Policy on the Use of Communications and Electronic Devices (insert here)

Course Topical Outline and Assignments:

Introduction of overview of the course

Overview of Nursing, Leadership and Management, Issues and Trends, Values and Stereotypes

Sign up for debates

Issues in education and credentialing

Leadership and management

Historical perspectives

Debate: Leadership vs. Management, are leaders born or made

Gender Role Assignment Due

Professional Practice Models

Staffing and Nursing Care Delivery Models

Delegation and Change Management

Debate: Practice Models and credentialing requirements for each

Politics, Power, Ethics and Legal Issues in Nursing

Discuss videos “Legal aspects of nursing practice” and “Patient Safety: Your first concern”

Debate: An ethical and legal issue in health care

Professional Nursing Organizations

Nursing Supply and cost benefit analysis

Magnet Hospitals

Debate: Why would a hospital want magnet status?

Economics of health care

Legislative Processes

Health Care Policies

Debate: Collective Bargaining with labor unions vs. Professional Associations or striking yes of no

Motivation/Career Planning

Reality Shock

Burnout

Course evaluation

Debate: Issues related nursing as a job vs. career

NUR471/Community Based Epidemiology

Course Credits: 3

Course Coordinator: Elizabeth Heavey, Ph.D., RN, CNM
352 Tuttle North
X5308

Purpose of the Course: To explore the various roles filled by community health nurses and the public health system. Entry level epidemiology will be incorporated and applied to appropriate clinical settings. This course is designed for the adult learner and offers frequent opportunities to develop public health awareness in the area of individual interest, in addition to including multiple independent learning projects.

Objectives:

- 1.) Explore the role of epidemiology in public health settings.
- 2.) Identify risk factors and common indices used for evaluating the health of a population, and define and apply levels of prevention in an ethical manner.
- 3.) Identify reportable diseases and public health immunization recommendations, analyze health data and develop recommendations/priorities for health care planning.
- 4.) Apply design strategies and statistical methods, develop a descriptive epidemiological report and complete a field study.
- 5.) Develop a public health report utilizing graphs and tables and discuss selected standard epidemiological measures.
- 6.) Apply public health surveillance methods used by community health nurses.

Evaluation:

- 15% EMS Case Study
- 15% Healthy People 2010 Exercise
- 20% Descriptive Epidemiology Report
- 20% Field Investigation
- 15% Theoretical Model Application
- 5% Movie Analysis
- 10% Tuskegee Analysis

Required Text: Merrill, R. & Timmreck, T. (2006). *Introduction to Epidemiology*, 4th edition, Jones and Bartlett: Boston.

Syllabus:

Outline of Course Topics/Assignments

Introduction to Community Based Epidemiology

- Population indicators-birth/mortality/case fatality rate/yrs of potential life lost
- Vulnerable populations in the community
- Epidemics, Endemics, and Pandemics
- Disease Transmission Concepts
- Modes of Disease Transmission

- Chain of Infection
- Advanced Triangle of Epidemiology
- Levels of Prevention

Additional work:

Complete introduction to epidemiology reading assignment Chapter 1, pages 1-20

Completion of EMS case study p. 19 (numbers 1.6-1.7)

Complete communicable disease prevention and control reading assignment p. 45-67 in text in addition to Economic reading posted on Angel

Communicable Disease Prevention and Control

- Communicable and Noncommunicable Diseases/Conditions
- Portals of Entry/ Incubation periods
- Notifiable infectious diseases
- Immunizations/ Herd immunity
- Understanding and using economic evidence- cost-benefit analysis, opportunity cost, interpreting economic results
- Discuss EMS case study

Additional Work: Healthy People 2010 exercise-figure 3.8-3.9 p.75-76

1. Using NCHS tables describe how activity limitation is associated with age, sex, poverty level, and race-ethnicity
2. Describe the influence of mental illness and heart disease on activity limitations according to age group.

Additional work: Complete Design Strategies reading assignment p. 165-183

Design Strategies –Descriptive and Analytical Epidemiology

- Types of data
- Descriptive study designs-Time trends, causal insight
- Analytical designs- Observational/Case-control/Cohort designs
- Strengths and Weakness of analytical designs
- Randomization/blinding/randomized control trials
- Bias in Analytical designs
- Effect modification/ Confounding
- Discuss Healthy People 2010 exercise

Additional Work:

Prepare a descriptive epidemiology report on a public health issue of interest to you. Utilize reliable public health databases and cite information appropriately (APA format). (Approximately 3-5 pages).

Additional work: Complete Field Epidemiology reading assignment p. 219-228

Reading assignment: *The Global Role of a Disaster Nurse and Deployment-* Posted on Angel

Field epidemiology and Disaster Planning

- Establishing the existence of an epidemic or outbreak
- Confirming diagnosis
- Establishing criteria for case identification

- Search for missing cases, counting cases
- Orienting the data to person, place and time
- Classifying the epidemic
- Determining who is at risk
- Formulating a hypotheses
- Testing hypotheses
- Developing a report
- Executing control and prevention measures
- Administrative and planning activities
- Questions to ask
- Discuss descriptive epidemiology reports

Disaster Planning and management

- Disaster involvement: preparedness, response and recovery
- Federal Response Plan
- Consideration of vulnerable populations
- Agency involvement- effects of disasters on communities
- Mental Health promotion/management
- Completion of Avian Bird Flu exercises

Additional work: Completion of field epidemiology investigation exercise- Typhoid fever in Schenectady (8-10 hours)

Additional work: Complete Chronic Disease in the community reading assignment p. 233-252

Chronic Disease in the Community

- Risk Factors
- Noninfectious Diseases and Conditions: Webs of Causation
- Prevention and Control
- Priorities in Disease Prevention and Control
- Health Belief Model-perceived susceptibility, perceived severity, perceived benefits, perceived barriers, cues to action, self-efficacy
- Stages of Change Model-Precontemplation, Contemplation, Action, Maintenance and Relapse
- Review Field Investigation

Additional work: Application of the Health Belief Model or the Stages of Change Model to a chronic disease issue of interest to you. (Approximately 1-5 pages- May be charts, graphs or written paragraphs).

Additional work: Complete TB reading assignment- Posted on Angel

Communicable Disease in the Community- Focus on TB-

(Guest Speaker Mary Young from County Health Department)

Additional work: Complete STI reading assignment- Posted on Angel

View *And the Band Played On* (3 hours) - Complete one page analysis form posted on Angel

Sexually Transmitted Infections in the Community

- Epidemiology of STI's globally, nationally and locally
- Political, social and economic influences
- Transmission, clinical presentation and management of HIV, Hepatitis B, HPV, HSV, GC, and Chlamydia
- Levels of Prevention
- Stages of Change

Additional work:

Ethical Analysis of Tuskegee Syphilis Study- approximately 3-5 pages- Posted on Angel

State University of New York
College at Brockport
Department of Nursing

Course Coordinator:

Elizabeth Heavey, Ph.D, R.N., CNM

Office: Tuttle N 352

Phone: 395-5308

Home: 529-4309 (Please call before 8 p.m. or use my cell # if after 8 p.m.)

Cell: 313-2850

email: eheavey@brockport.edu

Required Text: Merrill, R. & Timmreck. T. (2006). *Introduction to Epidemiology*, 4th edition, Jones and Bartlett: Boston.

Credits: 2 credit hours

- Clinical hours: 40 hours of clinical experience

Clinical Objectives:

Objective 1

Integrate theories and concepts from nursing, liberal arts, sciences and humanities into professional nursing practice within the community.

Objective 2

Utilize the nursing process to provide wholistic care through primary, secondary, and tertiary preventions with clients in a variety of community health settings.

Objective 3

Communicate effectively in therapeutic and professional relationships.

Objective 4

Engage in evidence based practice in the care of clients.

Objective 5

Articulate a professional philosophy that reflects autonomy, advocacy, accountability, responsibility, and ethical decision making

Objective 6

Collaborate with individuals, families, and interdisciplinary team members to promote optimal client stability.

Objective 7

Integrate skills of critical thinking, management, and leadership to promote client wellness to improve health care delivery within the community.

Objective 8

Evaluate nursing care outcomes within the context of client's values.

Evaluation: The successful completion of this course included a satisfactory evaluation on the eight general objectives for the course. Evaluations will be completed by clinical site preceptors in addition to the course supervisor. Written assignments must all be completed satisfactorily. You must successfully

complete all of the objectives in order to pass the course.

Both NUR 471 and NUR 472 must be successfully completed. If one course is not successfully completed, both courses must be repeated concurrently. See department handbook for further policies.

NUR 472 clinical is graded on a pass/fail basis (S/U).

Course Assignments:

Identify a community population of interest to you. Consider community resources which serve this population and arrange a schedule of forty hours of clinical time. During this time you will be responsible for completing the following which would be applicable and appropriate to your site.

- Descriptive epidemiology report - Utilize public health databases which define your population and a public health issue of concern within this population. Identify any Healthy People 2010 goals which are appropriate for this issue. Cite sources in APA style.
- Prepare a teaching project which can be utilized at your site to address the public health issue. This project should be developmentally appropriate and take into consideration the limitations of the population and site in which you are functioning.
- Identify a chronic disease of concern within this population and develop a prevention plan including all three levels of prevention.

All assignments and clinical hours must be completed in order to earn a passing grade for the course.

College Attendance Policy and Disability Statement:

The student is responsible for all assigned course work and cannot be absolved of this responsibility. When enrolled in a particular course, the student is obligated to do all of the work assigned. Punctual and regular attendance is vital to the discharge of this obligation. Absences, excused or not, do not alter this responsibility.

Absences will be excused for (a) documented illnesses, (b) official representation of the college, a death of a close relative, (d) religious holiday, and (e) other circumstances beyond the control of the student. Substantiation of excused absences is the responsibility of the student. Excuses for official representation of the college must be obtained from the official supervising that activity or event.

Leaving class prior to being dismissed is an absence. Absences deemed excessive by the instructor may result in a lowered grade. Students whose unexcused absences exceed 15 percent of the scheduled classes and clinicals will be subject to failure at the instructor's discretion.

Regulations more restrictive than those stated above, but not in conflict with them, may be established by the instructor for any course.

Instructors are responsible for distributing this attendance policy, and any additions in writing, during the first class meeting.

Section 504 of the Rehabilitation Act of 1973 requires educational institutions to provide reasonable accommodations to students with documented disabilities, and SUNY College at Brockport completely supports this law. If there are any students in this class who have a disability that may require special accommodations, I ask you to do two things. First of all, be sure to identify yourself to the Coordinator for Disabled Student Services who is responsible for ensuring that such accommodations are made throughout the College. Secondly, if there are accommodations that need to be made for this particular class, you should either see me after class, or at your earliest convenience.

College Policy on the Use of Communications and Electronic Devices:

Course instructors and staff of College facilities may place restrictions on the use of wireless communication devices and electronic devices in their classroom or facilities. Ringing cellular telephones and laptop computers used for instant messaging, game playing, Internet surfing, and other such activities can be considered disruptive. After an initial warning, students who do not comply with the policy of the classroom/facility, may be asked to leave for the remainder of the class/day. If students are asked to leave class because of such a disruption, instructors are not obligated to allow makeup of missed work. Having a wireless communication device in hand or using earphones connected to one during examinations also may be grounds for charges of academic dishonesty. Using devices with video or photo features may result in charges of violating laws on intellectual property rights or invasion of privacy. Further information on Disruptive Behaviors, Academic Dishonesty, and Codes of Student Social Conduct, including potential sanctions, processes and rights to appeal is published in *Your Right To Know*.

Student Rights and Responsibilities

Student Rights – as a student in NUR 471, Community Health Nursing, you have a right to:

1. be treated with consideration, respect, and with recognition of your dignity and individuality.

2. a course which is designed to prepare you to function at a beginning level in a home health agency.
3. access to instructors who will assist you in meeting course objectives during class time, clinical time and by appointment.
4. express constructive criticism about course content and delivery of material.
5. be informed in writing of the course schedule and grading policy.
6. receive a timely response to submitted written work.
7. receive constructive criticism in a timely manner regarding areas seen by the instructors as problems to you.

Student Responsibilities – as a student in NUR 471, Community Health Nursing, you have the responsibility to:

1. treat your instructors with consideration, respect and recognition of their dignity and individuality.
2. keep an open mind about this clinical area and learn all you can (it's a good setting to apply what you've already learned).
3. make your best effort to achieve the objectives outlined (which means you have to read the material).
4. be prepared for classroom and clinical experiences.
5. ask questions and request further information regarding anything you do not understand.
6. actively participate in planning your learning.
7. be independent and responsible in your clinical practice.
8. keep appointments or notify the instructor if you cannot keep an appointment.
9. represent the college and department appropriately when at community agencies (example: dressing professionally).

Credit Hours: 4

Course Description:

The purpose of this beginning seminar is to examine the role of the RN, including gender issues, entry into practice, development of the professional role and self. Beginning skills to develop a final project related to clinical practice will be discussed. In addition, professional development, presentation and communication techniques will be explored. This course is designed using the adult learner theories and presents opportunities for many learning activities that relate directly to practice.

Course Objectives:

- 1) Describe entry into practice regulations, future concerns and the scope of nursing practice.
- 2) Develop an autobiography to include your current role as a professional nurse.
- 3) Explore techniques to enhance web searches and use evidence-based practice literature to formulate the beginnings for the final project.
- 4) Discuss clinical exemplars and life learning experiences.
- 5) Demonstrate techniques for professional presentations.
- 6) Describe successful communications styles, conflict management skills and gender roles in nursing.

Course Requirements:

Autobiography	25%
Evidence-based practice synopsis of project	25%
Clinical Exemplar Paper	25%
Beginning project development	25%
References	
Outline	
Proposed timeline	

Content Topical Outline and Assignments:

Introduction and Review of the Program, Course and Syllabus
DARS Reports/ Advisement
Entry into Practice
Development of professional self
Nursing Theories

Writing professional papers
APA content
Developing an autobiography
Developing a professional portfolio
Role discussion – RN to BSN

Searching the web
Evidence-based practice
Development of clinical exemplars

Final project discussion

Preparing professional presentation and posters

Project development steps

Tracking professional education

Excel spreadsheet exercise

Strategies for better communication

Working with difficult people

Conflict Management

Dos and Don'ts of interviews

Resume and CV's

Gender roles in nursing

Preparation of beginning project presentations

Presentations beginning projects

Wrap up and evaluation

Each week there will be extensive outside assignment related to the topic area.

Credit Hours: 2

Course Description:

The purpose of this final seminar is to explore professional development. Discussions will include evaluation of professional self, evidence-based practices, professional goals, clinical excellence and development of a professional portfolio. Using adult learning theories, the students will demonstrate prior learning in measurable outcomes and present final projects related to clinical practice.

Course Objectives:

- 1) Develop a professional portfolio to include an autobiography, documentation of continuing education programs, resume with cover letter, goal statement, clinical exemplar examples and a final project.
- 2) Explore the process of evaluation as an interviewer and an interviewee.
- 3) Discuss the evaluation of professional development and portfolio.
- 4) Develop a final project based on clinical practice and identify justifications for the change.

Course Requirements:

Videotape of interview	20%
Final project or paper	40%
Final portfolio	40%
Autobiography	
Documentation of education	
Resume with cover letter	
Clinical Exemplar paper	
Goal statement	
Updated DARS report	
Include final project	

Content Topical Outlines and Assignments:

Introduction to the course
Update on DARS
Project Development
Discussion of professional goals and action plans
Portfolios

Nursing Images in the Media
Evidence-based Practice in the clinical setting

Interviews (roles of interviewer and interviewee)
RN roles in various settings

Videotape development and critiques
Discussion of project progress

Recognizing clinical excellence
Career development and actions

Videotape presentations and critiques

Project presentations
Wrap up and evaluations

Staffing Issues

The first cohort will be limited to 20 students. Utilizing a faculty/student ratio of 1:10, this will require 2 faculty lines to accommodate the 20 students. The department is requesting flexibility with the new lines to utilize some current, experienced faculty members in the new program. Newly hired faculty may be utilized in the RN-BSN program or the traditional program as needed. A high needs grant of \$130,000 has been received from SUNY Administration to cover the cost of the two new faculty members. We anticipate continued grant support of these positions, although it is not guaranteed.

The Program Director will initially be assigned a 3 credit workload adjustment. Tasks will include interviewing and admitting student applicants, interfacing with off-site institutions, teaching in the program, curriculum development and evaluation, and serving as academic advisor of the RN-BSN students. The Program Director will work with the Chair to promote possible new site development and possible grant funding.

Letters of Support

Letters of support from Dr. Linda Snell, Chairperson of the Department of Nursing, Christine Miller, VP of Clinical Care Services at Lakeside Health Services (and a nursing graduate from SUNY College at Brockport), and the Dean of the School of Professions, Dr. Christine Murray are provided.

Resources

Lakeside Memorial Hospital has offered to provide their large, first floor conference room at no cost for this program. The room is adequate in size for 20 students. There are tables and comfortable seating available. Internet access and capability for overheads and power point presentations are in place. Other resources would include those needed for any other student, such as support from the major offices like Admissions, Records & Registration, Financial Aid, Technical Support, and the Bursar. Many of these students will be taking CLEP exams. It is planned that students may need to come to the campus several times per semester to have instruction in the computer lab, literature/library searches, and the clinical nursing lab (health assessment practice and evaluation).

Addendum

Also provided are some tools that have been developed to help with the advisement and planning for the RN student as well as with organization of the RN-BSN Program.

November 2, 2006

Dear College Senate:

I give my full support to this proposal for a major revision in our current RN-BSN program. This new program is desperately needed. Since the original program was implemented, the role of nursing has changed dramatically, along with the entire health care system. It is apparent that the current RN-BSN student is best served with an updated curriculum designed specifically for their educational needs.

Over the last decade, other local schools have developed highly successful, user-friendly programs for licensed RNs to upgrade their education to a baccalaureate degree. There is a desperate need for increased numbers of nurses with baccalaureate degrees. It is in the best interest of everyone to promote the sound education of nurses who wish to pursue further education. Brockport, as the only public college in the area offering a RN-BSN program, can play a large role in filling the need for more baccalaureate prepared nurses. In fact, a number of local nursing leaders have expressed strong interest in our proposed program. It is a major goal of the Department of Nursing to provide a program of excellence to community RNs desiring a baccalaureate degree in nursing. I believe this program will be a tremendous community asset.

Sincerely,

Linda Snell, DNS
Chair, Department of Nursing

October 30, 2006

Linda Snell, DNS, WHNP-C
Chair, Department of Nursing
SUNY College at Brockport
350 New Campus Dr
Tuttle North
Brockport, NY 14420

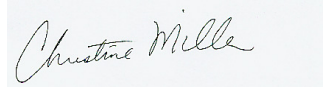
Dear Linda:

It was a pleasure meeting with you and Sparki last week to discuss the exciting opportunity of providing a concentrated RN to BSN program on-site at Lakeside Health System. I think I can speak for Kevin Nacy, CEO and Jim Cummings, VP of Human Resources, that this is a wonderful opportunity to recruit and retain our most valuable resource to healthcare. We are in complete support of this endeavor.

We have received your flyer to alert our nurses of your informational sessions that will be provided next month. I have already circulated them to our nursing directors for posting throughout the nursing units.

If there is anything else I can do to assist you with this program, do not hesitate to contact me at 395-6095 x4241. I look forward to working with you and Sparki on this project.

Sincerely,



Christine Miller, RN, RHIT, BSN
Vice President Clinical Care Services/CNO

cc: Kevin Nacy, CEO
James Cummings, VP Human Resources



SUNY BROCKPORT

Dean, School of Professions

February 5, 2007

TO: College Senate
FR: Christine E. Murray, Dean
School of Professions

RE: RN/BSN track proposal #25 06-07

I am in full support of the RN/BSN proposal as it meets a tremendous need to enable more RN prepared students to complete the BSN degree.

The College has received \$130,000 in extra funding through a SUNY High Needs grant to support the additional faculty needed for the program.

Requirements of a Bachelor of Science in Nursing

1. Completion of a minimum of 120 credits with a minimum academic average of 2.0 and a maximum of 54 credits in nursing (and therefore, 66 non-nursing credits)
2. Completion of a minimum of 48 credits in upper-division courses
3. Completion of 60 credits of liberal arts credits
4. Completion of General Education requirements
5. Completion of all course requirements of the nursing major, with a minimum grade of 75 in each nursing course
6. Enrollment in and completion of a minimum of 18 credits of Nursing and PRO310 at SUNY College at Brockport
7. Completion of all degree requirements within five years after matriculation into the program
8. 30 credits must be completed at Brockport to fulfill the residency requirement

RN-BSN Program Admission Requirements

1. Current New York State Nursing Licensure
2. Currently employed as a registered nurse.
3. Graduate of an accredited associate degree or diploma program
4. A cumulative college grade point average of 2.5
5. Successful completion of nursing prerequisites with a minimum grade of "C" (2.0) in each course
6. Submission of an acceptable application form (i.e., satisfactory references and health form)
7. Interview with program director

Nursing Prerequisites		Credits
Anatomy & Physiology I & II	6-8	
Microbiology	4	
Nutrition	2-3	
Statistics	3	
Sociology	3	
Psychology	3	
Developmental Assessment (Lifespan)		3

**State University of New York
College at Brockport
Department of Nursing**

Prerequisite Requirements for BSN Degree for Students Holding AAS:

Required Prerequisite Courses	Expected Completion Date	Completion Date
Anat & Phys I (BIO 321)		
Anat & Phys II (BIO 322)		
Microbiology (BIO 323)		
Nutrition (HLS 311)		
Statistics		
Psychology		
Sociology		
Developmental Assessment		

General Education Requirements for RN to BSN Students for Students Holding AAS:

General Education Requirements	Expected Completion Date	Completed Date
College Mathematics (covered by Statistics)		
Natural Science (Previous degree)		
Social Science (Previous degree)		
Basic Communications (previous degree)		
Computer Literacy (Computer Skills Exam or GEP 150)		
Contemporary Issues (I) (Suggested Course – PRO 407)		
Perspectives on Women (W) (Suggested Course – PRO 407)		
Diversity (D) (Suggested Course – PRO 407)		
Other World Civilizations (O) (Suggested course – ENL 166: O & H)		
Humanities (H) (Suggested Course – ENL 166: O & H)		
Art (F or P) (Any fine arts course)		
Foreign Language (1-2 Semesters)		

RN to BSN Nursing Requirements:

Nursing Requirement	Expected Completion Date	Completed Date
Health Assessment (NUR 331)		
Pharmacology (NUR 321)		
Issues & Leadership (NUR 451)		
Research (PRO 310)		
Community Based Epidemiology (NUR 471)		
Community Based Epidemiology Clinical (NUR 472)		
Seminar 1 (NUR 473)		
Seminar 2 (NUR 475)		

RNtoBSN-PreReq-Require-10-30-06

State University of New York College at Brockport
Department of Nursing
RN to BSN Program

Sample Plan RN to BSN Program – Full Time

Fall Semester

PRO 310 Research (3 credits)
NUR 331 Health Assessment (2 credits)
NUR 473 Seminar I: Beginning Portfolio (4 credits)
NUR 471 Comm. Based Epidemiology (3 credits)
NUR 472 Comm. Based Epidemiology Clinical (2 credits)

Spring Semester

NUR 321 Pharmacology (2 credits)
NUR 451 Leadership and Issues (3 credits)
NUR 475 Seminar II: Final Portfolio (2 credits)
PRO 407 or other college req. (3 credits)
College Requirements (6 credits)

Sample Plan RN to BSN – Part Time – 4 Semesters in 2 years

Fall Semester

PRO 310 Research (3 credits)
NUR 473 Seminar I: Beginning Portfolio (4 credits)
NUR 331 Health Assessment (2 credits)

Spring Semester

NUR 321 Pharmacology (2 credits)
NUR 451 Leadership and Issues (3 credits)

Fall Semester

NUR 471 Comm. Based Epidemiology (3 credits)
NUR 472 Comm. Based Epidemiology Clinical (2 credits)
College Requirement (3 credits)

Spring Semester

NUR 475 Seminar II: Final Portfolio (2 credits)
PRO 407 or other college requirement (3 credits)
College Requirement (6 credits)

Sample Plan RN to BSN – Part Time – 5 Semesters in 2 years (including summer)

Fall Semester

PRO 310 Research (3 credits)
NUR 473 Seminar I: Beginning Portfolio (4 credits)

Spring Semester

NUR 321 Pharmacology (2 credits)
NUR 451 Leadership & Issues (3 credits)

Summer Semester

College Requirement (3 credits)
College Requirement (3 credits)

Fall Semester

NUR 331 Health Assessment (2 credits)
NUR 471 Comm. Based Epidemiology (3 credits)
NUR 472 Comm. Based Epidemiology (2 credits)

Spring Semester

NUR 475 Seminar II: Final Portfolio (2 credits)
PRO 407 or other college requirement (3 credits)

Sample Plan RN to BSN – Part Time – 6 Semesters in 3 years

Fall Semester

PRO 310 Research (3 credits)
NUR 331 Health Assessment (2 credits)

Spring Semester

NUR 321 Pharmacology (2 credits)
PRO 407 (or other college req) (3 credits)

Fall Semester

NUR 473 Seminar I: Beginning Portfolio (4 credits)

Spring Semester

NUR 451: Leadership and Issues (3 credits)
College Requirement (3 credits)

Fall Semester

NUR 471 Comm. Based Epidemiology (3 credits)
NUR 472 Comm. Based Epidemiology (2 credits)
College Requirement (3 credits)

Spring Semester

NUR 475 Seminar II: Final Portfolio (2 credits)
College requirements (3 credits)

RNtoBSN-Sample Plan-11-06