

## **Program Resources**

### **BSN - Riverside**

The BSN-Riverside third campus program location will have the appropriate resources, including the use of technology, to assist nursing students in the achievement of the program learning outcomes. The location will provide learners with state-of-the-art classrooms and laboratories, which will include an A&P lab, simulation lab, virtual reality lab, and nursing skills lab. Educational resources are integrated across the curriculum in alignment with the Board's requirements of essential skills, faculty, content experts, community partners, and program advisory committees.

#### **THIRD CAMPUS PROGRAM LOCATION DESCRIPTION**

The BSN-Riverside third campus program location will be located in Riverside City, which is about sixty miles east of Los Angeles. Riverside is recognized for its entrepreneurial spirit as well as its important contributions to the growth of California's economic and cultural future. Since 2019, the institution has actively been creating partnerships with Riverside's healthcare organizations and facilities to established direct paths for future clinical education placement. The location will provide all instruction and access to educational resources on the fifth floor of a five-story building, which will include didactic classrooms, labs, program offices, Learning Resource Center, Testing Center, student lounge areas, study areas, and education and administrative office suites.

#### **PROGRAM OFFICES**

The third campus program location will provide workstations for full-time and part-time faculty as well as a private office for the program's Assistant Program Director allowing for privacy of records as well as conducting confidential meetings. Each workstation will provide lockable cabinets/storage space.

#### **DIDACTIC CLASSROOMS**

The third campus program location will have dedicated didactic classrooms providing laptops at each students' workspace, iPad digital attendance tracking systems, SMART technologies, and access to digital examination technologies.

#### **A&P/MICROBIOLOGY LAB**

The A&P/Microbiology laboratory will be utilized by the program's students starting in June 2021 with CHEM1010 Chemistry with Lab followed by BIO1010 Biology with Lab, SCI1050 General Microbiology with Lab, SCI1030 Human Anatomy with Lab, SCI1040 Physiology with Lab, and SCI3050 Pathophysiology courses. The lab provides students with the opportunity to study the human body including body parts, cell structure, tissues, and organs through dissection, testing, culturing, and researching within a learning environment equipped with specialized learning resources such as microscopes, analyzers, autoclaves, counters, readers/washers, and incubators.

#### **SIMULATION LAB**

The simulation lab is currently under development and is scheduled to be opened in April 2021. BSN-Riverside students are scheduled to begin use of the lab in November 2021 for use with their SCI1030 Human Anatomy with Lab course and February 2022 with SCI1040 Physiology with Lab course. The lab is integrated in nursing core courses starting in September 2022 with NUR2100 Fundamentals of Nursing with Lab followed by NUR2200 Behavioral Health with Lab, NUR2300 Medical Surgical I with Lab, NUR3300 Medical Surgical II with Lab, NUR3500

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Maternal and Newborn Nursing, NUR3600 Family and Child Nursing, NUR4300 Medical Surgical III with Lab, and NUR4600 Transformational Nursing Leadership courses.

The simulation lab will provide high-fidelity simulation manikins offering real-world scenarios such as cardiac arrest and labor and delivery for hands-on practice and feedback. The high-fidelity manikins are capable of simulating over 600 patient scenarios, and Laerdal Haptic IV trainer devices, which are designed to help students practice intravenous techniques with life-like force feedback. The lab will also offer an excellent opportunity for students to practice scenarios involving therapeutic communication, rapport building, and teamwork skills.

#### **VIRTUAL REALITY LAB**

The virtual reality lab is currently under development and is scheduled to be opened in April 2021. Students in the BSN-Riverside program are scheduled to have the lab integrated into GE course starting in August 2021 and core studies November 2022. The lab will be used in NUR2100 Fundamentals of Nursing with Lab followed by NUR2300 Medical Surgical I with Lab, NUR3300 Medical Surgical II with Lab, NUR3600 Family and Child Nursing, NUR4300 Medical Surgical III with Lab, and NUR4600 Transformational Nursing Leadership courses.

The Virtual Reality lab will allow for enhanced learning and will engage students in the study of the human anatomy, pathology and diseases is integrated into the program's. The Virtual Reality Laboratory will utilize zSpace Education Systems for medical training in conjunction with the Anatomage virtual dissection table, the most technologically advanced 3D anatomy visualization system for anatomy and physiology education available. Virtual-holographic models will provide students with a new perspective on core anatomy and physiology concepts needed for patient care and visualize anatomy exactly as they would on a cadaver.

#### **NURSING SKILLS LAB**

The BSN-Riverside third campus program location will have two nursing skills labs, which are currently under development and scheduled to be opened in April 2021. Students are scheduled to begin use of the labs in September 2022 for NUR2100 Fundamentals of Nursing. The skills labs will also be used for NUR2200 Behavioral Health with Lab, NUR2300 Medical-Surgical I with Lab, NUR3033 Health Assessment with Lab, NUR3300 Medical-Surgical II with Lab, NUR3500 Maternal and Newborn Nursing with Lab, NUR3600 Family and Child Nursing with Lab, and NUR4300 Medical-Surgical III with Lab.

The lab will provide fully electric hospital beds, anatomically correct manikins, sinks, and various types of medical equipment. Nursing students will use the nursing skills labs across the entirety of the curriculum to learn the essential skills needed for safe clinical practices such as bed mobility and maintaining a safe space in a clinical environment.

#### **ATI CURRICULUM**

The BSN-program, at all locations, has adopted the use of the Assessment Technologies Institute (ATI) to support students' learning throughout the nursing program. Upon enrollment, students are first introduced to ATI during orientation. During prerequisite studies, students complete ATI's Achieve assessment and review. The program's

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core didactic courses include ATI activities and assessments through ATI's templates, online practice, and proctored assessments. Learning resources include Dosage Calculations and Safe Medication Administration, Nurses Touch, Pharmacology Made Easy, ATI Skills Modules Series, and Capstone Content Review followed by Virtual ATI regression and during the last term concluding with the Live Review prior to graduation.

#### **ROBOTIC TELEHEALTH**

Students have classroom and laboratory access to Suitable Technology's Beam, a robotic telemedicine device that teaches students how to communicate with long-distance specialists, translators, and administrators to improve patient care. Beam offers high-quality displays creating with lifelike human presence by providing LCD flat panel displays for face-to-face interactions. Powerful zoom features can bring details into sharp focus.

#### **LIBRARY**

All BSN-program locations are supported by the university's library, and librarian, where faculty and students have full access to the electronic resources of the university's Online Library. At present, these resources include over 12,000 books and additional journals for homework, research, and casual reading, including the Nursing and Allied Health Source (ProQuest), CINAHL Complete with Full Text (EBSCO), the Cochrane Library of Systematic Reviews (Wiley), Medline Complete with Full Text (EBSCO), Academic Search Complete (EBSCO), PsychInfo (EBSCO), and the Rehabilitation Reference Center (EBSCO).

The institution's Information Literacy Program is integrated in the BSN program's curriculum and is introduced to nursing students during orientation. The university defines information literacy based on the definition set forth by the Association of College and Research Libraries. Information literacy is the ability to recognize when information is needed. Specifically, by graduation, students will demonstrate the ability to locate, evaluate, and ethically use needed information for a wide range of academic, professional, and personal purposes.

#### **CENTER FOR EXCELLENCE IN UNDERGRADUATE AND GRADUATE WRITING**

Faculty and students have use of the university's Center for Excellence in Undergraduate and Graduate Writing through the LRC, online courses, phone, email, or video teleconference. The Center's faculty chair is available to assist students on a walk-in basis, planned classroom visits, phone, email, and teleconference. The primary objective of the Center is to provide all faculty and students with the resources and services necessary to write successfully and communicate clearly within academic and professional environments.

#### **ACADEMIC AND OTHER ADVISING**

All BSN program students can request one-on-one academic advising with a faculty advisor or a dedicated student services officer who works in the Student Services offices at the campus. Students may also seek assistance from the Director of Student Services, or other student services officers who provide students with the support needed to maintain satisfactory progress and achieve successful educational outcomes throughout their program.

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### FACULTY AND PEER TUTORING PROGRAM

The Office of Academic Success and Retention oversees the faculty and peer tutoring services, which are a valued educational experience. The goal of the program is to partner with students, staff, and faculty to provide an accessible, informative, and welcoming environment that encourages students to seek tutoring services and improve their academic performance. Diversified services include:

#### *Learning Resource System*

The Learning Resource System (LRS) is an online platform where students, staff, and faculty can access Learning Resource Center services including the library, Center for Excellence in Undergraduate and Graduate Writing, and a scheduling system for faculty and peer tutoring. Meeting the needs of contemporary study and work schedules, the online tutoring scheduling system is available 24/7 from any mobile device. Tutoring can be scheduled in a collaboration room, classroom room, or virtually.

#### *Virtual Tutoring System (VTS)*

Recognizing that many students commute to campus, work off-campus, and have family responsibilities, in 2018, the program piloted its state-of-the-art Virtual Tutoring System (VTS) and has continued to grow the service throughout 2019. Access to tutoring, without having to be on-campus, can impact a student's enrollment decision, engagement with services, and ability to take an active role in their learning experience. VTS emulates face-to-face tutoring in a synchronous environment available with any internet connection. Training is provided to peer-tutors.

#### *Peer Tutoring*

Across campus program locations, the university employs 35 to 45 peer-tutors at any given time. Prior to hire, a peer-tutor must have demonstrated successful completion of targeted courses, be in good academic standing, have strong interpersonal and communication skills, express a genuine desire to assist their peers towards success, and submit an application that includes a resume, transcript, and letters of recommendation from faculty.

Upon hire, all peer-tutors participate in an onboarding day which includes important information such as employee processes, timekeeping, and working with the tutoring system technology. During the first 30-days of employment, peer-tutors work with the Department of Faculty Development to complete an online course which provides training on how to best facilitate a productive learning environment, best practices for serving as a peer-tutor, addressing a diversity of learning styles, and essential information on FERPA, ADA, Title IX. Because training and development of peer-tutors is a critical component to learning assistance success, continuous training opportunities occur every quarter to ensure program quality.

#### *Faculty Tutoring*

All faculty teaching targeted courses for tutoring are actively engaged in tutoring students. In addition, faculty also identify and recommend peer-tutors as well as potential tutees and encouraging their participation in the university's tutoring services.

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### *Tutoring Service Outreach Efforts*

Outreach efforts ensure that the academic community is aware of the range of tutoring services available. Communication to students, faculty, and staff occur in a variety of ways including placement in student portals, university announcements, email announcements, digital display boards across the campus, in-class visitation from tutoring staff, promotional events, and through student service officers.

### *Online Academic Skills Learning Modules with Academic Success Coaching*

The Office of Academic Success and Retention provides four no-cost online learning modules devoted to common academic obstacles such as time management and test-taking skills. The online modules are partnered with an option for one-to-one academic success coaching with a retention specialist.

## STANBRIDGE STUDENT ASSISTANCE PROGRAM

The university recognizes that balancing academic excellence and life outside of school can be stressful. Committed to whole-student wellbeing, health and personal life support through the Stanbridge Student Assistance Program, is a free comprehensive service that provides confidential counseling and referral sources. In 2020, the institution expanded its support by partnering with Care Solace, a mental health concierge service, providing 24/7 concierge services to students and their families through individualized support with substance abuse and mental health care systems.

## CAREER SERVICES

The university's commitment to providing career services to students begins during the orientation process and continues throughout the educational journey. All students are assisted with creating a resume, LinkedIn account, mock interviews and a professional portfolio that includes a resume, letters of recommendation, awards and honors, and any other information that might be beneficial to a future potential employer.

The university has developed a signature software platform for autogenerated resume building that synthesizes and standardizes resume information. The same platform will soon allow for students to create a portable digital portfolio that can easily be communicated to perspective employers. Students are required to update their resumes and LinkedIn accounts each term. This requirement is tracked by Career Services and the academic departments. Students make an appointment with their career services representative and update clinical, fieldwork, employment, community and volunteer services, and any awards and honors that the student may have received.

Career Fairs are held at least twice each year for each academic program. Students, close to graduation, have an opportunity to practice their job search skills by dressing in a manner that would be appropriate for an interview and distribute their resumes to prospective employers. The department of Career Services follows-up with the fair participants to request feedback on the experience and ways the institution can improvement.

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#### **ALUMNI SERVICES**

The university forms a lifetime partnership with its graduates through the Stanbridge Alumni Association, which not only provides graduates access to all of the services of the Career Services Department, but also quarterly scholarships for current students, alumni workshops, discounted access to sporting events, and OutReach activities. Alumni frequently contact Career Services for assistance in updating their Professional Portfolios, resumes, and other information. Because of the extensive network of employer relationships, Career Services can provide career search assistance in a variety of states and career paths.

#### **EXTERNAL PROGRAM REVIEW AND VALIDATION**

Bi-annual Program Advisory Committee (PAC) meetings address the instructional design and subsequent curricular revisions of each program offered. In these meetings the PAC reviews and makes recommendations regarding the program's objectives, length, curriculum, learning resources, facilities, and equipment as well as its student graduation, employment, and where required, state licensing examination outcomes.