SECTION I: School of Nursing

Table of Contents

History of the School of Nursing ................................................................. 1
College of Applied Sciences and Technology .............................................. 1
School of Nursing....................................................................................... 1
Bachelor of Science Degree with a major in Nursing (BS) ....................... 1
RN to BS Track, Baccalaureate ................................................................. 2
Associate of Science Degree with a major in Nursing (AS) .................... 2
Master of Arts/Master of Science with a major in Nursing (MA/MS) ........ 2
Doctorate of Nursing Practice .................................................................. 2
Continuing Education ............................................................................... 3
Accreditation.............................................................................................. 3
ORGANIZATIONAL CHART....................................................................... Error! Bookmark not defined.
ACCREDITATION....................................................................................... 5
VISION....................................................................................................... 6
MISSION STATEMENT.............................................................................. 6
GOALS....................................................................................................... 6
PHILOSOPHY OF NURSING................................................................. 7
PHILOSOPHY OF EDUCATION.............................................................. 8
ORGANIZING FRAMEWORK............................................................... 9
ORGANIZING FRAMEWORK: CONCEPTS AND DEFINITIONS ............... 100
CORE KNOWLEDGE ........................................................................... 10
PROFESSIONAL VALUES................................................................. 10
CORE CONCEPTS............................................................................... 11
PROFESSIONAL ROLE DEVELOPMENT............................................. 11
HISTORY OF THE SCHOOL OF NURSING

In January 1963, the Ball State Teachers College Board of Trustees and Ball Memorial Hospital Board of Directors announced that the hospital school of nursing diploma program would be closed and that a baccalaureate program in nursing would be developed within the Teachers College. On August 21, 1963, the Ball State Teachers College Board of Trustees announced the establishment of the Department of Nursing within the Division of Fine and Applied Arts and appointment of Dr. Helen J. Berry as Department Head. On February 8, 1965, the General Assembly renamed the institution to Ball State University.

College of Applied Sciences and Technology
The College of Fine and Applied Arts was divided into the College of Applied Sciences and Technology and the College of Fine and Performing Arts in July 1983. Dean Lloyd P. Nelson was appointed the first Dean of the College of Applied Sciences and Technology and retired in July 1985. Dr. Duane O. Eddy was appointed the Dean of the College of Applied Sciences and Technology in July 1985; Dr. Donald Smith was appointed Dean of the College in 1997; Dr. Nancy Kingsbury was appointed Dean of the College in July 2002; Mrs. Gwen Robbins was appointed Interim Dean in August 2007; Dr. Jack Wescott was appointed Interim Dean in January 2008; and Dr. Mitch Whaley was appointed Dean of the College in May 2008.

School of Nursing
The Department of Nursing became the School of Nursing in July 1985. With the departmental change, the title of Chairperson of the Department of Nursing was changed to Director of the School of Nursing.

Dr. Helen Berry was appointed Department Head of Nursing from 1963–1978. Dr. Martha M. Morris was Chairman from July 1978-1984. Dr. Mary Jo Arndt was Chairman of the Department of Nursing from 1984-1987. In 1987-1988, Dr. Kay E. Hodson was the Acting Director with Shirley Foster, Dr. Marilou Judy, and Dr. Marilyn Ryan as Co-Directors. Dr. Phyllis Irvine was elected Director of the School of Nursing from 1988-2001. Dr. Linda Siktberg was named Director of the School of Nursing 2001 and re-elected in 2004 and 2009.

Bachelor of Science Degree with a major in Nursing (BS)
The first freshmen students entered the baccalaureate program in Autumn Quarter 1964 and the first nursing class in the sophomore year. The first nursing students graduated in June 1968 with a Bachelor of Science degree with a major in nursing. The baccalaureate program includes the basic track, 19 month track (for second baccalaureate degree students), Degree in 3, and LPN to BS track.

The original baccalaureate curriculum in nursing was modified in 1972. Both the Master’s and Baccalaureate curricula were revised in 1981 applying a General Systems theoretical perspective (Arlene Putt and others). The current curriculum framework was developed in 1994, using the General Systems model. In September 1999, the School of Nursing faculty reorganized the curricula based on the AACN Essentials of Baccalaureate Education (1998; 2008) and AACN Essentials of Master’s Education for Advanced Practice Nursing (1995; 2011).

Dr. Marilou Judy was appointed Associate Director of the Baccalaureate Program from 1988-1992. Dr. Nancy Dillard was appointed Associate Director of the Baccalaureate Program from 1992-2012. In 2009, the title changed to Baccalaureate Program Director.
RN to BS Track, Baccalaureate
In the 1980s, the Department of Nursing developed the RN to BS Completion Track. The first students were admitted to the RN Studies in 1982 with faculty instructing at three different sites: Muncie, Indianapolis, and Ft. Wayne. In the mid-1980s, this option was offered via interactive television throughout the State. The nursing courses in the RN to BS Track were converted to Internet delivery in 1999. Dr. Linda Siktberg was appointed Associate Director RN to BS Track in 1992. In 2009, the title changed to RN to BS Track Program Director.

Associate of Science Degree with a major in Nursing (AS)
An Associate Degree Program in Nursing was established through a five-year contract with Ball Memorial Hospital in 1981. The first class graduated in May 1984. The associate degree program received full accreditation from NLN in June 1985. The program closed in 1986.

The Associate Degree Program in Nursing was re-opened in June 1989 as a state-supported program. The first class of nursing students was admitted in Fall 1990. The LPN to ASN option was started in the summer of 1998. The two-year program received full approval by the Indiana State Board of Nursing in June 1993. The Associate of Science in Nursing program received full accreditation from the NLN June 25, 1996. In 1990, Dr. Nancy Dillard was appointed Associate Director, Associate of Science in Nursing Program. In 1992-2000, Dr. Linda Siktberg was named as Associate Director. The associate degree program closed in 2000.

Master of Arts/Master of Science with a major in Nursing (MA/MS)
In the early 1970s, the faculty began planning for a graduate program in nursing. In Spring Quarter 1971, the University Graduate Educational Policies Council approved the proposed design for graduate specialist education in nursing. In Autumn Quarter 1971, the first graduate students were admitted to a Master of Arts with a major in nursing. The first master’s students graduated in March 1973. The Master of Arts degree was discontinued in 1985 and replaced by a Master of Science. The master’s program began partial Internet delivery in 1997 and complete Internet delivery in 1999. The master’s program was approved for Internet delivery in 1998 by the Indiana Commission for Higher Education.

Dr. Florence Houghton was appointed Coordinator of Graduate Studies from 1978–1984. Dr. Joyce Bain became Associate Director of the Master’s Program from 1984–1987. Dr. Marilyn Ryan was Associate Director from 1987-1988. Dr. Jan Kirsch assumed the position of Associate Director of the Master’s Program from 1988–1989. Dr. Marilyn Ryan was appointed Associate Director of the Master’s Program in 1989. In Fall 2009, the Master’s students were placed under different Program Directors. Dr. Marilyn Ryan was appointed Program Director of the Leadership/CNS Tracks. Dr. Beth Kelsey was appointed Program Director of the NP/Post MS NP students 2009–2010. In 2011, Dr. Diana Bantz was appointed Master’s Program Director.

Doctorate of Nursing Practice
The University Board of Trustees approved the Doctor of Nursing Practice (DNP) December 14, 2007. The Commission for Higher Education approved the DNP program June 13, 2008. The program focuses on preparing nurses with the competencies needed to provide expert direct advanced nursing care; implement the best evidence-based practice; design, implement, and evaluate health care delivery for individuals, families, populations, and communities; and evaluate and influence health care policy. The program is offered in a web based distance education format. The first cohort of students was admitted Fall 2009. Dr. Beth Kelsey was appointed interim Program Director of the DNP/NP program/track during 2009-2010. Dr. Diana
Bantz was appointed Interim DNP/NP Program Director and appointed DNP/NP Program Director in August 2010. In 2011, Dr. Beth Kelsey was appointed DNP Program Director.

Continuing Education
In 1973, the Department of Nursing established the position of Coordinator of Continuing Education, participating in the University School of Continuing Education. The Department of Nursing, through its continuing education endeavors in the University, Eastern Indiana, and the State, served as one of the state centers for the Indiana Statewide Plan for Continuing Education in Nursing (ISPCEN). The Ball State Center served two regions in Indiana, six and nine. The Coordinator served as a member of the Task Force which developed ISPCEN Master Plan for Continuing Education in Nursing, 1975-1980. The Continuing Education in Nursing program was initially accredited in 1981 by the American Nurse’s Association and reaccredited in 1993. The continuing education offerings were approved by the Indiana State Nurses Association. The continuing education program ceased operation in 2000.

Accreditation
The baccalaureate program in nursing received full accreditation from the National League for Nursing (NLN) in December 1968 and was reaccredited in 1974, 1982, 1990, and 1998. The Graduate Program in Nursing received initial accreditation from NLN in December 1984 and received full accreditation in 1988 and continued accreditation in 1990 and 1998. The Associate of Science in Nursing program received full accreditation from NLN June 25, 1998. In April 8, 2006, the baccalaureate and master’s programs received initial accreditation by the Commission on Collegiate Nursing Education (CCNE) through 2010, and reaccreditation in November 15, 2010 through June 30, 2021. The Doctor of Nursing Practice program received initial accreditation by CCNE in November 16, 2011 through June 30, 2017.

Edited 09/24/13
ACCREDITATION

The Baccalaureate, Master’s, and Doctor of Nursing Practice Programs are accredited by the Commission on Collegiate Nursing Education (CCNE). The Baccalaureate Nursing program is also approved by the Indiana State Board of Nursing.

Commission on Collegiate Nursing Education (CCNE)
One Dupont Circle, NW, Suite 530
Washington, DC 20036
Phone: (202) 463-6930
Website: www.aacn.nche.edu Email: cwalcott@aacn.nche.edu

Indiana Professional Licensing Agency
(ATTN: Indiana State Board of Nursing)
402 W. Washington Street, Room W072
Indianapolis, IN 46204
Phone: (317) 234-2043 Fax: 317-233-4236
Website: www.in.gov/pla/nursing.htm Email: pla2@pla.IN.gov
SCHOOL OF NURSING

VISION

Ball State University School of Nursing will be a national model of excellence as a learner-centered academic community that advances nursing knowledge and practice, impacts health care economics, and enhances quality of life.

Approved by Faculty Organization: 11/9/09

MISSION STATEMENT

Ball State University School of Nursing is an innovative, challenging, supportive academic community that inspires students by:

- Offering active, collaborative learning, including immersive clinical and culturally diverse experiences based on evidence-based practice.

- Providing access to faculty and professional practice experts who advance nursing knowledge, collaborative practice, excellence in teaching, and technology in learning.

- Engaging with local, state, national, and international communities to enhance quality of life, cultural sensitivity, and health care delivery.

Approved by Faculty Organization: 2/1/10

GOALS

1. The School of Nursing will promote academic excellence for all programs and students through learning experiences that are rigorous and meaningful.
2. The School of Nursing will engage in the discovery of knowledge through scholarship to add to the body of evidence for nursing practice.
3. The School of Nursing will collaborate with local, state, national, and international agencies and organizations to create and sustain mutual trust and mutually beneficial relationships.
4. The School of Nursing will continue to improve the learning environment and culture of the School through creative and innovative technology strategies that are fiscally sound.

Approved by Faculty Organization: 5/10/10
PHILOSOPHY OF NURSING

The faculty in the School of Nursing adopt the mission of Ball State University including the core values of the discovery of knowledge, integration of learning experiences, and civic and professional leadership. The philosophy of the School of Nursing consists of three elements: humans and their interaction with the environment, nursing, and values of the faculty.

Humans
Humans are physical, psycho-emotional, sociocultural, and spiritual beings. They are in continuous interaction with the environment. People’s decisions about health are influenced by their physical and mental health, gender, age, socioeconomic status, ethnic, and racial origin as well as sexual orientation. Nurses recognize the individual’s influential factors that affect health and provide care within the context of family, significant others, community, and the society.

Nursing
Nursing is a profession whose function is to promote health of people through helping them to be active participants in health care, maintain the right to self-determination, and ensure adequate provision of information. Nurses use education, research, service, and involvement in health care policies to promote health, reduce risks, prevent disease and disability, and meet the individuals’ self-care deficits. Nurses help manage wellness, restore the optimal functioning after illness, and provide comfort and support during end of life.

Nursing is a profession that is guided by the American Nurses Association (ANA) code of ethics and standards of practice. Nurses are engaged in the development of scientific knowledge and use of technological resources that will advance the profession. Nurses work with consumers independently and in collaboration with other members of the health care team. Further, professional nurses are engaged in leadership at the local, state, national, and international health-related organizations.

Values of the Faculty
Faculty are dedicated to the belief that every individual has the right to holistic and nondiscriminatory health care that is based upon worth and dignity of all people. Faculty recognize diversity of values, culture, and ethnicity, and provide learning opportunities for students with culturally diverse populations. Faculty uphold professional ethics when working with students, staff, faculty, other professionals, and people in the community.

Approved by Faculty Organization: 5/5/03; Reviewed by Faculty Organization: 5/10/10
PHILOSOPHY OF EDUCATION

The School of Nursing is a learning community that builds on a foundation of liberal arts, humanities, and sciences to develop clinical skills and judgment required to practice professional nursing. Faculty believe in student success. The faculty believe that students are responsible for their own learning with faculty to facilitate the learning process. Faculty are committed to providing an environment which assists students to reach their potential, promote intellectual interest, critical thinking, development of professional values, and a commitment to life-long learning. Within a milieu of mutual respect, students and faculty participate collaboratively in a venture of inquiry and investigation, learning, creativity, and service.

Faculty are responsible for designing and implementing teaching strategies that help facilitate students' learning. Evaluation of the student performance is a continuous process and utilizes established criteria. Student success is promoted by supportive faculty advisement, remedial work, and/or referral to counseling services. Faculty enhance the learning process by maintaining current knowledge in the discipline of nursing and integrating research and service into nursing education.

Approved by Faculty Organization: 5/5/03; Reviewed by Faculty Organization: 5/10/10
ORGANIZING FRAMEWORK

LIBERAL EDUCATION

- Core Knowledge
- Professional Values
- Core Concepts

- Provider of Care
- Professional Role Development
- Member of Profession
- Designer, Manager Coordinator of Care
ORGANIZING FRAMEWORK: CONCEPTS AND DEFINITIONS

CORE KNOWLEDGE

THEORY - Organized and systematic way of understanding reality.

HEALTH PROMOTION, RISK REDUCTION, AND DISEASE PREVENTION - Achievement and maintenance of an optimal level of wellness across the lifespan.

ILLNESS AND DISEASE MANAGEMENT - Holistic assessment and management of health alterations to maximize quality of life across the lifespan, including end of life.

INFORMATION TECHNOLOGY – A range of technologies used in information management in healthcare.

ETHICS - Values, codes, and principles that govern decisions in nursing practice, conduct, and relationships.

HEALTH CARE POLICY – Financial and regulatory policies directly and indirectly influencing health care.

EVIDENCE BASED RESEARCH AND PRACTICE - Scientific inquiry and integration of best evidence relevant to professional nursing practice.

DIVERSITY – Human variations including social and cultural factors.

PROFESSIONAL VALUES

ALTRUISM - Concern for the welfare and well-being of others personally and professionally.

AUTONOMY - Right to self-determination.

HUMAN DIGNITY - Respect for the inherent worth and uniqueness of others.

INTEGRITY - Acting within a code of ethics and professional standards.

SOCIAL JUSTICE - Upholding moral, legal, and humanistic principles.
CORE CONCEPTS

INTRAPROFESSIONAL/INTERPROFESSIONAL TEAMWORK AND COLLABORATION – Working with and across healthcare professions to cooperate, collaborate, communicate, and integrate care.

COMMUNICATION - Process of assimilating and using effective communication techniques.

PATIENT CENTERED CARE – Healthcare that respects and honors patients’/families’ needs and preferences, and assures individual patient’s values guide all decisions.

CLINICAL JUDGMENT/CLINICAL REASONING – Process of reasoning, synthesizing, analyzing, interpreting, and evaluating information for decision-making.

SAFETY - Minimizes risk of harm to patients and others through both system effectiveness and individual performance.

PROFESSIONAL ROLE DEVELOPMENT

Characterized as member of profession, provider of care, and designer/manager/coordinator of care.

MEMBER OF PROFESSION - One who pursues the practice of excellence, lifelong learning, and professional engagement to foster professional growth and development.

PROVIDER OF CARE - One who provides nursing care based on evidence that contributes to safe and high quality patient outcomes.

DESIGNER, MANAGER, COORDINATOR OF CARE - One who utilizes best evidence in development, implementation, and evaluation of patients’/families’ healthcare and healthcare systems.

Sources:


6/10/2010; Edited 9/09/11