NURSING PROGRAM

303 Taylor Health Science Center
(435) 879-4810
http://dixie.edu/health/nursing

To find faculty & staff phone numbers and email addresses, please consult the College Directory http://www.dixie.edu/directory/directory.php.

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Department Secretary
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School of Nursing and Allied Health

Dean
Dr. Carole Grady

Administrative Secretary
Colleen Hales

Program Description

The mission of the Dixie State College Nursing Program is the education of nurses at the associate and baccalaureate levels who are dedicated to excellence in health care. Our goals are to:

- Provide an innovative and collaborative learning environment.
- Prepare generalist nurses who can practice in various health care settings.
- Apply evidence-based practice in educational and clinical settings.
- Enhance the quality of life of diverse individuals, families, groups, communities, and society.
- Promote responsibility and commitment to lifelong learning.

Philosophy

As an integral part of Dixie State College of Utah, the nursing faculty collectively assumes responsibility for supporting and maintaining the mission and goals of the College. The nursing program contributes to the functioning of Dixie State College of Utah as a comprehensive state college and community college by offering nursing education at the Associate of Applied Science Degree and Baccalaureate Degree in nursing levels. Students in the ADN program are eligible to test for state licensure as registered nurses. The Nursing faculty has defined the following terms as part of their philosophical beliefs regarding nursing and nursing education:

**Clients** are recipients of nursing care and include individuals, families, groups, communities, and society.

**Health** is a subjective perception of what makes life meaningful and manageable and is a result of adaptation to life’s immediate experiences to maintain physical, psychological, social, spiritual, and cultural harmony.

**Environment** is every factor, internal and external, that provides the context for human life. People and their environments are inseparable. The combined influences of the external and internal environments determine state of health.

**Nursing** is the autonomous and collaborative care of clients using unique knowledge to promote health and adaptation to illness, wellness, disability, and dying. Nursing care is guided by morals, ethics, and advocacy.

**Healthcare** is a system for the delivery of resources to promote wellness as well as prevent and manage illness.

**Associate Degree Nurses** (ADN) practice in the roles of care provider, care manager, and member within the discipline of nursing. ADN graduates are registered nurses who provide direct care to clients with complex health needs; adjust care as client situations change; collect and analyze data from clients, families, and other health care resources; formulate appropriate nursing diagnoses; develop and revise plans of care based on client decisions; and collaborate and communicate with clients, families, and other health professionals. ADNs also are accountable for care of their clients, and of those whose care has been delegated to others, including licensed and unlicensed health care workers.

**Bachelor of Science Degree Nurses** (BSN) are professional nurses who have more extensive opportunities for practice than Associate Degree Nurses. The BSN practices in the role of provider, manager, and coordinator of care as well as functioning as a leader of care teams. BSN graduates use research, information technology, ethical frameworks, political advocacy, and policy making in the provision of care with individuals, families, groups, and communities across the lifespan and across the continuum of healthcare environments. The BSN graduate is accountable for his or her own practice and care delegated to others. The BSN is generally a prerequisite for graduate nursing education.

**Nursing education** is a lifelong process which includes reflection, intellectual challenge, and practice. It encompasses the development of knowledge, skills, and personal and professional values. Nursing education facilitates the learning process through the assimilation of knowledge and the acquisition of eight competencies which include critical thinking, technical skills, therapeutic communication, leadership/management, time management/organization, professional behavior, caring, and the nursing process. A supportive environment for nursing education is one of caring in which all persons are respected, trusted, and nurtured. Through education, the faculty endeavors to develop and enhance learners’ individual growth, professional practice and social responsibility, and leadership in increasingly complex health care environments. Education is the progressive discovery of knowledge and possibility. Our aim is for students to recognize what they do and do not know, and how to acquire what they need to know.
Teaching/learning is a collaborative process in which the nursing instructor, informed by the curriculum, evidence-based nursing practice, and teaching and learning theories facilitates the nursing student preparedness to meet the goals and outcomes of the nursing program and the NLCEX® exam.

Competencies
The eight competencies that the student develops across the curriculum include:

- **Critical thinking** is the ability to think in a systematic and logical manner when posed with a thinking challenge. Critical thinking in nursing is used for clinical judgment and decision-making that ensures safe nursing practice and quality care. Critical thinking requires an attitude of inquiry, openness to questioning, and reflection on the reasoning process.

- **Technical skills** require technical competence. Such competence is demonstrated by the ability to use equipment and supplies with confidence and skill, thus meeting client needs. It also includes the ability to adapt procedures and equipment to meet client needs in diverse situations and care settings.

- **Therapeutic communication** is the ability to apply concepts of communication and therapeutic interaction in building and maintaining relationships with clients, families, groups, communities, and other members of the health care team. Communication promotes the value of each individual, group, or community including their strengths, abilities, and challenges to achieve established goals. It is dependent upon caring.

- **Leadership/Management** Leadership requires personal traits necessary to establish vision and goals for a group and the ability to execute them. Management requires personal traits necessary to plan, organize, motivate, and manage a group of people and their resources. Leadership and management include delegation, evaluation, conflict resolution, and collaboration with other members of the health care team.

- **Time Management/Organization** is the responsibility and accountability to client, peer, and employer environments through a sound work ethic. It is demonstrated through attendance, work within designated standards, performance of assigned responsibilities, prioritization of care, and effective use of time.

- **Professional behavior** is characterized by a commitment to the profession of nursing. Professional behavior involves adherence to standards of nursing practice; accountability for actions and behaviors; and nursing practice within legal, ethical, and regulatory frameworks.

- **Caring** is the recognition and acknowledgment of the value of individuals, families, groups, communities, and other members of the health care team. Caring is an altruistic philosophy of moral and ethical commitment toward the protection, promotion and preservation of human dignity and diversity. Caring is the essence of nursing.

- **The Nursing process** serves as a critical thinking tool in nursing. The nursing process involves the methodology of decision-making that provides direction and order to holistic nursing care across the health continuum. The components of the nursing process include assessment, diagnosis, planning, implementation, and evaluation. Implicit in the nursing process is the professional and therapeutic relationship of the nurse with client and family.

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**Student Learning Outcomes**

**Student Learning Outcomes for the ADN Program**

The ADN graduate will:

1. Manage the patient-centered care of a group of patients across the lifespan and their families using basic leadership skills.
2. Demonstrate the ability to make reasonable clinical judgments through the use of the nursing process and evidence-based practice.
3. Demonstrate the ability to work as an effective member of the interdisciplinary team in a collaborative environment.
4. Utilize effective communication techniques with individuals, families, people in groups, and members of the health care team within the RN role.
5. Demonstrate caring behaviors that incorporate patient and family advocacy; respect for persons and cultural diversity; and ethical principles.
6. Assume responsibility and accountability in the practice of registered nursing as defined by the Utah Nurse Practice Act and professional standards of registered nursing.

**Student Learning Outcomes for the BSN Program**

The BSN graduate will:

1. Apply leadership concepts, skills, and decision making in order to provide oversight and accountability for the delivery of safe, quality care in a variety of healthcare settings.
2. Integrate reliable evidence from multiple perspectives to inform practice and make reasonable clinical judgments.
3. Demonstrate skills in using patient care technologies, information systems, and communication devices that support safe nursing practice in a variety of healthcare settings.
4. Demonstrate basic knowledge of healthcare policy, finance, and regulatory environments including local, state, national, and global health care trends.
5. Communicate, collaborate, and negotiate as a member and leader within interdisciplinary health care teams to improve patient health outcomes.
6. Manage the direct and indirect care of individuals, families, groups, communities, and populations to promote, maintain, and restore health.
7. Integrate professional standards of moral, ethical, and legal conduct into the care of persons, families, groups, communities, and populations.

The Department of Nursing offers two levels of nursing education. The Associate Degree Nursing program prepares students to assume the role of registered nurse. Graduates of this program will receive an Associate of Applied Science degree and are eligible for registered nurse licensure upon successful completion of the NCLEX-RN® licensure examination. The AD program includes a PN transitions course after the second semester for those students who wish to take the PN licensing exam.

The RN-to-Baccalaureate Degree Nursing program is designed to provide registered nurses with further education necessary for progression in their careers, entrance into management positions, and admission
into graduate nursing programs leading to advanced practice nursing, nursing education, and nursing administration. Graduates will receive a Bachelor of Science in Nursing (BSN) degree.

Career Opportunities

According to the Bureau of Labor Statistics, US Department of Labor, Occupational Outlook Handbook 2011-2012, overall job opportunities for registered nurses are expected to be excellent, but may vary by employment and geographic setting. Some employers report difficulty in attracting and retaining an adequate number of RNs. Employment of registered nurses is expected to grow by 22 percent from 2008 to 2018, much faster than the average for all occupations. Growth will be driven by technological advances in patient care, which permit a greater number of health problems to be treated, and by an increasing emphasis on preventive care. In addition, the number of older people, who are much more likely than younger people to need nursing care, is projected to grow rapidly. 581,500 new jobs will result, among the largest number of new jobs for any occupation. Additionally, hundreds of thousands of job openings will result from the need to replace experienced nurses who leave the occupation. Employment is expected to grow more slowly in hospitals than in most other healthcare industries as healthcare efforts place more emphasis on disease prevention, health promotion, and provision of care in community and home settings.

Median annual wages of registered nurses were $62,450 in May 2008. The middle 50 percent earned between $51,640 and $76,570. The lowest 10 percent earned less than $43,410, and the highest 10 percent earned more than $92,240. Nearly 67% of nurses are employed in hospital inpatient and outpatient settings. Thirty-two percent of all nurses are employed in other settings such as medical offices and clinics, home health care, outpatient care centers, long term care facilities, temporary help agencies, colleges/universities, and government agencies. Nurses work as direct patient care providers, administrators, researchers, policy makers, and educators. Nursing specialties include critical care, emergency care, home health care, hospice care, infusion care, long term care, medical-surgical care, occupational health, preoperative, psychiatric care, radiology nurse, rehab nurse, transplant nurse, addiction care, diabetes, management, HIV/AIDS, wound and ostomy nurse, oncology, neonatal care, pediatrics, maternity, gerontology, travel nurse, flight nurse, and more.

Facilities

The Department of Nursing is located in the Russell Taylor Health Science Center near Dixie Regional Medical Center. The Taylor Health Science Center, 78,000 square feet on three floors, houses all of Dixie State College’s Allied Health programs. The Nursing program, located on the third floor, utilizes state-of-the-art classrooms, nursing laboratories, and simulation rooms.

Scholarships

A limited number of Nursing department scholarships are available for students who have been accepted into the nursing program. Recipients must be full-time, undergraduate nursing students in good academic standing. Contact the Financial Aid Office at www.dixie.edu/financial for further information.

Accreditation

The Associate Degree Nursing program has been approved by the Utah Board of Nursing and has been accredited by the National League for Nursing Accrediting Commission, Inc. (NLNAC) since 2002. The RN-to-BSN program was accredited by NLNAC in 2010.

NLNAC, Inc.
3343 Peachtree Road NE, Suite 850
Atlanta, Georgia 30326
Phone: (404) 975-5000
Fax: (404) 975-5020
www.nlnac.org

Admission Requirements

To be considered for admission to any Nursing program, an applicant must first be accepted as a Dixie State College student. Then, the applicant must complete a separate application to the appropriate Nursing program and submit it during specified application periods.

All prerequisites must be completed before the start of the Associate of Applied Science program. Students must complete all prerequisite courses with a minimum of a “C” grade and have a cumulative GPA of 3.0 or higher in those courses. Prerequisite courses may be repeated only once.

Space in the program is limited; therefore, admission will be competitive, and applicants will be scored on an objective point procedure that has been strategically set up to predict student success. Thirty-two (32) students are admitted each fall and spring semester. Applicants will be evaluated on the following:

- Current certified nurse assistant certificate or completion of the CNA course at DSC with a grade of “B” or higher (within 2 years of acceptance into ADN program)
- Kaplan® Nursing School Entrance Exam—must be taken within 2 months of application period
- Academic excellence in prerequisite courses as exemplified by grades
- Program essay to be completed in the DSC Testing Center
- Specific health requirements and standards must be met after acceptance but before enrollment

Prerequisite courses:

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>BIOL 2320/2325</td>
<td>Human Anatomy / Lab</td>
<td>3/2</td>
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<tr>
<td>BIOL 2420/2425</td>
<td>Human Physiology / Lab</td>
<td>3/1</td>
</tr>
<tr>
<td>ENGL 1010</td>
<td>Intro to Writing</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 2010</td>
<td>Intermediate Writing</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 1110/15</td>
<td>Elem Gen Organic Chemistry / Lab</td>
<td>4/1</td>
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<tr>
<td>or higher Chemistry course with lab</td>
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One of the following (or other DSC approved GE MATH course):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 1030</td>
<td>Quantitative Reasoning</td>
<td>3</td>
</tr>
<tr>
<td>MATH 1040</td>
<td>Intro to Statistics</td>
<td><strong>Recommned</strong></td>
</tr>
<tr>
<td>MATH 1050</td>
<td>College Algebra / Pre-Calculus</td>
<td>4</td>
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One of the following:

<table>
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<tr>
<td>FCS 1500</td>
<td>Human Development/Lifespan</td>
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NURSING

PSY 1010 General Psychology 3
PSY 1100 Human Development/Lifespan 3

Admission to the Bachelor of Science in Nursing Program
Requirements for admission to the BSN program include graduation from an accredited associate degree registered nurse program, current registered nurse licensure, and completion of all nursing courses with a minimum of “C” grade and cumulative GPA of 3.0 in those courses, program essay, and personal references. Refer to www.dixie.edu/health/nursing/ for additional admission requirements and application information.
A previously earned degree may complete some or all of DSC’s General Education requirements. DSC’s General Education requirements must be fulfilled prior to BSN degree completion.

Course Prefixes
- NURS

Degrees and Certificates
- Associate of Applied Science in Nursing (ADN)
- Bachelor of Science in Nursing (RN-to-BSN completion program)

Bachelor of Science in Nursing (BSN)
120 credits

Prerequisites
- Completion of an AAS, AS, or equivalent degree in Nursing
- Current Registered Nurse license

General Education & Institutional Requirements
All DSC General Education and Institutional requirements must be fulfilled. A previously earned degree may fulfill those requirements, but courses must be equivalent to DSC’s minimum General Education standards in American Institutions, English, and Mathematics.

Institutional Requirement in Computer Literacy
Complete one of the following:
CIS 1200 Computer Literacy 3
CIS 1201 Computer Literacy Exam 0
CS1400/CS1410 Computer Programming 6

General Education Requirements
Complete the following:
ENGL 1010 Intro to Writing 3
ENGL 2010 Intermediate Writing 3

Complete one of the following:
LIB 1000 Information Literacy Exam 0
LIB 1010 Information Literacy 1

Complete the following:
Mathematics GE course 3-5
American Institutions GE course 3
Life Sciences GE course 3-5
Physical Science GE course 3-5
Laboratory Science GE course 0-1
Fine Arts GE course 3
Humanities/Literature GE course 3
Social & Behavioral Sciences GE course 3
Exploration GE course 3-5
Two (2) Global & Cultural Perspectives courses 0-6

*NOTE: Students who have completed BIOL 2320, BIOL 2325, BIOL 2420, and BIOL 2425 can fulfill GE Life Science and GE Laboratory Science by taking BIOL 1300 Evolution & Ecology (1)

Discipline Core Requirements
Complete the following:
BIOL 4400 Pathophysiology 3

Complete one of the following:
MATH 1040 Intro to Statistics 3
STAT 2040 Business Statistics 4

Complete the following:
NURS 3100 Professional Nursing Roles 3
NURS 3200 Health Assessment 3
NURS 3300 Transcultural Nursing 3
NURS 3400 Nursing Informatics 3
NURS 3600 Nursing Research 3
NURS 3700 Gerontological Nursing 3
NURS 4020 Community Health Nursing 5
NURS 4030 Nursing Policy and Ethics 3
NURS 4040 Nursing Leadership & Mgmt 5
NURS 4600 Senior Capstone 4-6

Graduation Requirements
1. Complete a minimum of 120 college-level credits (1000 and above).
2. Complete at least 40 upper-division credits (3000 and above).
3. Complete at least 30 upper-division credits at DSC for institutional residency.
4. Cumulative GPA 2.0 or higher.
5. Grade C or higher in each Discipline Core Requirement course.
The Associate of Applied Science in Nursing degree (ADN) has three basic components:

1. Lower-division, General Education Requirements
2. Program Prerequisites
3. Core Discipline Requirements

<table>
<thead>
<tr>
<th>General Education Requirements</th>
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<tr>
<td>ENGL 1010 Intro to Writing</td>
<td>3</td>
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<td>ENGL 2010 Intermediate Writing</td>
<td>3</td>
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<tr>
<td>CHEM 1110/15 Elem Gen Organic Chemistry / Lab</td>
<td>4/1</td>
</tr>
</tbody>
</table>

Complete one of the following (or other DSC approved GE MATH course):

| MATH 1030 Quantitative Reasoning | 3 |
| MATH 1040 Intro to Statistics    | 3 |
| MATH 1050 College Algebra / Pre-Calculus | 4 |

Complete one of the following:

| PSY 1010 General Psychology      | 3 |
| PSY 1100 Human Development/Lifespan | 3 |
| FCS 1500 Human Development/Lifespan | 3 |

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<table>
<thead>
<tr>
<th>Discipline Core Requirements</th>
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<tbody>
<tr>
<td>NURS 2000 Intro to Health Concepts</td>
<td>5</td>
</tr>
<tr>
<td>NURS 2400 Health Illness Concepts I</td>
<td>6</td>
</tr>
<tr>
<td>NURS 2450 Nursing Pharmacology Concepts I</td>
<td>2</td>
</tr>
<tr>
<td>NURS 2500 Health Illness Concepts II</td>
<td>9</td>
</tr>
<tr>
<td>NURS 2530 Family Health Concepts</td>
<td>4</td>
</tr>
<tr>
<td>NURS 2600 Health Systems Concepts</td>
<td>4</td>
</tr>
<tr>
<td>NURS 2700 Complex Health Concepts</td>
<td>9</td>
</tr>
</tbody>
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Graduation Requirements

1. Complete a minimum of 65 college-level credits (1000 and above).
2. Complete at least 20 lower-division credits at DSC for institutional residency.
3. Minimum cumulative GPA 2.0.
4. Grade C or higher in each General Education, Program Prerequisite, and Discipline Core Requirement course.