Bachelor of Science in Nursing (BSN) Degree Program
Learners in the CCNE-accredited RN-to-BSN degree program build upon prior RN education and prepare to meet the growing demand for bachelor’s-prepared nurses. The program is designed to provide the additional knowledge and critical thinking skills needed in today’s complex health care environment. Learners gain and demonstrate analytical and application skills that focus on preparing for a broader scope of practice, gaining a better understanding of the issues that impact patients and influence care delivery, and utilizing evidenced-based practice for improved health care outcomes for individuals and communities in a variety of health care delivery settings.

Knowledge gained through work experience and industry certifications may help you earn academic credit toward your degree through Capella’s Prior Learning Assessment process, offering you potential savings on tuition and time to completion.*

*Residents of Washington may receive credit for prior learning only in the bachelor’s and MBA programs.

† The BSN, MSN, and DNP nursing degree programs at Capella University are accredited by the Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington, DC 20036, (202) 887-6791, http://www.aacn.nche.edu/ccne-accreditation.

This guide is intended to provide an overview of the program and is subject to change. Your enrollment counselor can provide updates, details, and Capella’s official University Catalog that specifies your program requirements.
Capella’s Career Center proactively assists learners and alumni in developing and implementing their unique career management goals. The Career Center staff is committed to helping you move forward in your career.

### Career Information

**RELATED EMPLOYMENT SETTINGS TO EXPLORE**

- Hospital
- Medical clinic
- Assisted living facility
- Long-term care facility
- Nursing home
- Home health agency
- Public health clinic
- School (P–12)
- Pharmaceutical company
- Insurance company
- Governmental agency
- Community college
- Vocational college

**RELATED JOB TITLES TO EXPLORE**

- Registered nurse
- Home health nurse
- Community health nurse
- School nurse
- Industrial health nurse
- Case management nurse
- Licensed practical nurse (LPN) instructor

**PROGRAM OUTCOMES**

- Conduct comprehensive and focused assessments of health and illness parameters in individuals, groups, and vulnerable populations
- Incorporate concepts of patient safety, clinical management, and quality improvement to improve patient outcomes
- Incorporate evidence-based practice interventions (e.g., information systems, patient care technologies) as appropriate for managing the acute and chronic care of patients promoting health across the lifespan
- Understand the scope and role of policy, finance, and regulatory environments in relationship to individual and population outcomes
- Communicate effectively with all members of the health care team, including interdepartmental and interdisciplinary collaboration for quality outcomes
- Apply knowledge of organizational behavior, nursing theory, and systems (micro and macro) as appropriate for the scope and role of one’s own practice
- Apply and incorporate a basic understanding of the concepts of health promotion and disease as a means of improving health at the individual, population, and community level
- Incorporate a holistic, caring, culturally appropriate nursing approach that contributes to the wellness and the health of individuals, groups, and vulnerable populations
- Incorporate the qualities, skills, behaviors, and knowledge required to function as a patient advocate, practice high quality care, assess and evaluate patient outcomes, and provide leadership in improving care
- Integrate a holistic approach to local, regional, national, and global dynamics in nursing and healthcare system delivery

*These are examples intended to serve as a general guide. Because many factors determine what position an individual may attain, Capella cannot guarantee that a graduate will secure any specific job title.

†Most positions require licensure and/or other designations. We encourage you to research requirements for your job target and career goals.
Curriculum

- 45 general education quarter credits
- 30 foundational nursing course quarter credits
- 60 required course quarter credits
- 39 elective course quarter credits
- 6 capstone course quarter credits
- Total program credits: 180 quarter credits

GENERAL EDUCATION COURSES

Choose 45 quarter credits with a minimum of 6 quarter credits from each of the following categories: communication, humanities, natural science and mathematics, and social science.

ADDITIONAL PROGRAM REQUIREMENTS

Foundational nursing courses - 30 quarter credits
Undergraduate nursing skills coursework totaling 30 quarter credits.

REQUIRED COURSES

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Quarter Credits</th>
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<tbody>
<tr>
<td>BSN4001</td>
<td>Orientation to Baccalaureate Nursing</td>
<td>6</td>
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<tr>
<td>BSN4002</td>
<td>Assessment, Communication, and Collaboration</td>
<td>6</td>
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<tr>
<td>BSN4004</td>
<td>Nursing Research and Informatics</td>
<td>6</td>
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<tr>
<td>BSN4006</td>
<td>Policy, Law, Ethics, and Regulations</td>
<td>6</td>
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<tr>
<td>BSN4008</td>
<td>Organizational and Systems Management for Quality Outcomes</td>
<td>6</td>
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<tr>
<td>BSN4010</td>
<td>Health Promotion and Disease Prevention in Vulnerable and Diverse Populations</td>
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<tr>
<td>BSN4012</td>
<td>Nursing Leadership and Management</td>
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<tr>
<td>BSN4014</td>
<td>Global Perspectives of Community and Public Service</td>
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<tr>
<td>BSN4016</td>
<td>Pharmacology for Patient Safety</td>
<td>6</td>
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<tr>
<td>BSN4017</td>
<td>Collaborative Group Process for Nursing Professionals</td>
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ELECTIVE COURSES

Choose 39 quarter credits of additional undergraduate courses.

CAPSTONE COURSE

Taken during the learner’s final quarter:

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<th>Course</th>
<th>Title</th>
<th>Quarter Credits</th>
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<tbody>
<tr>
<td>BSN4020</td>
<td>Nursing Capstone Project</td>
<td>6</td>
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This specialization is offered in the GuidedPath delivery model.

RESIDENCY CREDIT

Learners must complete a minimum of 48 quarter credits within the program requirements at Capella University.

ADMISSION REQUIREMENTS

Diploma, or associate’s degree in nursing from an institution accredited by a U.S. Department of Education-recognized accrediting agency or an internationally recognized institution.

Grade point average of 2.0 or higher on a 4.0 scale

Current, unrestricted RN license to practice in the United States

Applicants who do not have any credits eligible for college/university transfer must successfully complete a university-approved examination.

Washington residents are currently not eligible to enroll in this program.

The BSN degree program requires learners to maintain a current, independently verifiable, and unrestricted RN license throughout their program.

The courses in this program may require live web conferencing activities and/or learner audio/video recordings. Learners who require assistive technology or alternative communication methods to participate in these activities should contact Disability Services to request accommodations.
Required Course Descriptions

BSN4001  Orientation to Baccalaureate Nursing  6 QUARTER CREDITS
This course is an introduction to the role of the bachelor’s-prepared nurse. Learners analyze the role and expectations of the professional nurse leader within the health care delivery system and explain ways to promote safe, quality, evidence-based care to diverse populations and communities in health care environments. Learners also investigate current health care systems and create evidence-based plans for health promotion and disease prevention among underserved and at-risk populations. For BSN learners only. Must be taken during the learner’s first quarter. Cannot be fulfilled by transfer or prior learning assessment.

BSN4002  Assessment, Communication, and Collaboration  6 QUARTER CREDITS
In this course, learners analyze effective health assessment methods, communication strategies, and interdisciplinary collaboration techniques used in a variety of health care settings. Learners conduct a comprehensive evidence-based health assessment and examine and explain the communication skills members of collaborative teams need for evidence-based quality care.

BSN4004  Nursing Research and Informatics  6 QUARTER CREDITS
This course is an introduction to the application of research and information technology in the nursing profession. Learners identify the ways information systems and patient care technologies have contributed to improved patient outcomes; demonstrate competence in incorporating safeguards, secure practices, and ethical standards needed to promote and support data security, patient confidentiality, and regulatory requirements; and analyze effective use of patient care technologies, communication systems, and information systems across the health-illness continuum. Learners also examine ethics in nursing research and scholarship and the relationships among theory, research, and behavior in the application of evidence-based nursing practice.

BSN4006  Policy, Law, Ethics, and Regulations  6 QUARTER CREDITS
Learners develop and demonstrate their knowledge of concepts and principles of health care policy, legal control, ethical conduct, and regulatory environments and their application to the health care environment and the nursing profession. Learners analyze the impact of health care policy and multicultural, socioeconomic, political, legal, and regulatory factors on health care access disparities and practice articulating the needs of individuals, communities, and vulnerable populations to consumers and appropriate officials. Learners also focus on the importance of cultural competence and ethical decision making in professional nursing practice.

BSN4008  Organizational and Systems Management for Quality Outcomes  6 QUARTER CREDITS
In this course, learners acquire and demonstrate the fundamental concepts and principles of individual and organizational leadership necessary for successful nursing practice in integrated and nonintegrated health care systems and environments. Learners develop and demonstrate awareness of nursing leadership concepts, research, and models and evaluate best practices of organizational and systems leadership to apply to professional nursing practice. Learners integrate the concept of quality improvement with patient safety and examine the influence of complex organizational and leadership system issues on quality and patient safety initiatives. Learners also analyze techniques for monitoring individual and organizational performance in promoting safe and caring patient-centered environments.
BSN4010  Health Promotion and Disease Prevention in Vulnerable and Diverse Populations  6 QUARTER CREDITS
Learners in this course develop and demonstrate competence in their understanding of concepts, frameworks, and models used to foster health promotion and disease prevention, particularly in multicultural and vulnerable populations. Learners evaluate the health care needs of individuals and populations from multicultural, ethnic, traditional, and spiritual perspectives and examine factors that cause wellness disparities among people in vulnerable populations. Learners analyze the ways health care access barriers are created and identify evidence-based best practices for developing a population-focused approach to health promotion and disease prevention.

BSN4012  Nursing Leadership and Management  6 QUARTER CREDITS
In this course, learners examine theoretical concepts of leadership and management for the professional nurse, particularly those associated with health care finance, human resources, and materials allocation. Learners build and apply a working knowledge of evidence-based best practices and behaviors that support effective nursing leadership in a variety of health care settings and analyze strategies for developing effective skills in coordination, delegation, collaboration, negotiation, conflict management, goal setting, performance improvement, and lifelong learning. Throughout the course, learners also integrate ethical interpersonal communication skills necessary for positive interdisciplinary working relationships.

BSN4014  Global Perspectives of Community and Public Service  6 QUARTER CREDITS
In this course, learners develop the knowledge, skills, and techniques needed to function as effective team members in public- or community service-based health care settings. Learners apply collaborative and innovative strategies for enhancing and improving current health care system approaches based on national and global holistic needs assessments and identify ways to advocate for quality patient and community outcomes and apply tribal, community, and global wellness strategies to professional practice.

BSN4016  Pharmacology for Patient Safety  6 QUARTER CREDITS
Learners in this course further develop their knowledge of pharmacology as they apply skills, attitudes, and techniques to evidence-based nursing practice. Learners demonstrate an understanding of general pharmacology, drug categories, and patient safety in a variety of health care settings. Learners also develop a multicultural and patient-centered perspective that addresses disease processes, pharmacological and non-pharmacological therapies, teamwork, and patient safety initiatives.

BSN4017  Collaborative Group Process for Nursing Professionals  6 QUARTER CREDITS
In this course, learners build and strengthen the knowledge, skills, and techniques needed to initiate, lead, and function in collaborative group processes for the purpose of enhancing the health and wellness of individuals, groups, communities, and populations. Learners also identify group process barriers and interventions, particularly those associated with special and vulnerable populations and community and national directives.

Capstone Course Description

BSN4020  Nursing Capstone Project  6 QUARTER CREDITS
Learners in this course focus on synthesizing and applying the nursing knowledge and skills gained during their program. Learners demonstrate proficiency by integrating nursing theories, research, and best practices into a single practice model of health promotion or disease prevention for a specific community or population group. Learners create and customize an evidence-based project plan and develop and implement strategies for achieving desired project outcomes. For BSN learners only. Must be taken during the learner’s final quarter. Cannot be fulfilled by transfer or prior learning assessment.
Tuition and Fees

This tuition estimate is effective July 10, 2017, and is subject to change. For current pricing, visit the Capella University website at www.capella.edu.

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<tr>
<th>TUITION/FEES</th>
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<tr>
<td>Tuition per lower-division credit (1000–2000 level)</td>
<td>$336</td>
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<tr>
<td>Tuition per upper-division credit (3000–4000 level)</td>
<td>$360</td>
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<tr>
<td>Resource kit per quarter</td>
<td>$125</td>
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Digital course materials covered by the quarterly resource kit fee offer advantages such as immediate mobile access to books; fast, easy full-text search of materials; digital note-taking; and peer collaboration through note sharing.

There are many financial aid options available to help you offset tuition costs.

Contact an enrollment counselor at 1.888.CAPELLA (227.3552) to discuss your financial aid opportunities.

Financial Aid

Capella University offers assistance to learners who qualify and would like to secure educational funding to help finance their academic program. A number of options are available, given the diverse needs and backgrounds of prospective learners. Options include:

- Federal Direct Stafford Loan Program
- Federal Direct PLUS Loan Program
- Non-federal loans through preferred lenders and financial institutions
- Capella scholarships
- External scholarships
- Veterans’ educational benefits and U.S. armed forces discounts
- Corporate and higher education alliances
- Employer tuition reimbursement

Regarding loan programs, interest rates for Stafford student loans are low compared to other types of consumer loans, and repayment can be deferred until after graduation. In compliance with federal and state laws, Capella University has established policies for all learners regarding satisfactory academic progress, which is necessary for financial aid eligibility.
Academic Leadership

F. Patrick Robinson, PhD, RN, FAAN
Dean
Dr. Patrick Robinson serves as the dean of the School of Nursing and Health Sciences at Capella University. Prior to joining Capella, Dr. Robinson served as Senior Vice President of Academics for Orbis Education, Dean of Curriculum and Instruction at Chamberlain College of Nursing, Executive Assistant Dean of the University of Illinois at Chicago College of Nursing, and Chair of the Department of Health Management and Risk Reduction at the Niehoff School of Nursing at Loyola University Chicago. Additionally, Dr. Robinson is a fellow of the American Academy of Nursing (FAAN). He holds a BSN and MSN from Indiana University, a PhD in Nursing Science from Loyola University Chicago and has completed a post-doctoral fellowship in biobehavioral nursing research at the University of Illinois at Chicago.

Christy Davidson, DNP, RN
Associate Dean and Director of Nursing
Dr. Christy Davidson serves as associate dean and director of nursing for Capella University’s School of Nursing and Health Sciences. Dr. Davidson has been with Capella since 2010, and has been a registered nurse for almost 18 years, having previously served as a staff nurse, clinical nurse specialist, legal nurse consultant, and nurse manager. Her areas of specialty and interest include women’s and children’s health, leadership and management, and quality improvement. Dr. Davidson holds a DNP in Leadership from the University of South Alabama and holds both an MSN in Adult Health and a BSN from the University of Mobile.

Bridget Roberts, DNP
Faculty Chair
Dr. Bridget Roberts serves as the faculty chair for undergraduate nursing and has been with Capella since 2014. Dr. Roberts brings over 17 years of experience in clinical nursing, nursing leadership, and nursing education to her role. Her career has included nursing service in clinical positions in adult health, leadership positions in quality improvement and staff development, and faculty and academic leadership positions in undergraduate and graduate nursing. She has demonstrated expertise in nursing education and is a certified nurse educator, published author, and a reviewer for peer-reviewed journals. Dr. Roberts holds a DNP in nursing leadership, an MSN in nursing administration and community health, and a BSN all from Eastern Kentucky University.
Move Forward with Capella University

WORKING SCHOLARS
Capella provides an online, flexible learning environment for working adults who are also determined scholars. That connection between academic and professional work infuses the entire Capella experience—from the faculty we recruit to the course projects you complete. The theories discussed in the courseroom are designed to develop working knowledge for everyday situations.

AN ACCREDITED UNIVERSITY
Our accreditation* is an assurance to students, employers, and the public that Capella University meets or exceeds established standards for quality of faculty, curriculum, and learner services. It is also an important factor in the ability to transfer credits among higher education institutions. Regional accreditation, the type held by Capella, is the most common type for major public, state, and private institutions in the United States.

VALUING YOUR KNOWLEDGE AND EXPERIENCE
Adults bring a wealth of experience and learning to their education. Capella courses are designed to bring out your perspectives just as you gain from others’ ideas. Your knowledge can also be worth time and money: An enrollment counselor can help you estimate how much of your prior learning may apply toward your Capella degree program.

*ACCREDITATION
Capella University is accredited by the Higher Learning Commission.

HIGHER LEARNING COMMISSION
https://www.hlcommission.org
800.621.7440

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