Directory of Personnel School of Adult and Graduate Studies (AGS)

(620)947-3121 or 800-TABOR99 Hillsboro Campus (620)947-3121- then dial extension number Direct Line to Hillsboro President of Tabor College E-mail Address Jules Glanzer -Ext. 1057 julesg@tabor.edu VP of Academic Affairs Frank Johnson Ext. 1042 frankj@tabor.edu Sr. VP for Business and Finance Kirby Fadenrecht- Ext. 1056 kirbyf@tabor.edu Registrar Deanne Duerksen- Ext. 1045 deanned@tabor.edu Director of Financial Assistance Scott Franz- Ext. 1726 scottf@tabor.edu Tabor College (316)729-6333 or 800-546-8616 Wichita, Kansas School of Adult and Graduate Studies **VP of Adult & Graduate Studies** Terry Wise, D.Min., Ph.D., J.D. terryw@tabor.edu **Executive Assistant** Gina Willems ginaw@tabor.edu Academic Support Coordinator Deborah Reynolds deborahr@tabor.edu **Director of AGS Business Services** Misty Smithson mistys@tabor.edu Director of Enrollment Management & Marketing Adam Penner adamp@tabor.edu Admissions Representative Lori Walsh loriw@tabor.edu Interim Program Director, Business Administration Lewis Lee lewisl@tabor.edu Chair, Nursing Department Linda Moody, BSN, M.B.A., R.N.C.-OB lindam@tabor.edu **Assistant Professor of Nursing** Cynthia Ellis-Stoll, Ph.D., M.S.N. cynthiae@tabor.edu Interim MBA Program Director

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Advantages of Tabor College Adult Degree Completion Programs

People who either choose to or need to work while continuing their education frequently find no practical way of reaching their goal. Tabor College offers programs with the following advantages to meet the needs of working adults:

Individual Attention

- The cohort group offers the benefit of moving through the course of study with a small group of adults, allowing everyone to gain from the variety of experiences that each person brings to the classroom.
- The classroom atmosphere fosters the improvement of writing and speaking skills, the opportunity to increase self-esteem, and the formation of relationships that will extend beyond the classroom experience.

Classes That Fit Your Life

 Classes are held at an accessible location and a convenient time. Most classes meet one night/day a week, but selected classes meet on Saturday as well.

Applications That Matter

- Course content is focused on practical applications to everyday life and occupation.
- Classes are structured around discussions, presentations, and relevant real world scenarios.
- Through the Major Project, students have the opportunity to resolve problems in their workplace or community.

History of Tabor College

Tabor College is a Christian liberal arts college owned by the Mennonite Brethren Church. The traditional campus is in Hillsboro, Kansas. The College is accredited by the North Central Association of Colleges and Schools.

The College was founded in 1908 as a center of training for Christian service, taking its name from Mount Tabor in Israel, traditional site of the transfiguration of Christ described in Matthew 17. The College was instituted to be a place where students could encounter Christ and be transformed into

His servants. Tabor was formally adopted by the Mennonite Brethren Conference in 1934 and received accreditation in 1965. It offers majors in over 20 program areas, granting Associate of Arts (A.A.), Bachelor of Science (B.S.), and Bachelor of Arts (B.A.) degrees, as well as Master of Science (M.S.) and Master of Education (M. Ed.) degrees.

Tabor College Wichita was formed in 1993. This came from a desire to see Tabor's mission have a presence in Wichita. TC Adult and Graduate Studies currently offers Bachelor of Science (B.S.) degrees in Business Administration, Christian Ministry, and Nursing (RN/BSN); a pre-degree completion coursework in the STEPS (Studies That Enhance Program Success) Program, and a Master of Business Administration.

Supplemental Information to Catalog

Program Policies

Academic Integrity

Academic dishonesty is any act of cheating, fabrication, plagiarism, dissimulation, abuse of resources, forgery of academic documents, or sabotage, and any act aiding and abetting academic dishonesty.

<u>Definitions Used for This Policy</u>

- CHEATING is using or attempting to use unauthorized materials, information or study aide in any academic exercise. Examples: Copying homework, copying someone else's test, using an unauthorized "cheat sheet," etc.
- 2. FABRICATION is falsification or invention of any information or citation in any academic exercise. Examples: making up a source, giving an incorrect citation, misquoting a source, etc.
- 3. PLAGIARISM is representing the words or ideas of another as one's own in any academic exercise.
- 4. DISSIMULATION is disguising or altering one's actions so as to deceive another about the real nature of one's actions concerning an academic exercise. Examples: fabricating excuses for missing classes, postponing tests, handing in late papers, turning in a paper for one class that was originally written for another class (when original work is requested), etc.
- 5. ABUSE OF RESOURCES is damaging any resource material or inappropriately limiting access to resource material that is necessary for academic work. Examples: hiding library materials, removing noncirculating material from the Library, hiding or stealing another person's textbook, notes, or software, failure to return library materials when requested to do so by the Library, etc.

- 6. FORGERY OF ACADEMIC DOCUMENTS is unauthorized changing or construction of any academic document. Examples: changing transcripts, changing grade books, changing grades on papers that have been returned, forging add/drop slips, etc.
- 7. SABOTAGE is damaging or impeding the academic work of another student. Examples: ruining another student's lab work, destroying another student's term papers, etc.
- 8. AIDING AND ABETTING academic dishonesty is knowingly facilitating any act defined in 1-7.

<u>Procedures for Dealing with Academic Dishonesty</u>

1. Instructor's Initial Evaluation

The instructor shall determine if the infraction is intentional or unintentional.

- a. If unintentional, the instructor shall deal with the infraction at his or her discretion. The instructor may choose to use the system created for intentional infractions.
- b. If intentional, the procedures outlined in sections 2 and 3 shall be followed.

2. Procedure for Intentional Academic Dishonesty

- a. The instructor shall:
 - (1) Determine the sanction for his or her class. The sanction is at the discretion of the instructor, though it may involve giving the student a failing grade for the course.
 - (2) Inform the Student Services Advisor of the infraction and the sanction.
- b. The Student Services Advisor shall:
 - (1) Keep a record of reported infractions and sanctions.
 - (2) Notify the VP of AGS and the VP of Academic Affairs.
- c. The VP of Academic Affairs shall:
 - (1) Consult with the VP of AGS and the department chair to consider possible sanctions.
 - (2) Determine sanctions, which may involve upholding the instructor's decision, probation (for a duration of three modules per probationary period), or dismissal from the College.
 - (3) Notify the student and the instructor in writing of the disposition of the case.

3. Appeals

Students shall have the right to appeal the VPAA's decision by means of the same procedures used for grade appeals. At the student's request, the VPAA shall call a meeting of the AGS Appeals Committee.

Addressing Grievances

Given the high level of contact in the adult model, grievances tend to be handled informally for matters outside the academic appeal process. If a grievance relates to the classroom concerns or an academic program itself, the written grievance is directed to the program director or chair. If the grievance relates to the program director or chair, then it is addressed to the Vice President, AGS.

Students with Special Learning Needs

Students with disabilities may be eligible for academic accommodations in accordance with the Americans with Disabilities Act. Accommodations for students with disabilities are arranged in consultation with the Disabilities Advisor in the Student Success Office. The office is located in the Center for Academic Development in the library. All information related to disabilities will remain confidential. Students must report their disability to be given special consideration. Students may also contact Dr. Terry Wise in Wichita.

Academic Support Services

Peer tutors are available in the TC Hillsboro Writing Center to help students at any stage of the writing process. The Writing Center is located next to the Chapel on the main floor of the Lohrenz Building (ext. 1022). Hours are posted and vary from semester to semester. The Center for Academic Development also provides other support services such as tutoring, testing, and learning improvement programs that are arranged on an individual basis, and staff can be reached at ext. 1221 or 1223. Students may also contact Dr. Terry Wise in Wichita.

Library Book Borrowing Policy

Books checked out from the Tabor College Library are subject to circulation policies established on the main campus.

Tabor College AGS students are eligible to borrow books from Wichita State University Library through its *Community Users Policy*. Tabor College Wichita will reimburse its students the \$10 user fee upon presentation of receipt of purchase. (See WSU Library Registration for Community Users in the Appendix.)

Wichita State University Library Regulations for Community Users

Occasionally persons who are not affiliated with WSU need to borrow materials from the Library. These persons, known as Community Users, include students and faculty from other colleges, community members, and high school 9^{th} - 12^{th}

graders. Community Users are issued library cards that must be renewed each semester. The following regulations govern the use of the Community User's cards:

- 1. Cards are issued to adult residents of Kansas.
- 2. Cards are issued to Kansas high school students, ninth grade and above.
- 3. Cards are issued to students attending other colleges and universities in Kansas.
- 4. Cards are issued to members of WSU Alumni Association with proof of current membership.
- 5. A Community User's card may be obtained by completing a Community User's Information application at the Circulation Desk. Two forms of identification must be presented: one that shows the applicant's name and current Kansas address, and the second showing the applicant's Social Security number. Community Users must show Social Security verification before a card will be issued. There is a one-time fee for producing the photo ID card.
- 6. The Community User's card is issued for the current semester and must be renewed each semester. There is no charge for renewals as long as the ID Card is kept. Continued borrowing privileges are contingent upon adherence to the Library's lending regulations.
- 7. Community Users may check out two items at one time. The items checked out may be a combination of books, government documents, or microforms. No additional items may be checked out until the original items have been returned.
- 8. Items may be renewed twice by bringing them to the Circulation Desk. Most books may be renewed by phone. (Contact the Circulation Desk for phone renewal guidelines.)
- 9. Reference books and periodicals may be used only in the Library.
- 10. Materials may not be checked out through interlibrary loan.
- 11. If a book is kept past the due date stamped on the date due slip in the front of the book, the patron will be charged a fine of \$.25 per day per item. If a book is lost or not returned, the patron must pay for the cost of the book plus a \$7.00 processing fee.

12. For exceptions to the above lending regulations, a Community User's exception form must be completed and approved by the Administrative Services Librarian. These exception forms must be completed each semester to continue with extra privileges.

Library hours vary. Hours are available by telephone at 316-978-3481.

Technical Information (current as of 1/1/11)

Every effort is made to ensure that Tabor College AGS students are provided with current and relevant technical resources to assist their academic efforts.

These tools include but are not limited to the following:

- 1. A Tabor College e-mail address which is the e-mail used for official communication from Tabor College.
- 2. Access to the My Tabor system which is the online learning system currently utilized by Tabor College Learning Management System.
- 3. Access through the Tabor College website to a variety of online library resources, including the Tabor College Library Catalog, a number of databases, and the Net Library e-Book system.

A separate orientation for each system will be provided.

In the event that technical difficulties are experienced, please direct all inquiries to Misty Smithson at mistys@tabor.edu or or 316-729-6333.

Severe Weather Policy Tabor College in Wichita will not close unless extreme weather conditions prevail. Students and staff are encouraged to consider their own safety when making travel decisions. Faculty are asked to be understanding when people are absent because of weather-related circumstances. If a weekday class is canceled, the instructor and the students will be notified by the Wichita office staff as soon as possible on that day. In the event of severe weather on a Saturday, students are advised to listen to local radio and television stations for class cancellations or check the Tabor College website. The missed class will need to be made up, and how that is done is the responsibility of the class and instructor.

In the event of an emergency weather situation, such as a tornado, faculty and students should REMAIN IN THEIR CLASSROOM, and take cover beneath the tables. In the event of a fire, students and faculty should make their way out of the building as quickly as possible and reassemble in the parking lot in front of the building. For a complete list of all procedures, please refer to the Emergency Procedures explanation included in this handbook.

Emergency Procedures

Bomb threat

If the school receives a bomb threat, the person answering the phone needs to pay detailed attention to the caller's voice, background noises, etc., and write down exactly what the caller says. Get as much information as possible from the caller including:

- Time the call was received
- Time the call terminated
- Exact words of caller
- Location of bomb
- Time set to detonate
- Why was it placed?
- Description of voice- male/female, calm, frightened, accent, slang, background noises, etc.

Immediately following the receipt of a bomb threat:

- Call 911
- Quickly and orderly evacuate the building to a safer area the parking lot on the east side of the building. During office hours, the Dean, AGS or faculty member will meet the police/bomb squad to answer questions. If after hours, during class time, then the person who called in the report is the designated person to meet the police.

Fire

Only persons knowledgeable in the use of portable fire extinguishers should try to put out fires confined to a small area (e.g., trashcans, small appliances, etc.).* If the fire leaves the confined area and becomes threatening to the persons trying to extinguish it, then everyone is to evacuate immediately.

Evacuate to the designated meeting area, which is the parking lot in front of the building. Call 911. Our address is 7348 W 21st St., #117, Reflection Ridge Plaza. Someone needs to be available to tell the fire response teams the location of the fire.

Fire extinguishers are located in the hallway across from the conference room door and also in the hallway to the left of the receptionist's desk and at the end of the hallway leading to classrooms 4 and 5.

*Using a Fire Extinguisher:

Follow the PASS method. Hold the extinguisher upright and

- Pull the pin
- Aim at the base of the fire from 8-10 feet away
- Squeeze the handle
- Sweep at the base of the fire with the extinguishing agent

Medical Emergencies

Contact 911. Give your name and address (Tabor College, 7348 W 21st St, #117). Let them know the nature of the emergency and report any known medical facts such as the doctor's name, medications, health problems, etc.

Suspicious Objects

Anytime a suspicious object is located:

- Do not touch or disturb the object in any way
- Get a good description of the object including size, color, markings, etc.
- Identify the exact location of the object
- Clear all persons from the vicinity
- Contact 911

Suspicious Persons/Intruders

If the intruder presents a danger or a nuisance and will not leave the premises, call 911 for assistance. Never be left alone with an intruder. Call another person to your side. Keep the intruder calm until assistance arrives.

Tornado

City sirens will warn you of a tornado in the area. Stay in your classrooms and immediately move under a sturdy piece of furniture, using your arms to protect your head and neck. Remain as such until danger has passed. Faculty will make this determination.

Policy Against Harassment

Philosophy

Tabor College will continuously work toward an environment which is free from threatening or offensive behavior. Full encouragement will be given to all members of the Tabor community to report any untoward incidents that threaten a physically or emotionally safe environment.

<u>Policy</u>

Tabor College will not tolerate harassment based on sex, race, national origin, religion, age, disability, or any other class protected by law.

Specifically, regarding sexual harassment, no administrator, faculty, or staff member shall threaten or imply that an employee's or student's refusal to submit to sexual advances will adversely affect the employee's employment, evaluation, pay, financial aid, or other standing or advancement as a student. No administrator, faculty, or staff member may sexually harass another employee or student in such a way that the work or academic environment is intimidating, hostile, or offensive. Sexual harassment includes, but is not necessarily limited to: touching, propositions, advances; abusive, suggestive language of a sexual nature; suggestive jokes or comments about a student's or employee's body or clothing; display of sexually suggestive cartoons, pictures, paraphernalia, or photographs.

Racial harassment includes, but is not necessarily limited to, jokes, comments, cartoons, pictures, etc. which are racially derogatory.

The absence of an intent to harass is not determinative of whether harassment has, in fact, occurred.

Procedure

- 1. Any person (Complainant) who experiences unlawful harassment based on sex, race, national origin, religion, age, disability, or any other class protected by law, is encouraged to speak directly with the person whose actions are unwanted (Respondent). It is acknowledged that often in situations of harassment, the imbalance of power precludes the ability of one to confront the other on a one-on-one basis. In such situations the incident(s) as set forth in Point 2 below.
- 2. If the Complainant is a student, the incident(s) should be reported to a member of the Student Development Office staff or a faculty member. If the Complainant is an employee, the incident(s) should be reported to the employee's immediate supervisor (unless that person is the Respondent), or Department Head, or any Vice President. If the Respondent is a Vice President, the incident should be reported to the President. If the Respondent is the President, the incident should be reported to the Chair of the Tabor College Board of Directors. Regardless of where the incident is first reported, when it does not involve a Vice President or the President, it shall also be reported to a Vice President, since all V.P.'s will have been oriented to how the intervention should occur.
- 3. The V.P., or another person that he or she may designate as an intermediary, will attempt to arrange a meeting with the Respondent

- and the Complainant, if the Complainant is willing. Ideally, in this meeting the issues can be resolved to everyone's satisfaction. Additional meetings or interventions may be pursued.
- 4. If the Complainant chooses not to pursue the incident(s) but the intermediary is satisfied that inappropriate behavior did occur, the intermediary must inform the President of the incident(s). The President will then decide what further course of action is most appropriate. This is mandated because, if an incident did occur, the College must be made officially aware so that corrective action can be taken.
- 5. If the issues are not resolved in these meetings and if the Complainant believes they cannot be resolved through this and subsequent informal meetings to his or her satisfaction, he or she may file a formal complaint. This complaint shall be in writing and addressed to the President.
- 6. At the point of filing a formal complaint, both the Complainant and the Respondent shall have an opportunity to have a person who will serve as a liaison to assist them with the communication regarding the process. The liaison for each party shall be approved by the President.
- 7. Upon receiving the formal complaint, the President will appoint a three-person Findings Committee, one of whom must be approved by the Complainant, to investigate the incident(s). This committee should be appointed as soon as possible so that the process can be expedited. Both the Complainant and the Respondent shall have an opportunity to meet separately with the Findings Committee. The Findings Committee shall render a judgment as to whether harassment or inappropriate behavior did occur, and shall submit a report containing its conclusions to the President within fourteen (14) working days of the Committee's appointment.
- 8. If the Findings Committee determines that no harassment occurred, all parties will be informed and the issue will be closed unless an appeal is made.
- 9. If the Findings Committee determines that harassment did occur, the President and the Vice President within whose area the Respondent is employed (and the immediate supervisor if it seems appropriate) will determine the consequences to the Respondent.
- 10. The consequences will be shared with the Respondent and, to the extent which seems appropriate, with the Complainant. The consequences may be punitive but will also attempt to restore persons and relationships.

Consequences may include, but are not limited to, immediate dismissal or termination of employment, mandated counseling, accountability procedures, and probation.

11. The Complainant has the option of appealing the results of the Findings Committee (Point 7 above) if the Committee finds in favor of the Respondent. The Complainant may also appeal the consequences assessed (Point 9 above). The Respondent has the option of appealing the findings and/or the consequences after the consequences have been assessed (Point 9 above). In any instance, appeal will be to the President (or to the Executive Committee of the Board of Directors if the President is the Respondent) and must be made within 30 days from the time the party is notified of the findings and/or consequences. The decision of the body to whom the appeal is made will be final.

A commitment to appropriate communication among all members of the conflict should be sought throughout the process.

Addendum to Tabor College Wichita Student Handbook

Nursing Department

History of Tabor College and the Nursing Department

Tabor College was founded in 1908 by local members of the Mennonite Brethren denomination which is part of the broader Mennonite family of Christian believers who trace their origins to Menno Simons and others in Europe in the sixteenth century. These believers were often called "Anabaptists" because they believed strongly that believers should be baptized "again," following infant baptism, giving witness as adults to their mature and determined commitment to Christ as Savior and Lord. As a result of persecution and economic pressures, some Mennonites migrated to Russia where Catherine the Great made land available to them. It was there that the Mennonite Brethren denomination was established. Approximately 100 years later, many Mennonites, including Mennonite Brethren, migrated from Russia to the Great Plains of the United States and Canada. The Mennonite Brethren and a similar group, the Krimmer Mennonite Brethren, saw the need for an institution of higher education and chose Hillsboro, Kansas for its location. Tabor College was established in 1908.

The college operates under the Board of Directors of the Conference of the Mennonite Brethren Church of North America. The college operates under its own charter. The Board of Directors is responsible to the Mennonite Brethren churches of Central, Southern, Latin American and North Carolina districts. These districts are all located in the United States. The churches of the representative districts elect the majority of the Board of Directors. Two exofficio positions exist on the Board which are the district minister of the Central District and the district minister of the Southern District. A student representative and a faculty representative from Tabor College also serve as board members.

The Mennonite Brethren have a long history of Christian compassion and caring, serving the physical and spiritual needs of people. Following this tradition, Tabor College personnel and students are urged to experience service and service learning. Living in a manner, which reflects Jesus and living a life where members are accountable to one another, is emphasized in the church community. Tabor College requires that its faculty and staff be able to articulate and practice a strong faith in Jesus Christ.

In 1995, a strategic plan was initiated. The plan, approved by the Board of Directors in May of 1998, included a strategy to develop a Bachelor of Science in Nursing (BSN) program. The first component of the strategy was to develop an RN to BSN admission track on the Wichita campus resulting in a BSN degree.

The second component was to develop a four-year nursing admission track on the Hillsboro campus also resulting in a BSN degree.

In June of 1999, the first chair was procured for the nursing program. Development began in August of 1999. On June 12, 2000, Tabor College received approval from North Central Association of Colleges and Schools to proceed with the RN-BSN program. A feasibility study was conducted in the summer and fall of 2000. After careful consideration, the Tabor College Board of Directors decided not to proceed with the four-year program at the Hillsboro campus. The RN-BSN program was scheduled to start at Tabor College of Wichita on February 14, 2001, however, a Kansas snow storm caused the cancellation of classes, and thus, the program began on February 21, 2001.

Mission Statement of the Nursing Department

The mission of the Nursing Department is to educate nurses who are caring, accountable, and knowledgeable, and are able to use critical and reflective thinking to articulate decisions, appreciate diversity, exhibit high standards of professional behavior, and are professionally competent. Congruent with the mission of Tabor College, the program encourages students to achieve their highest potential while serving Christ and His church ministering to the nursing needs of society. The program serves registered nurses who desire to develop personally and professionally by pursuing a bachelor's degree in nursing.

Nursing Department Expected Outcomes

RN-BSN Degree Completion Program Expected Student Outcomes

Graduates with a Bachelor of Science in Nursing degree from Tabor College are competent professional nurses who appreciate diversity and provide professional nursing services demonstrating ideals for Christ. Graduates will be able to:

- 1. Create an atmosphere of life-long learning in nursing practice by:
 - a. Integrating and applying contemporary knowledge from a liberal education to make decisions when delivering holistic nursing care.
 - b. Translating and sharing reliable current evidence to advance nursing practice, make clinical decisions, and improve patient outcomes.
 - c. Understanding, utilizing, and appreciating the changing use of technology in the practice of nursing.
- 2. Engage in the art of nursing in a professional and ethical manner by:

- a. Promoting health and providing outcomes directed care for diverse populations experiencing multiple and complex health problems through use of the nursing process.
- b. Integrating leadership skills, management principles, and ethical decision- making throughout professional nursing practice.
- c. Utilizing effective communication and collaboration skills to deliver evidence-based patient-centered care.
- 3. Support the commitment to a life of professional service by:
 - a. Providing caring, accountable, and competent nursing care while displaying personal integrity and professionalism.
 - b. Recognizing the inherent dignity of human worth and displaying respect for cultural diversity.
 - c. Advocating for the ever-changing health care needs of a culturally diverse and complex society.

(Rev. 08/2010)

NURSING FACULTY Expected Outcomes

The faculty members of the Tabor College Nursing Department are competent professionals who appreciate diversity and provide excellence in education, while integrating Christian values and convictions. The nursing faculty of Tabor College:

- 1. Commits to patient advocacy and welfare as a foundation to professional nursing practice.
- 2. Design learning opportunities for students that support empathetic, sensitive, and compassionate care for individuals, groups, and communities across all environments while integrating Christian convictions and values into learning experiences.
- 3. Participates in professional activities to augment the increasing body of nursing knowledge which promotes nursing practice and education.
- 4. Maintains current nursing knowledge and practice skills in areas of clinical and teaching expertise.

Philosophy of the Nursing Department

The faculty recognizes the autonomous and interdependent essence of nursing and the responsibility for professional identity and practice. Consistent with what Mennonite Brethren understand to be biblical, the faculty is committed to providing quality, Christ-centered education. Congruent with Christian values

of caring, faith, and service, the faculty believes that all individuals possess dignity and worth and have equal rights of freedom and choice. As holistic beings with physical, psychological, social, and spiritual dimensions who search for a relationship with God, individuals develop internal values and ethical beliefs influenced by others and the Scriptures. The relationship between individuals is powerful, reciprocal, and dynamic. Relationships provide the foundation for direct and indirect therapeutic interventions and for interdisciplinary collaboration.

The nursing curriculum builds on previously acquired knowledge for which students are responsible. Successful integration of liberal arts education and nursing education requires guidance from faculty to build bridges between general concepts and professional nursing practice. Professional nursing practice is based in an ever-changing environment. Lifelong learning and active participation in the processes affecting nursing will aid in socializing students into the profession.

Four unifying concepts are the foundation of the discipline of nursing. These are person, health, environment, and nursing practice.

Person

God creates each person in His own image, possessing inherent worth. People are multidimensional, dynamic beings developing throughout the lifespan. Each person is recognized as unique with physical, psychological, social, and spiritual dimensions that are interrelated. Each individual possesses a conscience, an eternal soul, and has a right to self-determination and to make informed choices.

As individuals develop over life spans, they are influenced by family, culture, community, and faith. The family, whether traditional or nontraditional in structure, remains the most significant factor in the growth and development of the individual and provides the basis for learning cultural norms, values, and roles. Family is foundational to a society composed of groups and communities. Within this network of relationships, society shares mutual obligations with human beings to preserve and influence the health of individuals toward high-level wellness.

Health

Health exists along a wellness-illness continuum influenced by environment, culture, values, individual perceptions, and resources of the individual, family, group, or community. Health is a state of complete physical, mental, and social well-being and not merely the absence of disease or infirmity (WHO).

Equitable access to healthcare for all is essential to promote quality and years of healthy life. While individuals retain the ultimate responsibility for their health and of those dependent on them, families, groups, communities, nations, and the global community share responsibility for health status.

Environment

Environment is multidimensional and dynamic consisting of the internal and external surroundings of the individual, family, group, or community and is an integral component of the human experience. The provision of nursing care, which occurs in the environment include the monitoring, management, and manipulation of the environment. Physical, political, socioeconomic, cultural, and natural phenomena effect the environment.

Nursing Practice

Nursing practice envelopes a broad-based, well defined, expanding body of knowledge, theory, and ongoing research in which practice is rooted and cultivated. The practice of holistic nursing combine science with art as the profession draws from the biophysical and psychosocial sciences and adapts and applies knowledge from other disciplines as appropriate. Recognizing the distinction between disease and the individual's illness experience underpins nursing practice. Nurses engage in collegial dialogue about professional practice in a manner respecting privacy and personal integrity. Nurses manifest caring for clients, who are unable to care for self, by advocating for the client and facilitating health in all dimensions. Nursing actions are guided by the nursing process of assessment, diagnosis, outcome identification, planning, implementation, and evaluation which result in the attainment of optimal wellness, where maintenance, restoration, or, where indicated, of achieving a comfortable, dignified death. The professional nurse demonstrates respect by supporting fairness and nondiscrimination in the delivery of care. The professional nurse evaluates self, the outcomes of nursing actions, questions inconsistencies, resolves conflicts, and utilizes critical thinking in attaining optimal client outcomes.

NURSING EDUCATION

The faculty believes liberal education provides a solid foundation for the development of clinical judgment skills necessary for professional nursing practice. Through liberal education, students encounter a diversity of thought that enables them to integrate varied perspectives and divergent experiences. Knowledge from the arts and sciences enable the professional nurse to develop

and use personal standards to make sound decisions when evidence is scant or conflicting and to articulate ideas effectively in written and spoken forms.

Students of the nursing program are already registered nurses possessing basic foundational knowledge and thus are able to function as competent, licensed client care nurses. They are prepared to provide and manage care as members of the discipline of nursing. The department is designed to build on the student's current nursing science foundation. The program prepares nurse generalists with core knowledge of the following:

- Health Promotion, Risk Reduction, and Disease Prevention
- Illness and Disease Management
- Information and Health Care Technologies
- Ethics
- Human Diversity
- Global Health Care
- Health Care Systems and Policy

The baccalaureate nurse is guided by professional standards and exhibits affective, behavioral, and cognitive abilities consistent with the roles of:

- Provider of Care
- Designer, Manager, and Coordinator of Care
- Member of the Profession

In the role of provider of care, the baccalaureate nurse uses theory and research-based knowledge in the direct and indirect delivery of care to clients and in the formation of partnerships with clients and the interdisciplinary health care team. As a designer, manager, and coordinator of care, the professional nurse utilizes information from numerous sources to guide the client through the health care system. Skills essential to this role development are communication, collaboration, negotiation, delegation, coordination, and evaluation of the profession, the baccalaureate nurse embraces lifelong learning, incorporates professionalism into practice, and identifies with the values of the profession.

Students bring varied nursing knowledge and experience into the classroom. Thus, learning occurs in an interactive environment for the students and faculty. A variety of learning strategies are employed as faculty facilitates this dynamic learning process. Integration of theory and nursing practice occurs in diverse practice settings.

The faculty believes that student-teacher relationships are based on mutual trust and respect with the common goal of learner success. As educators, the faculty is committed to excellence in teaching, scholarly activities, altruism,

and practice. Participating in these essential activities enhances and furthers Christian service, the nursing program, and the profession of nursing.

The teaching-learning process provides the educational framework through which changes in behavior and lifestyle occur. Within the curriculum, the learner is provided with ample opportunity to use the knowledge, attitudes, and skills consistent with the practice of professional nursing. A unique aspect of Christian nursing education is the refinement of knowledge regarding spiritual dimension of client care and the integration of biblical perspectives into nursing practice. Faculty members confidently share views but do not force students to subscribe to those views. The integrity of the student's perspective is respected.

The faculty accepts responsibility for promoting professional pride and preparing graduates who are concerned and committed to society's health and well-being. The program prepares graduates for graduate study as a continuing route to advancement.

Reviewed 8/11

RN-BSN Admission Requirements

- 1. A minimum Grade Point Average (GPA) of 2.5 is required to enter the program. Anyone who does not meet this requirement may appeal through the Chair of the Nursing Department or will be conditionally admitted. Students who have a grade point average of less than 2.5 but at least a 2.0 may be granted conditional admission to the RN-BSN Program. Upon successful completion of the first three modules with a grade point average of 2.0 or better, the conditional admission status will be dropped. If the student does not attain a grade point average of 2.0 or better in each of the first three modules, the student will not be allowed to continue in the program.
- 2. Students must submit <u>Application for Admission to the RN-BSN Program</u> and pay a \$20 non-refundable application fee.
- 3. Students must provide evidence of current knowledge of universal precautions, CPR certification, Blood Borne Pathogen knowledge, license, and HIPAA regulations at orientation. Students are expected to maintain current certifications while enrolled and must provide written documentation of this prior to each practicum experience.
- 4. Complete the <u>Confidential Health Record for RN-BSN Program</u> form and provide evidence of freedom from tuberculosis at the beginning of the program and prior to each practicum experience. Annual TB skin tests or chest X-rays are required and written documentation of this must be provided by the student. For practicum experiences, agency specific health requirements must be met (documentation will be kept on file at Tabor College Wichita.)
- 5. Evidence of acceptable personal health insurance must be provided at the beginning of the program and prior to each practicum experience.
- 6. Evidence of malpractice insurance of \$1,000,000 per occurrence/\$3,000,000 per year aggregate coverage must be provided at the beginning of the program and prior to each practicum experience. Students are expected to maintain malpractice insurance throughout enrollment and are required to provide written documentation of this.
- 7. Submit to a background check prior to or during Module 1. Any deviations in the results may limit practicum experience and will require academic advising with the Chair, Nursing Department. Students with any noted deviation is first provided the contact information to clarify and verify any reported information on an uncleared background check.

8. It is the student's responsibility to make sure that all credentials are current and up-to-date. Any deficiencies may render the student unable to complete practicum requirements and could be cause for administrative withdrawal from the nursing program.

Applicants will be considered as they meet admission requirements and all materials have been received by Tabor College of Wichita. Those having met these criteria will be admitted until the selected cohort group is full.

Students will be required to have access to a computer with the following hardware and software:

Windows XP or later operating system Microsoft Word 2003 or later Microsoft Power Point 2003 or later

Microsoft Excel 2003 or later

Internet access from home, work, or public to complete assignments Students will also be expected to complete a computer competency exam prior to enrollment in the first module demonstrating adequate knowledge of MS Word, MS Power Point, MS Excel, and the ability to write, read, and send email messages. Students will be required to submit course documents in the College approved format for course submission and grading purposes.

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Health Requirements

The student must present medical certification indicating health status, current list of immunizations or disease records, laboratory tests within expected normal limits or evidence of effective intervention(s) in process and tuberculosis skin test (Mantoux) or chest x-ray and other laboratory results as indicated by the Confidential Health Form included in the Forms Packet distributed on the first session of class. Students must meet agency standards and requirements for practicum experiences.

A current Tetanus within the last 10 years as well as a completed Hepatitis B vaccine series or signing the <u>Hepatitis B Vaccine Declination Form</u> is required. This form is located in the forms packet distributed on the first session of class, or will be provided by the WICHITA staff upon request. Current immunization requirements follow the recommendations of the Centers for Disease Control (CDC).

The financial implications of any student injury and/or illness acquired in the program are responsibilities of the student.

Students will provide their own transportation for sites away from the practicum agencies, unless the agency provides vehicle, transportation, insurance information to the Tabor College, Chair, Nursing Department (like a state vehicle). In other words, students should always use their own vehicles for driving to various practicum sites.

Practicum Experiences

Practicum Policies

- All oral and written reports are confidential. Only initials of clients are
 to be used in any written material or other reports. Information
 concerning clients is to be used ONLY in areas to further your education
 with responsible staff and faculty.
- The practicum preceptor has the authority and responsibility to remove any student from the practicum area whose condition or behavior is determined to jeopardize self, client/s or others.
- The student is to notify the preceptor upon arrival and departure from the practicum area.
- Personal calls received in the practicum area should be directed to the preceptor.
- Permission from preceptor must be obtained for personal use of the phone in the practicum area.
- Personal cell phones may be used only during breaks or as designated by agency policy.

Practicum Procedures

This section of the RN-BSN Program Handbook provides students with basic information regarding practicum experiences within the nursing curriculum. Two theory courses have practicum experiences that start concurrently. The theory courses are NUR420 Nursing in the Community (3 credits) and NUR450 Advanced Concepts of Nursing Leadership and Management (3 credits), while the practicum courses are NUR421 Nursing in the Community Practicum (2 credits) and NUR451 Advanced Concepts of Nursing Leadership and Management Practicum (2 credits).

The community experience is 40 contact hours and the leadership/management experience is 40 contact hours. Students are given 10% of their hours for time spent with their instructor and journaling the practicum experiences.

Practicum experiences may extend beyond the end of the course. Students will need to check their course schedule for the date when all assignments for practicum must be submitted. Theory and practicum courses are letter-graded independently. A list of Cooperating Agencies will be available to students prior to the start of each practicum course.

Practicum Process

- 1. Meeting(s) will be held with practicum instructors according to the cohort's master schedule.
- 2. At the first meeting, students will be given specific practicum instructions.
- 3. Students will select a practicum agency, with the assistance of their practicum instructor.
- 4. Students will select a practicum preceptor. First time preceptors will need to complete the Preceptor must have at least a BSN to qualify as an acceptable preceptor for practicum.
 Preceptors are agency RN's who chose to work with Tabor College RN-BSN students.
- 5. Students and practicum instructor will confirm a current agency agreement. If no agency agreement has been initiated, the Chair of the Nursing Department, with the student and/or practicum instructor's assistance, will initiate the formal process for the agency to become a Cooperating Agency with Tabor College. This process may take weeks to complete. Students and practicum instructors need to plan accordingly for successful and timely practicum experiences.
- 6. Students validate needed health information, current unencumbered RN license, current malpractice insurance, and all specific requirements of the selected agency.
- 7. Students develop their specific practicum objectives.
- 8. Students complete all paperwork associated with the selected agency's practicum requirements.
- 9. A meeting with the practicum instructor to approve/sign the completed paperwork is held <u>prior</u> to the start of any on-site practicum experience. This paperwork includes all agency specific forms, if applicable.
- 10. Students may begin the selected practicum experience (40 hours for community and 40 hours for leadership/management).
- 11. Students complete course written documentation as specified by instructor.
- 12. Students meet with practicum instructor during practicum experiences.

- 13. Students meet with practicum instructor for final practicum evaluation review at the completion of the practicum experience.
- 14. Students provide a copy of their completed practicum evaluation tool to instructor to be retained by Tabor College.

Exceptions to the above guidelines may be made at the instructor/Chair the Nursing Department's discretion.

If policies or processes are altered, then written notification will be distributed to students prior to the coordination and beginning of their next practicum experience.

Confidentiality Statement

Clients have an inherent right to expect that all communications and records pertaining to their care will be treated as confidential. Release of information to unauthorized person(s) is an invasion of privacy. Therefore, students are to limit discussion of client information to professional communication in the practicum area and in course related education. No other discussion is permitted. Violation of confidentiality will result in practicum probation and/or termination from the program. Students are asked to **sign** the Confidentiality Statement Form located in the Forms packet distributed on the first session of class.

Client Care- Potential Exposure to Contagious Diseases

During practicum experiences, students may be exposed to contagious conditions.

Should a student puncture himself/herself with an uncontaminated needle, this procedure is to be implemented:

- The student is to notify the practicum preceptor at the practice site at the time of the occurrence. When it is determined the needle has not contacted any blood or body fluids and was sterile at the time of the puncture, no risk is involved and no follow-up is required.
- The practicum instructor for the course is to be notified by the student within 24 hours. If the practicum instructor is not readily available, the Chair the Nursing Department or designee at Tabor College Wichita is to be notified by the student within 24 hours of the exposure.

Should a student expose himself/herself with a potentially contaminated body fluid, this procedure is to be followed:

- The student is to inform the preceptor at the practicum site at the time
 of the occurrence. The practicum instructor is to be notified by the
 student within 4 hours. If the practicum coordinator is not readily
 available, the Chair the Nursing Department or designee at Tabor
 College Wichita is to be notified.
- A written report is to be filled out and filed as directed by the preceptor.
- Hepatitis B and HIV screenings are strongly recommended. These are at the student's expense.
- A second screening for Hepatitis B and HIV is recommended six months after the exposure, at the student's expense.
- If a student refuses the blood screenings, the student is to sign a Release of Responsibility form which will be placed in the student's permanent file. Please refer to the Release of Responsibility Form located in the Forms packet distributed on the first day of class.

Student Appearance and Uniform in the Practicum Agency

Students are expected to be neat, clean, professionally dressed in accordance with the selected practicum agency dress code. Attire should be comfortable and reflect positively upon Tabor College.

Should a student arrive at a practicum agency inappropriately dressed, he/she will follow the expectations of the practicum preceptor and may be asked to leave the agency. The practicum instructor and/or designee may also ask an inappropriately dressed student to leave the practicum agency.

Student ID Badge

The student's Tabor College Wichita name badge must be worn while participating in any practicum experience. The badge may not be worn while working in any clinical area as an agency employee or as a volunteer unless it is a school-related activity. Students receive photo ID badges at the start of the nursing program.

Criteria for Practicum Grade (Rev. 08/10)

The practicum grade will be on a letter-graded basis. The practicum instructor will provide students with a rubric outlining the grading requirements of the course.

The following three criteria will also be considered in determining the student's grade:

- A. Safety in nursing practice as evidenced by:
- 1. Developing practicum objectives before practicum performance.
- 2. Completing assignments as assigned in writing by instructor by due date.
- 3. Preparing for the practicum experiences before arriving at the practicum area.
- 4. Assuming responsibility for reporting, recording and required follow-through when error occurs.
- 5. Planning for mentor/preceptor assistance and supervision.
- 6. Identifying strengths and deficiencies to preceptor and faculty on the Practicum Evaluation Tool.
- 7. Developing a plan, with instructor guidance to correct deficiencies.
- 8. Implementing performance with mentor and instructor.
- 9. Validating performance with mentor.
- 10. Utilizing standards of nursing care during nursing practice.
- 11. Maintaining confidentiality.
- B. Satisfactory implementation of each step of the nursing process according to:
 - 1. Practicum Objectives.
 - 2. Practicum Evaluation Tool.
 - 3. Standards of Care.
- C. Continued growth and self-direction in nursing situations as demonstrated by:
 - 1. Assumption of responsibility for care of clients.
 - 2. Identifying nursing priorities and interventions and responding appropriately.
 - 3. Demonstrating Christian principles in nursing practice.
 - 4. Appropriate nursing judgments (as determined by preceptor/mentor) and standards of care.
 - 5. Acceptance of responsibility for personal health.
 - 6. Professional conduct and appearance.
 - 7. Professional nursing competency.

Meeting the above three criteria are the minimal requirements essential for all students to become a safe nurse generalist at the baccalaureate level.

Any student deemed unsafe by mentor/preceptor/instructor for academic, physical or emotional reasons may be dismissed from the practicum area.

*Refer to the Absence and Tardy Policy

Probationary Status Guidelines

In the event a student is unprepared for practicum or displays any condition or behavior that may jeopardize self, client(s), or others, the student may be placed on practicum probation. Inadequate or unsafe condition or performance may be determined by the preceptor.

The student will be notified in writing and through an individual conference by the practicum instructor within seven (7) school days of inadequate practicum performance.

Terms of probation will be individualized for each student according to the student's level of learning needs and will be constructed in writing by the preceptor and with the student's input.

Length of probation will be determined according to the length of the practicum and dates will be set by the instructor.

Probationary status will be removed when the student meets all terms of probation.

Terms of probation must be met before the student will be allowed to enroll in subsequent practicum courses.

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