Edison State Community College
RN to BSN Program

NUR 490S
RN to BSN Capstone

2026FL

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SYLLABUS PART I
EDISON STATE COMMUNITY COLLEGE
NUR 490S RN TO BSN CAPSTONE
4 CREDIT HOURS

Course Description

Focuses on the knowledge, skills, and attitudes needed to practice evidence-based, person-centered nursing. Competency areas include studying community, public, and global nursing. Prerequisite: Successful completion of NUR 300S, NUR 330S, NUR 360S, NUR 400S, NUR 430S, NUR 460S.

Course Goals

The student will:

Bloom's Level		Program Outcomes
5	1. Design a quality improvement initiative that exemplifies nursing's professional core values, altruism, standards of practice, guidelines, commitment to excellence, and lifelong learning.	1
2	2. Engage in the spirit of inquiry to propose solutions that support quality improvement and nursing excellence.	1
5	3. Design a holistic person-centered quality improvement initiative, supporting values, population health, culture, right to self-fulfillment, and quality care outcomes.	2
5	4. Incorporate evidence, nursing theory, and knowledge from other disciplines to guide quality improvement initiative.	3
5	5. Collaborate with the inter-professional team, using nursing judgment, to create the quality improvement initiative.	4
5	6. Utilize information technology to coordinate and support decision-making in the provision of person-centered care.	5

Core Values

The Core Values are a set of principles that guide in creating educational programs and environments at Edison State. They include communication, ethics, critical thinking, human diversity, inquiry/respect for learning, and interpersonal skills/teamwork. The goals, objectives, and activities in this course will introduce/reinforce these Core Values whenever appropriate.

Topic List

1. Management of client-centered care
2. Safety
3. Nursing judgement
4. Professionalism
5. Informatics and quality improvement
6. Teamwork and collaboration concepts

SYLLABUS PART II
EDISON STATE COMMUNITY COLLEGE
NUR 490S RN TO BSN CAPSTONE
4 CREDIT HOURS

Program Student Learning Outcomes (PSLO) and Course Student Learning Outcomes (CSLO)

Program Student Learning Outcomes and Course Student Learning Outcomes	
PSLO 1 **Justify the importance of professional nursing in relation to the nurses' scope of practice including the characteristics of accountability, leadership, and spirit of inquiry.**	
CSLO 1	Design a quality improvement initiative that exemplifies nursing's professional core values, altruism, standards of practice, guidelines, commitment to excellence, and lifelong learning.
CSLO 2	Design a quality improvement initiative that exemplifies nursing's professional core values, altruism, standards of practice, guidelines, commitment to excellence, and lifelong learning.
PSLO 2 **Support nursing practices with clinical judgement that demonstrate emphasis on diversity, equity, and inclusion of person-centered care.**	
CSLO 3	Design a holistic person-centered quality improvement initiative, supporting values, population health, culture, right to self-fulfillment, and quality care outcomes.
PSLO 3 **Integrates research and current evidence-based practices into nursing judgment to foster advancement in information literacy.**	
CSLO 4	Incorporate evidence, nursing theory, and knowledge from other disciplines to guide quality improvement initiative.
PSLO 4 **Combine standards of practice, effective communication, delegation, and collaboration skills to further improve partnerships across all healthcare disciplines.**	
CSLO 6	Collaborate with the inter-professional team, using nursing judgment, to create the quality improvement initiative.
PSLO 5 **Evaluate the impact of technology used to provide safe, efficient, and high-quality care.**	
CSLO 6	Utilize information technology to coordinate and support decision-making in the provision of person-centered care.

Course Faculty

Julie Willenbrink DNP, MSN, RN, CNE
Doctorate: Nursing Practice, Indiana Wesleyan University, 2025
Masters: Nursing Education, Indiana Wesleyan University, 2008
Associate Professor of Nursing
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P# 937-381-1520
Office 027I
Office hours as listed below or as arranged by appointment. Changes will be posted to Blackboard announcements.

Week	Monday	Tuesday	Wednesday	Thursday	Friday
10/19 to 10/23		8:30-10:30		8:30-10:30	7-8, 3-4
10/26 to 10/30	11:30-2:30		8-11		
11/2 to 11/6		8:30-11:30	8:30-11:30		
11/9 to 11/13	11:30-2:30		8-11		
11/16 to 11/20		8:30-12:30			7-8, 3-4
11/23 to 11/27	8-10, 11:30-1:30	8-10			
11/30 to 12/4			8-10	8-10	8-10
12/7 to 12/11	7-8, 12:30-3:30		12-2		

Required Course Material

- APA Publication Manual of the American Psychological Association 7th Ed.
  ISBN: 978-1433832178
- DeMarco and HealeyWalsh: Community and Public Health Nursing: Evidence for Practice, 4th Ed.
  ISBN: 978-1-9752-3059-3
- Hood: Leddy & Pepper's Professional Nursing, 10th Ed.
  ISBN: 978-1-9751-8708-8
- Huston: Leadership Roles and Management Functions in Nursing: Theory and Application, 12th Ed.
  ISBN: 978-1975289300
- Jensen: Nursing Health Assessment: A Clinical Judgment Approach, 4th Ed.
  ISBN: 978-1-9752-0394-8
- Melnyk and Fineout-Overholt: Evidence-Based Practice in Nursing and Healthcare, 5th Ed.
  ISBN: 978-1-9752-0561-4
- Miller: Informatics and Nursing: Opportunities and Challenges, 7th Ed.
  ISBN: 9781975244064

Course Technology

Students should have access to a computer with word processing software installed as well as internet access. Students are required to utilize BlackBoard as well as Lippincott's CoursePoint for assignments and learning activities.

Course Resources in APA Format

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.).

DeMarco, R. F., & Healey-Walsh, J. (2024). *Community and public health nursing: Evidence for practice* (4th ed.). [eBook]. Wolters Kluwer.

Hood, L. J. (2022). *Leddy & Pepper's professional nursing* (10th ed.). [eBook]. Wolters Kluwer.

Huston, C. J. (2024). *Leadership roles and management functions in nursing: Theory and application* (12th ed.). [eBook]. Wolters Kluwer.

Jensen, S. (2023). *Nursing health assessment: A clinical judgment approach* (4th ed.). [eBook]. Wolters Kluwer.

Melnyk, B. M., & Fineout-Overholt, E. (2023). *Evidence-based practice in nursing and healthcare: A guide to best practice* (5th ed.). [eBook]. Wolters Kluwer.

Miller, K. (2025). *Informatics and nursing: Opportunities and challenges* (7th ed.). [eBook]. Wolters Kluwer.

Discussion Boards

To engage in conversations within the week's content with other students and instructors. All posts should include course content and clinical experience. To avoid plagiarism, do not use direct quotes; summarise quoted material and include in-text citations and reference pages. In addition, respond to two other students' initial postings. APA style is required for all discussion posts.

Due dates and times

The initial post must be by Thursday of each week by 11:59 pm EST (Week 8, Thursday by 11:59 pm EST)

Responses by Sunday of each week by 11:59 pm EST (Week 8, Saturday by 8:00 am EST)

References

The initial post must include two references, one from the required course material and a second from personal research, and must be evidence-based, peer-reviewed, and published within the last five years. Responses to other students should include one reference (evidence-based, peer-reviewed, and published within the last five years).

Word Limit

200-word limit, unless otherwise specified

Alternative Discussion Board Assignment

The objective is to engage in real-time, interactive discussions with the instructor and classmates. Fosters immediate feedback and clarification of course concepts. If you choose, you will meet with your instructor and other students to discuss the content of the assignment. One to one and a half hours will be scheduled for this discussion.

Instructions:

The synchronous discussion will take place on Microsoft Teams. Click on Dr. Willenbrink's Meeting Link. Active participation is required. Actively offering feedback and asking clarifying questions to deepen your understanding.

Preparation:

Review the assigned readings, lectures, or other materials prior to the discussion. Come prepared with your responses to the discussion board instructions and the references found.

Etiquette:

Mute Microphone When Not Speaking: Minimize background noise and distractions.
Using Video is required
Be Mindful of Time: Respect the time allotted for the discussion.
Maintain Professionalism: Use appropriate language and respectful communication.

Grading Criteria:

Active Participation: Contributions to the discussion questions, including questions, comments, and insights about other students' responses.
Quality of Contributions: Depth of analysis, critical thinking, and clarity of communication.

Professionalism and Etiquette: Adherence to discussion guidelines and respectful interaction.

Written Papers/PowerPoint/Video Assignment

Written assignments are expected to reflect carefully developed and proofread, original work on the student's part. Papers should reflect a logical flow of ideas and be free of spelling and grammatical errors. Standard APA documentation, as found in the APA Publication Manual of the American Psychological Association 7th ed., should be followed. Copywriter protection applies to materials found on the Course Blackboard site.

Turn It In

All papers must be submitted through TurnItIn: Maximum similarity/originality score of 30% total document and 10% individual.

Due dates and times

Sunday of each week by 11:59 pm EST (with the exception of week 8: Assignments are due Saturday by 8:00 am).

References

Include two references, one from the required course material and at least one from personal research, and it must be evidence-based, peer-reviewed, and published within the last five years.

Word/page Limit

Two to three pages, unless otherwise specified

Group Assignments

Your faculty member will assign the group to work on projects. The idea is to complete this activity as a group. Communication, accountability, leadership, problem-solving, conflict resolution, time management, honesty, and teamwork skills will be developed through this process. Only one student must submit the paper by the due date and time.

Turn It In

All papers must be submitted through TurnItIn: Maximum similarity/originality score of 30% total document and 10% individual.

Due dates and times

Sunday of each week by 11:59 pm EST (with the exception of week 8: Assignments are due Saturday by 8:00 am).

References

Include four references, two from the required course material and at least two from personal research, and it must be evidence-based, peer-reviewed, and published within the last five years.

Project Logs

The Project Log is a cumulative document that you will update weekly throughout the course and submit to Blackboard for feedback. Each week, navigate to the current course week and document the work completed toward your Capstone Project. Provide a specific description of your activities in one to two paragraphs and written in complete sentences. Under each category,

record the amount of time spent during that week (e.g., 15 minutes, 1 hour, 2.5 hours). Please note that some weeks may not include time in every category.

After completing your weekly entries, update the Cumulative Project Log Total Capstone Project Hours table by entering the hours completed for that week in each category. Submit the updated Project Log no later than Sunday at 11:59 PM each week.

Suggested distribution over 6 weeks (21 hours):

- Week 1: 3.5 hours
- Week 2: 3.5 hours
- Week 3: 3.5 hours
- Week 4: 3.5 hours
- Week 5: 3.5 hours
- Week 6: 3.5 hours

Final submission must include your preceptor's signature. Project logs do not receive points but must be completed weekly for review.

Peer Review of Capstone Presentations

As part of the Capstone Project presentation process, you are required to complete peer evaluations for the assigned oral presentations. Peer evaluations are intended to promote active engagement, critical analysis, and professional feedback among colleagues. You should objectively assess each presentation based on the established evaluation criteria, including content, organization, delivery, evidence-based support, and achievement of project objectives. Completed evaluations must be returned the day of the presentations and will be considered part of your professional participation in the course. Constructive, respectful, and honest feedback is expected and should reflect professional nursing standards.

Quiz/Test

No quizzes are tests are assigned in this course.

APA Formatting and Scholarly Writing

All written assignments must follow the APA Formatting and Scholarly Writing Policy as outlined in the RN to BSN Nursing Student Handbook unless otherwise specified. APA formatting and scholarly writing are program-level competencies required for successful program completion and graduation. Students who demonstrate deficiencies in APA formatting may be required to complete remediation activities, including but not limited to meetings with a Learning Center tutor, submitting assignments to OhioLink, assignment revisions, faculty conferences, or academic success plans. Documentation of remediation may be required before future assignments are accepted or graded.

Identification of APA Deficiencies

- Students may be referred for remediation when any of the following occur:
- Repeated APA formatting errors across assignments
- Incorrect, missing, or inappropriate citations
- Inaccurate reference entries

- Failure to follow assignment formatting requirements
- Evidence of inadequate scholarly writing skills
- Excessive grammar, punctuation, or writing mechanics errors

Required Remediation
Faculty may require one or more of the following interventions:

1. **Meeting with a Learning Center Tutor**
    a. Students may be required to schedule and complete an appointment with an approved writing or APA tutor through the Learning Center before submitting future written assignments.
    b. Documentation of attendance may be required.
2. **Submission of assignments to OhioLink**
    a. Students may be required to obtain feedback from OhioLink at https://etutoring.ohiolink.edu, submit evidence of participation, and revise accordingly.
3. **Faculty Conference**
    a. Students may be required to meet with course faculty to review APA expectations and develop an academic success plan outlining specific goals, resources, timelines, and documentation requirements.
4. **Assignment Revision**
    a. Faculty may require resubmission of an assignment to demonstrate competency in APA formatting and scholarly writing.

Remediation Timeline:

- Required remediation must be completed within 10 calendar days of faculty notification or before the next major written assignment is submitted, whichever occurs first.

Failure to Demonstrate Improvement
Students who do not successfully complete assigned remediation activities or who continue to demonstrate significant APA deficiencies may be subject to additional academic intervention. Continued inability to meet minimum expectations for scholarly writing and APA formatting may affect progression within the program.

Student Responsibility
It is the responsibility of each student to seek assistance when needed and utilize available academic support services early in the program. Resources such as faculty office hours, the Learning Center, writing tutors, APA guides, library services, and academic coaching are available to support student success.

Competency in scholarly writing and APA formatting is a required program outcome for RN to BSN students. Prior to graduation, students must demonstrate the ability to independently prepare written academic work that meets program expectations for scholarly writing, source attribution, and APA formatting.

COLLEGE SUPPORT SERVICES

Computers

Personal computers are required; however, when working on campus, computers with Internet access are available in the Internet café. The Tutoring Center has computers and printers available for student use.

Required Technology for Software and Hardware

For log-in problems or other issues, use the Edison State website link (Click on Resources, then IT Help Desk) or call the help desk @ 937.778.7957.

Lippincott software and hardware requirements

- Important System Information for Optimizing Performance and Access Browsers: We recommend using a browser with a fast JavaScript engine for best performance. We recommend using the latest version of either Firefox or Chrome. Internet Explorer Compatibility mode is not supported, so please ensure that ovid.com is not included in the list of sites added to the compatibility view or the local intranet zone in your IE browser settings.
- Here is the browser requirements for products sold through Ovid, such as Acland's Anatomy, Bates Visual Guide, LWW Health Library, and 5 Minute Clinical Consult. They are as follows: Windows PC (7 and above); Internet Explorer 7 (1) (Except newer "responsive" sites); Internet Explorer 8 (1) (Older browsers will not react to responsive breakpoints like newer browsers and may lose minor functionality. Overall the user will have a good experience.); Internet Explorer 9 (1); Internet Explorer 10 (1); Internet Explorer 11 (1); Mozilla Firefox (Latest Version); Google Chrome (Latest Version); Apple OSX; Safari 10.8 (Not supported for Desktop PC); FireFox 24; Android Phone or Tablet (Honeycomb and above); The device's native browser - Android browser or Chrome in latest version of Android; iOS on iPad, iPhone, iPod touch; Safari 6(1) From 17th of August 2021, Microsoft no longer supports Internet Explorer. More information here.
- Windows Edge is a modern, standards-compliant browser supported by Silverchair. Like any browser, it will have small quirks and variances from other browsers. However, we expect high compatibility with our sites and Windows Edge.
- Third-party Software: Adobe PDF Reader - required to view PDFs: http://get.adobe.com/reader/

Advising Services

Edison State's career pathways advisors are your partners in success. A career pathways advisor is the first advisor you will meet with once you decide to further your education. Together, you and your career pathways advisor will:

- Identify the right academic major to set you on your desired career path.
- Identify the courses you'll need to accomplish your academic goals.
- Help develop a student educational plan (SEP) tailored to your lifestyle and work schedule.
- Prepare navigation for your first semester at Edison State.
- If you have questions, contact your career pathways advisor. You can find their email at https://www.edisonohio.edu/Advising/ or contact your faculty advisor.

Career and Job Services
Our Career and Job Services advisors are dedicated to helping students and alumni advance their professional development as they make career decisions, develop job search strategies, pursue experiential opportunities, and secure employment. Career and Job Services also provides career assessments, career information, resume and cover letter help, job postings and resources, interview tips, and more. Visit https://www.edisonohio.edu/Career-and-Job-Services/ for more information.

Disability Services
Edison State Community College will provide reasonable accommodations for students with documented disabilities. If you believe that you may need an accommodation based on the impact of a disability, contact the instructor privately with your Self-Identification Letter. If you do not have a Self-Identification Letter, contact the Office of Disability Services by email accessibilitysupport@edisonohio.edu or call 937.381.1548. The Office of Disability Services is located on the Piqua Campus in Room 160. For additional information, visit the Accessibility and Disability Services page.

Library Services
The Edison State Library is not only a comfortable place to study but also has an expansive collection of online resources available to help students with their research. Resources available to students include:

- Library web page: https://www.edisonohio.edu/library/libguides
- For short instructional videos about using resources: https://libguides.edisonohio.edu
- Library staff assistance: library@edisonohio.edu , 937-778-7950, or visit the library.

Student Wellness Center
College is stressful! Feeling burnt out, anxious, frustrated? When challenges arise, it's helpful to have someone to talk to. We have partnerships established with many local mental health providers and can connect you with area resources.

Support Services Available
Edison State has built a network of health professionals to support students. With these partnerships, students who need support in areas such as:

- Recovery and counseling referral
- Housing
- Food
- Physical well-being

Information and Education
We also provide information and education on the topics of:

- Alcohol and drug abuse and prevention
- Sexual assault prevention and awareness
- Building healthy relationships
- Inclusion and belonging
- Survivor support
- Self-care
- Anti-hazing

Getting Help
If you are struggling and need to speak with someone in person, please reach out to Dr. J Passmore, Dean of Student Affairs, at jpassmore@edisonohio.edu, 937-778-7895, Room 160 (stop at the front desk).

Emergency Resources
If this is a medical emergency, please call 911. If this is a mental health emergency, please call 988.

Please note that the Charger Station Food Pantry has been relocated to Room 060 (next to the cafeteria).

Student Resource Center and Charger Station Food Pantries
Edison State Community College is proud to assist students who need help obtaining necessities. The Student Resource Center and Pantry has all kinds of grab-and-go snacks, meal supplies, toiletries, household needs, and community resources. Stop by and check out our centers in Room 163 at Piqua, the student lounge at Troy, the Brooke-Gould Learning Resource Center at Eaton, and Room 121 at Greenville. If you need additional assistance, please reach out to ResourceCenter@edisonohio.edu .

Technical Support Services
For Blackboard Assignment issues, the instructors are the first points of contact.
For log-in issues or other issues:

- You must be signed up for the SSRPM.
- Several issues require your student ID.
- During regular business hours (9-5 Monday-Thursday, 9-4 Friday), contact IT by e-mail (support@edisonohio.edu) or by phone (937-778-8600 and ask for IT).
- After hours, either:
    - Log onto the SSRPM and go to “forgot password”, answer the security questions, and then click to change your password.
    - Go to www.edisonohio.edu into the Resources tab and click "IT Help Desk" then click "Chat" to get the password changed.
    - Call 937.778.7957 to speak with the off-campus Blackboard company staff.

MacBook Users
When uploading documents/files from the MacBook, you will need to export the documents/files and save them as a PDF. For help with this, please contact Edison State Community College’s IT department.

Testing Your Faith Act Policy
Edison State Community College is committed to providing an environment respectful of students’ beliefs. Students are permitted to be absent for up to 3 days each semester based on their faith, religion, or spiritual belief system with no academic penalty. Students must complete the Testing Your Faith Act Accommodations Form, https://www.edisonohio.edu/services-support/registration-records, located in “Forms” and provide a copy to their individual faculty

within 14 days from the start of the course. The entire policy can be found in the student handbook at https://www.edisonohio.edu/services-support/student-resources.

Tutoring Services
All Edison State students are eligible to receive free tutoring and learning support services through our Tutoring Center. Available services include Edison State tutors, both online and in-person, covering a wide variety of courses, including various levels of math and paper reviews, online tutoring through OhioLINK eTutoring, distraction-reduced study rooms, and the use of Tutoring Center resources, including subject-specific and general study guides. For more information on tutoring services, visit the Tutoring Center in the Library, email us at tutoringcenter@edisonohio.edu, call 937-778-7959, or visit our webpage at https://www.edisonohio.edu/tutoring-center/

COURSE INFORMATION

Policy Statement

All policies and procedures found in the RN to BSN Student Handbook and the Edison State Student Handbook apply to this course.

Class Participation Policy

Participation in the Blackboard web assignments is required. Missing an assignment seriously affects the student's ability to meet course objectives.

Syllabus Changes

Changes in assignments, topic, dates, evaluation methods, and other course-related changes may occur at the decision of the faculty. Changes of this nature will be announced to the students. Each student is responsible for checking their Edison State student e-mail and the Blackboard Announcements area daily for updates/notices.

Communication Standards

Blackboard Announcements and ESCC email must be checked daily (preferably several times a day). Important college information is sent to students via ESCC email. Instructors regularly post reminders, course updates/information, and clarifications on Blackboard Announcements. All correspondence between instructors and students will be conducted via an Edison State email. Students may expect a response from faculty **within 24-48 hours.**

Faculty Feedback Policy

All discussion boards and written papers will be graded via a rubric within one week of submission. Feedback will be included on the rubric as applicable. The instructors are available to help with individual learning needs or concerns.

Writing Standards

Written assignments are expected to reflect carefully developed and proofread, original work on the student's part. Papers should reflect a logical flow of ideas and be free of spelling and grammatical errors. Standard APA documentation, as found in the APA Publication Manual of the American Psychological Association 7th ed., should be followed.

Reference Requirements

All references must be cited. Standard APA documentation can be found in the APA Publication Manual of the American Psychological Association 7th edition.

Late Assignment Policy

Assignments being turned in late are strongly discouraged. A 20% reduction will apply for each day the assignment is late. Extensions may be given under approved extenuating circumstances at the discretion of the course instructor. The student is responsible for notifying the instructor before the due date if the assignment will be late for any reason.

Policy on Academic Dishonesty and Plagiarism

The faculty abides by the college policy on academic dishonesty and plagiarism as outlined in the student handbook.

Methods of Teaching
The course consists of a series of activities and assessments to assist the student in achieving the outcomes/objectives of the course. Students will engage in self-study methods, which include reading and online assignments. Self-directed learning is required to complete readings and identify needs for further information or review.

Throughout the semester, various combinations of activities are used to prepare students for meeting the course outcomes, which include:

- Weekly Student Learning Outcomes (WSLO)
- Discussion board assignments
- Shared learning with the interaction of classmates and faculty
- Reading from the textbook and other resources
- Case Studies
- Videos or other media resources
- Learning Modules
- Group Assignments
- Capstone Project

Methods of teaching/learning include web enhancement through Blackboard, where students are encouraged to seek information, review concepts, theories, and research, cluster data, review their own opinions and previously held assumptions, and make judgments required for sound decision-making as a registered nurse. The process of sharing, trust, and active participation of learners and educators facilitates learning. Experiential, inquiry-based learning is facilitated by an orientation towards flexible and open learning that draws upon the varied skills and resources of faculty and students. Faculty members are co-learners who guide and facilitate student-driven learning experiences to achieve goals of problem-solving, critical thinking, and students' assumption of responsibility for their learning. Service learning focuses on the duality of benefit to both recipient and learner. A service-learning focus requires students to take concepts learned and apply them to real-life situations in diverse cultures. Features of service learning include:

1. Apply knowledge by testing and applying academic learning.
2. Synthesize knowledge by combining past and present learning, giving coherence to students' studies.
3. Critically think and analyze by learning to distinguish what is and is not important in the unfiltered context of the real world.
4. Learn about cultural diversity by learning from and about people of other races, ages, economic means, and competencies.
5. Develop values through firsthand interaction with community issues.
6. Learn inductive reasoning using the specific entry point for hypothesizing and theorizing.

Ethics
Students are expected to respect each patient and peer student's dignity, cultural beliefs, autonomy, and privacy. Confidentiality is not only required by law but also for trust in the student nurse-patient and student-student relationship.

Artificial Intelligence (AI) Policy
Not following this policy—including documentation-- is a violation of the academic integrity policy and will be treated as such.

For this course, YOU must be the author of all coursework. You may use AI in some minor or non-substantive ways.

You are responsible for what you turn in. However, AI is filled with errors and false information. It is your responsibility to make sure what you submit is both correct and your own work.

The use of generative AI tools is permitted in this course for the following activities:

- Brainstorming and refining your ideas
- Checking grammar and style

The use of AI tools is not permitted in this course for the following activities:

- Writing a draft of an assignment
- Writing entire sentences, paragraphs, or papers to complete class assignments
- Typing a question into an AI platform and copying and pasting its response.
- The correct way to cite AI: ChatGPT, personal communication, month day, year
- The correct way to reference AI is: OpenAI. (2023). ChatGPT. (insert current month, insert current year version) [large language model] https://chat.openai.com/chat
- **Example**: OpenAI. (2023). ChatGPT. (April 25 version) [large language model] https://chat.openai.com/chat

You should be able to show all your work on a project. If you use AI for anything other than basic spelling and grammar (Word spell/grammar check, and Grammarly), you need to document and disclose that use.

For example, if you asked AI to tell you something about your topic, you would need to cite that information. Citing generative AI in APA Style: Part 1—Reference formats will help you create AI citations.

Your use of AI tools must be properly documented and cited to stay within college policies on academic honesty. Any assignment that uses generative AI unauthorizedly will be reported for academic misconduct. If in doubt about permitted usage, please ask for clarification.

Documentation
If you use AI to help you make your paper sound more professional (or something similar), you need to provide a copy of your original work, the prompt you used, the response, a description of how you applied the response, and share the results. It is your responsibility to make sure everything is documented and accessible. Submitting AI-generated work without following these guidelines will be considered a violation of the academic integrity policy.

Example Statement:

On [DATE], I used [TOOL] to help me revise my paper. Here is a copy of the conversation: [LINK]. I used the response to improve my topic sentences and make my tone more professional.

*The conversation should have your original prompt and paper in addition to the AI response.

Submitting AI-generated work without following these guidelines will be considered academic dishonesty.

Any assignment that violates the academic integrity policy will receive a grade of zero, and you will be referred to the college student policy process for academic integrity, as stated in the Edison State Community College Student Handbook.

If you have any questions about academic integrity, please ask. I am more than happy to help you cite properly. Please ask before the assignment's due date. Once you submit your assignment, you accept responsibility for the content.

Learning Objectives
Weekly student learning outcomes (WSLOs) and corresponding weekly student learning outcomes are posted on Blackboard in the Overview and Weekly Outcomes folder under each Week Module.

Grading Scale
The grading scale is found in the nursing student handbook. The RN to BSN Student Nursing Handbook contains the following grading policy that will be followed in this course. "Number grades will be recorded for all assignments to the hundredths of a point. The final course point score will be rounded to the closest whole number." To calculate a student's letter grade, the number of points is rounded to the whole number; for example, 623.5 points will round to 624 points for 78% in the course. A minimum of 623.5 points must be achieved to pass the course. Course grades are listed in the table below.

Grade	Points required
A	743.5 – 800
B	679.5 – 743.4
C	623.5 – 679.4
D	559.5 – 623.4
F	Below 559.5

Evaluation Method and Weekly Schedule

NUR 490 Weekly Schedule of Assignments					
Week 1	**Hood Chapters**	**Assignment**	**Due Date**	**Points**	**Course Outcome**
	3, 7	Acknowledge the Syllabus for NUR 490S and RN to BSN Nursing Student Handbook	Wednesday of Week 1 by 9:00am	0	
		GDAHA Signature Sheet	Wednesday of Week 1 by 9:00am	0	
		Self-Introduction	Initial Response by Thursday, Week 1; two peer responses by Sunday of Week 1 by 11:59pm	10	5
		Discussion Board: Revisiting Your Personal Nursing Philosophy	Initial Response by Thursday, Week 1; two peer responses by Sunday of Week 1 by 11:59pm	20	1
		Discussion Board: Nursing Theories and Models	Initial Response by Thursday, Week 1; two peer responses by Sunday of Week 1 by 11:59pm	20	1,4
		Assignment: Capstone Project Launch Proposal	Wednesday of week 1 by 11:59pm	25	1,2,3, 4,5,6
		Student/Faculty/Mentor Formal Agreement *Required	Sunday of week 1 by 11:59pm	5	5
		Project Practice Log *Required	Sunday of week 1 by 11:59pm	0	1,2
Week 2	**Jensen Chapter**	**Assignment**	**Due Date**	**Points**	**Course Outcome**
	10	Discussion Board: Collaborative Strategies to Address SDOH and Risk Assessment in Nursing Practice	Initial Response by Thursday, Week 2; two peer responses by Sunday of Week 2 by 11:59pm	20	3,4

NUR 490 Weekly Schedule of Assignments					
		Assignment: Evidence Table	Sunday of Week 2 by 11:59pm	50	2,4
		Written Assignment: Social Determinants of Health and Risk Assessment	Sunday of Week 2 by 11:59pm	30	3,4
		Exercise: Literature Review, Problem Statement, and Objectives	Sunday of Week 3 by 11:59pm	0	2,4
		Project Practice Log *Required	Sunday of week 2 by 11:59pm	0	1,2
Week 3	**Melnyk & Fineout-Overholt Chapters**	**Assignment**	**Due Date**	**Points**	**Course Outcome**
	1, 2, 4, 9, 11, 17	Discussion Board: Barriers/Resistance to Change	Initial Response by Thursday, Week 3; two peer responses by Sunday of Week 3 by 11:59pm	20	2,4
		Draft Written Assignment: Literature Review, Problem Statement, and Objectives	Sunday of Week 3 by 11:59pm	2	2,4
		Exercise: Project Design and Methodology	Sunday of Week 4 by 11:59pm	0	1,2,3,4
		Project Practice Log *Required	Sunday of week 3 by 11:59pm	0	1,2
Week 4	**DeMarco & Healey-Walsh Chapters**	**Assignment**	**Due Date**	**Points**	**Course Outcome**
	2, 5, 6, 9, 10, 11, 13, 21, 22	Discussion Board: Community Mental Health	Initial Response by Thursday, Week 4; two peer responses by Sunday of Week 4 by 11:59pm	20	2

NUR 490 Weekly Schedule of Assignments					
		Draft Written Assignment: Project Design and Methodology	Sunday of Week 4 by 11:59pm	2	1,2,3,4
		Exercise: Leadership, Ethics, and Informatics Integration	Sunday of Week 5 by 11:59pm	0	1,2,3, 4,5,6
		Project Practice Log *Required	Sunday of week 4 by 11:59pm	0	1,2
Week 5	**Miller Chapters**	**Assignment**	**Due Date**	**Points**	**Course Outcome**
		Discussion Board: The Role of Nursing Informatics in Evidence-Based and Ethical Practice	Initial Response by Thursday, Week 5; two peer responses by Sunday of Week 5 by 11:59pm	20	2,4,6
		Draft:Written Assignment Leadership, Ethics, and Informatics Integration	Sunday of Week 5 by 11:59pm	2	1,2,3, 4,5,6
		Exercise: Evaluation Plan	Sunday of Week 6 by 11:59pm	0	1,2,3, 4,5,6
		Project Practice Log *Required	Sunday of week 5 by 11:59pm	0	1,2
Week 6	**Huston Chapters**	**Assignment**	**Due Date**	**Points**	**Course Outcome**
	18, 19, 20	Discussion Board: Exploring Leadership in Professional Nursing Practice	Initial Response by Thursday, Week 6; two peer responses by Sunday of Week 6 by 11:59pm	20	1,4
		Draft Written Assignment: Evaluation Plan	Sunday of Week 6 by 11:59pm	2	1,2,3, 4,5,6
		Project Practice Log *Required	Sunday of week 6 by 11:59pm	0	1,2
Week 7		**Assignment**	**Due Date**	**Points**	**Course Outcome**

NUR 490 Weekly Schedule of Assignments					
		Discussion Board: Final Capstone Project – From Concept to Practice	Initial Response by Thursday, Week 7; two peer responses by Sunday of Week 7 by 11:59pm	20	1,4
		Draft Written Assignment: Final Paper Draft submitted to OhioLink or reviewed by Edison State tutor	Sunday of Week 7 by 11:59pm	2	1,2,3, 4,5,6
		Final Written Assignment Self-review	Sunday of Week 7 by 11:59pm	10	1,2,3, 4,5,6
		Assignment: Final Project PowerPoint Presentation	Monday of Week 7 by 11:59pm (day of presentation)	100	1,2,3, 4,5,6
		Assignment: Peer Review	Monday of Week 7 completed on campus	40	5
		Project Practice Log *Required	Sunday of week 7 by 11:59pm	0	1,2
Week 8		**Assignment**	**Due Date**	**Points**	**Course Outcome**
		Discussion Board: Reflecting on the RN to BSN Journey	Initial Response by Thursday of Week 8; two peer responses by Saturday of week 8 by 8:00am	20	1
		Assignment: Final Capstone Project Paper	Thursday of Week 8 by 11:59pm	300	1,2,3, 4,5,6
		Assignment: RN to BSN Program Reflection Paper	Saturday of Week 8 by 8:00am	40	1,2,3, 4,5,6

Note: Each assignment is completed independently and encompasses personal thoughts, and works.

NUR 490 Evaluation	
Self-Introduction 1 x 10 pts	10 pts
Student/Faculty/Preceptor Agreement	5 pts
Discussion Board 9 x 20 pts	180 pts
Capstone Project Launch 1 x 25 pts	25 pts
Evidence Table 1 x 50 pts	50 pts
Written Assignment 1 x 30 pts	30 pts
Draft Written Assignments 5 x 2 pts	10 pts
Peer Reviews 8 x 5 pts	40 pts
Final Oral Presentation 1 x 100 pts	100 pts
Self-evaluation of Final Capstone Project Paper	10 pts
Final Capstone Written Project 1 x 300 pts	300 pts
Reflection Paper 1 x 40 pts	40 pts
Required Project Logs	0 pts
Total	**800 pts**