



Master of Science in Nursing

Family Nurse Practitioner and Leadership/Education Programs

Student Handbook

January 2017

FORWARD

This Handbook has been prepared for you so that you can become familiar with the program-related policies and procedures under which the Graduate Nursing Program functions. It is to be used as a supplement to the Bluefield College Academic Catalog and in no way is meant to supplant this publication. Students will be given a structured period of time during the first semester to access this handbook and participate in a discussion of these policies with the Dean Dr. Sharp and faculty. Students will be required to sign an affidavit attesting that they have had an opportunity to read this handbook and have all their questions answered.

Policies and procedures of the College are found in several documents. The policies and procedures governing students are found in the Academic Catalog and the MSN Student Handbook. Those governing faculty and staff are published in Faculty Handbook and the Online Policy and Procedure Manual. Each of these documents is also easily accessible on the College's Web site. Access to the Faculty Handbook and the Online Policy and Procedure Manual is limited to BC faculty and staff. The College adheres to the equal opportunity provisions of all applicable Federal and State civil rights laws and regulations. Students will not be discriminated against in the pursuit of its educational goals or in the administration of personnel policies and procedures on the basis of race, sex, color, national or ethnic origin, age, disability, military service or genetic information (Bluefield College, 2016-2017, *Academic Catalog*, p. 13). Policies of graduate nursing are generally consistent with those of Bluefield College.

When policies are revised or updated, students will be appropriately informed and must provide written verification of such receipt.

The Graduate Nursing Program Accreditation

The Graduate Nursing Program is accredited through Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and is seeking accreditation through Commission on Collegiate Nursing Education (CCNE).

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Master of Science in Nursing

Bluefield College offers a graduate program leading to the Master of Science in Nursing (MSN) with specializations in Family Nurse Practitioner and Leadership/Education specialization.

The MSN program is designed for students who want to advance in their careers, seek a career change, or desire to keep pace with the changing health care environment. It offers excellent preparation both to students who intend to continue their studies at the professional degree level and those who plan to apply their new knowledge and skills in health care settings. The program reflects regional, state, and national employment needs. It was designed with the assistance of professional advisory groups to combine state-of-the-art theoretical knowledge and the reality of current practice--a combination that will carry graduate students successfully into a competitive job market.

The program was developed from Bluefield College's strong and academically sound undergraduate nursing curriculum, which is based on academic and practical experience, an awareness of current and future health care needs, and the vision to provide an excellent and accessible program. The same faculty and academic resources that distinguish the undergraduate program enrich the graduate program as well.

Bluefield College's graduate faculty is composed of professors from different nursing disciplines as well as adjunct faculty specialists that include health care professionals, educators, and policy makers, resulting in a program of exceptional breadth and depth. Faculty members are excellent teachers who are deeply committed to the academic, professional, practical, and personal progression of their students. This commitment creates an atmosphere of professional dedication that results in a truly outstanding graduate education. All faculty members combine dedication with excellence in teaching, professional expertise, and the integration of theory and practice.

Classes are offered online hybrid (synchronous and asynchronous) and on campus. Such services as registration, advising, and library research are available online, day and evening hours and when students are on campus.

Mission of the Bluefield College Graduate Nursing Program

The mission of the Bluefield College School of Nursing (BC SON) Program represents the mission of Bluefield College as a Christ-centered liberal arts college with the Baptist General Association of Virginia, which reflects the tripartite nursing roles of teaching, servant leadership, and research through a collaborative learning environment. Faculty members are committed to graduating nursing leaders focused on interdisciplinary roles to improve health care for all populations. By partnering with community leaders, the gap will be bridged between academia and clinical practice. Our graduates are prepared with the breadth and depth of professional nursing knowledge, which reflects a commitment to serve their community with an enhanced focus on health care delivery for diverse and global populations.

Philosophy of the Bluefield College Graduate Nursing Program

Philosophy of Nursing

We believe that **persons** living as individuals, families, groups, communities and populations are complex and diverse holistic, spiritual, psychological, biological, cultural and social beings. They possess dignity, autonomy,

worth, respect, caring and the right to self-determination. They have the right of choice which entails accountability for their behavior.

We believe that individuals live in and interact with their **environment** with each impacting on the other. The environment consists of the total external and internal surroundings, circumstances, conditions, and influences affecting the growth and development and adaptation of individuals, families, groups, communities and populations.

We believe **health** is an essential component for quality of life. Health is a dynamic condition influenced by spiritual, psychological, biological, ethical, legal, cultural, economic, and social variables. Health is defined by the perceptions of the individual, family, group, community and population. Health may be perceived as the freedom from disease, pain or defect; the prosperity and vitality of life; and meaningful growth until death. An individual accepts responsibility to achieve health goals and well-being, by caring for self and/or others. Health is influenced by values, morals, attitudes, lifestyles, and human experiences, within the context of society.

We believe that **nursing** is an art, scientific discipline, and a practice profession accountable to society for its health and well-being needs and services. Nursing is essential and distinctive in providing specialized caring, patient-centered, holistic, evidenced-based health care services in collaboration with individuals, families, groups, communities, populations, and other health care professionals. The heart of nursing is holistic care and patient advocacy focusing on health and well-being including caring, promotion, clinical prevention, maintenance, restoration, and end-of-life care.

We believe that **professional nursing** is an ever-changing practice as the nurse uses the nursing process framework of assessment, planning, implementation, and evaluation of outcomes of care in working with individuals, families, groups, communities and populations. Practice encompasses theory, evidenced-based care, and research. The theoretical component includes the synthesis and application of knowledge from nursing and the general education courses in physical, social and behavioral sciences, and the humanities. Professional practice is characterized by critical thinking, clinical reasoning and judgment, decision-making, interprofessional collaboration, psychomotor skills, assessment skills, communication skills, technology skills, policy evaluation skills, and leadership skills. Professional nurses function autonomously and interdependently within the health care team in multiple and diverse health care settings. They are ethically and legally accountable for their practice. They are prepared with a minimum of the baccalaureate degree. The baccalaureate nurse functions in three primary roles: Provider of Care; Designer, Manager and Coordinator of Care; and Member of the Profession. The master's nurse functions as a Designer and Developer, with the ability to synthesize, analyze, and lead not only in nursing but also in the charge to improve health care delivery and outcomes in patient care.

Caring "is a concept central to professional nursing practice. Caring... encompasses the nurse's empathy for, connection to, and being with the patient, as well as the ability to translate these affective characteristics into compassionate, sensitive, and patient-centered care." (AACN, 2008, *The Essentials of Baccalaureate Education for Professional Nursing Practice*, p. 27).

Research is the art of knowing. Research provides the ability to determine what knowledge is relevant in order to improve clinical practice and promote evidenced- based care. Additionally, at the graduate level, it involves developing skills for the generation of new knowledge.

Professional Nursing Practice includes direct and in-direct evidenced-based therapeutic nursing interventions for health and well-being promotion, risk reduction, clinical prevention, maintenance, restoration, and end-of-life care for individuals, families, groups, communities and populations. The professional nurse uses the nursing process in working with patients to achieve mutual goals. The nurse is responsible for individual practice and determines the appropriate delegation, supervision, and evaluation to advance optimal patient care.

We believe that **professional nursing education** has a solid foundation in liberal education and is essential to generate responsible citizens in a global society. There are broad interactions with multiple disciplines and ways of knowing to create valued and varied perspectives. This foundation along with nursing theory and practice provides for the development of creative and intelligent nurses whose purpose is to practice as a generalist. Baccalaureate and Master's education acknowledges that learners are a student population with diverse cultural backgrounds, learning styles, abilities, talents, educational experiences and life and work experiences. The MSN program recognizes and values student's previous nursing education and life and work experiences including their individual values. The MSN program prepares the graduate to: 1) lead change to improve quality outcomes; 2) advance a culture of excellence through life-long learning; 3) build and lead collaborative interprofessional care teams; 4) navigate and integrate care services across the healthcare system; 5) design innovative nursing practices; and, 6) translate evidence into practice (AACN, 2011). Education is a life-long learning process that involves career planning. The professional nurse has the responsibility to seek life-long educational opportunities to advance excellence in nursing practice.

We believe that **learning** is a dynamic, interactive, on-going educational process that results in a change in values, attitudes, ideas, and behaviors. Learning is influenced by multiple variables as needs, interests, motivation, goals, requirements, learning styles, time, age, and past experiences evolve. Learning is a mutual endeavor in which the learner and faculty share, pursue, and generate new knowledge and application to nursing practice. The student is responsible for learning, must be self-directed and motivated for learning to occur. Faculty serves as instructors, facilitators, researchers, coaches, leaders, problem solvers, role models, and resource persons, in providing learning activities resulting in desired education outcomes. Successful teaching combines pedagogical practices with academic materials and clinical applications most appropriate to the content, students' characteristics, and settings.

The nursing curriculum is offered in context of the college philosophy and mission. The curriculum coupled with the online and hybrid delivery allows the college to realize and live our mission of creating compassionate students and transforming the lives of those students who may otherwise be unable to participate in the traditional educational process because of work and family responsibilities, as well as geographical location (e.g. rural Appalachian). The online platform removes the confines of these barriers and provides an opportunity for education beyond the associate degree and in accordance with the college and nursing vision.

We believe in the College's definition of servant leadership. Servant Leadership is being servant first, letting the natural feeling to serve others come first, and then through conscious choice bringing one to aspire to lead. This manifests itself in that the servant leader makes sure that other people's highest needs are being served (Greenleaf, 1970). Spears (2010) presents the following characteristics of servant leaders and many of the characteristics are similar to those of nursing profession: 1) Listening; 2) Empathy; 3) Healing; 4) Awareness; 5) Persuasion; 6) Conceptualization; 7) Foresight; 8) Stewardship; 9) Commitment; 10) Commitment to the growth of others; and 11) Building community. Along with the five best practices that may help cultivate the characteristics of servant leadership: 1) Right identity: seeing oneself as a servant; 2) Right motivation: serving God by serving others; 3) Right method: relating to others in a positive manner; 4)

Right impact: inspiring others to serve a higher purpose; and, 5) Right character: maintaining integrity and authenticity (Wong and Davey, 2007).

The Graduate Faculty has identified these assumptions about nursing education which provide a starting point to develop, implement, evaluate, and revise curriculum.

Assumptions Related to Nursing Education

1. Curricula must be viewed by adult learners as having professional and personal relevance.
2. Learning standards are constantly increasing and students will enter the graduate arena at various stages of competence at the baccalaureate nursing level or equivalent.
3. Changes in professional attitudes and values occur gradually, and are facilitated by faculty who encourage participation and free exchange of viewpoints.
4. The past experiences of students provide a rich resource for classroom and clinical learning.
5. Student commitment to lifelong learning is evidenced by the pursuit of advanced education.
6. Curricula need to reflect contemporary professional and regulatory standards.
7. Faculty and the curricula must keep pace with an ever-demanding environment.
8. Advanced Practice Nursing (APN) as a nurse practitioner, nursing educator, or nursing administrator requires graduate level preparation (master's, post-master's, or doctoral study).
9. APN role preparation is grounded in faculty supervised performance-based clinical practice in which nursing and other health-related theories and research are applied.
10. The APN curriculum for the nurse practitioner, nursing educator, and nursing administrator incorporates essential core knowledge, skills, competencies, and values of professional practice as well as attention to the unique needs of the population served.
11. The APN curricula provide the foundation for graduates to pursue certification in their respective APN roles.

Description of Specialty Areas

Family Nurse Practitioner

This specialty area prepares registered baccalaureate nurses to become family nurse practitioners. Students prepare to become primary care practitioners who provide comprehensive care that includes health promotion, maintenance, and restoration for persons across the life span. Practitioners will be able to provide the broad range of clinical preventive services to those who are well or at risk, as well as manage common episodic illnesses, injuries, and chronic illnesses. This practice will be grounded within informatics and research as well as the ability to provide leadership.

Leadership/Education

This specialization prepares nurse managers and nurse administrators for first-level or middle-level leadership positions in a variety of health care organizations, and nurse educators for teaching in any educational area. The program of study incorporates an interdisciplinary perspective by combining two disciplines. The development of leadership skills; the application of theories of leadership, education, interprofessional concepts, informatics, and research are emphasized in both coursework and clinical practice.

School of Graduate Nursing Program Outcomes

Program Outcomes:

The graduate will be able to:

1. Integrate theory and research from biological, social, and nursing sciences and the humanities, into ethical interprofessional practice critically analyzing data to provide best outcomes for the population.
2. Demonstrate leadership roles by implementing quality improvement initiatives with an interprofessional team.
3. Evaluate the organizational structure, financing, marketing, and policy decisions that influence the quality of health care, the delivery of nursing education or health care administration with the interprofessional team.
4. Apply clinical/educational investigative skills to improve health/educational outcomes.
5. Use sound research information retrieved from technology systems to influence complex decision making to improve health care.
6. Analyze ethical, legal, and social factors influencing policy development and then contribute to policy development.
7. Critically examine the development and success of health care systems and educational systems that access and deliver the needs of culturally diverse populations, providers and other stakeholders.
8. The student will participate and initiate servant leadership projects.
9. The student will develop professional goals that reflect a life-long learning commitment and continued scholarship to the nursing profession. (AACN, 2011).

In addition to the above shared outcomes, the FNP and A/E have individual outcomes.

Family Nurse Practitioner Specialty Outcomes:

The graduate will be able to:

1. Safely, competently, and effectively function as an independent practitioner for a culturally diverse population.
2. Demonstrate the highest level of accountability for professional practice.
3. Practice independently managing previously diagnosed and undiagnosed patients.

Leadership/Education Specialty Outcomes:

The graduate will be able to:

1. Systematically evaluate the quality and effectiveness of nursing practice, nursing education, and nursing service administration.
2. Demonstrate current knowledge relevant to administration of health care organizations, population problem, issues, or trends.
3. Support research and its utilization in the delivery of health care.
4. Provide consultation to influence change.
5. Demonstrate competence in all aspects of developing, delivering, and evaluating quality educational experiences.

(Based on ANA Scope of Practice of Nurse Administration, draft, 2015; AACN, 2011, NLN Competencies for Nurse Educators, 2007).

Policy on Required Licensure

Students fulfilling the clinical practicum requirement in Virginia must have a current unrestricted license as a registered nurse in a U.S. jurisdiction and a Virginia license. Students who live in another state in which they plan to fulfill their clinical practicum requirement must provide evidence of current unrestricted licensure in that state. Documentation of this licensure must be in the student's file.

Policy on Admission Physical Examination

Once accepted into the program, an admission physical examination is required of all students. This must be completed prior to entry into the program. The Physical Examination Form of the Graduate Nursing Program will be made available to the student once the student has notified the program of their intention to attend (Appendix A). The physical examination must be completed prior to the first day of class. Failure to complete this examination may result in forfeiture of your position in the class.

The student who requires ongoing medications must provide a copy of all prescriptions of required medications. The student must provide a formal letter from the student's primary health care provider stating the purpose for the medications, dosage and intervals, duration of treatment, and alternative therapies. This must be done every time a student's medication changes. The exception is Oral Contraceptive Agents (birth control).

Provisional Acceptance

New graduate nurses may begin taking non-clinical courses without being accepted to the FNP program. However, the student must have a minimum of one year of full-time or part-time professional nursing experience equaling 2,000 hours within the last two years before being admitted to the first clinical course NUR 5111 Health Assessment Practicum. Students who do not meet this requirement may study part-time and work in nursing full-time until the one-year criterion has been met.

Admission Criteria

Admission to the MSN program will be competitive and limited to candidates capable of performing at the graduate level. Applicants must possess or provide the following:

- A bachelor's degree in nursing from a regionally accredited institution of higher education;
- An unencumbered RN license in a U.S. jurisdiction;
- At least 2000 hours of registered nurse experience (equivalent to one year of full-time clinical experience);
- A minimum cumulative GPA of 3.0 on a 4.0 scale in undergraduate study that includes the following undergraduate courses with a course grade of "C" or better with 3 hours minimum: nursing research, health assessment, pathophysiology, microbiology and statistics;
- A Personal Statement of Goals and Objectives—typed (limited to two pages, APA style);
- All official undergraduate transcript(s) and current vita/resume to the registrar;
- Three satisfactory recommendations (two professional from nursing colleagues and one personal);
- Availability for interview;
- Completed admission application;
- Payment of applicable fees; and
- Computer literacy (ability to use Microsoft Word, to navigate the Internet, to retrieve information from websites, and to engage online).

Post-Master's degree admission to the FNP or L/E certificate programs includes all the above requirements with the addition of a Master's of Science in Nursing from an ACEN- or a CCNE-accredited program.

Degree requirements must be completed within five years of the initial date of enrollment in the MSN curriculum.

In the Leadership/Education and the Nurse Practitioner specialty areas, the structure of the MSN program is flexible. Its design and delivery system are based on the needs of students in this region. The College recognizes that the primary enrollees in the MSN program are individuals with a baccalaureate degree in nursing, working full time, who need a graduate credential for further professional growth.

Transfer Credit

Students applying to the Bluefield College Graduate Program in Nursing who are currently enrolled in another degree-seeking Master of Science in Nursing program will be evaluated on an individual basis. In accepting transfers, the student must meet all Bluefield College Graduate Nursing Program admission criteria.

Up to six hours of transfer credit from a regionally accredited institution may be counted as credit toward the Master of Science in Nursing. In order to receive transfer credit, the student must submit an official transcript, and if requested, a course syllabus and/or course description. All transfer credit is subject to approval by the Dean of the School of Nursing. The School of Nursing and Bluefield College reserve the right to evaluate all transfer credit in terms of its institutional standards. A minimum of a B (3.00) is required for all transfer work.

Core Course Requirements

Core courses are designed to help students acquire graduate-level academic skills, and begin to explore advanced practice knowledge. Assignments are designed to help students become proficient in abstract, analytical, creative, and critical thinking. These outcomes are achieved through academic writing, seminar participation, and literature research. The remainder of the courses assumes these abilities as a base and focus of integration and application of advanced content.

The core curriculum was developed after careful review of a cross-section of similar programs in other colleges and universities, discussion with area health care leaders, an examination of needs of prospective MSN graduates, and a review of the health care needs in the region. The strategy behind the core curriculum is to provide a sharply focused series of courses supplemented by electives that provide students with maximum flexibility in designing their individual requirements.

The core curriculum of 18 credit hours for the Leadership/Education and Family Nurse Practitioner specialty areas in the MSN program is as follows:

Course	Title	Credit Hours
NUR 5003	Foundations for Advanced Practice	3
NUR 5022	Advanced Nursing Research Strategies I	2
NUR 5013	Health Care Informatics	3
NUR 5021	Advanced Nursing Research Strategies II	1
NUR 5002	Human Diversity, Health Promotion & Disease Prevention	2
NUR 5032	Advanced Nursing Research Analysis	2
NUR 5053	Financial, Organizational Behavior, & Health Policy Management	3
NUR 5062	Capstone	2
Total:		18

Concentration Requirements

Family Nurse Practitioner Specialty

The FNP concentration has 27 hours in addition to the 18 credit hours in the core classes (4:1 ratio of clinical to classroom hours).

Course	Title	Credit Hours
NUR 5103	Advanced Pathophysiology	3
NUR 5113	Advanced Pharmacology	3
NUR 5112	Health Assessment Didactic	2
NUR 5111	Health Assessment Practicum	1
NUR 5123	Primary Care of Infants, Children, and Adolescents Didactic	3
NUR 5124	Primary Care of Infants, Children, and Adolescents Practicum	4
NUR 5133	Primary Care of Adults in Families Didactic	3
NUR 5134	Primary Care of Adults in Families Practicum	4
<u>NUR 5144</u>	<u>Primary Care Across the Lifespan Practicum</u>	<u>4</u>
Total Program Units:		27

Leadership/Education Specialty

The Leadership/Education concentration has 22 hours plus the 18 core curriculum hours (4:1 ratio of clinical to classroom hours).

Course	Title	Credit Hours
NUR 5103	Advanced Pathophysiology	3
NUR 5113	Advanced Pharmacology	3
NUR 5112	Health Assessment Didactic	2
NUR 5111	Health Assessment Practicum	1
NUR 5303	Management Theory & Leadership	3
NUR 5203	Strategies for Curriculum and Instruction	3
NUR 5323	Seminar in Leadership	3
NUR 5232	Practicum in Teaching	2
<u>NUR 5332</u>	<u>Practicum in Leadership</u>	<u>2</u>
Total Program Units:		22

Specialty Course Work

The specialty courses are also sequenced. Students are encouraged to plan both course selection and course assignments keeping in mind their career goals. Most course assignments allow students to focus on a population, topic, or problem of interest. Prior coursework can also serve as the basis for project work. This approach to assignments does not mean that the same work can be submitted for two courses; rather it means that the student develops knowledge of the topic through exploration of several bodies of literature or empirical applications.

Clinical Courses

The following courses contain a clinical component:

NUR 5111	Health Assessment Practicum
NUR 5124	Primary Care of Infants, Children, and Adolescents Practicum
NUR 5134	Primary Care of Adults in Families Practicum
NUR 5145	Primary Care Across the Lifespan Practicum
NUR 5232	Practicum in Teaching
NUR 5332	Practicum in Leadership

All lab courses are on a 4:1 clock hour ratio. Each course hour equals 4 clock hours. For a 4 clinical hour course, the number of hours would be 4 (clock hours/ credit) x 4 (credits) = 16 x 14 weeks (per semester) = 224 clock hours for one clinical.

FNP track—224 x 3 = 672 + 60 (Health Assessment Practicum) = 732 total hours

L/E track—128 x 2 = 256 + 60 (Health Assessment Practicum) = 316 total hours

Clinical Placement for FNP students

It is the faculty's responsibility, in conjunction with the student, to arrange for clinical placement. Every effort will be made to meet each student's needs.

If the faculty member and student agree on a site, the faculty member or student may then contact the preceptor. If the preceptor accepts the student, the student may contact the preceptor. Bluefield College will send the contract to the office after being modified and signed. The graduate program secretary emails a packet of information including overview of the program, syllabus, expected outcome, and evaluation form to the preceptor.

If the faculty member and student cannot agree on a site, appropriate selection is instituted. Student evaluations of past sites are available in the graduate program office. Each clinical facility's requirements may vary (Appendix C and any required health forms of the institution). Students must comply with individual requirements of clinical sites.

Clinical Placement for Leadership/Education Students

Practicum for Leadership/Education students are arranged by the student in collaboration with faculty. Students should consider practicum as an opportunity to have experiences that might not otherwise be available. Students are strongly discouraged from doing practicum in the agency in which they are employed. Rare exceptions could be made for students who work in very large institutions. Students/faculty/preceptors are responsible for developing objectives for the practicum, and collaborating with the preceptor at the agency to determine the feasibility of achieving those objectives. The objectives must be approved by the faculty of record for the course prior to the student beginning the practicum, and a copy of these objectives must be placed in the student's file. The preceptor must possess at least a master's degree in nursing and must provide a written evaluation of the student at the completion of the practicum. The student must have the components of Appendix C completed that apply.

Change in Program of Study

Students who wish to change their program of study must submit a Change of Major form to BC Central for approval. These forms are available online on the Bluefield College website. Approval will be granted based upon the student's qualifications and entry into the new specialty area will be on a space-available basis. Students changing a program study must obtain written approval of program director as to the change.

Program Completion

1. A full-time program of study can be completed in 5 semesters.
2. A part-time program of study is completed in greater than 5 semesters per student discretion.
3. All students must complete program requirements within five calendar years from the date of first graduate enrollment. Failure to meet this time requirement may result in the student being required to repeat some coursework.

Nursing Standards

The educational standards flow from AACN Essential Competencies of Master's Education, Nurse Organization of Nurse Practitioner Faculties (NONFP) Core Competencies, Criteria for Evaluation of Nurse Practitioner Programs, Quality and Safety Education for Nurses (QSEN) for Academic Graduate Programs for Advanced Practice Nurses, Consensus Model for APRN Regulation, Licensure, Accreditation, Certification & Education (LACE) and American Organization of Nurse Executives (AONE), Online Learning Consortium, and BC policies and procedures institutionally approved for online learning.

Master of Science in Nursing: Family Nurse Practitioner
Full Time Curriculum Progression Sheet

Master of Science in Nursing, Curriculum for Family Nurse Practitioner

Semester I

NUR 5003	Foundations for Advanced Practice	3 credit hours
NUR 5022	Advanced Nursing Research Strategies I	2 credit hours
NUR 5103	Advanced Pathophysiology	3 credit hours
NUR 5113	Advanced Pharmacology	3 credit hours

Semester II

NUR 5013	Health Care Informatics	3 credit hours
NUR 5112	Health Assessment Didactic	2 credit hours
***NUR 5111	Health Assessment Practicum	1 credit hour
NUR 5002	Human Diversity, Health Promotion, & Disease Prevention	2 credit hours
NUR 5021	Advanced Nursing Research Strategies II	1 credit hour

Semester III

NUR 5032	Advanced Nursing Research Analysis	2 credit hours
NUR 5123	Primary Care of Infants, Children, and Adolescents Didactic	3 credit hours
NUR 5124	Primary Care of Infants, Children, and Adolescents Practicum	4 credit hours

Semester IV

NUR 5053	Financial, Organizational Behavior, & Health Policy Management	3 credit hours
NUR 5133	Primary Care of Adults in Families Didactic	3 credit hours
NUR 5134	Primary Care of Adults in Families Practicum	4 credit hours

Semester V

NUR 5062	Capstone	2 credit hours
NUR 5144	Primary Care Across the Lifespan Practicum	4 credit hours

45 total hours

Students having an MSN must have had an advanced physical assessment and pharmacology, or these classes must be taken prior to being in NUR 5124. If all requirements are met, the student will be required to take NUR 5123, NUR 5124, NUR 5053, NUR 5133, NUR 5134, NUR 5144, and NUR 5062. After completion of 5062, a student needs to be registered for one credit hour of 5041 per semester until project completion.

** May take and not be enrolled in MSN, but must hold a BSN; *** First clinical course.

Master of Science in Nursing: Family Nurse Practitioner

Part-time Curriculum Progression Sheet*

Semester I		
NUR 5003	Foundations for Advanced Practice	3 credit hours
NUR 5022	Advanced Nursing Research Strategies I	2 credit hours
NUR 5103	Advanced Pathophysiology	3 credit hours
Semester II		
NUR 5013	Health Care Informatics	3 credit hours
NUR 5021	Advanced Nursing Research Strategies II	1 credit hours
NUR 5112	Health Assessment Didactic	2 credit hours
***NUR 5111	Health Assessment Practicum	1 credit hours
Semester III		
NUR 5032	Advanced Nursing Research Analysis	2 credit hours
NUR 5113	Advanced Pharmacology	3 credit hours
Semester IV		
NUR 5002	Human Diversity, Health Promotion & Disease Prevention	2 credit hours
NUR 5053	Financial, Organizational Behavior, & Health Policy Management	3 credit hours
Semester V		
NUR 5123	Primary Care of Infants, Children, and Adolescents Didactic	3 credit hours
NUR 5124	Primary Care of Infants, Children, and Adolescents Practicum	4 credit hours
Semester VI		
NUR 5133	Primary Care of Adults in Families Didactic	3 credit hours
NUR 5134	Primary Care of Adults in Families Practicum	4 credit hours
Semester VII		
NUR 5062	Capstone	2 credit hours
NUR 5144	Primary Care Across the Lifespan Practicum	4 credit hours
		45 total hours

*Or per student need. Students having an MSN must have had an advanced physical assessment and pharmacology, or these classes must be taken prior to being in NUR 5124. If all requirements are met, the student will be required to take NUR 5123, NUR 5124, NUR 5053, NUR 5133, NUR 5134, NUR 5144, and NUR 5062. After completion of 5062, a student needs to be registered for one credit hour of 5041 per semester until project completion.

** May take and not be enrolled in MSN, but must hold a BSN; *** First clinical course.

Master of Science in Nursing: Leadership/Education

Full Time Curriculum Progression Sheet

Semester I

*NUR 5003	Foundations for Advanced Practice	3 credit hours
NUR 5022	Advanced Nursing Research Strategies I	2 credit hours
NUR 5103	Advanced Pathophysiology	3 credit hours
NUR 5113	Advanced Pharmacology	3 credit hours

Semester II

**NUR 5013	Health Care Informatics	3 credit hours
NUR 5021	Advanced Nursing Research Strategies II	1 credit hour
**NUR 5002	Human Diversity, Health Promotion & Disease Prevention	2 credit hours
NUR 5112	Health Assessment Didactic	2 credit hours
***NUR 5111	Health Assessment Practicum	1 credit hours

Semester III

NUR 5032	Advanced Nursing Research Analysis	2 credit hours
NUR 5303	Management Theory & Leadership	3 credit hours
**NUR 5203	Strategies for Curriculum and Instruction	3 credit hours

Semester IV

**NUR 5053	Financial, Organizational Behavior, & Health Policy Management	3 credit hours
NUR 5323	Seminar in Leadership	3 credit hours

Semester V

NUR 5062	Capstone	2 credit hours
NUR 5232	Practicum in Teaching	2 credit hours
<u>NUR 5332</u>	Practicum in Leadership	<u>2 credit hours</u>

40 total hours

Note: Students must take a total of three (3) practicum courses.

***May take without being in BC MSN, but must hold a BSN; **May take and not be enrolled in MSN, but must hold a BSN; ***First clinical course.**

Master of Science in Nursing: Leadership/ Education
Part-time Curriculum Progression Sheet*

Semester I		
**NUR 5003	Foundations for Advanced Practice	3 credit hours
NUR 5022	Advanced Nursing Research Strategies I	2 credit hours
Semester II		
***NUR 5013	Health Care Informatics	3 credit hours
NUR 5021	Advanced Nursing Research Strategies II	1 credit hours
NUR 5112	Health Assessment Didactic	2 credit hours
NUR 5111	Health Assessment Practicum	1 credit hours
Semester III		
NUR 5032	Advanced Nursing Research Analysis	2 credit hours
NUR 5103	Advanced Pathophysiology	3 credit hours
Semester IV		
***NUR 5002	Human Diversity, Health Promotion & Disease Prevention	2 credit hours
***NUR 5053	Financial, Organizational Behavior, & Health Policy Management	3 credit hours
Semester V		
NUR 5303	Management Theory & Leadership	3 credit hours
***NUR 5203	Strategies for Curriculum and Instruction	3 credit hours
Semester VI		
NUR 5323	Seminar in Leadership	3 credit hours
NUR 5113	Advanced Pharmacology	3 credit hours
Semester VII		
NUR 5232	Practicum in Teaching	2 credit hours
NUR 5332	Practicum in Leadership	2 credit hours
<u>NUR 5062</u>	<u>Capstone</u>	<u>2 credit hours</u>
		40 total hours

Note: Students must take a total of three (3) practicum courses.

* Or per student need; **May take and not be enrolled in MSN, but must hold a BSN; *** May take without being in BC MSN, but must hold a BSN.

Family Nurse Practitioner
Student Progression Record

Date Admitted: _____
Date Graduated: _____

STUDENT: _____

ADVISOR: _____

SS# _____

CREDITS REQUIRED: 45

COURSE #	TITLE	SEMESTER	CR	GRADE
NUR 5003	Foundations for Advanced Practice		3	
NUR 5022	Advanced Nursing Research Strategies I		2	
NUR 5103	Advanced Pathophysiology		3	
NUR 5113	Advanced Pharmacology		3	
NUR 5013	Health Care Informatics		3	
NUR 5112	Health Assessment Didactic		2	
NUR 5111	Health Assessment Practicum		1	
NUR 5002	Human Diversity, Health Promotion, & Disease Prevention		2	
NUR 5021	Advanced Nursing Research Strategies II		1	
NUR 5032	Advanced Nursing Research Analysis		2	
NUR 5123	Primary Care of Infants, Children, and Adolescents Didactic		3	
NUR 5124	Primary Care of Infants, Children, and Adolescents Practicum		4	
NUR 5053	Financial, Organizational Behavior, & Health Policy Management		3	
NUR 5133	Primary Care of Adults in Families Didactic		3	
NUR 5134	Primary Care of Adults in Families Practicum		4	
NUR 5062	Capstone		2	
NUR 5144	Primary Care Across the Lifespan Practicum		4	

Committee Chairperson:

Committee Members:

Project Title:

Leadership/Education
Student Progression Record

Date Admitted: _____
Date Graduated: _____

STUDENT: _____

ADVISOR: _____

SS# _____

CREDITS REQUIRED: 40

COURSE #	TITLE	SEMESTER	CR	GRADE
NUR 5003	Foundations for Advanced Practice		3	
NUR 5022	Advanced Nursing Research Strategies I		2	
NUR 5103	Advanced Pathophysiology		3	
NUR 5113	Advanced Pharmacology		3	
NUR 5013	Health Care Informatics		3	
NUR 5021	Advanced Nursing Research Strategies II		1	
NUR 5002	Human Diversity, Health Promotion, & Disease Prevention		2	
NUR 5112	Health Assessment Didactic		2	
NUR 5111	Health Assessment Practicum		1	
NUR 5032	Advanced Nursing Research Analysis		2	
NUR 5303	Management Theory & Leadership		3	
NUR 5203	Strategies for Curriculum and Instruction		3	
NUR 5053	Financial, Organizational Behavior, & Health Policy Management		3	
NUR 5323	Seminar in Leadership		3	
NUR 5062	Capstone		2	
NUR 5232	Practicum in Teaching		2	
NUR 5332	Practicum in Leadership		2	

Committee Chairperson:

Committee Members:

Project Title:

School of Graduate Nursing Policies

Graduate Academic Policies

The policies and procedures developed for graduate studies at Bluefield College are designed to safeguard the integrity of the degree, facilitate each student's progress toward the degree, and prevent delays and misunderstandings.

Bluefield College graduate students are responsible for being thoroughly familiar with all policies and procedures as well as requirements of their degree program. This handbook should be reviewed regularly. Any questions regarding requirements or procedures should be addressed to the Dean of the School of Nursing.

Degree Requirements

The program dean, faculty, and staff are available to assist students. Procedures have been developed to check progress toward the degree. It is however, each student's responsibility to know and fulfill all requirements. It is also the student's responsibility to be thoroughly familiar with the academic policies and procedures outlined in this handbook.

Academic Standing for the MSN Program

In line with the academic policies of Bluefield College, satisfactory academic standing for the MSN program will be determined by completion of three graduate semester hours per term with no grade below a B. Students must maintain a minimum grade point average of 3.0 on a 4-point scale. If a student's GPA falls below 3.0 at the end of any semester, the student will not be allowed to continue in the program. In order to continue in the program, students must petition the Vice President for Academic Affairs, who will convene an ad-hoc committee to decide the student's status in the program. If approved to continue in the program, the student must create a plan for completion to be approved by the Dean of the School of Nursing. Grading, grade appeals and grade changes will be consistent with the institution's existing academic policies and can be found in the Bluefield College Academic Catalog.

Continuing Academic Probation

Students who do not meet the required GPA may be granted one probationary semester in which to raise their average. Any student who fails to meet the conditions of Academic Probation is subject to suspension. Students admitted on Academic Probation must meet the requirements stated in their letters of acceptance, which include enrolling in ACS 1012 Academic Success Seminar.

Academic Suspension

Academic Suspension means all attempts to improve have been unsuccessful and the student will not be allowed to continue enrollment at Bluefield College for a specific period of time. The first time a student is placed on Academic Suspension it is for one semester. A student who receives a second suspension may not return to the College for a full calendar year following the date of suspension. Students dismissed a third time for academic reasons are ineligible for readmission to the college.

Readmission for Academically Suspended Students

After an absence of at least one semester following the first notice of Academic Suspension, students will be required to submit an application for readmission to the Admissions Department. Readmitted suspended students will be on Academic Probation for their first semester.

Academic Appeal Provision

Students have the right to appeal any action placing them on Academic Suspension. A decision to readmit is made only when a student presents compelling evidence that he or she can perform academically at a level needed to graduate from Bluefield College. An appeal must be made by the student in writing by using the academic appeal form and directing it to the Academic Appeals Committee. The form is available online in MyBC under the Academic Jeopardy section on the Academic Center for Excellence page. The academic appeal form should be emailed to: academics@bluefield.edu. The Academic Appeals Committee will review the student's appeal and make a recommendation to the Vice President for Academic Affairs. The Vice President will render a decision in consultation with pertinent faculty and/or administrative offices.

Time Limit for Completion of Degree

The time limit for completing a master's degree is five calendar years from the date of first graduate enrollment. Students who transfer credit to the College have five years from the date the earliest transfer credit was earned to complete their degree.

Grading System

Letter	Grades	Quality Points per Semester Hour*
A	Superior	4.0 Quality Points
A-		3.7 Quality Points
B+		3.3 Quality Points
B	Good	3.0 Quality Points
B-**		2.7 Quality Points
C+		2.3 Quality Points
C	Average	2.0 Quality Points
C-		1.7 Quality Points
D+		1.3 Quality Points
D	Poor	1.0 Quality Points
D-		0.7 Quality Points
F	Failure	0.0 Quality Points
P	Passing	0.0 Quality Points
I	Incomplete	0.0 Quality Points
NG	No Grade Reported	0.0 Quality Points
WIP	Work In Progress	0.0 Quality Points
AU	Audit	0.0 Quality Points
DR	Withdraw from school	0.0 Quality Points
W	Drop a class	0.0 Quality Points

*Used to determine Grade Point Average – GPA

**The lowest acceptable grade is a B-, anything below that is not considered passing

Grades of P, NG, WIP, AU, DR, and W are not used in computing quality point averages. Each individual instructor adopts a fair, consistent, and appropriate grading scale for his or her course. All courses must be passed with a grade of B or better.

Incomplete

A grade of incomplete ("I") may be considered when the student has completed a minimum of 75% of a course and cannot complete the remaining 25% due to extenuating circumstances. Such circumstances include illness, death, loss of job, complications with pregnancy, emergencies, and military service.

The student must submit a completed Request for Incomplete form to the instructor before the last day of

the course. If the prescribed extenuating circumstances warrant an incomplete, the instructor will submit the completed form to the Registrar's Office and copy the student. The instructor must respond within two weeks of receiving the request. The Request for Incomplete form is available on MyBC under the Student Tab. The course must be completed by mid-term of the next semester or the "I" automatically changes to an "F."

Auditing

Students who audit courses are not held responsible for the work and receive no grade or credit. A course which is audited cannot change to a credit course nor can a credit course be changed to an audit course after the add period. Audits may be in addition to the regular course load.

Graduation

To be eligible for graduation, students must submit an approved Application for Graduation to the BC Central by the advertised deadlines. The graduation fee is due at the time of application.

Early Degree Conferral

Early Degree Conferral may be granted for students who complete their degree requirements and have specific circumstances that require the degree to be conferred prior to the next graduation ceremony. The Early Degree Conferral Form must be completed by the student and returned to BC Central. The Early Degree Conferral Committee and Vice President for Academic Affairs will make a decision on the conferral and the Registrar will notify the student.

Comprehensive Examination

The comprehensive theory exam is an outcome measure which evaluates all student's performance across the curriculum. It is a written, 3-hour exam requiring students to write thorough responses to several selected items.

All candidates for graduation must take a comprehensive examination one to three months before graduation. For example, students planning to graduate in Spring must take the exam February-April. Students planning Fall graduation must take the exam September-November. A student must achieve at least 80% in order to pass the exam. If a student scores below 80%, but 75% or above, a rewrite of up to 3 tries after a total of 4 times the student will be given an oral comprehensive exam. If the student then fails the oral comprehensive exam, the student will be given a study plan and must retake the entire test. A "practice session" will be conducted several weeks prior to the actual exam. If the score is below 75 the student must take a special topics course in which the material necessary to pass the exam will be reviewed. This course will last at least 4 weeks. The faculty member will be assigned by the Dean of the School of Nursing.

Graduate Nursing Program Policies

Policy on Student Disability

Students with documented disabilities are eligible to receive services and accommodations based on specific needs. To receive services at Bluefield College, students must provide recent documentation that supports their disability.

Accommodations are made on an individual basis and are for the purpose of providing equal access to educational opportunities as specified in the guidelines of the Americans with Disabilities Act (ADA) and Rehabilitation Act of 1973.

The Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973 define a

disability as a physical or mental impairment that substantially limits one or more major life activities, such as walking, seeing, hearing, speaking, breathing, learning and working.

This definition also includes a person with a record of disability or a person perceived as having a disability. For more information, contact the Academic Center for Excellence (ACE).

Policy on Student Conduct

The Graduate Student may be dismissed from the program without prior verbal or written warning depending on the extent and seriousness of the infractions.

In addition to the guidelines established in the Bluefield College Academic Catalog and in this handbook, a student may be placed on probation or dismissed from the nursing program by the faculty and Dean for any of the following reasons:

1. False or misleading information on application form.
2. Failure to complete assigned responsibilities in either classroom or clinical assignments and maintain a "B" or better in each course.
3. Failure to maintain an overall B grade in all subjects.
4. Unethical or immoral conduct.
5. Academic Dishonesty.
6. Lack of respect or empathy for patients.
7. Abrogation of Departmental Policies.
8. Administering any drugs outside the confines of the program.
9. Poor technical abilities.
10. Habitual tardiness or absenteeism.
11. Diversion or abuse of drugs or alcohol.
12. Inability to cope with the stress of the practicum.
13. Inability to get along with supervisors, peers, or hospital staff.
14. Inability to secure licensure as a Professional Registered Nurse in Virginia.
15. Positive drug screen relative to any abused substance or potentially abused substance.
16. Positive background screen for felony, DUI, or prior illegal or abused substance use.
17. Inability to secure medical malpractice insurance.

A panel of 2 students and 2 faculty will decide on the terms of their dismissal or other consequences. If an appeal is requested, the student must follow the appropriate procedure as found in the Academic Catalog.

Policy on Equal Opportunity

Bluefield College is a private, four-year liberal arts college but adheres to the equal opportunity provisions of all applicable Federal and State civil rights laws and regulations and does not discriminate on the basis of race, sex, color, national or ethnic origin, age, disability, military service or genetic information in the pursuit of its educational goals or in the administration of personnel policies and procedures.

Policy on Drug and Alcohol Use

Bluefield College has declared its intention to comply with Public Law 101226 (The Drug-Free Schools and Communities Act of 1989) and Public Law 101-542 (The Student Right-to-Know and Campus Security Act of 1990). The penalty for noncompliance can be the forfeiture of all federal financial assistance by all students. Every student is expected to read the expanded Alcohol/Drug-Free Policy Statement in the Student Handbook.

The state law of Virginia prohibits drinking of alcohol by any person younger than 21 years of age. As an institution of higher learning, committed to the purpose of providing avenues for intellectual growth and

discipline, Bluefield College does not allow the possession or use of alcoholic beverages or illegal drugs on campus or at College activities, regardless of age. According to Public Law 101-542, Bluefield College is required to make a report of any student who violates that law.

It is important to note that unauthorized sale, use, distribution, or possession of any controlled substance, illegal drugs, or drug paraphernalia is prohibited on College premises,

College-controlled property, or at College-sponsored events or activities. Attempted sale, distribution, or acquisition of any controlled substance, illegal drugs, or drug paraphernalia on College-owned or controlled property or at College-sponsored events or activities will immediately be reported to the proper authorities. The use of any tobacco product is also prohibited in any College facilities or on campus.

Additionally, Bluefield College reserves the right to take necessary and appropriate action to protect the safety and well-being of the campus community and students. It may become necessary for the College to take appropriate actions as a result of student incidents off-campus that affect the ability of students to function well within the College community, at College sponsored events, or in the classroom, or that are in direct conflict with the unique mission of the College.

Policy on Patient Safety

The nature of clinical nursing courses is such that students are involved in the direct delivery of patient care services. The primary purpose of any course is to provide education for students. However, when direct patient care is involved in the learning experience, the safety and well-being of patients are of paramount concern. Clinical nursing courses are structured so that as students progress through the program, they are expected to demonstrate increasing competence and independence in providing nursing care to assigned patients.

Students are expected to demonstrate achievement of clinical objectives by the end of a clinical course, completing the course of instruction in the allotted time which is the end of the specific semester. Failure to meet stated objectives will prevent progression of the student to the next semester.

In the unusual circumstance that, in the instructor's professional judgment, a student is unable to provide safe nursing care to patients, and, if this deficit is such that it cannot be remedied in the given clinical time within the limits of available faculty supervision, the student will be removed from the clinical setting.

Policy on Validation of Prior Credit or Articulation

The Registrar in conjunction with coordinators of the specific Graduate Nursing Program track will evaluate courses for transfer, to determine their equivalence with nursing courses offered at Bluefield College. The comparison is made on the basis of course descriptions and syllabi. When necessary, the coordinator enlists the help of appropriate faculty in this process. Credit is awarded in the basis of equivalency of the course content and credit hours. At the graduate level, students may transfer in six credits. This method of evaluating courses for transfer credit is consistent with all other College programs.

Policy on Retention/Dismissal

If it is determined by the faculty of record for a course that a student may be at risk of being unsuccessful in a specific course, the faculty-of-record can initiate an Intervention Plan/Contract with the student to provide additional aid and guidance to the student in successfully completing the course. Each situation relative to the student's progression, retention, and/or dismissal will be reviewed and considered on an individual basis.

Policy on Records Retention at the College Level

Bluefield College adheres to the following Records Retention Policy. Official applications, student biographical information, veterans certification forms, official letters, evaluation of transfer credits, official transcripts from other institutions, high school records, AP/CLEP/DSST scores, change of major/advisor forms, confirmation forms, SAT/ACT scores, application for graduation, and copies of grade change forms will be kept for ten years in the student official file.

Transcripts, original and computer backup, will be retained permanently. Academic materials such as catalogs, commencement programs, and statistics related to degrees, enrollment, grades and racial/ethnic matters, and schedules of courses also will be retained permanently. For applicants who do not enter the College, materials will be held one year, except where government requirements state otherwise.

Policy on Records Retention within the School of Nursing Program

The Dean and the Associate Dean are the custodians of all records concerning the accrediting agencies. These records are maintained in the School of Nursing Office. They are available for review by program faculty, Dean, and the On-Site Review teams for the accrediting agencies.

Records of individual students are kept in the program office and include:

1. Application for admission and other required documents.
2. Acceptance Letter.
3. Academic records.
4. Health Information Release Form.
5. Completed Periodic, End-of-Semester, and Summary Evaluation Forms.
6. Clinical case records.
7. Corrective action forms and decisions.
8. Copies of transcripts and application for the Certification Examination.

The Graduate Nursing Program adheres to the College's policy regarding student review of records. Students may examine, under supervision, their academic records.

Policy on Repeating Courses

The College's time limit for obtaining a master's degree is five years from the date of graduate enrollment. The MSN Program policy states that degree students who receive a grade below "B" must retake the course and receive a "B" or higher. If on the second attempt at taking the course, a grade below a "B" is earned, the student will be placed on academic suspension (Academic Catalog).

Policy on Health Maintenance and Insurance

Health insurance is the responsibility of the student. Each student must provide the Program Specialist with evidence of continuous coverage throughout the duration of the program of study.

Because of the nature of the clinical practicum and the exposure of students to potential infections/illnesses, health care availability and health insurance are necessary. While in the clinical practicum, the student is not considered an employee of the facility or the College.

If an injury occurs as a result of a clinical experience, the student is liable for all expenses related to treatment and recovery. Students are not eligible to claim compensation under the provisions of the facilities or the College's Workman's Compensation Insurance.

Students must maintain all required immunizations as directed by the Center for Disease Control as related to Health Care Workers.

Students are exposed to body secretions and blood products frequently, thus the potential to be exposed to

blood borne pathogens is high. If a needle stick injury occurs, the student will be required to complete the protocol developed by Bluefield College and the clinical site. The student must complete the Report of Accident/Incident/Safety Condition Form. The student will be responsible for all costs.

Policy on Class and Clinical Attendance

Bluefield College expects MSN students to maintain regular attendance at the scheduled seminars, class assignments, and courses. One of the most important benefits that students derive from the intensive interaction in the seminars is learning from the experiences of others. The majority of students work full time in their chosen profession in public or private sector enterprise. Students are encouraged to share their successes and failures relating to specific issues or problems that will be instructive to the entire class. Attendance at all classes, seminars, laboratory, clinical, and discussion workshops is mandatory. Online deadline times and dates are not usually negotiable. Faculty is allowed flexibility in implementing this policy.

Class attendance is addressed on each syllabus. Your occupation while a student is to attend class, complete assignments in a timely fashion, and participate in the class following external preparation. Classroom preparation is designed to provide each student with basic information and foundational material to become an entry-level practitioner.

If a student must be absent because of illness or injury, telephoning the faculty-of-record before the on-campus class. Arrangements must be made to secure information presented in the class. The student continues to be responsible for all material presented. The on-campus time is mandatory. Any abbreviations from the schedule must be discussed. If there is an emergency, close contact with the faculty-of-record is essential. Students are expected to schedule vacation absences during a clinical practicum to continue with on-campus attendance.

Students are to be present and prepared for lecture/discussion or clinical assignments at all scheduled times unless excused by the specific Class Professor. Excused absences will be granted for grave illness, emergent, or special circumstances. Missing on-campus could place you in the next time that course is presented (maybe a year).

Students using Veteran's Administration funds or several of the special Federal Grants should be aware of the policy that states that a student must participate in class 75% of the time (Academic Catalog, p. 66).

Extended absences (Leave of Absence [LOA]) from the clinical practicum are approved for special circumstances, illness, or death unless previously discussed with the Program Dean. A student who is requesting a LOA must submit a written request to the Program Dean. Special Circumstance requests are approved on an individual basis. Absences for illness or emergencies cannot be anticipated and will be considered on an incident-by-incident basis. The student needs to notify the clinical facility and the preceptor of any absence as soon as possible. Students should be prepared to restart the clinical practicum courses and if necessary supporting didactic courses. Each student's requests and needs are considered individually. **If a student's performance in either a didactic/clinical course is less than the required minimum grade to be a "student in good standing" the Leave of Absence may not be approved.**

If a student misses a specific clinical experience, rotation or on-campus time, the experience or practicum may be rescheduled at the completion of other required practicum experiences. This may necessitate additional clinical time following the anticipated graduation date.

Weather related absences

As this part of Virginia is subject to snow and ice in the winter and the majority of the College's students are commuters, Bluefield College must occasionally cancel or delay classes because of unsafe traveling conditions. Cancellation or schedule modification of day classes is generally announced by 5:30 a.m. Students can obtain information on weather closures or delays by accessing the College's web page at

<http://www.bluefield.edu/classdelays/>

Graduate students make their own decisions about going to clinical sites during inclement weather conditions. As long as it is safe to travel to clinical sites, all students will report for clinical assignments unless directed to remain at home by the clinical coordinator/preceptor.

Policy on Student Advisement

Students, enrolled time in the Graduate Nursing Program, will be assigned to a Nursing faculty member and will meet with them every semester to plan for their progression in the curriculum. The faculty member will be responsible for reviewing the didactic and clinical progress of each student assigned to them.

Students are to utilize the following chain of command whenever they are experiencing a problem that they perceive is interfering with their clinical learning.

1. Discuss the problem with the clinical staff they were assigned to when the problem first arose.
2. Meet with their off-campus clinical coordinator to discuss the issue.
3. Discuss the issue with the College's Clinical coordinator assigned to their site.
4. Make an appointment with their College advisor to discuss the problem.
5. Students may meet with the specialization director or the Dean at any time but will be encouraged to exhaust the prescribed process for problem solving.

Students will be responsible for bringing the following documents when they meet with their college faculty advisor:

- Care plans if appropriate.
- Up-to-date clinical case logs when appropriate.
- Semester Self-evaluation form.
- Completed Progression Sheet.

Project Requirement

The School of Graduate Nursing of Bluefield College requires students to complete a project as a culminating assignment for the program. As part of the work for this assignment is begun in NUR 5022, NUR 5021, and NUR 5032, students are advised to make a decision as soon as possible regarding which option they wish to pursue. Briefly, a project can consist of a variety of scholarly activities, described in more detail below. While working on a project, a student must register for NUR 5062. If more time is required, a student will register for one credit of NUR 5041 each semester until the project is completed. The work toward the project is begun in NUR 5022 and NUR 5021.

Policy on Project Option

The Master's project is a comprehensive manuscript that addresses a theoretically and practice-relevant problem in nursing. This project "does not have to be independent or original research, but should be the new application of ideas" (AACN, 2011, p. 7).

The project must show that the graduate nursing student is able to critically analyze the research literature, organize the content to include all aspects of the research process, write clearly and succinctly at a graduate level, and provide adequate applicability to nursing practice (AACN, 1998).

For the Master's project, the graduate nursing student will choose *one* of the following acceptable methodologies:

1. Mock Study or Research Proposal such a project designs and plans a real study, but does not actually conduct it. There would be no chapter containing results, but a chapter would be

- written that describes what might be found, and why, and connecting that information to the literature.
2. Concept Analysis. The concept analysis involves a comprehensive review of the literature for the purpose of clarifying the meaning of a chosen concept.
 3. Research Synthesis (Integrative Review of the Literature). The research synthesis is a scientific review of the literature (including and beyond the nursing literature) that includes the rules of rigorous inquiry and involves obtaining and synthesizing research dealing with a chosen topic. The end result is a synthesis statement regarding the current state of knowledge on the chosen topic and applicability to nursing practice.
 4. Case Study. The case study involves the in-depth investigation of a person, family, group, institution, or community as a single subject. These studies are usually descriptive, exploratory, or explanatory and provide the synthesis and analysis of a single case with evaluation from a theoretical and nursing perspective.
 5. Program Evaluation/Quality Outcomes Management. Program evaluation/quality outcomes management involves the assessment and evaluation of the process or outcomes of a program or the components of a program in order to assure quality healthcare.
 6. Teaching Module/Program. This type of project involves the development of a teaching module or program, implementation of the module or program, and evaluation of its effectiveness. The module or program should be inclusive of specific learner objectives, evidence-based content, innovative teaching strategies, appropriate teaching/learning principles, and evaluation protocol.
 7. Special Clinical Experiences. Special clinical experiences involve an organized and unique clinical experience within settings or with populations atypical of the student's employment and previous graduate clinical experiences. The student and committee members must agree upon the details of the experience. An extensive scholarly preparation for the experience including learning objectives, evidence-based rationale, and a written summary and evaluation of the experience is required.
 8. Grant Development. This type of project involves the development of a grant proposal. The proposal must include identified specific aims, literature review, procedure or implementation plan, timetable, proposed budget, and plan for evaluation.
 9. Article for Publication. A publishable article involves preparing and submitting a manuscript to a scholarly, peer-reviewed journal whose readership is primarily advanced practice nurses. The manuscript may involve the use of one of the other types of projects, such as a research synthesis or case study.

Format for Project: A project typically consists of five chapters. Each chapter closes with a Summary paragraph.

Chapter 1, Introduction, provides the background for the project. It includes a Statement of the Problem which the project is being designed to address. A clear statement of the Purpose of the project, Expected Outcomes, and the Theory on which the project is based.

Chapter 2 is the Review of Literature. It begins with a paragraph that describes briefly the literature that was reviewed, and organizes that literature in some way. All projects must be supported by scholarly literature.

Chapter 3 contains the Plan for the project. It includes all major components of a plan, and should provide clear direction for the project, as well as a plan for analyzing outcomes.

Chapter 4 contains Results of the project. It should include a thorough description of the outcomes, and explain what they mean for the profession.

Chapter 5 is Discussion. In this chapter, results are connected back to literature that both supports, and disagrees with, the outcomes of the project. It expands on the meaning of this project for the profession and how the outcomes might be applied in practice. The Limitations to the Project section discusses problems encountered and suggests possible ways these might be overcome.

Recommendations for future projects is followed by Conclusions.

A thorough Reference list must contain all sources cited in the paper. The current edition of the APA manual will be followed.

References

American Association of Colleges of Nursing. (2011). Position statement on nursing research. [ONLINE].

American Association of Colleges of Nursing. (2011). The essentials of master's education for advanced practice nursing. Washington, DC: Author.

The project committee consists of a minimum of two members. The project chairperson must be a regular graduate faculty member of the department, and the second member may be selected from faculty of the department or professionals from outside the College who have expertise in the substantive area. The project committee will be responsible for approving the student's project proposal and supervising the project and written report. After identification of the committee and proposal approval, the student completes a Supervisory Committee Nomination Form (Appendix F) and forwards to the director of graduate nursing education for approval. When a member of the committee is from outside Bluefield College, the Supervisory Committee Nomination Form must be completed and submitted for approval with current Curriculum Vitae for the proposed member to the chairperson for approval. In the event the project committee membership changes, an updated form must be submitted to the director of graduate nursing education.

In order to comply with federal regulations, proposals that involve human subjects, animals, biohazards, or recombinant DNA must be cleared by the appropriate College and facility Institutional Review Board before data collection begins.

All students must complete the "Protection of Human Subjects" independent study annually. (<https://phrp.nihtraining.com/index.php>). All students must have a copy of this certificate on file in the Program Specialist's Office. Students who have not used the website before will need to fill out the registration form on the website and create an account.

Policy on Evaluation of the Student's Project

Even before the project has begun, the student will work with committee members, but most intensely with the Chair, to complete the work. This process typically involves four (4) committee meetings prior to the defense or oral presentation. Final approval of the project will be granted by the student's advisory committee. The level of writing must be at the graduate level and must reflect proper grammar usage, cohesion, and clarity. The length of the manuscript depends on the methodology and the option chosen. The final manuscript must follow current APA guidelines.

The student must participate in the oral examination as part of the completion of the project. The results of the project should be shared with the clinical site and/or subjects who are interested, if this is relevant to the project. If appropriate, the student is *encouraged* to revise the manuscript, which may include content and format, and submit it to a journal for publication.

The student may also consider submitting the abstract of the project for presentation as a poster or paper at a regional or national meeting in their area of specialty. The Chair and/or other committee members can be of assistance in this process.

Policy on the Comprehensive Examination

All candidates for a graduate degree in nursing, MSN, must take a comprehensive examination.

1. For the Leadership/Education and Family Nurse Practitioner student, the Comprehensive Examination is scheduled in Spring for May graduation or Fall prior to December graduation.
2. A student must achieve at least 80% in order to pass the exam. If a student scores below 80%, but 75% or above, which is considered marginal, and then an oral comprehensive examination or a rewrite may be an option. If the score is below 75%, the student must take a special topics course with a designated faculty member.
3. If the student then fails the oral comprehensive exam or rewrite, the student will be given a study plan and must retake the entire test. To make the student more at ease, a “practice session” will be conducted several weeks prior to the actual exam.

Policy on Complaint Resolution

Students may have the right to appeal policy decisions or procedures. Various appeal procedures are to be followed depending on the nature of the appeal. Course grade appeals begin with the instructor.

Admission appeals are directed to the Admission Appeals Committee. Contact the Office of Enrollment Management for the complete process.

Policy and Procedure for Student Clinical Records

Policy

Students are responsible for keeping a complete and accurate record of their clinical experiences during all clinical practicum. This record of experiences allows the program to track the clinical progress of students as well as gather information needed to complete their final transcripts that must be submitted to testing agencies such as the American Academy of Nurse Practitioners, or the American Nurses Credentialing Center to document their eligibility to take the certification examination.

Procedure

The Program will provide the forms necessary for the student to keep these records. The student is responsible for keeping a daily log of his/her experiences according to designated categories and then entering these data on these forms. These forms need to be completed and submitted within **FIVE (5) BUSINESS DAYS** after the end of each month to the appropriate program administrator. Students should keep a photocopy for their records. Students who do not comply with this policy may be suspended from the clinical area until these records are complete.

Policy on Financial Aid

Recognizing the increasing cost of achieving a college education, Bluefield College offers a wide variety of scholarship, grant, loan, and work possibilities. Students who wish to be considered for all types of financial aid, including Federal Programs, State Programs, and most Institutional Grants and Scholarships, should complete the following requirements prior to class starts for our online students (see the academic calendar

for specific dates).

1. Apply and be accepted for admission to Bluefield College.
2. Complete the Free Application for Federal Student Aid (FAFSA) at www.fafsa.gov. The FAFSA is used by the Federal Student Aid Programs to determine a student's financial "need". The Bluefield College Financial Aid Office uses this information to evaluate a student's eligibility for federal and any other need-based aid.
3. If a Virginia resident, complete and return the Virginia Tuition Assistance Grant Application (TAG) to the Financial Aid Office. This is a state award granted to full-time students who are Virginia residents for at least 12 months prior to enrollment. An application must be received by the Financial Aid Office no later than July 31 prior to your fall enrollment in order to secure the funding from the Commonwealth.

Policy on Withdrawal and Transfer from the MSN Program

Students who voluntarily withdraw from the program and desire to be readmitted at a later date must follow the same admission procedure as newly applying candidates. Reapplication will not be accepted unless the student has been unenrolled for more than one calendar year.

The Bluefield College Graduate Nursing Program reserves the right to request, at any time, the withdrawal of a student from the program whose health, conduct, or level of achievement makes such action advisable. Students who are involuntarily withdrawn from the program cannot reapply.

The School of Nursing discourages transfers from its MSN program. In the event of a transfer, the student is responsible for all arrangements and expenses. Written notification of intent to transfer should be provided to the Dean of the School of Nursing. The MSN program will file a copy of the student's academic and clinical transcript with the necessary agencies.

Policy on Dress Code

The purpose of this policy is to define the standards of dress and appearance for Bluefield College School of Nursing students during the clinical rotations. A student's appearance reflects upon Bluefield College and the Nursing Department. Students are expected to observe personal hygiene standards and are to exercise good judgment in personal dress and appearance.

Policy:

1. **Dress:** Students should dress in work casual attire, unless otherwise specified by the organization or agency. Clothes should be clean, neatly pressed, and of a professional appearance. Dresses should be of appropriate length for bending and stretching activities. Shoes should be clean and must enclose/protect the toe and heel. Lab coats must be worn during clinical hours unless specified differently per organization.
2. **Identification:** Students must wear their Bluefield College School of Nursing name badge during their clinical hours.
3. **Hair:** Hair should be clean and pulled back out of the face and off the collar. Mustaches, sideburns, and/or beards must be neatly trimmed.
4. **Nails:** Nails must be clean and trimmed short. Acrylic nails are prohibited.
5. **Jewelry:** No dangling or hoop-style earrings are allowed. Only one small stud/post type earring per ear is allowed. No visible body piercing, including tongue jewelry, is allowed.
6. **Body Art:** Body Art (tattoos) must be covered while in the clinical setting.

7. **Miscellaneous:** Make-up must be kept to a minimum. Neutral (i.e. white) undergarments must be worn (designs and colors should not show through uniform or clothing).
8. **No Smoking:** No smoking or use of tobacco products, even while on break, during clinical hours.
9. **Perfume:** No perfume or cologne should be worn during clinical hours.

Policy on Clinical Supervision/Instruction

Bluefield College's Graduate Nursing Program embraces the standards on clinical supervision restricting the clinical supervision and instruction of students in all clinical locations to appropriately credentialed nursing and medical practitioners. All clinical coordinators and preceptors have appropriate staff privileges and are immediately available in desired clinical areas. The program also restricts clinical supervision to credentialed experts who are authorized to assume responsibility for the student. The faculty believes it is inappropriate for physician residents or noncertified graduate advanced practice nurses to act as the sole agents responsible for the student.

Students who are in the clinical area during their first and second clinical semesters will be under the direct supervision in a one-to-one student/teacher ratio. At other times, the student may be supervised in a two-to-on student/teacher ratio.

The level of supervision provided students will be based on the complexity of the procedure, acuity of the patient, the clinical skills of the student and the comfort level of the instructor. Every attempt will be made to insure that students are never assigned based just on completing a schedule.

This policy also limits the maximum student/faculty ratio in the clinical area to 2/1. Students will usually be assigned to a practitioner who has no other responsibility other than to supervise and/or instruct the student assigned to them.

As the student become more skilled in providing care, clinical supervision will be based on the student's knowledge and ability, the acuity of the patient, the complexity of the procedure and the comfort level and experience of the instructor.

The faculty place great value on the quality of instruction afforded students in the clinical area and recognizes that mentoring of students very often exceeds the student's need to be supervised. Therefore, it encourages clinical preceptors to remain with students so they can observe their problem-solving skills, challenge them intellectually, answer their questions, and most importantly assure the safety of the patient.

The clinical coordinators, in concert with the administrative managers of their departments, are responsible for assuring that clinical preceptors are currently licensed as registered professional nurses and meet all requirements for continuing recertification as appropriate in the state in which they are practicing.

Policy on Continuous Self-evaluation of the Program

Bluefield College Graduate Nursing Program will conduct a continuous structured self-evaluation for all its clinical, didactic, research and administrative activities. The program's administrative personnel are responsible for designing, implementing, and monitoring this process.

Procedures:

Participation in accreditation activities will be the pivotal mechanism around which the Graduate Nursing Program will structure its continuous self-evaluation program if applicable.

To assure readiness for either, completing a self-study document or preparing for an on-site review from an accrediting agency, the Program will conduct an on-going assessment of all of its activities. The assessment process will utilize a "Plan for Systematic Evaluation" that identifies all the activities carried out by the program, including time intervals when each activity is reviewed and assessed for currency and relevancy.

The Program expects that its Advisory, Curriculum and Evaluation, and Student Affairs Committees and the College's various committees to offer suggestions for change or request review of any program activity whenever members identify a need.

The Program's administrative personnel will also utilize all of the evaluation forms to further assess a need to review or change an existing policy or procedure.

Policy on Program Evaluation Process

Evaluation is an ongoing process by which levels of performance and progress are determined. The Graduate Nursing Program conducts ongoing assessment of all aspects of the program to insure continuing growth and development of the program, its students and faculty.

Student Evaluation

Evaluation of students is used to guide behavioral changes in the process of the student becoming a safe, competent, professional advance nurse practitioner. Measurement of the student's ability to master skills, knowledge of procedures and attitude necessary for safe practice is a vital part of the program. Strategies utilized in the evaluation include:

1. Care Plans (where appropriate) or Student Logs - All students shall complete care plans (where appropriate) or student logs on a daily basis. Care plans (where appropriate) or student logs are turned in to the clinical instructor for review and comment daily. Care plans (where appropriate) or student logs are reviewed by the faculty advisor at both the mid-term and end of semester evaluation appointment. The care plans (where appropriate) or student logs are also reviewed periodically by faculty.
2. Clinical Evaluation - Each student is evaluated by the clinical instructor supervising the student. These evaluations are used primarily to provide feedback to the student regarding his/her performance, and to demonstrate progression in learning. At the end of each semester, a final clinical evaluation is submitted by the preceptor. If there is more than one preceptor, have each preceptor complete the clinical evaluation.

Faculty Evaluation

Evaluation of faculty is employed to assist in the development of each faculty member, provide feedback concerning the conduct of the specialization, and aid in the ongoing process of course development and curricular improvements.

Strategies utilized in evaluation of faculty include:

1. Self-evaluation - Each member of the clinical and academic faculty shall evaluate their own performance in the clinical setting, classroom or both, if appropriate. Faculty should strive to identify areas of strengths as well as areas in which they feel there is room for improvement.

2. Didactic Faculty Evaluation - Each individual participating in classroom instruction in the Graduate Nursing Program will be evaluated by the students at the end of each semester using the College's tool for student evaluation of classroom teaching. Information from these evaluations will be compiled by the College and presented back to the faculty member to be reviewed with the Program Chair.
3. Clinical Faculty Evaluation - Clinical preceptors will be evaluated by the students twice each year in May and December. Students will complete a Clinical Faculty evaluation form for each instructor they have worked with in the clinical area. Information from these evaluations will be compiled by the Nursing Department. A copy of the evaluation will be provided and reviewed with the clinical preceptor.

Program Evaluation

Evaluation of the program is an ongoing process designed to assess the present status of the program, determine future goals, and identify methods of achieving those goals. Methodologies employed for program evaluation include:

1. Course evaluation - Students complete a Course Evaluation at the conclusion of each course in the Graduate Program in Nursing. Information from these evaluations will be compiled by Medatrax and reviewed by the Dean or faculty.
2. Faculty Evaluation of the Program – After each class, an OFI faculty form is complete by faculty and submitted for review by Dean and faculty. Information from these evaluations will be compiled. The Graduate Nursing Program Dean and faculty will review the results of this process. Goals for improving and strengthening the specialization are derived in part from faculty feedback via this mechanism.
5. Clinical Agency Evaluation - Students and faculty shall evaluate each clinical agency where students participate in clinical learning experiences annually. As a portion of this evaluation process, each clinical agency will be visited by a faculty member of the Graduate Nursing Program by face time or physical presence a minimum of once a year while students are physically present in the clinical site. Information from these evaluations will be compiled by the Program Specialist and reviewed by the Curriculum and Evaluation Committee. The Graduate Nursing Program Advisory Committee will review the results of this process.
6. Employer Evaluation of Graduates - Employers of graduates of the Graduate Nursing Program will be surveyed at six months and one-year post graduation to determine their perceptions of how well the graduate was prepared by the program for practice. Information from these evaluations will be compiled by and reviewed by the Dean and faculty. The Graduate Nursing Program Advisory Committee will review the results of this process.
7. Graduate Evaluation of Program - Graduates of the Graduate Nursing Program will be surveyed one year and three years after completion of the program to solicit feedback regarding their perceptions of how well the program prepared them for

practice. Information from these evaluations will be compiled by the Dean and faculty who will review the results of this process as well as the process itself.

Appendix A
Bluefield College School of Graduate Nursing
Health Form

This report is confidential. It must be mailed to the College. **Students are responsible for the accuracy of this information. Omitted or inaccurate information will be considered a violation of the Bluefield College Honor Code and can result in a student's dismissal from the program.**

Name _____ Age _____

Address _____

Date of Examination: _____

The applicant has been examined and found to be in good general health. Yes _____ No _____

The applicant is fit to participate in clinical activities of a graduate nursing student. Yes _____ No _____

To the best of my knowledge, the applicant is not presently harboring any infectious diseases. Yes _____ No _____

Allergies (please list) _____

Chronic conditions which, for the applicant's safety, faculty need to be aware of, for example, diabetes, epilepsy, etc. (please list) _____

THE FOLLOWING IS REQUIRED:

PPD or Chest Xray: (indicate date of test and results) _____
(Annual skin test required unless positive, then chest x-ray within three years)

THE FOLLOWING IMMUNIZATIONS ARE REQUIRED (PLEASE INDICATE DATES)

Diphtheria-Tetanus Toxoid (within last 10 years)		Varicella (chicken pox) (titer OR statement of episode of the disease including yr.)	
MMR (initial AND 1 booster) (if born prior to 1957, titer; otherwise, vaccine)		Hepatitis B (series of 3-indicate all dates or attach signed waiver)	

I certify that I am a primary health care provider legally qualified to practice in the State of _____ . I have examined the above applicant and find that the applicant is neither mentally nor physically disqualified by reason of any chronic or acute condition, from the successful performance of clinical duties required of nursing students.

Health Care Provider's Signature _____ Date _____

Address _____

Health Care Provider's
Name Printed or Stamp: _____

APPENDIX B
BLUEFIELD COLLEGE SCHOOL OF GRADUATE NURSING
CONSENT FORM FOR ALCOHOL, DRUG, AND SUBSTANCE TESTING

I hereby consent to the collection of blood, urine, saliva samples, and/or hair follicle samples, from me and to any other laboratory procedure necessary to conduct medical tests to determine the presence or use of alcohol, drugs, or controlled substances. Further, I give my consent for the release of the test results and other relevant medical information to the reviewing physician(s) and the Senior Academic Officer, Bluefield College School of Graduate Nursing. I also understand that if I refuse to consent, I may be subject to disciplinary action which could include dismissal from the graduate nursing program.

I understand that I am responsible for the costs of any and all such testing.

I agree that this consent will be valid from _____ to _____
which includes the length of time I expect to be a student in the Bluefield College School of Graduate Nursing.

AGREED TO:

Student

Date

Witness

Date

Copies of completed form to:

Student

Faculty

Facility

Senior Academic Officer, Bluefield College School of Graduate Nursing

APPENDIX C
BLUEFIELD COLLEGE SCHOOL OF GRADUATE NURSING
CLINICAL PLACEMENT DOCUMENTATION

Students entering the Graduate Nursing Program in the School of Graduate Studies at Bluefield College are required to submit copies of the following documents prior to entering any clinical course. The FNP student must meet all the criteria below but yellow includes the L/E students:

1. Active, unencumbered nursing license in Virginia and any other state where a practicum is planned.
2. Completed Physical Examination Form including:
 - Drug Screen.
 - Yearly PPD.
 - Updated Immunizations & Titers (Tetanus within 10 years, Hepatitis B, etc.).
 - Labs.
3. Proof of education concerning risk of exposure to blood borne pathogens and knowledge of institution's control plan (education film available in LRC).
4. BLS certification - Provider C
5. ACLS
6. PALS
7. Fingerprinting/Criminal Background Check

It is the student's responsibility to keep these documents up-to-date in his/her file.

Appendix D
BLUEFIELD COLLEGE SCHOOL OF GRADUATE NURSING
Gantt Chart* for Master's Project

Activity	Date completed
(Student is responsible for scheduling all meetings with all involved members, and providing the latest version of the paper to all committee members ONE WEEK in advance of the meeting).	
Determine topic, meet with Department Chair/Research professor to fine tune topic & choose a committee.	
Meeting #1: Contact and confirm all members & present problem & purpose & chapter 2.	
Meeting #2: Submit first draft of chapter 1 for review to committee. Meet to discuss revisions.	
Meeting #3: Submit first draft of chapters 1, 2, & 3 and all relevant IRB documentation to committee.	
After committee approval, submit documentation to IRB for approval.	
Once IRB approval letter has been received, begin data collection with guidance from Chair.	
Meeting #4: Review the results of the chapter 3 & prepare for Chapter 4.	
Make suggested revisions.	
Submit all chapters for revision.	
Present poster session (usually the same day as the defense).	
Meeting #5: Present the project.	
Make any corrections that were noted during defense and submit to UMI.	
6 bound copies due in Graduate Office. (These are part of the automatic order; students should be in communication with the Graduate Office to retrieve their copies, which are delivered to the College).	

* Named after author, Henry Gantt

Adapted from:

Grove, S.K., Burns, N., & Gray, J.R. (2013). *The Practice of Nursing Research Appraisal, Synthesis and Generation of Evidence*. (7th ed.). St. Louis, Missouri: Elsevier, p. 338-340.

Revised 03/15.

Appendix E
BLUEFIELD COLLEGE SCHOOL OF GRADUATE NURSING
Supervisory Committee Nomination Form

Please complete and return to the Graduate Studies Office.

Student Name _____ ID Number _____

Major _____ Degree _____

Project Title: _____

- () **Project Committee:** To be appointed when a project is required. The committee is normally composed of at least two faculty members.

The Committee Chair must be a doctorally prepared Bluefield College faculty member. Other members must be Master's prepared. Only one member of a committee can be from outside the College, and for such members, a Curriculum Vitae must be attached.

Committee Membership (New _____ Revised _____):

_____ Chair _____ Dept.

_____ Member _____ Dept.

_____ Member _____ Dept.

Nominated by: _____

Graduate Program Coordinator Signature _____ Date _____

Approved by: _____

School of Graduate Studies Signature _____ Date _____

APPENDIX F
BLUEFIELD COLLEGE SCHOOL OF GRADUATE NURSING
Report of Accident/Incident/Safety Condition

1. INFORMATION REPORTED BY:

Name: _____
_____ Faculty member _____ Staff member _____ Student _____ Visitor

Date: ____ / ____ / ____ Event involved: Accident Incident Safety Condition Time: _____

PERMANENT RESIDENCE INFORMATION:

Address: Street _____ City _____ State _____ Zip _____

Phone: (____) _____ Cell Phone: (____) _____ E-mail: _____

CAMPUS RESIDENCE/WORK INFORMATION (if applicable):

Building: _____ Room: _____ Campus Phone: _____ Campus email: _____

2. INJURIES (if applicable)

Person 1 Name: _____ Phone: (____) _____

Seek medical attention? Yes (if YES go to line 2.a) No (check one)

2.a Care Provider Name: _____ Phone: (____) _____

Person 2 Name: _____ Phone: (____) _____

Seek medical attention? Yes (if YES go to line 2.b) No (check one)

2.b Care Provider Name: _____ Phone: (____) _____

Person 3 Name: _____ Phone: (____) _____

Seek medical attention? Yes (if YES go to line 2.c) No

2.c Care Provider Name: _____ Phone: (____) _____

3. PROPERTY DAMAGE (if applicable)

Was there property damage? Yes (if YES describe) No

Damage Description: _____

4. WITNESSES (if applicable)

Witness No. 1 Name: _____ Phone: (____) _____

Witness No. 2 Name: _____ Phone: (____) _____

5. EVENT DETAILS

Event Date: ____ / ____ / ____ Location: _____

Description: _____

6. REPORTING (if applicable)

Did you report the event? Yes (go to line 6a.) No (go to line 6.b)

6a. Reported to: Name _____ Phone: (____) _____

6b. If you did not report this event explain why: _____

(Note: This accident form is not intended to take the place of workers' compensation claim forms.)

I certify that all the above is true and correct to the best of my knowledge:

Signed: _____ Date: _____

*If more than three persons were injured, continue by completing information on a separate piece of paper. Send this form and any attachments to: **Bluefield College**

If Page 2 is needed to continue the Event Details, please sign both Page 1 and Page 2.

Appendix F (continued)
BLUEFIELD COLLEGE SCHOOL OF GRADUATE NURSING
Report of Accident/Incident/Safety Condition

5. Event Details (continued)

(Note: This accident form is not intended to take the place of workers' compensation claim forms.)

I certify that all the above is true and correct to the best of my knowledge:

Signed:

Date:

*If more than three persons were injured, continue by completing information on a separate piece of paper. Send this form and any attachments to: **Bluefield College**

Appendix G

CastleBranch Requirements

- 1) **Background check** - no further action needed upon placing order.
- 2) **Drug-screen** - 24 hrs after the order is placed you will log in to the link above with the e-mail address you set your account up with, scroll down to the to-do list. There you will find a PDF attachment, which is the consent form you will need to take to a LabCorp near you for a drug screen. If you are completing clinical hours at a Carilion facility, you will need to complete the drug test **within 30 days** of the first day that you begin your clinicals.

- 3) **Required Health Records**

Current TB read

Copy of current RN license

Tetanus, Diphtheria, Pertussis (Tdap)—cannot be more than ten years since immunization

Current CPR card (please **sign** the back of the card and submit a copy of **both** the front and back of the card)

MMR, Hep B, Varicella & Polio

Influenza (Must verify that the vaccine is for the current flu season)

If Declinations are submitted, please make sure that they are signed and dated and also have a witness signature and date.

BC MSN Students are also required to order a name badge for clinicals.

(Information for setting up the account will be sent out via email.)