



The Bluefield College School of Nursing Student Handbook

2014-15

Bluefield College School of Nursing

3000 College Drive

Bluefield, Virginia 24605

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Verification of Receipt of the Bluefield College School (SON) RN-BSN Student Handbook

I, _____ (Name)

have received a copy of the *RN-BSN Student Handbook (2014-2015)* prepared by the Bluefield College School of Nursing

I am responsible for reading this handbook and accountable for adhering to the policies and guidelines herein.

I understand the privileges and responsibilities associated with being a nursing student.

I understand that the handbook is a document that is subject to change. The Handbook will be posted on the nursing website. I understand that I will ordinarily be notified of changes by the faculty or through my Bluefield College e-mail. I understand it is my responsibility to check my e-mail daily.

In addition to policies and procedures contained in the *School of Nursing RN-BSN Student Handbook*, I am also responsible for policies and procedures outlined in the *Bluefield College Catalog* and the *Bluefield College Student Handbook*.

(Student Signature)

(Date of Receipt)

**Please fax or scan a signed copy of this form to the office in the School of Nursing to be placed in the permanent records of your student file in the School of Nursing.
Fax 276.326.4462**

Introduction

The Administration, Faculty and Staff are delighted that you have selected Bluefield College to provide your baccalaureate nursing education at an exciting time in nursing. The challenges are enormous and the opportunities to practice in many new ways in nursing are many. At the heart of the mission of nursing is the importance of bringing healing and comfort to the sick and suffering in our community and in the world at large.

The *RN-BSN Student Handbook* has been prepared as a guide to assist you through the successful completion of your program of studies. The handbook has been developed to provide you with specific information related to your academic program of study. This is not intended to supersede information provided in the Bluefield College Student Handbook and the Catalog but rather is intended to augment and provide information specific to your program. We expect you to become familiar with the contents of the *Handbook*. New or revised policies will be communicated to you as they are prepared. Please note that the official copy of the *Handbook* can be found at <http://www.bluefield.edu/student-handbook/>

The Bluefield College School of Nursing is committed to help facilitate your learning and to assist you in achieving your academic goals. Please read carefully the Mission and Philosophy of the School of Nursing. These statements guide our work with you. The values enunciated in the Mission and Philosophy are articulated in nursing, the liberal arts, the sciences, religious studies, and distinguish the Bluefield College nurse from all others in the professional practice of nursing.

We further commit to provide a distinctively Christian environment where students will find faculty and staff who genuinely care for their well-being. This is the spirit of the guidelines in the Handbook. These express our commitment to educate adult learners in the process of integrating their Christian faith with the academic process. Your enrollment constitutes an agreement that you will abide by the guidelines with a spirit of cooperation. It is expected that those who take this educational challenge have evaluated the guidelines and have agreed to excellence.

Students are responsible for using the handbook as a resource when questions arise and as a guide to academic and nonacademic policies and procedures.

I welcome you to the School of Nursing!

You are beginning an important journey in your professional career. We take pride in the academic excellence of our program and believe it is grounded in the sciences and liberal arts that further build upon and evolve the basic competencies from your associate degree program. The next three semesters in completion of your nursing core courses will be exciting, intense, and challenging; but, will allow you to grow professionally and will be a pathway worthy of your taking.



An education is a journey, and as you continue on this journey within your career trajectory, always remembers the time you spend with us will open new doors to many professional opportunities. Today more than ever, you are presented with a myriad of challenging opportunities in the field of nursing and healthcare.

We are delighted and feel very blessed to provide you with the educational foundation to support your future objectives and your lifelong journey of professional development. You have already demonstrated your dedication to nursing and are further doing so by demonstrating your desire for a deeper understanding of scholarship and excellence. I believe nursing must be a force for innovation, learning and discovery to prepare culturally proficient providers to meet the complex healthcare needs of a global community. The window of opportunity is open; let us take advantage of the open window with the center of the pane, educational opportunity.

Thank you for choosing Bluefield College School of Nursing to advance your career. We look forward to an exciting year!

My best and blessings to you,

A handwritten signature in cursive script that reads "Carolyn Lewis".

Carolyn Lewis, PhD, RN, NEA-BC
Dean and Professor
School of Nursing

ONLINE PROGRAM
FALL ACADEMIC CALENDAR (Updated info)
2014-2015

FALL SEMESTER

Term 1: 08/25/14 - 10/12/14

Term 2: 10/13/14 - 12/07/14

Aug. 15 (Fri) Last day to pay and register for Term 1

Aug. 25 (Mon) First day of Term 1 classes

Aug. 28 (Thurs) Last day to add a class for Term 1

Sept. 1 (Mon) 11:55 pm Last day to drop Term 1 courses and receive a full refund

Sept. 12 (Fri) Last day to drop Term 1 classes with a grade of "W"

Oct. 3 (Fri) Last day to pay and register for Term 2 semester

Oct. 12 (Sun) Last day of Term 1 classes

Oct. 13 (Mon) First day of Term 2 classes

Oct. 16 (Thurs) Last day to add a class for Term 2

Oct. 16 (Thurs) Last day to add a course to Term 2

Oct. 20 (Mon) 11:55 pm Last day to drop Term 2 courses and receive a full refund

Oct. 31 (Fri) Last day to apply for December graduation

Nov. 2 (Sun) Final grades due for Term 1

Nov. 7 (Fri) Last day to drop Term 2 classes with a grade of "W"

Dec. 7 (Sun) Last day of Term 2 classes

Dec. 7 (Sun) 12:00 pm Final grades due for graduating seniors

Dec. 13 (Sat) Graduation fee due to BC Central prior to Commencement

Dec. 13 (Sat) Commencement

Dec. 16 (Tues) 12:00 pm Final grades due for all other students for Term 2

Dec. 24 - Jan 1 Christmas / New Year Holiday

ONLINE PROGRAM
SPRING ACADEMIC CALENDAR
2014-2015

SPRING SEMESTER

Term 1: 1/12/15 - 3/8/15

Term 2: 3/9/15 - 5/3/15

Jan. 2 (Fri) Last day to pay and register for semester

Jan. 12 (Mon) First day of Term 1 classes

Jan. 19 (Mon) 11:55 p.m. Last day to withdraw from semester and receive a full refund

Jan. 30 (Fri) Last day to drop Term 1 classes with a grade of "W"

Feb. 21 (Fri) Last day to pay and register for semester

Mar. 8 (Sun) Last day of Term 1 classes

Mar. 9 (Mon) First day of Term 2 classes

Mar. 16 (Mon) 11:55 p.m. Last day to withdraw from semester and receive a full refund
Mar. 22 (Sun) Final grades due for Term 1
Mar. 27 (Fri) Last day to drop Term 2 classes with a grade of "W"
Mar. 31 (Tue) Last day to apply for May graduation
May 3 (Sun) Last day of Term 2 classes
May 7 (Thurs) 12:00 noon Final grades due for graduating seniors for Term 2
May 9 (Sat) Graduation fees due to BC Central prior to Commencement
May 9 (Sat) Commencement
May 18 (Sun) Final grades due for all other students for Term 2

**ONLINE PROGRAM
SUMMER ACADEMIC CALENDAR
2014-2015**

SUMMER SEMESTER

Term 1: 5/11/15 - 6/28/15

Term 2: 6/29/15 - 8/23/15

May 1 (Fri) Last day to pay and register for semester

May 11 (Mon) First day of Term 1 classes

May 18 (Mon) 11:55 p.m. Last day to withdraw from semester and receive a full refund

May 29 (Fri) Last day to drop Term 1 classes with a grade of "W"

June 28 (Sun) Last day of Term 1 classes

June 29 (Mon) First day of Term 2 classes

Jul. 6 (Mon) 11:55 p.m. Last day to withdraw from semester and receive a full refund

Jul. 12 (Sun) Final grades due for Term 1

Jul. 17 (Fri) Last day to drop Term 2 classes with a grade of "W"

Aug. 23 (Sun) Last day of Term 2 classes

Sep. 6 (Sun) Final grades due for Term 2

Chapter

1

Bluefield College Vision, Mission, and Core Values

Vision

The vision of Bluefield College is to be a nationally recognized Christ-centered liberal arts college, preparing innovative learners and transformational leaders to impact the world.

Mission

Bluefield College is a Christ-centered liberal arts college in covenant with the Baptist General Association of Virginia. We offer a challenging academic experience within a diverse Christian environment. Our academic and co-curricular program transforms students' lives by integrating liberal arts with career-oriented studies and service to God and the global community. We are committed to graduating students who think critically, communicate effectively, and adapt readily to a changing world.

Core Values

- We are a Christ-centered learning community and affirm our Baptist identity.
- We develop students' potential through academic excellence and the intentional integration of faith, the liberal arts and professional studies.
- We create a caring community characterized by respect, support and encouragement for each member of our College community.
- We believe passionately in service above self and prepare compassionate, globally-minded students who impact their world.

Vision of the RN-BSN Program

As a School of Nursing, the RN-BSN program's vision is to develop leaders in nursing whose actions, discoveries, and voices lead to strengthen and transform the healthcare of individuals and communities worldwide.

Mission of the RN-BSN Program

The mission of the RN to BSN program represents the mission of Bluefield College as a Christ-centered liberal arts college with the Baptist General Association of Virginia and reflects the

tripartite nursing roles of teaching, community service, and research. Faculty are committed to implementing an excellent professional nursing program for registered nurses in serving students in the Southwestern Virginia region as well as those from other states to promote their intellectual, cultural, spiritual, and personal development. The program affords students the opportunity to obtain liberal arts/general education as the foundation upon which to build professional nursing education; congruent with national standards for professional nursing practice; preparation for professional development including graduate nursing education; lifelong learning, and service to God and the global society. Nursing 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 rural health care delivery.

The RN-BSN program's mission and goals are congruent with those of Bluefield College. As stated in the Nursing Mission the nursing program is committed to programs that transform students' lives by integrating liberal arts with the nursing courses, service to God and the global community; committed to graduate students who think critically, communicate effectively, and adapt readily to a changing world. The nursing program is committed to the provision of intellectually stimulating, open, and trusting environment; application development, dissemination, and application of knowledge; partnerships in practice and education, culturally diverse learning communities; and decision making to the colleges' purposes of excellence in teaching, service, contribution to greater understanding; trusting environment; and, support to the academic growth and development of the nursing students. The goals and expected core values and outcomes of the program are consistent with the college core values as well as the *Essentials of Baccalaureates Education for Profession Nursing Practice*. (AACN, 2008)

The nursing program is committed to the provision of intellectually stimulating, open, and trusting environment; application development, dissemination, and application of knowledge; partnerships in practice and education in culturally diverse learning communities; and decision making to the colleges' purposes of excellence in teaching, service, contribution to greater understanding; trusting environment; and, support to the academic growth and development of the nursing students. The goals and expected core values and outcomes of the program are consistent with the college core values.

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. As growing and developing persons, they adapt throughout the life span to an ever-changing environment striving toward a state of synchronization and self-actualization in their development and health.

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. Humans and their environment are inseparable. The interrelationships of humans and the environment influence their health conditions and ultimately their survival.

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. Humans endeavor to attain a high quality of life by adapting to environmental variables; maximizing their potential; and engaging in health promotion, risk reduction, illness prevention, and rehabilitation activities. An individual's health can change from optimum well-being to illness, to disease, to dysfunction, and to death. Attaining and maintaining health and well-being are the responsibility of society and its members as a whole. Every individual, family, group, community and aggregate has the right to access health and nursing care within the parameters of available health resources.

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, psychomotor skills, assessment skills, communication skills, technology 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 professional nurse functions in three primary roles: Provider of Care; Designer, Manager and Coordinator of Care; and Member of the Profession.

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). Caring is providing assistance to and expressing concern for others to enhance their health and well-being. Baccalaureate students provide care to patients across the life span within the context of the patient’s value system and professional standards. The essential professional caring values of altruism, autonomy, human dignity, integrity, and social justice guide professional practice (AACN, 2008, *The Essentials of Baccalaureate Education for Professional Nursing Practice*, p. 27-28.)

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. To provide therapeutic nursing interventions, the professional nurse engages the three professional roles of Provider of Care; Designer, Manager and Coordinator of Care; and Member of the Profession.

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 education acknowledges that learners are a student population with diverse cultural backgrounds, learning styles, abilities, talents, educational experiences and life and work experiences. The RN BSN program recognizes and values student’s previous nursing education and life and work experiences including their individual values. During the program, students have many opportunities to enhance their self-awareness; to promote professional identification, commitment, leadership, collegiality, and accountability; to synthesize and apply nursing and general education knowledge; to educate and counsel; to learn and enhance psychomotor, assessment, communication, and technology skills; to apply advocacy, quality, caring, and safe patient measures; to advance critical thinking, clinical reasoning and judgment, and decision-making skills; to articulate health and nursing care delivery issues; and to internalize changes in values, attitudes, ideas and behaviors. Education is a life-long learning process and 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. 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. Learning transpires through the utilization and development of active inquiry; critical thinking; the Socratic Method; clinical reasoning, judgment, and decision making; and active participation in the educational process. Faculty has the responsibility to design learning activities that build on general education and technical nursing; represent professional nursing practice and the changing health care practice environment; are multi-sensory, innovative, Web-based; include student's potential, interests, and career goals; assist in development of professional skills; demonstrate progress from simple to complex case study and life span approaches; provide for focusing on health care for individuals, to families/groups, and communities/populations; and create a capstone experience to assimilate general education and the nursing cognate. Faculty serves as instructors, facilitators, researchers, coaches, leaders, problem solvers, role models, and resources 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 faculty is ultimately responsible for selection of program learning delivery and it is done without regard to age, race, religion, creed, color, or national origin.

The nursing philosophy further espouses the college vision to prepare innovative transformational leaders to impact the world. One component of the nursing program philosophy states that we believe learning is a dynamic, interactive, on-going educational process that results in a change in values, attitudes, ideas, and behaviors. Learning transpires through the utilization and development of active inquiry; critical thinking, the Socratic Method; clinical reasoning, judgment, and decision making; and, active participation in the process...thus preparing innovation transformation nursing leaders for rural healthcare. The nursing curriculum is offered in context of the college philosophy and mission. The curriculum coupled with the online 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.

Accreditation

Bluefield College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia, 30033-4097; Telephone number 404-679-4501) to award the associate and baccalaureate degrees. The College is approved by the State Council of Higher Education for Virginia. Bluefield College's Teacher Education Program is granted Accreditation by the Teacher Education Accreditation Council. Additionally, Bluefield College has professional memberships in many national prestigious organizations

including the Council of Christian Colleges and Universities, the Council of Independent Colleges of Virginia, the Council of Independent Colleges, the Appalachian College Association, the Teacher Education Accreditation Council and the Virginia Association of Colleges for Teacher Education.



The Bluefield College School of Nursing, RN-BSN program is accredited by the Committee on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington, DC 20036, 202.887.6791. Dr. Carolyn Lewis, dean of the school of nursing states, “receiving accreditation assures students, parents and the public that our nursing program adheres to high quality standards based on successful and effective educational practices.”

Chapter

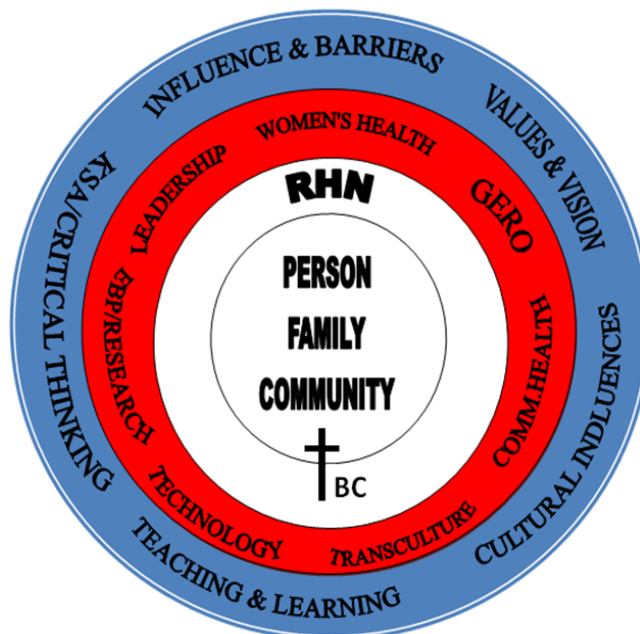
2

Undergraduate Program Details

The mission of the RN to BSN program reflects the tripartite nursing roles of teaching, community service, and research. Nursing 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 rural health care delivery. The School of Nursing has a passion which exemplifies rigorous scholarship and high expectations of both students and faculty. We believe the graduates of our program will be the best and will populate quality and excellence in healthcare.

School of Nursing Conceptual Framework: Course Model

The RN-BSN program is based upon five concepts of belief that the methodologies used by the professional nurse to deliver health care and promote health must be focused at the individual, family and community level. The emphasis is on the provision of comprehensive, coordinated and continuous care. There is a partnership between the nurse and the patient/client as well as student and faculty. The teaching learning endeavor must demonstrate a cooperative effort for the advancing knowledge within the discipline of nursing. The core values that are often understood within the internal and external energy fields are those virtues found in Christian service as a professional nurse.



Operational Definition of the Conceptual Threads of the Core Courses

Influence and Barriers:

Within the rural health of person, family and community there are perceptions that influence behavior create barriers. These perceptions can be mental, physical, and/or emotional. These perceptions can include various options, intelligence, education, surrounding environment, transportation etc. The nurse must be knowledgeable of these influences in order to assist the person, family, and community in the maintenance and attainment of optimal health. Nurses today are providing care, diverse patient population that is challenged with a triad of cultural, linguistic, and health literacy barriers. We believe the RN-BSN student is in an ideal position to facilitate the interconnections between patient culture, language, and health literacy in order to improve health outcomes for culturally diverse patients, especially in rural areas.

Values and Vision:

Preparing innovative learners and transformational leaders to impact the world through service to God and the global community is a value and vision of Bluefield College. The nurse has a set of values that must be instilled to promote health of the patient/client. The core values are caring, integrity, knowledge, and respect and those values to healthier individual, family, and community to affect and impact global health. The curricular framework incorporates a community-based approach that prepares students to build connections between knowledge, application and critical thinking in an increasingly interdependent world. Students develop the attributes of effective nursing

Cultural Influences

We believe it is important in today's multicultural context that the issue between a caregiver and a care recipient's frame of reference is recognized as integral to the quality and delivery of health. The nurse empowers himself/herself by becoming more knowledgeable of these influences. The nurse is mindful of these cultural influences when formulating a plan of care and employs critical thinking as to engage in creative problem-solving. Being attentive to knowing and understanding cultural influences averts practice conflicts that may unnecessarily delay or even prohibit the delivery and the quality of health care. Cultural sensitivity is the means to becoming aware of the impact of culture and providing care that is congruent the patient/client's value system and is integral to the health of persons.

Teaching and Learning- All persons are created in the image of God as valuable and responsible beings. The nurse learns through a diverse set of teaching/learning styles that includes: knowledge, analysis, synthesis, application, and evaluation. The importance of teaching and learning to all persons at an understandable level is imperative in order to create a sound

syntax of understanding. In using a diverse set of teaching/learning styles will provide healthy individual, families and communities.

Knowledge and Skills/Critical Thinking-The nurse possess a profound amount of knowledge of health promotion, risk reduction, disease prevention, and illness and disease management. He/she possess a unique set of skills in order to bring a healthier change to the community/communities... With knowledge and skills, the nurse empowers her critical thinking abilities and uses these in order to promote healthy behaviors. Through critical thinking, the nurse will engage in problem solving and collaborative decision- making processes.

We believe all of the above concepts are woven into the each course of the curriculum as the RN-BSN student considers the relevance in such concepts in the approach of health and wellness in individuals, families, and communities globally. These woven threads structure the delivery of course content and assist in the attainment of overall program outcomes.

Program Outcomes

At the completion of the undergraduate program, student will have met the following outcomes, essential for professional practice in the 21st century:

1. Integrate evidenced-based knowledge from nursing, the performing and fine arts, humanities, including theology, mathematical sciences, life sciences, & social sciences in implementing the practice of holistic, caring professional nursing.
2. Demonstrate skills in critical thinking, decision making & the nursing process with individuals, families, groups, communities, & populations.
3. Demonstrate competence in implementing the nursing roles as designers of care, coordinators of care, & managers of care in a variety of health care settings.
4. Empower individuals to function at their highest level of ability through caring, respect, mutual goal setting, advocacy, & education.
5. Collaborate with interdisciplinary members regarding patient wellness, health promotion, illness, disease management, restoration & palliative & end-of life care across the life span at individual & population levels.
6. Employ effective communication, technologies & information management skills (listening, verbal, nonverbal, technology, & written) to deliver safe, quality patient care working with diverse cultures.
7. Demonstrate leadership skills in coordinating & delegating care using quality improvement delivery outcome measures.
8. Incorporate professional values, roles, responsibilities, code of ethics & standards into professional nursing practice.
9. Accept personal accountability & responsibilities, code of ethics & standards into professional nursing practice.
10. Accept personal accountability & responsibility for pursuing practice excellence, lifelong learning & the advancement of the profession.

11. Apply research findings to nursing practice, participating in both development of and utilization applying and exploring scientific evidence for the advancement and enhancement or healthcare populations.
12. Access, use, and evaluate information effectively and appropriately applying technology in a variety of settings.

The RN-BSN Program Requirements

Completion Requirements

- 126 credit hours
- Core Curriculum credits (37 credits)
- General Education courses (45 credits)
- Electives (4 credits)
- RN License (40 credits)

In the RN-BSN program, incoming students must possess an active, unencumbered registered nursing license. The students complete an online curriculum that balances nursing courses with liberal arts courses. A student in an online learning cohort is enrolled for a full 16-week semester of courses. Three semesters are divided into two eight-week sub terms (sessions). Each sub term (session) is taught every eight weeks. The School of Nursing reserves the right to make any necessary changes in curriculum. Nurses admitted to the program will be awarded 40 credits for the core nursing courses received in their associate degree program. Transcripts will be evaluated to determine the extent of credit awarded. Program completion may vary by student, depending on individual progress and credits transferred.

Semester 1		Semester 2	
<u>Session 1</u>	<u>Credits</u>	<u>Session 3</u>	<u>Credits</u>
Concepts of Professional Nursing	3	Nursing Leadership	3
Health Assessment	3	Nursing Care of the Older Adult	3
Health Tech & Informatics	3		
<u>Session 2</u>		<u>Session 4</u>	
Transcultural Nursing	3	Women's Health	3
Nursing Theory and Research	3	Pathophysiology	3
Total	13 credits	Total	12 credits

Semester 3		Semester 3 (Continued)	
Session 5	Credits	Session 6	Credits
Nursing Care of Communities (Includes 45 hours for clinical)	5	Evidenced-based Nursing Practice (Includes 25 hours for clinical)	4
		Nursing Synthesis/Capstone	3 credits
		Total	12 credits

Graduation Honors

Graduation with honors is determined by the overall grade point average on all undergraduate work attempted at any accredited school and on all credit attempted at Bluefield College. Transfer work cannot raise the Bluefield average. In other words, graduation honors are based upon the Bluefield College grade point average or the overall grade point average, whichever is lower. The categories for graduation with honors for baccalaureate degree candidates are listed below:

- cum laude 3.50
- magna cum laude 3.75
- summa cum laude 3.90

President's List

The President's List is announced after each semester. To be eligible for the President's List, a student must earn a 3.9 grade point average for that period and carry a course load of 12 hours or more.

Dean's List

The Dean's List is announced at the same time. To be eligible for the Dean's List, a student must earn a 3.50 grade point average for the period and carry a course load of 12 hours or more.

Chartered in the fall of 2000, the Virginia Kappa chapter of Alpha Chi is a nationally recognized and respected honor society whose purpose is to promote academic excellence and exemplary character among college students and to honor those who achieve such distinction. Alpha Chi members are elected by the faculty from students who meet the following criteria:

1. 24 semester hours earned at Bluefield College

2. Ranked in the top ten percent of the junior or senior class/inSPIRE graduating class (based on cumulative GPA).
3. Good reputation and character

Chapter

3

Academic Rules, Policies & Procedures

The following academic policies, and any additional School of Nursing policies and operating procedures relative to student records, publications, grievances, and discipline, are consistent with the federal Family Educational Rights and Privacy Act of 1974 ("FERPA").

Notice to Student of Their Privacy Rights:

- A student's records are maintained under the provision of the Family Educational Rights and Privacy Act of 1974 (FERPA). This act seeks to protect the privacy of student records. FERPA is sometimes also referred to as the student records confidentiality policy.
- With certain exceptions, officials of Bluefield College will not disclose personally identifiable information from a student's education records without the student's prior written consent. A student may grant permission for a Bluefield College official to release information about his or her academic progress, conduct, and financial affairs, by completing a FERPA Education Record Release form and submitting it to the Office of the Registrar.
- College employees are permitted to release "directory information", as listed below, without the student's prior written consent. Students can restrict how address information is printed in the Campus Directory, or can have all directory information restricted, by notifying the Office of the Registrar in writing. Requests for non-disclosure will be honored by the College until removed, in writing, by the student.
 - Name
 - Jenzabar ID
 - Local Address
 - Local Telephone Listing
 - Grade/Billing (permanent) address
 - Grade/Billing (permanent) telephone listing
 - High School attended
 - Date and place of birth
 - County, state, or U.S. territory from which student originally enrolled
 - Photograph or video clip
 - Major field of study
 - Class (junior, senior, etc.)

- Enrollment status (full-time, half-time, part-time)
- Participation in officially recognized activities and sports
- Weight and height of members of athletic teams
- Dates of attendance
- Anticipated date of graduation
- Degrees and awards received
- Most recent previous educational agency or institution attended by the student
- Campus electronic mail address
- Grade point average, in recognition of achievement

Student Code of Academic and Professional Conduct

The School of Nursing complies with all of the Bluefield College code of academic and professional conduct. Further believes:

Academic Integrity:

- Students must do their own work; there are no exceptions. Students who plagiarize or cheat in any way will be dismissed from class and receive an “F” for the course and risk dismissal from the program and the college. We believe academic honesty is essential for maintaining the relationship of trust that is fundamental to the educational process and a Christian environment. Academic dishonesty is a violation of one of the most basic ethical principles of an academic community. Examples of academic dishonesty include, but are not limited to, the following:
- Cheating: Using unauthorized material or unauthorized help from another person in any work submitted for academic credit.
- Fabrication: Inventing information or citations in an academic or clinical exercise.
- Facilitating academic dishonesty: Providing unauthorized material or information to another person.
- Plagiarism: Submitting the work of another person or persons as one’s own without acknowledging the correct source.

Bluefield College values a community atmosphere of positive Christian influence. There must be an academic standard of conduct that allows students and faculty to live and study together. God’s Word teaches us to “do no evil, not that we should appear approved, but that you should do what is honorable” 2 Corinthians 13:7.

Bluefield College further value growth in the areas of spiritual and emotional maturity, interpersonal relationships and social awareness, coupled with intellectual life. Jesus tells us in John 13:25 that He has set “an example” for us. Our desire is that every student would grow into a fully devoted follower of Christ.

Netiquette: A Guide for Professional E-Mail

Netiquette is short for network etiquette. Netiquette is a set of social agreements that enable interaction over networks. Professional email is very different from casual email. With online courses, email is the mainstream form of communication. Consideration must be taken when sending email messages. It is important to remember some basic but very important rules when writing an email:

1. Never communicate in ALL CAPITAL LETTERS. This appears as though one is shouting and is rude.
2. Always fill in the subject line. This is courteous.
3. Do not send anything that you would not speak to someone face-to-face. Do not use profanity or insulting words. Remember, you are still communicating with real people.
4. Remember that no one can see your face or hear the tone of your voice. Read your email carefully before sending it.
5. Use spell check and correct errors.
6. Always introduce yourself the same way that you would in a letter. For example: Dear Mr. Blevins. Always sign your name at the end of your email.
7. Keep messages short but write complete sentence and use correct punctuation.
8. Avoid sending messages when angry- “flames”. Take a deep breath and stop and think before writing an email.
9. Be professional: avoid using abbreviations and emoticons.
10. Wait to fill in the “To” email address once you have completed your email and proofed it. This will prevent you from sending it prematurely.

All nursing students are required to have access to a computer for class work throughout their academic career. You are also required to use the Bluefield College email account when communicating with your peer colleagues and Bluefield College faculty and staff. All nursing students are expected to maintain professionalism when using email and participating within the online classrooms. Students need to check their email on a daily basis and are held responsible for School of Nursing, course and college information communicated via email.

Student Grade Appeal Procedure

Introduction

A student has the right to contest a course grade and should follow the procedure outlined below, as stated in the Bluefield College Academic Catalog.

1. The student must first attempt to resolve the situation directly with the instructor by explaining his or her view and allowing the faculty member an opportunity to respond. It is expected that most complaints will be resolved at this level. (If the instructor is no longer

employed by the college, the student should take the complaint directly to the instructor's School of Nursing Dean, who will attempt to contact the instructor and resolve the situation as described in #2.)

2. If the complaint is not resolved to the student's satisfaction by conversation with the instructor, the student may appeal to the Dean. Such appeal must be made in writing by the first week following the completion of the course. The Dean shall notify the instructor, who will present his or her view in writing. The Dean shall meet with both student and instructor to hear both sides of the complaint and attempt to reach a settlement. The Dean shall keep a written record of all proceedings, including the recommended solution. (If the complaint is against a Dean, the Academic Vice President shall hear the complaint).

3. A copy of the solution will be provided to the student and the instructor. The student may further appeal the case to an *ad hoc* committee composed of the Academic Vice President and four faculty members. The desire to appeal must be expressed in writing to the Academic Vice President within two weeks after receipt of the Dean's recommendation. The Academic Vice President is then responsible for gathering and providing copies of all material previously submitted any additional materials the student or instructor wishes to submit, and a summary of the School of Nursing Dean's findings to the committee. Both parties will be given time, upon request, to present their argument to the committee. The student and/or faculty member may be present during fact-finding only. Deliberations based upon presentations and written records shall be closed to all except committee members.

4. The committee's decision will be determined by majority vote and shall be binding upon both parties. Within three weeks of receipt of a complaint, the committee will communicate its findings in writing to both parties, and a copy will be filed in the Academic Affairs Office. The Academic Vice President will be responsible for enforcing the committee's decision.

5. The *ad hoc* committee shall serve as the academic appeals committee for the remainder of the academic year. Should a member have a conflict of interest with a subsequent case, the Academic Vice President will appoint an alternate.

Course Assignment Policies

All assignments are expected on the designated due dates. Extensions must be negotiated with the faculty prior to the scheduled date of submission. Late submission of assignments may result in a grade reduction or loss of credit. All assignments are to be completed by the end of the academic term.

Incomplete "I" Grade Policy

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."

Academic Assistance

Students who are having academic difficulty should contact the faculty teaching the course early in the session. This allows the opportunity to make a plan for improvement, and determine strategies that may be helpful.

Student with Documented Disabilities

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 and relevant 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.

Please notify the instructor at the beginning of this course if you are a student with a documented disability who may require appropriate accommodations in order to be provided the opportunity to fulfill course requirements. More information about disability and academic accommodations can be found on the ACE quick-link under Disability Services. Should you need accommodations, please visit Kristen Garrett, Assistant Director of ACE in her office inside the ACE in the lower level of Rish Hall or email her at kgarrett@bluefield.edu.

Request for Academic Transcripts

A student may view his or her academic record and print an unofficial transcript through the student portal (MyBC) on the Bluefield College website. A student may request a printed copy of his or her official transcript by submitting a signed, written request to the Registrar's Office via the US Postal Service or Fax (276) 326-4549.

No transcript of the student's work will be forwarded to another organization without written consent from the student or while there is an unpaid balance owed to the College. A processing fee of \$10 must accompany the request for an official copy. The fee for faxed requests can be paid with a credit or debit card by calling the Registrar's Office at (276) 326-4550. Transcripts will not be released until the processing fee is received. Students currently enrolled will not be charged. Five days should be allowed for the processing of transcript requests. Students may request review of any information that is contained in their education records and may, using appropriate procedures, challenge the content of these records. An explanation of the complete policy on education records may be obtained from the Registrar's Office.

Course Load

The normal course load in the School of Nursing students is 12-16 credit hours per semester and leads to completion of the required 126 credit hours for a Bachelor of Science in Nursing Degree. The time of completion varies for each individual depending on the number of general education courses needed by the student.

The Office of Financial Aid requires that an Inspire student carry at least 12 credits per semester in order to receive financial aid.

Admission Requirements for the RN-BSN Nursing Program

1. Submit online RN-BSN application, through inSPIRE.
2. GPA of 2.5
3. Present evidence of having earned an Associate Degree in Nursing from a nationally accredited program.
4. Have a current, unrestricted and unencumbered registered nurse license (RN).
5. Students must complete Anatomy and Physiology I & II as a pre-requisite with a grade of C- or better before matriculation.

Progression Requirements for the RN-BSN Program

The following requirements must be met in order to advance through the RN-BSN Program.

1. RN-BSN Students must earn at least 126 credits.
2. Must earn a grade of C-, or better in all courses required in the nursing program.
3. Successfully complete all courses within a term (session) before proceeding to the next term (session).
4. To progress and begin the next nursing course, a student must successfully complete all designated course requirements.

5. Maintain a minimum cumulative GPA of 2.5. If a student receives a GPA below 2.5 for a term, they are placed on academic warning.
6. A course grade of incomplete ("I") may only be assigned to a student who is in good academic and standing and must be negotiated with the faculty by the last week of class.
7. A student who fails a course, cannot progress in the program until the course is repeated and passed.

Drop Policy for Online inSPIRE and Online General Education Classes (AGEO)

A student must participate (respond to a discussion thread or complete an assignment) by noon of the second day of the term/semester to be considered enrolled. Failure to participate by noon of the second day of the term/semester will result in the student being backed out of college and courses will be deleted from the student's permanent academic record. (See the Tuition and Fees section of the catalog for refund policy.) Once a student participates in an online course, it is his or her responsibility to withdrawal from the college or drop a course by officially notifying the Registrar's Office in writing. Charges and financial aid will be adjusted according to the refund policy (prorated) at that point. Once enrollment has begun, failure to continue participating in class, without official notification of withdrawal, earns a grade of 'F'. A student in an online learning cohort is enrolled for a semester of courses.

An inSPIRE student is enrolled for a semester of courses. Therefore, after the first five business days of a semester all the courses become part of the student's permanent academic record. A student may drop the courses for a semester during the first five business days of the semester and the courses will not become a part of the student's permanent academic record. After the first five business days of the semester a student may withdraw from a class and a grade of "W" is issued. Once a student attends the first class it is his or her responsibility to drop the course by officially notifying the Registrar's Office in writing. Dropping a course without official notification earns a grade of "F." The last day to drop this type of course with a grade of "W" is by the end of the third week of the course. Courses dropped within the first five business days will not be charged to the student's account. Refunds are not given for individually dropped courses after the first five business days. (See Academic catalog, 2012-2013 for further information).

Withdrawal from the RN-BSN Nursing Program

Students who wish to withdraw from the College should contact the Registrar's office for the proper withdrawal procedure. Grades of "DR" indicating withdrawal. A student planning to withdraw from the school should consult the Financial Aid Office and confer with the Business Office.

Academic Advising

Each student will be advised by nursing faculty for assisting with academic progress and concerns. The advisor will authorize all course work the student plans to take and will provide guidance for future course requirements and career development.

Academic Support Services (ACE)

Office: Rish Hall, Lower Level (ext. 4606)

The Center for Academic and Career Excellence exists to further Bluefield College's aim of providing a liberal arts education that will develop the whole person. This Center encourages students to take responsibility for academic choices and achievements and to understand that academic planning and development occur not only during undergraduate years, but also throughout a lifetime. Tutoring services, Career services, disability services and the testing center for CLEP and DSST are housed in the ACE.

Tutoring in all academic areas is coordinated through ACE, including our face-to-face and online writing tutoring. Tutoring appointments will be arranged for those students in need of tutoring in any discipline as tutors are available. ACE also helps students identify interests, researching majors as well as exploring vocation and calling. ACE assists students with researching careers; conducting job searches; résumé writing; business correspondence; and interviewing. All seniors are encouraged to be up

a credential file which contains copies of the student's résumé, letters of recommendation, and, unofficial transcripts. Careers services also organizes an annual graduate school fair held in the fall semester; provides students with information regarding local job fairs; and, facilitates bringing corporate recruiters onto campus for potential student interviews. The center director also works with those students on academic probation and warning to help them achieve their academic goals. Students placed on academic probation are required to meet with the director while they are working to improve their scholastic performance. Disability services are also available for those students with documented

ACE Online Writing Lab

This is an online service through which you can receive online writing assistance on any written assignment for any class.

Easley Library

Nora Lockett, Director of Library Services
Easley Library, Second Floor (ext. 237)

Easley Library was built in 1956. It is named in memory of Frank Smoot Easley and David Milton Easley, both of whom served on the Board of Trustees. The three-story building consists of a main entrance level, a mezzanine or second floor, and a basement or ground level which houses the Education Department.

As an integral part of the educational program of Bluefield College, the library provides instructional resources, services, and facilities to the college community and access to resources and services to off-campus faculty and students. The primary purpose of Easley Library is to provide support for the educational goals of the college, as stated in the mission and catalog of the college, by (1) acquiring and maintaining a well-balanced, up-to-date collection of both print and non-print materials, (2) providing physical facilities and equipment that will ensure the most effective use of library resources, (3) instructing the college community in the effective and efficient use of library resources and services, (4) cooperating with other libraries to develop shared library resources.

There is a wealth of resources available to you through this website. However, external for online student access to library data bases will require you to login.

To access these services:

- Go to <https://mybc.bluefield.edu>. You will find the links in the left panel titled Quick Links.
- Your user id for these services will be: first initial + middle initial + last name.
- This user id is often referred to as your “email user id”. It will work for all these services but will not work with the MyBC portal.
- The password is the same as your MyBC portal password listed above.
- Should you have any questions, please contact us at 1-800-872-0175.

Academic Policy on Warning, Probation, Continuing Probation, and Academic Suspension

Students admitted to the college are expected to maintain satisfactory academic standing, which requires a cumulative quality point average of 2.0 (C) or better in their total program of courses and minimum 2.0 in the course work of their major areas of specialization.

Academic Warning

Academic Warning means the student’s Bluefield College cumulative GPA is below 2.00 but above the level specified for Academic Probation. The status is designed to place the student on notice that improved performance must occur or further academic disciplinary action will result. While a student is on Academic Warning, the College will make varied academic support services available to assist the student toward improved performance. In the first semester on

Academic Warning, the student is required to meet with the Director of Academic Support services and develop a study plan for improvement of the GPA. A student will remain on academic Warning until the Bluefield College cumulative GPA is at least 2.00 or until placed on Academic Probation.

Academic Probation

The Office of the Registrar reviews the academic progress of students at the end of each semester and places those students who fail to maintain a Bluefield College cumulative GPA higher than the minimum level required (see scale below) on academic probation. Academic Probation indicates a student's continued enrollment at Bluefield College is in jeopardy. The College desires to see the student succeed and will make available varied academic support services to assist the student toward improved performance. However, the primary responsibility rests with the student to improve to the required level for continued enrollment. A student on Academic Probation will not be permitted to take more than 14 hours. No student on probation may represent the school in athletics, choir, chorale, or other official school-sponsored activities. Notice of Academic Probation will be printed on the permanent student transcript maintained in the Registrar's Office. A student will be removed from Academic Probation upon attainment of a minimum Bluefield College cumulative GPA for total number of credit hours attempted. The minimum Bluefield College cumulative GPA requirements are as follows:

Prior to registration for each semester in which a student is on Academic Probation, the student must meet with his or her advisor and the Director of Academic Support Services to work out an appropriate plan for achieving the required level of academic success.

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. Some students are admitted on Academic Probation and must meet requirements as stated in their letters of acceptance.

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. If a student is dismissed a third time for academic reasons, he/she is ineligible for readmission to the college.

Readmission for Academically Suspended Students

Academically suspended students will be considered for readmission after completing a minimum of two courses in Bluefield College's e-SPIRE program or summer session and raising their BC cumulative GPA to at least a 2.0. If grades earned through BC are sufficient to remove the suspension and the student has not been absent for a semester, the student may petition the Vice President for Academic Affairs to be automatically readmitted. 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/she can perform academically at a level needed to graduate from Bluefield College. An appeal must be made in writing to the Vice President for Academic Affairs. The Vice President will render a decision in consultation with pertinent faculty and/or administrative offices.

Appeal of Policy Decisions, Grades, Admissions, and Convocation Attendance

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 Enrollment Management Committee. Contact the Office of Enrollment Management for the complete process. Convocation attendance appeals information is available in the Student Development and Campus Ministry offices. Important note: In all cases the student must follow the proper procedure or the appeal will be invalid.

Academic Forgiveness Policy

To be considered for academic forgiveness, a student must:

- be currently enrolled or seeking readmission and,
- demonstrate poor performance was due to extenuating circumstances
- demonstrate that the cause of poor performance has been alleviated

The student must state, in writing, his or her intention to request academic forgiveness to the Office of the Registrar. The student must specify which term is being requested for forgiveness. If approved, all work taken during the requested term will be pardoned. Once academic forgiveness has been granted, the action is irreversible. A student may declare academic forgiveness only once at Bluefield College. The Registrar will certify the request and forward the material to the Vice President for Academic Affairs who will be responsible for insuring that the

student is counseled, conferring with the faculty (especially those who instructed the student), act on the request, and return the material to the Registrar for processing. If academic forgiveness is granted, the pardoned work will remain on the transcript denoted by a grade of "AF"; but it will not be counted in the student's GPA and will not count towards degree requirements. However, the chairperson of the division in which the student is enrolled may waive major, minor and general education requirements met by forgiven courses (in which the student received at least a "C" or higher grade), while requiring the student to substitute elective courses equivalent in hours to those waived. When academic forgiveness is declared, the term "ACADEMIC FORGIVENESS" will be noted on the transcript for the term affected. The student may be liable for the repayment of any federal financial aid, veteran's benefits, or other forms of financial assistance. Certain colleges, universities, and professional schools will not honor an academic- forgiveness policy.

Online Learning Policy

Bluefield College offers online education through e-SPIRE, Jenzabar e-Learning as a method for increasing educational opportunities for students. The College encourages active learning and contact between students and faculty through diverse methods of learning. We are committed to providing a challenging and invigorating learning environment and graduating students who adapt readily to a changing world. We believe online coursework enables us to further our global impact while maintaining small, personal classes with committed faculty. While online courses are a viable alternative for some students, online courses are not suited for all students. Students and their advisors should discuss what methods of delivery are most appropriate and best suited for the students to achieve the most optimal learning experience and environment. Enrollment in online courses is based upon certain assumptions:

- Traditional classroom learning does not suit the needs of all learners due to work schedules, family obligations, and other commitments.
- Online coursework provides an opportunity for the adult learners to continue to progress academically.
- Online and in-class courses may be used to meet the school's graduation requirements provided that the courses have either been taken with the College or have been accepted in transfer by the College.
- Online student learning outcomes are equivalent to those of the same courses taught on campus in a classroom and will be assessed as such.
- Faculty are responsible for publishing course syllabi acceptable standards of learning, use of resources, limits of collaboration, and appropriate forms of online and/or proctored testing.

- Any course designed for online delivery must fit the online learning format and should have a defensible rationale for using such materials, and must maintain the integrity and quality as anticipated from an in-class offering.

Clinical Course Policies and Placement

Chapter

4

Compliance Requirement

To both ensure student well-being as well as to meet clinical agency regulation, students must submit a variety of compliance requirements. These include but are not limited to evidence of: current CPR and immunizations (with a current Tdap), negative TB skin test, a flu shot, and a criminal background check and drug screen. A clinical agency may articulate additional requirements that must be met. Students will not be able to begin their clinical rotations if compliance requirements are not met by the deadlines listed below.

All compliance documentation, except for the flu shot, must be uploaded to your Certified **Background account before beginning clinical.** Flu shots are to be completed by **November 1** of each year.

Compliance Requirement List

All compliance forms should be uploaded to the Certified Background account. For questions please email jmcombs@bluefield.edu

Requirement Name	Guidelines	Additional Information
TB Skin Test	One of the following is required: a) Negative 1 step test If the results are positive a clear Chest X-Ray and/or documentation of treatment is required OR b) Chest x-ray: results clear.	Renewal date will be set at 1 year for TB tests & 5 years for Chest X-Rays.
CPR Certification	Must be the American Heart Association Healthcare Provider OR American Red Cross Professional Rescuer course. A copy of the front and back of the card is required, the back must be signed.	Renewal date will be set based on the expiration of the card.
Hepatitis B Vaccines	One of the following is required; a) 3 vaccinations OR b) Positive antibody titer (lab report required) OR c) Declination Waiver	If the series is in process new alerts will be created for additional documentation. If the titer is negative or equivocal, 1 booster is required.
Measles, Mumps & Rubella (MMR)	One of the following is required: a) 2 vaccinations OR	If the series is in process new alerts will be created for additional documentation.

	b)Positive antibody titers for all 3 components (lab reports required) c) Declination Waiver	If the titer is negative or equivocal, 1 booster is required.
Tetanus, Diphtheria & Pertussis (Tdap)	Submit documentation of Tdap booster within the past 10 years.	Renewal date will be set at 10 years from the administered date of the booster.
Influenza	One of the following is required: a)Proof of annual vaccination OR b)Proof of unable to take (from physician)	Renewal date will be set at 1 year.
Polio	One of the following is required: a)Record of 3 vaccinations OR b)Positive antibody titer (lab report required)	
Varicella	One of the following is required: a)1 vaccination OR b)Positive antibody titer (lab report required) c) Declination Waiver	If the series is in process new alerts will be created for additional documentation. If the titer is negative or equivocal, 1 booster is required.

1. CPR Certification:

Once accepted in the nursing program, students are required to complete Adult/AED, Child and Infant CPR Certification, also known as CPR for the Healthcare Professional, prior to the first day of class. Failure to have current CPR certification will prevent students from attendance at clinical. Students are responsible for keeping CPR certification current while in the nursing program. Internet based CPR courses must include a live skills assessment component in order to fulfill this requirement. Failure to maintain this requirement will result in being dismissed from clinical courses.

2. Criminal Background Check (MUST BE COMPLETED ANNUALLY):

Due to state/national law, persons involved in providing direct patient care are required to have a criminal background check completed. Upon entry into the nursing program and each year thereafter, each student is required to complete the request for a criminal background check. Students' refusal to complete this form will result in immediate dismissal from the program.

3. Drug Screen (MUST BE COMPLETED ANNUALLY):

Per the request of our clinical institutions, persons involved in providing direct patient care are required to have an annual negative drug screen upon entry into the Nursing program. Each student is required to complete the request for a drug screen. Students are responsible for providing a drug screen test by the first day of class. Students' refusal to complete this form will result in immediate dismissal from the program. Any student with a positive drug screen after he/she has begun the program of nursing may be dismissed from the program after a meeting with the Program Director and Program Chair.

Confidentiality and Use of Medical Records

All students must adhere to Health Insurance Portability and Accountability Act of 1996 (HIPAA) policies in all clinical placements. Students must follow agencies regarding use of and access to electronic medical records.

Students are not allowed access to patient records from a remote site such as their homes. Students must access the records in the clinical agency. Agencies can track who accessed patient records, the time accessed, and the location. Violation of this is considered a breach of the Student Code of Academic and Professional Conduct.

Clinical Dress Code

Students should dress in a professional manner at all times during the clinical rotations. Lab coats will be worn during all clinical and a name badge must be worn. Dress of appropriate length for bending and stretching activities. Hair should be clean and pulled back out of the face, neatly trimmed beard and or mustache. Make up should be in moderation and fragrances should be minimal.

Inappropriate Dress: No denim jeans, tank tops, t-shirts, skirts above the knee, tight fitting or suggestive clothing, flip flops, leggings, low cut garments, neon colored scrubs or clothing, no shorts or indecent attire should be worn during the clinical hours. No artificial nails, visible tattoos or any visible body piercings should be worn in the clinical setting.

Standard of Professional Conduct

Statement of Professionalism

Commitment to the values of responsibility and accountability are basic cornerstones of any profession. Professional nurses are practicing now in an era where quality health care is perceived as a variable, dependent largely, upon the individual professional nurse's responsible and accountable practice. As nurse educators, faculty members are committed to the values of responsibility and accountability. It is the belief and the responsibility of the faculty to instill these same values. Nursing professionals must have a genuine commitment to themselves as professional practitioners by embracing the philosophy that learning is a lifelong process.

Personal appearance and behavior are also hallmarks of a profession. The manner in which one conducts oneself, verbally and non-verbally, is a measure of the individual's standards and self-concept. This concern for self provides an added dimension of credibility and personal integrity, which assists the client/patient and family to develop a trusting, therapeutic relationship with the nurse.

American Nurses Association Code of Ethics for Nurses

AMERICAN NURSES ASSOCIATION CODE OF ETHICS FOR NURSES

- I. The nurse, in all professional relationships, practices with compassion and respect for the inherent dignity, worth and uniqueness of every individual, unrestricted by considerations of social or economic status, personal attributes, or the nature of health problems.
- II. The nurse's primary commitment is to the patient, whether an individual, family, group or community.
- III. The nurse promotes, advocates for, and strives to protect the health, safety, and rights of the patient.
- IV. The nurse is responsible and accountable for individual nursing practice and determines the appropriate delegation of tasks consistent with the nurse's obligation to provide optimum patient care.

- V. The nurse owes the same duties to self as to others, including the responsibility to preserve integrity and safety, to maintain competence, and to continue personal and professional growth.
- VI. The nurse participates in establishing, maintaining, and improving health care environments and conditions of employment conducive to the provision of quality health care and consistent with the values of the profession through individual and collective action.
- VII. The nurse participates in the advancement of the profession through contributions to practice, education, administration, and knowledge development.

The nurse collaborates with other health professionals and the public in promoting community, national, and international efforts to meet health needs.
- VIII. The profession of nursing, as represented by associations and their members, is responsible for articulating nursing values, for maintaining the integrity of the profession and its practice, and for shaping social policy. (ANA, 2001)

Students are always expected to comply for professional behavior. The following are some selective examples, not an exhaustive list of unprofessional academic behavior:

1. Plagiarism:

Taking credit for someone else's work or ideas; stealing other's results or methods; copying the work of others without acknowledgement or otherwise credit falsely. An example is copying another person's paper/work and submitting it as your own; copying information from internet sites.

2. Cheating:

Using unauthorized notes, study aids, and/or information from another person on an examination, online collaboration, report, paper, or other evaluative document; and allowing another person to do all or part of one's work and to submit the work under one's own name.

3. Falsification of Data:

Dishonesty in reporting results, ranging from fabrication of data, improper adjustment of results, and gross negligence in collecting and analyzing data, to selective reporting of omission of conflicting data for deceptive purposes.

4. Facilitating Academic Dishonesty:

Providing material, information or assistance to another person with the knowledge or reasonable expectation that the material, information or assistance will be used to commit an act that would be prohibited by this code or that is prohibited by law or another applicable code of conduct.

5. Falsification of Academic Records and Official Documents:

This is without proper authorization, altering documents affecting academic records, forging signatures of authorization, or falsifying information on an official academic document, election form, grade report, letter of permission, petition, clinical record or any other official College document.

6. Nurse-Client Relationships:

Students must assume personal responsibility for being in physical and mental condition to give safe nursing care and for the knowledge and skills necessary to give this care.

Unacceptable behavior includes, but is not limited to:

- a. providing client care in a predictably unsafe or harmful manner
- b. carrying out a procedure without competence or without guidance of a qualified person
- c. willfully or intentionally causing physical and/or mental harm to a client
- d. exhibiting careless or negligent behavior in connection with the care of a client
- e. physical or mental impairment due to substance use
- f. refusing to assume the assigned and necessary care of a client
- g. failing to inform the instructor with immediacy of a client care problem so that an alternative measure for that care can be found
- h. using the full name of a client in a written assignment
- i. removing data of any sort from the clinical area
- j. discussing confidential information in inappropriate areas, such as elevators, cafeteria, social media outlets or any electronic communication mechanisms
- k. discussing confidential information about a patient with third parties who do not have a clear and legitimate need to know, including through social media outlets
- l. falsifying patient records
- m. fabricating patient experiences
- n. failing to report omission of or error in treatments or medications

Essentials of Baccalaureate Education for Professional Nursing Practice (AACN, 1998)

- I. Liberal Education for Baccalaureate Generalist Nursing Practice
 - A solid base in liberal education provides the cornerstone for the practice and education of nurses.
- II. Basic Organizational and Systems Leadership for Quality Care and Patient Safety
 - Knowledge and skills in leadership, quality improvement, and patient safety are necessary to provide high quality health care.
- III. Scholarship for Evidence Based Practice

- Professional nursing practice is grounded in the translation of current evidence into one's practice.
- IV. Information Management and Application of Patient Care Technology
- Knowledge and skills in information management and patient care technology are critical in the delivery of quality patient care.
- V. Healthcare Policy, Finance, and Regulatory Environments
- Healthcare policies, including financial and regulatory, directly and indirectly influence the nature and functioning of the healthcare system and thereby are important considerations in professional nursing practice.
- VI. Interprofessional Communication and Collaboration for Improving Patient Health Outcomes
- Communication and collaboration among healthcare professionals are critical to delivering high quality and safe patient care.
- VII. Clinical Prevention and Population Health
- Health promotion and disease prevention at the individual and population level are necessary to improve population health and are important components of baccalaureate generalist nursing practice.
- VIII. Professionalism and Professional Values
- Professionalism and the inherent values of altruism, autonomy, human dignity, integrity, and social justice are fundamental to the discipline of nursing.
- IX. Baccalaureate Generalist Nursing Practice
- The baccalaureate graduate nurse is prepared to practice with patients, including individuals, families, groups, communities, and populations across the lifespan and across the continuum of healthcare environments.
 - The baccalaureate graduate understands and respects the variations of care, the increased complexity, and the increased use of healthcare resources inherent in caring for patients.