

NURSING: ONLINE R.N. TO B.S.N.

Program Overview

Designed for working nurses, Rider's asynchronous, online RN to BSN program lets students gain the knowledge, skills, and experiences to advance professionally while balancing their career and family life.

The experience, skills, and compassion an individual brings to their nursing role transforms the lives of the patients, families, and communities. Evolving and emerging changes to population health and healthcare environments presents nursing professionals with new challenges — and exciting opportunities. The RN to BSN program prepares nurses to care for diverse communities and to lead change to improve patient outcomes in a variety of healthcare settings.

Nursing Program Mission Statement

Philosophy of the nursing program adheres to the Neuman Systems Model as a holistic, systematic approach to nursing, patients, environment, and health. The patient is defined as individuals, families, or communities that are multidimensional systems with physiology, psychological, socio-cultural and development attributes. Each attribute emphasizes the diversity and unique nature of the patient. These attributes provide basic survival factors, lines of defense from internal and external stressors, and lines of resistance that contribute to primary, secondary, and tertiary adaptation to relative wellness. The patient is in constant connection to the environment. The patient can draw energy from the internal and external environments promoting adaptation to wellness and stability of the system. The environmental stressors can also consume the patient's energy drawing the patient toward disequilibrium and maladaptation. The patient's basic survival factors, lines of defense and resistance determine how the environmental stressors can promote wellness, foster adaptation or recovery, or provide reconstitution to a new state of relative wellness. Health is a dynamic balance of wellness and illness of the patient. As an open system in connection with the environment, the patient's health is in a constant state of change, adaptation, and reconstitution. Death ensues when the system is depleted of energy, basic survival factors, lines of defense and resistance and can no longer recover from stressors.

The role of the nurse is to promote wellness, adaptation, and reconstitution of the patient by intervening to maintain stability of the holistic system. The nurse's assessments and interventions are individualized considering the patient's attributes and environments so that they are viewed as a whole person. The nurse appreciates the unique nature of the patient system in connection with environmental stressors.

The nursing faculty uphold Rider University's Mission and the Rider Promise to prepare graduates to thrive professionally and be lifelong independent learners and responsible citizens who embrace diversity, support the common good, and contribute meaningfully to the changing world where they live and work. The RN to BSN program adheres to adult learning principles, acknowledging previous learning and experiences within courses and providing content relevant to the nursing profession.

The Graduate Nursing Program provides knowledge and skills for nurses to excel as nurse practitioners in various health care environments. Principles of advanced practice registered nurse (APRN) clinical practice and nursing scholarship improve health outcomes for clients, families, and diverse communities. Rider's Nursing Program adheres to the American Nurses Association Code of Ethics beliefs. It requires students

to practice within the following tenets of respect for a patient's dignity, worth, and autonomy and advocacy for the patient's rights, health, and safety. The mission of the Nursing Program aligns with that of Rider University to challenge nurses to grow and further develop skills needed to acquire, interpret, communicate, and become transformational leaders within nursing and across disciplines. The RN to BSN completion program allows the registered nurse to build upon the knowledge and skills learned in the pre-licensure undergraduate program. The Graduate Nursing Program builds on baccalaureate-level nursing education to expand the scope of practice of learners, from registered nurse to an APRN. Both programs allow for expanded opportunities for a nurse to function as change agents and leaders within the nursing profession and across health disciplines.

RN to BSN Program Goals

1. Develop graduates that embrace diverse cultures and lifestyles and value individual differences while practicing their nursing role in their professional and personal communities.
2. Foster a commitment for professional nurses to maintain the highest quality knowledge, skills, and competencies based on professional standards and evidence based practice guidelines in generalist nursing practice.
3. Develop graduates as nursing leaders with a command of moral and ethical agency as they advocate for patients, families, and communities through collaboration with healthcare disciplines and key stakeholders.

RN to BSN Student Learning Outcomes

Rider University's Bachelor of Science in Nursing Program prepares graduates to:

1. Incorporate knowledge from arts, humanities, and sciences in the planning and provision of professional nursing care.
2. Use skills of inquiry and analysis to address practice issues.
3. Use written, verbal, non-verbal, and emerging technology methods to communicate effectively.
4. Apply leadership skills to engage others in ethical reasoning and actions to promote advocacy, collaboration, and social justice as a socially responsible citizen.
5. Apply knowledge of social and cultural factors to the care of diverse populations.
6. Engage in interprofessional collaboration and communication to deliver evidenced-based, patient-centered care to improve patient safety and health outcomes for individuals, families, and communities across the lifespan.
7. Discuss the implications of healthcare policy on issues of access, equity, affordability, and social justice in healthcare delivery.
8. Value lifelong learning and professional engagement in the pursuit of nursing practice excellence.

Curriculum Overview

The RN to BSN curriculum provides a seamless transition to the bachelor's prepared professional nurse role by building on the student's experience as a registered nurse. The program's asynchronous, online

delivery ensures flexibility and accessibility to a high-quality RN to BSN program for working nurses. Most courses are offered in an accelerated, 7-week format. Clinical experiences are integrated into the course learning activities. Separate, precepted clinicals are not required.

The minimum passing grade for all NUR courses is a C (75). Any BSN student receiving below a C (75) in a NUR course will need to repeat the course to meet graduation requirements.

Admission Requirements

Students must meet the following requirements for admission to the program:

- Graduation from an accredited associate's degree or diploma in nursing; students who do not meet this requirement should contact admissions before applying
- Provide official transcripts from all institutions attended with a minimum 2.5 cumulative GPA
- Hold an unencumbered and current RN license; students with licensure pending should contact admissions before applying

Accreditation Statement

The baccalaureate degree, master's degree, and post-graduate APRN certificate programs in nursing at Rider University are accredited by the Commission on Collegiate Nursing Education, 655 K Street NW, Suite 750, Washington, DC 20001, 202-887-6791.

Course Offerings for Students Outside of Nursing

Students with 75 credits or more and a minimum, cumulative GPA of 3.0 interested in a career in nursing may take NUR courses with permission from their academic advisor and the nursing program director. Interested students must submit their request to their academic advisor. Requests are considered on a case by case basis. All students enrolled in NUR courses are expected to adhere to the course policies defined in the RN to BSN Student Handbook.

Students outside of the nursing program may request to take the following NUR courses:

- NUR 401 Organizational and Healthcare Systems Leadership
- NUR 402 Scholarship in Evidence-Based Practice
- NUR 403 Information Management and Application of Patient Care Technologies
- NUR 404 Healthcare Policy, Finance, and Regulatory Environments
- NUR 405 Interprofessional Collaboration and Communication for Improving Healthcare Outcomes

Degree Offered

- B.S. in Nursing

Contact

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Program Website: RN to BSN Nursing Online (<http://www.rider.edu/academics/colleges-schools/college-continuing-studies/programs-offerings/degrees-certificates-working-adults/online-rn-bsn/>)

Associated College: College of Arts and Sciences

Related Programs:

- Allied Health Studies (<http://catalog.rider.edu/undergraduate/colleges-schools/liberal-arts-sciences/continuing-education-programs/bachelors-degree-programs/allied-health-studies/>)
- Health Sciences (<http://catalog.rider.edu/undergraduate/colleges-schools/liberal-arts-sciences/majors-minors-certificates/healthsciencesbs/>)

Nursing: Online R.N. to B.S.N. Program Requirements

(30 credits)

The minimum passing grade for all NUR courses is a C (75). Any BSN student receiving below a C (75) in a NUR course will need to repeat the course to meet graduation requirements.

Code	Title	Credits
Required Courses		30
NUR 400	Professionalism and Professional Values	
NUR 401	Organizational and Healthcare Systems Leadership	
NUR 402	Scholarship in Evidence-Based Practice	
NUR 403	Information Management and Application of Patient Care Technology	
NUR 404	Healthcare Policy, Finance, and Regulatory Environments	
NUR 405	Interprofessional Collaboration and Communication for Improving Healthcare Outcomes	
NUR 406	Population Health Promotion and Prevention Across the Lifespan	
NUR 407	Cultural Diversity in a Global Society	
NUR 408	Gerontological Nursing Concept	
NUR 409	BSN Capstone ¹	
Courses required for BSN Students without a previous college-level statistics course:		6
MTH 120	Introduction to Applied Statistics ²	
PSY 201	Statistics and Research Design ³	
Total Credits		30-36

1

Prerequisites: NUR 402 and NUR 405

2

Prerequisite: Minimum of a C grade in any college-level math course.

3

Prerequisite: PSY 105 or NUR 402.

RN to BSN in Nursing Academic Plan of Study

Due to prerequisites and corequisites required for some courses, it is highly recommended that the sequence outlined below is followed. Courses will be offered in the semesters as shown below.

The following educational plan is provided as a sample only. Rider students who do not declare a major during their freshman year; who are in a Continuing Education Program; who change their major; or those who transfer to Rider may follow a different plan to ensure a timely graduation. Each student, with guidance from his or her academic advisor, will develop a personalized educational plan.

Course	Title	Credits
Year 1		
Fall Semester		
NUR 408	Gerontological Nursing Concept	3
NUR 406	Population Health Promotion and Prevention Across the Lifespan	3
Semester Credit Hours		6
Spring Semester		
NUR 403	Information Management and Application of Patient Care Technology	3
NUR 407	Cultural Diversity in a Global Society	3
Semester Credit Hours		6
Summer Semester		
NUR 400	Professionalism and Professional Values	3
NUR 402	Scholarship in Evidence-Based Practice	3
Semester Credit Hours		6
Year 2		
Fall Semester		
NUR 401	Organizational and Healthcare Systems Leadership	3
NUR 405	Interprofessional Collaboration and Communication for Improving Healthcare Outcomes	3
Semester Credit Hours		6
Spring Semester		
NUR 409	BSN Capstone	3
NUR 404	Healthcare Policy, Finance, and Regulatory Environments	3
Semester Credit Hours		6
Total Credit Hours for Graduation		30

Students who have not completed any previous college-level statistics courses must also complete the following courses. Course offerings vary by semester.

Code	Title	Credits
MTH 120	Introduction to Applied Statistics	3
PSY 201	Statistics and Research Design	3

Courses and Descriptions

NUR 400 Professionalism and Professional Values 3 Credits

Professionalism and the inherent values of altruism, autonomy, human dignity, integrity, and social justice are fundamental to nursing. The nature and scope of professional nursing, critical thinking, professional accountability, ethical decision-making, and client education as integral parts of the nursing process are examined. Quality and Safety Education in Nursing (QSEN) concepts are emphasized. This course provides a foundation for the baccalaureate nurse to have a solid understanding of the broader professional standards of moral, ethical, and legal conduct in the nursing profession and to facilitate the role of the nurse as a change agent.

NUR 401 Organizational and Healthcare Systems Leadership 3 Credits

This course provides a foundation of principles of leadership based on contemporary needs for qualified nursing leaders who can function and manage in complex healthcare delivery environments. Learning activities and assignments will focus on strategies for self-assessment and self-reflection of one's own leadership skills, knowledge, and attitudes that foster and promote nursing leadership in diverse healthcare delivery settings, and strategies for best practice in nursing leadership in the 21st century.

NUR 402 Scholarship in Evidence-Based Practice 3 Credits

This course provides a foundation of evidence-based research principles to translate evidence into practice and how research informs professional nursing practice to improve patient safety and outcomes. Learning activities and assignments will focus on strategies for learning how to assess scientific merit of data-driven research, apply evidence-based practice in appropriate ways, monitor and evaluate the impact of evidence-based practice on informed nursing practice and outcomes of care as well as collaborate with interprofessional health care teams to improve patient safety and outcomes in a variety of healthcare delivery settings.

NUR 403 Information Management and Application of Patient Care Technology 3 Credits

This course provides a foundation of information management and application of patient care technology to enhance and improve patient safety and outcomes by examining linkages between information management systems and patient care technologies that support and are linked to safe nursing practice. The course examines how technology is used to inform nursing practice and enhance patient safety by applying safeguards and decision making support tools embedded in the technologies. Students are exposed to effective clinical information systems (CIS) to document nursing care, examine the ethical components of protecting patient information, challenges with data security, regulatory requirements, confidentiality and rights to privacy as well as examine the role of the professional nurse in updating and garnering information management resources and applying them in patient care settings.

NUR 404 Healthcare Policy, Finance, and Regulatory Environments 3 Credits

This course provides a foundation of U.S. healthcare policy, including financial and regulatory policies, as well as the nature and functioning of the U.S. healthcare delivery system. There is emphasis on policy processes at the organizational, local, state, national, and global levels. Learning activities and assignments focus on strategies for learning how to assess the role of the baccalaureate-prepared nurse in policy formation and reformation at all levels, demonstrating understanding of the political process at all levels, developing effective advocacy strategies for vulnerable populations, how to identify and influence key stakeholders in the policy process, the importance of effective communication of key healthcare issues, and how to influence change in the political process at all levels when there is social injustice.

NUR 405 Interprofessional Collaboration and Communication for Improving Healthcare Outcomes 3 Credits

This course provides a foundation of key concepts essential to promotion of effective interprofessional collaboration and communication for improving healthcare outcomes and patient safety. There is emphasis in the course on examination of the roles and perspectives of scope of practice for selected healthcare disciplines in intra- and interprofessional healthcare teams to improve healthcare outcomes and promote patient safety, and on effective strategies for advocacy and communication patterns in healthcare delivery settings as healthcare professionals develop trust and respect for all members of the healthcare team while recognizing unique differences and contributions of roles to patient safety and outcomes.

NUR 406 Population Health Promotion and Prevention Across the Lifespan 3 Credits

This course provides a foundation of key concepts essential to population-focused nursing, the aggregate, community or population as the unit of care. The focus of the course is on health promotion/disease prevention with emphasis on the professional nurse role in clinical prevention of disease and care of populations applying concepts of primary, secondary, and tertiary health promotion across the lifespan, identifying determinates of health, prioritizing primary prevention across the lifespan, actively identifying and targeting populations benefitting from evidence-based preventive initiatives and clinical preventive guidelines, assessment strategies for individuals and populations, applying evidence-based practice to health promotion/risk reduction, and being an advocate for vulnerable and disenfranchised populations without resources or a voice.

NUR 407 Cultural Diversity in a Global Society 3 Credits

This course provides a foundation of key concepts essential to nursing care and professional nursing leadership in assessment, planning, design, implementation, and evaluation of the knowledge, skills, and attitudes they must have as leaders of healthcare delivery focusing on improved system safety and effectiveness. There is particular emphasis on the nursing leadership role at the baccalaureate level for nursing to recognize, interrupt, evaluate, and correct healthcare errors and to implement safety principles and work with others to create a safe, caring environment for every healthcare delivery encounter as they provide care themselves, are acting in a leadership capacity, or are overseeing and delegating to other non-licensed assistive personnel. The course content focuses on identification, assessment, planning, design, and evaluation of evidence-based practice change to improve patient safety and outcomes.

NUR 408 Gerontological Nursing Concept 3 Credits

This course provides a foundation of key concepts essential to care of an aging population in a complex society. Given the diverse health status of the aging population, professional nurses must be able to develop competencies to provide high quality care to aging adults and their families or significant others. Specifically the course focuses on increased diversity and complexity of an aging society and selected health care needs, life transitions of aging adults, normal body system changes occurring with the aging process, the professional nurse role in principled care provided to a vulnerable population, and the role of the professional nurse as advocate and caregiver promoting the concepts of quality end-of-life care for aging adults, including pain and symptom management honoring the autonomy and self-wish of the aging client.

NUR 409 BSN Capstone 3 Credits

This course provides a foundation of key concepts essential to nursing care and professional nursing leadership in assessment, planning, design, implementation, and evaluation of the knowledge, skills, and attitudes they must have as leaders of healthcare delivery focusing on improved system safety and effectiveness. There is particular emphasis on the nursing leadership role at the baccalaureate level for nursing to recognize, interrupt, evaluate, and correct healthcare errors and to implement safety principles and work with others to create a safe, caring environment for every healthcare delivery encounter as they provide care themselves, are acting in a leadership capacity or are overseeing and delegating to other non-licensed assistive personnel. The course content focuses on identification, assessment, planning, design, and evaluation of evidence-based practice change to improve patient safety and outcomes.
Prerequisite(s): NUR 402, NUR 405.

MTH 120 Introduction to Applied Statistics 3 Credits

Collection and presentation of data. Measures of location and variation, sampling theory, hypothesis testing, confidence intervals, t-tests, chi-square tests, regression, and correlation. Emphasizes practical applications. Not open to business administration, chemistry, environmental, geosciences, marine sciences, math or liberal studies: marine ecological or environmental emphasis majors.
Prerequisite(s): MTH 102 or MTH 105.

PSY 201 Statistics and Research Design 3 Credits

Introduces students to statistics and research methods in the behavioral sciences. Covers the fundamentals of descriptive and inferential statistics, a variety of issues in research design, selected research designs including the case study, correlational and experimental designs. In addition, students will explore the literature in psychology in order to examine the use of statistics and research design in real research problems.

Prerequisite(s): grade of "C" in PSY 105.