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Preparing RN's for the Online Learning Environment

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PREPARING RN'S FOR THE ONLINE LEARNING ENVIRONMENT

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INTRODUCTORY ESSAY

Associate degreed registered nurses (RN) entering online degree completion programs after a long hiatus from the academic environment can face considerable barriers that may prevent them from completing their educational goals. Common obstacles include balancing employment commitments and challenges, family obligations, and lack of familiarity with course and academic requirements. Add to this, an online learning environment that they are unfamiliar with, and it can be quite overwhelming. Low levels of self-efficacy related to academic performance can have a detrimental effect on these students. This can result in students feeling frustrated and anxious about the demands of online education and ultimately deciding not to pursue their educational goals.

Since the launching of our online RN to BS bachelor's completion program three and a half years ago, we have discovered that many students, although positive about the flexibility of online learning, also had deficits or concerns about their ability to manage the online learning environment. Some indicated they also did not understand the skills necessary to be successful academically in an online learning environment. This student feedback was disconcerting, as core values of our bachelor's completion program are student success and satisfaction. Using these values as a curricular foundation, it became evident that some students would benefit from a preparatory course that would assist the student in developing a successful framework for degree completion including developing confidence or proficiency in their online learning abilities, thus enhancing student retention and program satisfaction.

Best practices for online nursing education include the provision of active learning, collaboration, and effective interaction with faculty and peers. For students to participate in these best practices and successfully master course content, they must be able to effectively navigate available technologies, access online resources, identify how their learning style can be adapted to the online learning environment, and collaborate with peers (Luke et al., 2009; Josephsen, 2012; Watkins & Correy, 2011). With this best practices approach and an educational framework based upon proficiency theory (Knox, 1980), a course entitled "Preparing RN's for the Online Learning Environment" was developed and implemented in the spring of 2011.

Course development was founded on the belief that lack of self-efficacy or a sense of proficiency in the online learning environment could be a significant personal barrier to registered nurses attempting to complete their bachelor degree. Using proficiency theory as a framework for course development, a variety of structured activities were created that focused on learning while utilizing a various technologies that are common to online courses. The foundation of course development was grounded in the hypothesis that if the adult student was given the opportunity to successfully navigate and utilize the technologies of an online preparatory course, they would develop "proficiency" and this would

assist in their personal motivation and increase levels of self-efficacy and academic success in the bachelor completion program (Knox, 1980; Merriam & Caffarella, 1999).

This particular preparatory course was constructed as a one-credit 5-week course delivered fully online. Specifically, the course focused on familiarization with the online instructional format, such as participation in discussion boards, creation of group norms, group work, self-reflection, and the American Psychological Association referencing style. In addition, provision of an introduction to online learning resources, such as use of the online university library and an overview of web based resources and hyperlinks, were woven throughout the course. The ability to access and use online evidence-based journals, literature, and web-based resources was considered an essential component to the course, as use of these resources promote evidence-based practice, which is an integral part of the nursing curriculum. Students were also required to upload Word files to the Blackboard® learning management system and to create a PowerPoint presentation concerning a topic related to successful online learning.

In an effort to address personal barriers to effective online learning and degree completion, the following activities were included: a scavenger hunt activity of Blackboard®, as well as accessing online student resources such as their student account, course registration, and the school of nursing website. The student was also required to develop a degree completion plan of study, which outlined the student's course schedule along with an action plan of how the student might deal with personal, work, or financial obligations that might negatively affect the student's success. The degree completion plan was also paired with a learning style assessment and a self-reflective activity that addressed the personal question of "Why is it important to complete my bachelor's degree?" (Koh & Hill, 2009; Mahoney, 2009; Nardi & Kremer, 2003).

Having this course available has become a tacit part of our advising strategy for prospective students. The course content helps to ground the student in the reality of online learning and how the student and faculty roles change from the traditional face-to-face roles. It also minimizes any discrimination of ability related to completing their degree online, since those who need additional help to get started have access to a preparatory course to gain the required skills and then join their peers. Finally, providing a caring and supportive opportunity to students who would benefit can set them on the right path to academic success and program satisfaction.

Students enrolled in the course over two semesters participated in the pre and post knowledge survey, delivered via Blackboard®. Institutional review board approval was granted. The survey specifically addressed identified course objectives of Blackboard® navigation, working in groups, plan of study development, learning style awareness and adaptation, use of the American Psychological Association (APA) referencing format, online learning comfort, and completion of assignments (See Appendix A). The course development team interpreted results and reviewed qualitative comments for themes.

Open-ended student comments as shown below, suggested that the course had assisted the students in utilizing technology and familiarized them with the Blackboard online course delivery system.

"This was a very good course. I loved the different type of assignments each week. I would recommend this class to anyone who may want to learn more about online learning, and need an extra credit."

"I thought overall that this was a good course to start this program. It gave me an opportunity to learn more about what is available in blackboard. I am not 100% confident, but I feel this was a good start."

Feedback provided by this sample of students was utilized by faculty to make several pedagogical changes and in clarifying assignment instructions. Some other considerations and changes have resulted

from the survey results. For example, the authors questioned whether APA formatting needed a separate assignment so students could isolate key learning objectives before including them in group assignments. This is still under consideration, but it is felt at this time that the course length of 5 weeks is not conducive to integrating a meaningful learning activity concerning APA referencing style. APA guidelines will still be introduced during the preparatory course, but without a specific course competency objective related to comfort and proficiency in its use.

SYLLABUS

COURSE OVERVIEW

This course prepares interested registered nurses in understanding what online learning includes in the School of Nursing. Students will be introduced to online learning, technology utilized, and Blackboard® learning management system navigation. Students will explore learning resources, learn time management skills and understand online learning expectations. In addition, this course fosters the development of self-directed characteristics vital to success in online learning. The course is 5 weeks in duration, one credit, and delivered entirely online.

TEACHING/LEARNING METHODOLOGY

Our goals as instructors in this course are to familiarize you with the online learning environment and to promote successful completion of your educational aspirations. These goals will be achieved through the following activities:

- Completing a pre and post survey of skills learned in the course.
- Scavenger hunt of online resources.
- Learning assessment with reflection on how individual learning styles could be incorporated into online learning success and topical discussion with peer.
- Guided reflective essay to practice writing skills.
- Development of a plan of study within context of work and family obligations.
- Development of a short PowerPoint presentation with another student or two to practice writing, group norms, and to address challenges of writing with a peer via distance.

COURSE OBJECTIVES

<i>Course Objectives/The Student Will:</i>	<i>Baccalaureate Nursing Competencies Address</i>
1. Be able to navigate Blackboard effectively in order to meet course objectives.	Communication: Information Management
2. Effectively work with other people in order to produce a written product.	Communication: Collaboration
3. Understand how to develop a plan of study that incorporates work and family obligations and will help them be successful in online learning.	Professionalism and Leadership: Institute of Medicine's (2010) goal of 80% of RN's to be baccalaureate prepared by 2020
4. Be aware of their personal learning style.	Professionalism and Leadership: Continuing Education
5. Understand how their learning style affects their ability to learn in the online environment and can make adaptations as needed.	Communication and Professionalism and Leadership: Information Management/Continuing Education
6. Become familiar with the use of American Psychology Association guidelines in writing assignments.	Professionalism and Leadership: Scholarship/Evidence Based Practice
7. Become comfortable with online learning delivery platforms.	Communication and Professionalism and Leadership: Continuing Education/ Information Management
8. Be able to complete online assignments as directed.	Communication: Information Management

CURRICULAR LEVEL OBJECTIVES

<i>Level Objectives selected for this course Level: Junior</i>	<i>Course Objectives</i>	<i>Assignments And point value</i>	<i>Objective(s) covered by assignment(s)</i>
<u>Communication</u> Communicate effectively and respectfully in written, verbal, electronic, and other appropriate technologies. <u>Professionalism and Leadership:</u> Demonstrate personal and professional accountability for legal, ethical, and cost-	<u>1.Communication</u> Identify online resources to develop effective writing skills Develop critical online and Blackboard navigation skills. <u>2. Professionalism and Leadership:</u> Identify own learning styles and apply to online learning environment	Pre and post test (not graded)	2
		Scavenger Hunt 10 pts.	1
		Learning Assessment 20 pts.	1,2
		Guided Reflective Essay 20 pts.	1,2
		Plan of study 20 pts.	1,2

effective care delivered within accepted standards of practice.	Develop a personal support plan and academic plan of study to assist in successful completion of baccalaureate degree in nursing.	Group paper (2-3 students) 30 pts.	1,2
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COURSE POLICIES AND GUIDELINES

You must receive a 75% as a final grade in this course to progress in the nursing program. All grades, including final grades, are not rounded up. A final grade of 74.9% will NOT be rounded up to 75%.

NET ETIQUETTE

Discussion via Blackboard® is closed to anyone not enrolled in this course. All communication between students and faculty should remain professional and courteous. This is true of both Blackboard® and email communications. Please be mindful on how you communicate, as the electronic forum does not allow for non-verbal or tone of voice cues. Simplicity and directness are helpful in getting your message across (directness does not mean rudeness or angry responses to either students or faculty). It is possible to receive a failing grade ('F') for the class participation portion of the course if rude and unseemly communications via Blackboard® and email become an issue and are not corrected. The following is a [link on Net Etiquette](#).

NORMS AND PROFESSIONAL EXPECTATIONS

Faculty members in higher education have a unique responsibility to encourage debate and to promote intellectual inquiry. To do so, we must bring civility to discourse and respect to our conversations and encounters. Fostering an educational environment conducive to student learning and vigorous dialogue is critical. Therefore, co-creating classroom and clinical norms on the first day of class is essential in fostering a civil environment. This process instills in students a sense of ownership and commitment to a respectful academic environment. When norms are created and implemented, students and faculty are more likely to abide by them. Civil, respectful behavior is equally as important in our communications away from the real or virtual classroom, whether in a face-to-face discussion, an email, a voicemail, or on a social networking site. By setting norms and treating each other with respect and courtesy, we model the role of a professional nurse.

COURSE ASSIGNMENTS

Assignment/Points Possible	Baccalaureate Nursing Competencies Addressed
Pre Survey/Not Graded	Professionalism and Leadership: Education Evidence Based Practice
Scavenger Hunt/ 10 pts	Communication: Information Management
Learning Assessment/Discussion Board/20 pts	Professionalism and Leadership and Communication: Continuing Education and Information Management and Collaborative Practice
Reflective Essay/20 pts	Professionalism and Leadership and Communication: Goal of producing additional baccalaureate prepared nurses and communication

<i>Assignment/Points Possible</i>	<i>Baccalaureate Nursing Competencies Addressed</i>
Plan of Study/ 20 pts	Professionalism and Leadership and Communication: Goal of producing additional baccalaureate prepared nurses and Communication
Group Presentation (2-3 students)/30 pts	Communication: Collaborative practice and Information Management
Post Survey/ Not Graded	Professionalism and Leadership: Education Evidence Based Practice

Total Points Possible: 100

ASSIGNMENT POLICY

It is important that assignments be completed and posted on dates and/or times designated on the syllabus calendar. Please keep a copy for your records. Emergencies can occur, however, **it is the student's responsibility prior to the due date or as soon as possible**, to contact the instructor to negotiate an alternate due date and time. **The student is responsible** for notifying his/her small work group if unable to complete a group work assignment in a timely manner. **Late assignments without prior permission from the instructor will be graded accordingly:**

- Assignments turned in 1 day after the due date will lose 25% of the assignment grade.
- Assignments turned in 2 days after the due date will lose 50% of the assignment grade.
- Assignments turned in 3 days after the due date will receive a 0.

WEEKLY ASSIGNMENTS AND RUBRICS

WEEK ONE ASSIGNMENTS

- Review syllabus, calendar, and Blackboard© site
- Complete and submit the pre-knowledge survey (See Appendix A).
- Complete and email the Scavenger Hunt to your assigned faculty (See Appendix B).
- Submit a post introducing yourself to the class including your nursing background and three things you like and three things you dislike.
- You have been assigned to a group. Click on groups and find your group wiki page. Discuss your group expectations for completing your group power point assignment and set three to four basic rules/norms and post these on your group page. By setting group norms we are taking ownership for how our group will function. These norms influence communication and can assist the functioning of your group. Some things you may want to discuss with your group members and develop norms about are listed below.
 - Timelines
 - How the work is accomplished
 - How the group will communicate
 - Accountability
 - Respect
 - Preparation

WEEK TWO ASSIGNMENTS

- Participate in Discussion Board on your group page. Once you have completed the [VARK inventory](#) post a 250 or less word response addressing the following areas of reflection.
 - Was your learning style a surprise or is it something you already knew?
 - Considering your learning style what sort of things will you need to do in order to be successful in the online learning environment? Will you need to adapt study strategies or access different resources?
 - Considering your learning style in what ways will the online learning environment contribute to your success in learning? Are there specific sorts of instructional strategies in the online environment that will be helpful?
 - Respond to at least two other group members posting. Please refer to the discussion board grading rubric (See Appendix C).

WEEK THREE ASSIGNMENTS

- Complete and post a 2 page guided reflective essay to your group page. This assignment will provide you to opportunity to practice some short writing skills. You will also apply very basic APA formatting to this writing assignment. You may access the APA guidelines either through websites such as [this](#) or the APA Manual 6th edition. You may also want to access the following link that describes a reflective essay <http://www.bridgewater.edu/academics/personal-development-portfolio/pdp-guidelines/reflective-essay>
- Reflect on this question: Why is it important for you to complete your baccalaureate degree in nursing? Post your essay on the Discussion Board under "Reflective Essay"
- Access the grading rubric in the syllabus (See Appendix D). Organize your essay to include the following:
 - Title Page
 - Introduction (1 paragraph)
 - Body of essay (3-4 paragraphs; include your 1cited reference here)
 - Conclusion (1 paragraph)
 - Reference page

WEEK FOUR ASSIGNMENTS

- Complete and submit group PowerPoint Presentation. You will be assigned to groups of two to three students. Your assignment will be to research and then develop a PowerPoint presentation to be posted on Blackboard®. The topic is to be related to successfully completing online courses. You may choose from the topic idea list below or choose your own topic.
 - Time Management
 - Work/School/Life Balance
 - Benefits vs. Challenges of Online courses
 - Available online resources
 - Performing online research
 - Communicating effectively online via discussion board
 - Resources and tips for successful use of APA style in writing
 - Utilizing Web applications such as wikis or blogs
 - Personal traits needed to be a successful online learner

- Any other topic that you feel will assist other students in being successful in their online learning experience.
- Please clear topic with your assigned faculty member before beginning work on the presentation.
- Assignment Parameters:
 - Power Point to be 10 slides not including title and reference slide.
 - Audio voice over can be used if you have access to that software with your Power Point program, but is not necessary.
 - Power Point is to provide an introduction to the topic, information on why it is important and recommendations of how to address the issue for successful online learning.
 - All group members must participate in the development of the Power Point.
 - All group members to participate in evaluation of the group process.
 - The Power Point is worth 24 points and completion of group evaluation is worth 6 points, for a total of 30 points available for the group assignment (See Appendix E).
 - Submit group evaluation via email to your assigned faculty (See Appendix F).

WEEK FIVE ASSIGNMENTS

- Complete and submit your plan of study via email to your assigned faculty (See Appendix G and H).
- Complete and submit the post-knowledge survey (See Appendix A).

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APPENDIX A. WEEK ONE PRE SURVEY AND WEEK FIVE POST SURVEY

Please rate the following learning objectives using the scale below:

1. I am confident that I could address the statement completely if it was given on a written test.
2. I feel I could address at least 50% of the statement or I know precisely where to get the information within 30 minutes.
3. I do not feel I could address the statement or I am not confident that I could find the information needed within 30 minutes.
4. I am able to work effectively with other people in order to produce a written product via distance education.
5. I know how to develop a plan of study that will incorporate my work and family obligations and will help me be successful in my distance-learning program.
6. I am aware of my own learning style and I know how my learning style affects my ability to learn in the online/distance education environment.
7. I am able to make adaptations to my learning style and studying practices to effectively learn in the online/distance education environment.
8. I know how to appropriately use APA guidelines in my writing assignments and am able to access known resources to assist in APA referencing.
9. I am able to complete assignments in the online/distance education environment as directed and know how to access resources for assistance if needed.
10. I am comfortable with online learning delivery platforms and online coursework.

APPENDIX B. WEEK ONE SCAVENGER HUNT

Please locate and either provide the web address or state (in your own words) where you located the information.

1. Locate the RN-BS Online/Distance Completion student Handbook? Please provide the web address.
2. Where would you find information on the Academic Advisement Requirement (AAR) - how to access it, and how to read it? (Tutorial) Please provide the web address.
3. Where would you find a complete tutorial on how to register for class?
4. Where would you locate a complete list of all of the courses that you take in the RN-BS Online/Distance Completion Option? Please provide the web address.
5. Where would you find the Blackboard 9 student guide? Please provide the web address.
6. Where do you find the date and time that you are eligible to register for the next semester?
7. What web address would you go to if you wanted to know a bit more about your instructor? Please provide the link.
8. Where would you find the fax number and physical address for the School of Nursing? Please provide the link.
9. What is the web address for the University's main "home" page? Please provide the link.
10. Where would you find the University information regarding Prior Learning? Please provide the web address.
11. Where do you locate the name of your advisor? State the location.
12. On the student website where would you locate your class schedule? State the location.
13. Where would you find your unofficial academic transcript? State the location
14. How do you pay your bill for the University? State the location.
15. What is the web address for searching the University's Library World Catalog? Please provide the web address.
16. What is the email your faculty will use to communicate with you?
17. How do you locate the information regarding who your instructor is and how to contact him or her?
18. How do you obtain a permission number for each course? Please provide the basic information.

APPENDIX C

DISCUSSION BOARD RUBRIC

The following is how you are graded for your posts in the Discussion Board (DB):

- Read and follow the appropriate DB Assignment and instructions, refer to the Weekly Materials tab.
- Read the DB Grading Rubric carefully for how points will be assigned.
- 20 maximum points.
- Post your response to the appropriate DB forum.
- Post one comment to two different peer's DB posts.
- Brief non-substantive responses, such as off-topic remarks or short remarks such as "good job" or "I agree" do not count as substantive responses.

Criteria	<i>Discussion post and response submitted on time. Comments to peers are reflective and have "on topic" substance.</i>
Excellent 20 pts.	All criteria met. On time submission of post and response to peers Response are reflective and have "on topic" and substance. Response is supported by one evidence based resource (e.g. a journal article, book, website) and this resource is referenced.
Above Average 19-18 pts.	Most criteria are met. On time submission response to peers and Response reflects some thoughtful reflection and substance, but may also include non-substantive comments that are subjective and opinionated.
Average 17-15 pts.	Some criteria are met. Submission is late; and/or Responses do not reflect in-depth thoughts or responses are subjective, and include some of the student's opinions, and/or Comments are short and non-substantive such as "I agree", "Nice job" or off-topic remarks.
Below Average 14-13 pts.	Some criteria are met. Submission is late and/or, Responses do not reflect in-depth thoughts or responses are overwhelmingly subjective and include many of the student's opinions and/or, Comments are short and non-substantive such as "I agree", "Nice job" or off-topic remarks.
Poor >13 pts.	No criteria are met. Submission deadline is out of compliance. Response to peers are made but with no connection to the assignment. Tone is inappropriate netiquette is not adhered to.

APPENDIX D

REFLECTIVE ESSAY GRADING RUBRIC

<i>Criteria</i>	<i>Ratings</i>
<ol style="list-style-type: none"> 1. Submitted on time. 2. Page limit adhered to. 3. Formatting includes an introduction, body, and conclusion. 4. Organized ideas flow logically 5. Thoughtful reflection is evident. 6. Includes 1 nursing journal reference. 7. Grammar e.g. sentence structure, word choice, spelling etc. 8. APA format – font, line spacing, etc. are without errors. 	<ul style="list-style-type: none"> • Excellent 20 points-All 8 criteria are met. • Above Average 19-17 points-Most of the criteria are met. • Average 16-14 points-Half of the criteria are met. • Below Average 13-11 points-Less than half of the criteria are met. • Poor 10 or fewer points- None of the criteria is met or fails to submit paper.

APPENDIX E

GROUP PROJECT GRADING RUBRIC

Category	Excellent: All areas of category met 6 points	Good: Most areas of category met 5 points	Fair: Half of the areas of category met 4.5 points	Needs Improvement: Less than half of the areas of category met Less than 4.5 points
Content: Topic covered thoroughly Enough information given to understand topic Important information not excluded and unnecessary information not included.				
Writing: Material is proofread without errors. Presentation has a title slide and a reference slide following APA format.				
Technical: Graphics, sounds, text, font, and transitions contribute to the presentation and assist in communicating the content. The presentation visually appeals to the viewer.				
References: Cited at least 4 reliable and informative sources; of which at least 2 are professional journals				
Group Peer Evaluation Complete	6 pts. =Complete for group members and self	3 pts. =Completed for group members or self	0 pts. = Not completed for group members or self	
Grade:				

APPENDIX F

GROUP PROCESS PEER EVALUATION

This is an anonymous peer review form that is to be used to evaluate yourself and other group members related to participation and development of the group project. Please complete one of these forms for each group member and yourself and email it to your instructor. X through or highlight the number you are rating yourself or your group members. Please rate yourself and your group members on a scale of 1 to 5 with 1 being the lowest and 5 being the highest. Please add comments and examples that support the score given.

Name of Group Member:

Planning and Contribution to the Project (did this person locate information, contribute to the development of the project, and provide input and feedback related to the project development?)

1 2 3 4 5 Comments/Examples:

Interpersonal Relationships (did this person cooperate with the group members, utilize appropriate online communication skills, and was timely and provided follow through with the project development?)

1 2 3 4 5 Comments/Examples:

Project/PowerPoint Development (did this person contribute to the development of the PowerPoint and posting to Blackboard as planned?)

1 2 3 4 5 Comments/Examples:

APPENDIX G. PLAN OF STUDY WORKSHEET

Being successful in life is about creating a balance between your life and work. It is well worth your time to carefully view how your life and your routines would change while completing your Bachelors Degree. You need to determine how many classes you can be successful in at one time, and still maintain your sanity. The first part is simply a list of questions for you to ask yourself before filling out the plan of study. These are just for you to reflect on. Do not post.

WORK

1. How many hours are you currently working?
2. Are you in line for a promotion?
3. Are you in a new position?
4. Is the facility you are working for, going through any changes that might affect you or your position?
5. How supportive will your employer be regarding your education?

HOME

6. How many hours in your day would you classify as free time?
7. How much of that time are you willing to give up?
8. How much time is your family willing to let you give up?
9. How understanding will your family be in regards to school?
10. How much support will you have from your family as your routine changes?

FINANCIAL

11. Have you developed a plan on how to pay for the classes on an ongoing basis?
12. Have you investigated the types of scholarships or financial aid and your eligibility?
13. If you are utilizing tuition reimbursement from your employer- have you planed out how you will pay for your course work prior to the reimbursement coming through?

GENERAL

14. What are the career possibilities that await you when you complete a Bachelors Degree?
15. Are you considering continuing your education to move up to a new position?
16. How do you think completing your education will affect your nursing practice?
17. How quickly would you like to obtain your degree, taking into account all of the things mentioned above?
18. How many classes per semester do you want to be responsible for and successful in on a semester-by-semester basis?

A minimum of 9 hours of work per week on average is needed to successfully complete a 3-credit course. (Sometimes less, sometimes more) This should be taken into consideration when building your plan. When developing a plan of study, it is important to remember that you will need a minimum of 30 credits that to meet the University's Residency requirements.

APPENDIX H

PLAN OF STUDY FORM SAMPLE

Complete your Plan of Study taking into account the questions that were asked previously (See Appendix G). There are three different charts, make sure you fill out the chart that will work best for you- leaving the other two blank. When indicating when you will be taking statistics, indicate live, online or correspondence. Participating in summer courses is optional- make sure to indicate the semester and year you are planning on taking a course(s).

Semester 1:	Your Plan
Year and Semester you plan to Start: Indicate one of the following: spring/summer /fall and the year you plan on taking the course.	Fall 2011
Course #1 (number, name and how many credits)	NURS 350- Transitions in Nursing- 3 credits
Course # 2 (number, name and how many credits)	HTLHST 380- Online Statistics- 3 credits
Total number of Credits:	6

Semester 2:	
Year and Semester you plan to Start: Indicate one of the following: spring/summer /fall and the year you plan on taking the course.	Spring 2012
Course #1 (number, name and how many credits)	NURS 392- Nursing Research- 3 credits
Course # 2 (number, name and how many credits)	HLTHST 300- Pathophysiology – 4 credits
Total number of Credits including previous credits:	7

Semester 3:	
Year and Semester you plan to Start: Indicate one of the following: spring/summer /fall and the year you plan on taking the course.	Sumer 2012 (remember summer is optional)
Course #1 (number, name and how many credits)	NURS 420- Policy Power and Voice- 3 credits
Course # 2 (number, name and how many credits)	
Total number of Credits including previous credits:	3

Semester 4:	
Year and Semester you plan to Start: Indicate one of the following: spring/summer /fall and the year you plan on taking the course.	Fall 2012
Course #1 (number, name and how many credits)	NURS 416 Community and Public Health- 3 credits
Course # 2 (number, name and how many credits)	NURS 417 Comm. And Public Health Lab- 3 credits
Total number of Credits including previous credits:	6

Semester 5:

Year and Semester you plan to Start: Indicate one of the following: spring/summer /fall and the year you plan on taking the course.	Spring 2013
Course #1 (number, name and how many credits)	NURS 424 Leadership and Management- 3 credits
Course # 2 (number, name and how many credits)	NURS 425 Leadership and Management lab 2 credits
Total number of Credits including previous credits:	5

Semester 6:

Year and Semester you plan to Start: Indicate one of the following: spring/summer /fall and the year you plan on taking the course.	Fall 2013
Course #1 (number, name and how many credits)	NURS 422 Advocate, collaborator and manager, -3 credits
Course # 2 (number, name and how many credits)	NURS 404- Capstone*
Total number of Credits including previous credits:	4

Semester 7: Core Completion

Year and Semester you plan to Start: Indicate one of the following: spring/summer /fall and the year you plan on taking the course.	Spring 2014
Course #1 Core requirements	SPAN 101- Beginning Spanish 2 credits
Course # 2 core requirements	THEA 101- Into to theater 3 credits
Total number of Credits including previous credits:	

Semester 8: Core Completion

Year and Semester you plan to Start: Indicate one of the following: spring/summer /fall and the year you plan on taking the course.	
Course #1 (number, name and how many credits)	
Course # 2 (number, name and how many credits)	
Total number of Credits including previous credits:	