

Bluefield College

School of Nursing



BLUEFIELD
C O L L E G E

SCHOOL OF NURSING

2018-19 MSN

**Family Nurse Practitioner and
Leadership/Education Programs
Student Handbook**

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Verification of Receipt of the Bluefield College School (SON) MSN Student Handbook

I, _____
(Name)

have received a copy of the *MSN Student Handbook (2018-2019)* 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 MSN Student Handbook*, I am also responsible for policies and procedures outlined in the *Bluefield College Academic Catalog* and the *Bluefield College Student Handbook*.

(Student Signature)

(Date of Receipt)

Please fax a signed copy of this form to the office in the School of Nursing at 276.326.4462.

Forward

This Handbook has been prepared for students so that they 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 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. This document is also easily accessible on the College's Web site. 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 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 (Academic Catalog). 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.

Welcome to BC's School of Nursing!



It is with great enthusiasm I welcome you to Bluefield College and its School of Nursing. Nursing is a wonderful profession of healthcare that allows you to provide a valuable service to the community and to financially provide for your family. With our ageing population and the critical need for nursing, you will never have to look too far for a rewarding job. There will always be plenty of job opportunities and lots of patients, families, and communities needing your care.

There seems never to be enough time for personal issues, because a patient, a family, or a community will always need your help, but this is our calling. It is a calling of service to those in need, to those we love and look forward to engaging with each new day.

In my lifetime, I have seen the nurse constantly needing to obtain new knowledge, while clinging to basic principles we were taught in Nursing 101. The nurse is the mainstay of healthcare in a constantly evolving healthcare environment. Whether your career leads you to be in the hospital or a rural clinic; in hospice care, education, or public health; in the military; in technology, politics, or any of many available specialties; as a nurse, you must keep learning, transforming, adapting, and supporting patients for excellence in healthcare quality.

Bluefield College will be a partner with you in realizing your goals in your nursing career. The next semesters will be outlined for you by our program's advisors, but it is you who will provide the energy and seek the opportunities that present themselves to make you a better nurse with a better appreciation of your capabilities. We have certain goals we require you to meet, but you can exceed these, not by just earning a nursing degree, but by acquiring further knowledge and skills that will help you continue on a career path for the most rewarding job you can imagine—being an expert nurse.

Nurses are a powerful group with a positive influence on healthcare because we are willing to assess a patient's needs with the patient and family, determine what is available in a patient's healthcare setting, and work to obtain the services necessary to meet the needs of the patient, family, or community. We at the Bluefield College School of Nursing are happy that you have joined our BC family to learn, to apply new concepts and merge them with the ones you already possess, and to be innovative and culturally proficient in caring for a complex healthcare system in a globally diverse community.

Welcome to Bluefield College. Get ready to work, and be prepared to critically think and engage in this learning process. Give from your heart to each other and to your patients. And remember: good communication will be the key to our accomplishments in this partnership.

Jessica Sharp, Ph.D., FNP-BC, FAANP

**TRADITIONAL & GRADUATE FALL SEMESTER
ACADEMIC CALENDAR
2018 – 2019**

FALL 2018

Aug. 1 (Wed)	First payment due in four-month payment plan for Fall Semester
Aug. 9 (Thu)	Bluefield College Employee Workshop (1:00 – 4:00 p.m.)
Aug. 13 (Mon)	Academic Council Advance (8:30 a.m. – 3:30 p.m.)
Aug. 14 (Tues)	New Student Move-In (after 11:00 a.m.)
Aug. 14-15 (Tues-Wed)	Faculty Workshop (8:30 a.m. – 3:30 p.m.)
Aug. 15 (Wed)	New Student Adventures
Aug. 16 (Thu)	New Student Orientation
Aug. 17 (Fri)	General Education Assessment (Freshmen)
Aug. 17 (Fri)	Returning Student Move-In (after 11:00 a.m.)
Aug. 20 (Mon)	First day of classes (Traditional & Graduate)
Aug. 20 (Mon)	Honor Code Convocation 10:00 a.m.
Aug. 22 (Wed)	President’s Convocation 10:00 a.m.
Aug. 24 (Fri)	MSN On-Campus Days (end of semester)
Aug. 25 -26 (Sat-Sun)	MSN On-Campus Days (start of semester)
Aug. 28 (Tues)	Last day to add or drop a class without a grade of “W”
Sept. 3 (Mon)	Labor Day holiday (no classes)
Sept. 14 (Fri)	BC Preview Day
Sept. 22 (Sat)	BC Preview Day
Sept. 26-28 (Wed-Fri)	Duremdes Christian Emphasis Week
Sept. 30 (Sun)	Last day to apply for December graduation
Oct. 4-5 (Thu-Fri)	Fall Break (no classes)
Oct. 12 (Fri)	Mid-Term grades due
Oct. 12 (Fri)	BC Preview Day
Oct. 26 (Fri)	BC Preview Day
Oct. 29-Nov. 8 (Mon-Thu)	Advising for Spring Semester
Nov. 1-2 (Thu-Fri)	Fall Night on the Hill
Nov. 2-4 (Fri-Sun)	Homecoming
Nov. 9 (Fri)	Last day to drop a class with a grade of “W”
Nov. 10 (Sat)	BC Preview Day
Nov. 16 (Fri)	Last day to register for Spring without a late fee
Nov. 21-23 (Wed-Fri)	Thanksgiving Break (no classes)
Nov. 29 (Thu)	Winter Solace Day
Nov. 30 (Fri)	BC Preview Day
Nov. 30 (Fri)	Study Day
Nov. 30 (Fri)	General Education Assessment (Graduating Seniors)
Nov. 30-Dec. 1 (Fri-Sat)	MSN On-Campus Days (end of semester)
Nov. 30-Dec. 1 (Fri-Sat)	Christmas at Bluefield Concert 7:30 p.m. & Reception
Dec. 1, 3-5 (Sat, Mon-Wed)	Final Exams
Dec. 5 (Wed)	Last day of the Semester
Dec. 6 (Thu)	12:00 noon Final grades due for Graduating Seniors
Dec. 7 (Fri)	Graduation Rehearsal and Reception
Dec. 8 (Sat)	Graduation Fee due to BC Central prior to Commencement
Dec. 8 (Sat)	Commencement
Dec. 11 (Tues)	Final grades due for all other students

Dec. 21-Jan. 1 (Fri-Mon)	Christmas/New Year Holiday
Jan. 2 (Wed)	First payment due in four-month payment plan for Spring

**TRADITIONAL & GRADUATE
SPRING SEMESTER ACADEMIC CALENDAR
2018 – 2019**

SPRING 2019

Jan. 2 (Wed)	First payment due in four-month payment plan for Spring
Jan. 2 (Wed)	Campus offices reopen
Jan. 7 (Mon)	Faculty PRO Day (8:30 a.m. – 3:30 p.m.)
Jan. 9 (Wed)	First day of classes (Graduate)
Jan. 9 (Wed)	First day of classes (Traditional)
Jan. 11-12 (Fri-Sat)	MSN On-Campus Days (start of semester)
Jan. 15 (Tues)	Last day to add or drop a class without a grade of “W” (Graduate)
Jan. 15 (Tues)	Last day to add or drop a class without a grade of “W” (Traditional)
Jan. 21 (Mon)	Martin Luther King holiday (no classes)
Jan. 23 (Wed)	MLK Make a Difference Day
Feb. 1 (Fri)	BC Preview Day
Feb. 9 (Sat)	Presidential Scholar’s Day
Feb. 16 (Sat)	BC Preview Day
Mar. 1 (Fri)	BC Preview Day
Mar. 4 - 8 (Mon-Fri)	Spring Break (no classes)
Mar. 8 (Fri)	Mid-Term grades due
Mar. 15 (Fri)	BC Preview Day
Mar. 18-22 (Mon-Fri)	Global Education Emphasis Week
Mar. 28-29 (Thu-Fri)	Spring Night on the Hill (Accepted Students Weekend)
Mar. 29 (Fri)	Last day to apply for Spring graduation
Apr. 1-11 (Mon-Thu)	Advising for Summer and Fall Semester
Apr. 3 (Wed)	Last day to drop a class with a grade of “W”
Apr. 6 (Sat)	BC Preview Day
Apr. 8-13 (Mon-Sat)	Appalachian Week
Apr. 17 (Wed)	Honors Convocation
Apr. 17 (Wed)	Last day to register for Fall without a late fee
Apr. 19 (Fri)	BC Preview Day
Apr. 19-22 (Fri-Mon)	Easter Break (no classes)
Apr. 25 (Thu)	Mud Pig Day
Apr. 25 (Thu)	General Education Assessment Day 1 (Graduating Seniors)
Apr. 26 (Fri)	Study Day
Apr. 26 (Fri)	General Education Assessment Day 2 (Graduating Seniors)
Apr. 26-28 (Fri-Sun)	MSN On-Campus Days (end of semester)
Apr. 27, 29-May 1 (Sat, Mon-Wed)	Final Exams
May 1 (Wed)	Last day of the Semester
May 2 (Thu)	Faculty & Staff Appreciation Breakfast
May 2 (Thu)	12:00 noon Final grades due for Graduating Seniors
May 3 (Fri)	Graduation Rehearsal and Reception
May 3 (Fri)	BC Preview Day

May 4 (Sat)	Graduation fee due to BC Central prior to Commencement
May 4 (Sat)	Commencement
May 6 (Mon)	Academic Assessment Day (8:30 a.m. - 3:30 p.m.)
May 7 (Tues)	Final grades due for all other students

**TRADITIONAL, ONLINE & GRADUATE
SUMMER ACADEMIC CALENDAR
2018 - 2019**

SUMMER 2019

Term 1: 05/06/19 - 06/23/19 (7 weeks)

Apr. 24 (Wed)	Last day to pay and register for Summer Term 1
May 6 (Mon)	First day of Summer Term 1 classes
May 9 (Thu)	Last day to add a class for Summer Term 1
May 10-12 (Fri-Sun)	MSN On-Campus Days (start of semester)
May 13 (Mon)	11:55 p.m. Last day to withdraw from Summer Term 1 and receive a full refund
May 27 (Mon)	Memorial Day
May 31 (Fri)	Last day to drop Summer Term 1 classes with a grade of "W"
Jun. 23 (Sun)	Last day of Summer Term 1 classes
Jun. 30 (Sun)	Final grades due for Summer Term 1

Term 2: 07/01/19 - 08/18/19 (7 weeks)

Jun. 26 (Wed)	Last day to pay and register for Summer Term 2
Jul. 1 (Mon)	First day of Summer Term 2 classes
Jul. 4 (Thu)	Independence Day
Jul. 5 (Fri)	Last day to add a class for Summer Term 2
Jul. 8 (Mon)	11:55 p.m. Last day to withdraw from Summer Term 2 and receive a full refund
Jul. 19 (Fri)	Last day to drop Summer Term 2 classes with a grade of "W"
Aug. 18 (Sun)	Last day of Summer Term 2 classes
Aug. 25 (Sun)	Final grades due for Summer Term 2

Bluefield College Vision, Mission, and Core Values

Vision

We seek to graduate servant leaders who understand their life calling and transform the world.

Mission

Bluefield College is an inclusive Christ-centered learning community developing transformational servant leaders.

Bluefield College is guided by the following core values:

Core Value One: We are a community committed to Christ-centered learning and affirm our Baptist partnerships.

Core Value Two: We are a community committed to academic excellence and life-long inquiry through the liberal arts and professional studies.

Core Value Three: We are a community characterized by integrity, mutual respect, support and encouragement.

Core Value Four: We are a compassionate, globally-minded community that serves to transform the world.

Vision of the School of Nursing

As a School of Nursing, the 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 School of Nursing

The mission of the Bluefield College School of Nursing (BC SON) programs represent 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 committed to graduating nursing leaders focused on interprofessional roles to improve healthcare 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 healthcare delivery for diverse and global populations.

Philosophy of the School 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 affecting 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 healthcare services in collaboration with individuals, families, groups, communities, populations, and other healthcare 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 **graduate 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 interprofessionally within the healthcare team in multiple and diverse healthcare 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. Whereas 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 healthcare 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 to support at every level of patient care.

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. Leadership is the hallmark of a graduate degree in Nursing.

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. Working in partnership with interprofessional colleagues, faculty will create innovative strategies to lead the way of transforming healthcare academia to meet the demands of an ever-changing healthcare environment. 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 and 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 & Davey, 2007).

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

Accreditation



The master's degree in nursing program and post-graduate APRN certificate program at Bluefield College is accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001, 202-887-6791.

Graduate Program Details

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 (FNP), Leadership/Education (L/E), and post-graduate certificate in FNP or L/E.

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 healthcare 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 healthcare 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 healthcare needs, and the vision to provide an excellent and accessible program. Many procedural processes like the eLearning platform 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 healthcare 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.

FNP students will graduate meeting the requirements and will be eligible to take the American Nurses Credentialing Center (ANCC) or American Association of Nurse Practitioners (AANP) National Exam. The clinical hours of greater than 800 are sufficient to take either of these exams. However, if the students want an additional specialty, they will have to complete the courses and additional clinical experience specific to that specialty.

L/E graduates will meet education requirements to take the Certification exam for Nurse Educator (CNE) by the NLN, the Certified Nurse Manager and Leader exam (CNML) given by AONE and (AACN)

Certificate Corporation or ANCC Nurse Executive Advanced Certification, and Nursing Case Management. However, the Leadership/Education practice requirements may be more than are provided in the MSN degree program.

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 healthcare organizations, and nurse educators for teaching in any educational area. The program of study incorporates an interprofessional 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

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 impact the quality of healthcare, the delivery of nursing education or healthcare administration with the interprofessional team.
4. Apply clinical/educational investigative skills to improve health/educational outcomes.
5. Utilize sound research information retrieved from technology systems to influence complex decision making to improve healthcare or the delivery of healthcare.
6. Analyze ethical, legal, and social factors influencing policy development and then contribute to policy development.
7. Critically examine the development of healthcare systems or educational systems that accesses and delivers the needs of culturally diverse populations, providers and other stakeholders.
8. Participate and initiate servant leadership projects.
9. Develop professional goals that reflect a life-long learning commitment and continued scholarship to the nursing profession.
10. The student will graduate with the didactic and, as applicable, clinical requirements to take the certificate for their track.

In addition to the above shared outcomes, the FNP and L/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 healthcare organizations, population problem, issues, or trends.
3. Support research and its utilization in the delivery of healthcare.
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).

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 healthcare leaders, an examination of needs of prospective MSN graduates, and a review of the healthcare 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 28 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 5103	Advanced Pathophysiology	3
NUR 5113	Advanced Pharmacology	3
NUR 5112	Health Assessment Didactic	2
NUR 5111	Health Assessment Practicum	1
NUR 5013	Health Care Informatics	3
NUR 5021	Advanced Nursing Research Strategies II	1
NUR 5043	Health Promotion and Disease Prevention in Diverse Populations	3
NUR 5032	Advanced Nursing Research Analysis	2
NUR 5011	Research Sustaining	1
NUR 5053	Financial, Ethics, Organizational Behavior, & Health Policy Management	3
NUR 5061	Capstone	1
Total:		28

Concentration Requirements

Family Nurse Practitioner Specialty

The FNP concentration has 18 hours in addition to the 28 credit hours in the core classes (6:1 ratio of clinical to classroom hours).

Course	Title	Credit Hours
NUR 5123	Primary Care of Infants, Children, and Adolescents Didactic	3
NUR 5143	Primary Care of Infants, Children, and Adolescents Practicum	3
NUR 5133	Primary Care of Adults in Families Didactic	3
NUR 5153	Primary Care of Adults in Families Practicum	3
NUR 5144	Primary Care Across the Lifespan Practicum	4
NUR 5042	Transition into Leadership for the Nurse Practitioner	2
Total Program Units:		18

Leadership/Education Specialty

The Leadership/Education concentration has 16 hours plus the 28 core curriculum hours (6:1 ratio of clinical to classroom hours).

Course	Title	Credit Hours
NUR 5303	Management Theory & Leadership	3
NUR 5203	Strategies for Curriculum and Evaluation	3
NUR 5323	Seminar in Leadership	3
NUR 5223	Strategies for Effective Instruction	3
NUR 5232	Practicum in Teaching	2
NUR 5332	Practicum in Leadership	2
Total Program Units:		16

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 5143	Primary Care of Infants, Children, and Adolescents Practicum
NUR 5153	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
NUR 5042	Transition into Leadership for the Nurse Practitioner

All lab courses are on a 6:1 clock hour ratio. Each course hour equals 6 clock hours. For a 3 clinical hour course, the number of hours would be 6 (clock hours/credit) x 3 (credits) = 18 x 15 weeks (per semester) = 270 clock hours for one clinical.

FNP track— $270 \times 2 = 540 + 90$ (Health Assessment Practicum) + 90 (Transition into Leadership for the Nurse Practitioner Practicum) + 360 (Primary Care Across the Lifespan Practicum) = 1,080 total hours

Clinical hours for L/E= 6 (clock hours/credit) x 2 (credits) = 12×15 weeks (per semester) = 180 clock hours for 1 clinical.

L/E track— $180 \times 2 = 360 + 90$ (Health Assessment Practicum) + $90 = 540$ 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 clinical site after being modified and signed. The clinical coordinator 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 (Clinical Placement Documentation, Appendix D, 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 D completed that apply.

Clinical Compliance Requirements

To both ensure student well-being as well as to meet clinical agency regulation, students must submit and complete a variety of compliance requirements. These include but are not limited to evidence of: current unrestricted and unencumbered RN License, CPR and immunizations with a current Tdap, negative TB skin test, a flu vaccine, 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.

Special Topics Course

NUR 5011: Research Sustaining is an elective that is offered if the student does not complete the EBP project in preparation for the NUR 5061: Capstone course. This course allows the student time to complete the final EBP project. This one credit can be repeated until EBP is ready for Capstone.

Program Completion

1. A full-time program of study can be completed in 5 semesters.
2. A part-time program of study can be completed in 7 semesters.
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.

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.

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 5043	Health Promotion and Disease Prevention in Diverse Populations	3 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 5143	Primary Care of Infants, Children, and Adolescents Practicum	3 credit hours

Semester IV

NUR 5053	Financial, Ethics, Organizational Behavior, & Health Policy Management	3 credit hours
NUR 5133	Primary Care of Adults in Families Didactic	3 credit hours
NUR 5153	Primary Care of Adults in Families Practicum	3 credit hours
NUR 5011	Research Sustaining	1 credit hour

Semester V

NUR 5061	Capstone	1 credit hour
NUR 5144	Primary Care Across the Lifespan Practicum	4 credit hours
NUR 5042	Transition into Leadership for the Nurse Practitioner	2 credit hours

46 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 5143. If all requirements are met, the student will be required to take NUR 5123, NUR 5143, NUR 5053, NUR 5133, NUR 5153, NUR 5144, and NUR 5061. After completion of 5061, a student needs to be registered for one credit hour of 5011 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 5043	Health Promotion and Disease Prevention in Diverse Populations	3 credit hours
NUR 5053	Financial, Ethics, Organizational Behavior, & Health Policy Management	3 credit hours
NUR 5011	Research Sustaining	1 credit hour
Semester V		
NUR 5123	Primary Care of Infants, Children, and Adolescents Didactic	3 credit hours
NUR 5143	Primary Care of Infants, Children, and Adolescents Practicum	3 credit hours
Semester VI		
NUR 5133	Primary Care of Adults in Families Didactic	3 credit hours
NUR 5153	Primary Care of Adults in Families Practicum	3 credit hours
Semester VII		
NUR 5061	Capstone	1 credit hour
NUR 5144	Primary Care Across the Lifespan Practicum	4 credit hours
NUR 5042	Transition into Leadership for the Nurse Practitioner	2 credit hours
		46 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 5143. If all requirements are met, the student will be required to take NUR 5123, NUR 5143, NUR 5053, NUR 5133, NUR 5153, NUR 5144, and NUR 5061. After completion of 5061, a student needs to be registered for one credit hour of 5011 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 5043	Health Promotion and Disease Prevention in Diverse Populations	3 credit hours
NUR 5112	Health Assessment Didactic	2 credit hours
***NUR 5111	Health Assessment Practicum	1 credit hour
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 Evaluation	3 credit hours
Semester IV		
NUR 5223	Strategies for Effective Instruction	3 credit hours
NUR 5323	Seminar in Leadership	3 credit hours
NUR 5011	Research Sustaining	1 credit hour
Semester V		
**NUR 5053	Financial, Ethics, Organizational Behavior, & Health Policy Management	3 credit hours
NUR 5061	Capstone	1 credit hour
NUR 5232	Practicum in Teaching	2 credit hours
NUR 5332	Practicum in Leadership	2 credit hours
		44 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 hour
NUR 5112	Health Assessment Didactic	2 credit hours
NUR 5111	Health Assessment Practicum	1 credit hour
Semester III		
NUR 5032	Advanced Nursing Research Analysis	2 credit hours
NUR 5103	Advanced Pathophysiology	3 credit hours
Semester IV		
***NUR 5043	Health Promotion and Disease Prevention in Diverse Populations	3 credit hours
***NUR 5053	Financial, Ethics, Organizational Behavior, & Health Policy Management	3 credit hours
NUR 5011	Research Sustaining	1 credit hour
Semester V		
NUR 5303	Management Theory & Leadership	3 credit hours
***NUR 5203	Strategies for Curriculum and Evaluation	3 credit hours
Semester VI		
NUR 5323	Seminar in Leadership	3 credit hours
NUR 5223	Strategies for Effective Instruction	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
NUR 5061	Capstone	1 credit hour
		44 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: 46

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 5043	Health Promotion and Disease Prevention in Diverse Populations		3	
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 5143	Primary Care of Infants, Children, and Adolescents Practicum		3	
NUR 5053	Financial, Ethics, Organizational Behavior, & Health Policy Management		3	
NUR 5011	Research Sustaining		1	
NUR 5133	Primary Care of Adults in Families Didactic		3	
NUR 5153	Primary Care of Adults in Families Practicum		3	
NUR 5061	Capstone		1	
NUR 5144	Primary Care Across the Lifespan Practicum		4	
NUR 5042	Transition into Leadership for the Nurse Practitioner		2	

Committee Chairperson:

Committee Members:

Project Title:

Leadership/Education Student Progression Record

Date Admitted: _____
Date Graduated: _____

STUDENT: _____ ADVISOR: _____

SS# _____

CREDITS REQUIRED: 44

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 5043	Health Promotion and Disease Prevention in Diverse Populations		3	
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 Evaluation		3	
NUR 5053	Financial, Ethics, Organizational Behavior, & Health Policy Management		3	
NUR 5011	Research Sustaining		1	
NUR 5323	Seminar in Leadership		3	
NUR 5223	Strategies for Effective Instruction		3	
NUR 5061	Capstone		1	
NUR 5232	Practicum in Teaching		2	
NUR 5332	Practicum in Leadership		2	

Committee Chairperson:

Committee Members:

Project Title:

Academic Rules, Policies, and Procedures

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 semester 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.

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:

- Completed admission application;

- 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 bachelor’s degree in nursing from a regionally accredited institution of higher education;
- An unencumbered RN license in a U.S. jurisdiction;
- At least 2,000 hours of registered nurse experience (equivalent to one year of fulltime clinical experience);
- 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);
- Interview;
- Payment of applicable fees;
- Computer literacy (ability to use Microsoft Word, to navigate the Internet, to retrieve information from websites, and to engage online); and
- The holistic admission process can be used by students with less than a 3.0 GPA.

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. The holistic admissions process is used by students with less than a 3.0 GPA.

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

Bluefield College School of Nursing (BC SON) will review student requests for transfer credit of nursing core classes on a case by case basis, and at the recommendation of the registrar. Official evaluation of nursing core transfer credits from other institutions should be presented by students expecting to transfer to the Bluefield College registrar. The student will need to submit a course description, and if available, the syllabus of the course related to the transfer request, to the BC registrar. Transfer credits are accepted with the following conditions:

1. The course requested for transfer must have been successfully completed at a regionally accredited institution.
2. The transfer course must be comparable in content and credit hours to course that is taught at Bluefield College SON.
3. A maximum of 6 semester hours can be transferred.
4. MSN-a minimum grade of B is required for all transfer work.
5. There is a five-year time limit for transfer courses meeting the above conditions.

Withdrawal and Transfer from the SON

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.

The Bluefield College School of Nursing 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.

Grade Appeal and Formal Complaints

Students have the right to appeal grades or make formal complaints. Procedures are to be followed depending on the nature of the appeal or complaint. Please note there are specific complaint procedures in the BC Student Handbook, and for those items this process does not supersede, but for complaints not addressed in that handbook, the steps outlined below will be followed in an effective manner to a timely resolution.

Important note: In all cases the student must follow the proper procedure or the appeal/complaint will be invalid.

Grade Appeal Procedure

A student has the right to contest the grade given in any Bluefield College course. The following procedure will be followed:

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 ample 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 Department chair who will attempt to contact the instructor's college dean 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 department chair. Such appeals must be made in writing by the end of the fourth week of the next regular semester (fall or spring) following the completion of the course. The department chair shall notify the instructor, who will present his or her view in writing. The department chair shall meet with both student and instructor to hear both sides of the complaint and attempt to reach a settlement. The department chair shall keep a written record of all proceedings, including the recommended solution. (If the complaint is against a department chair, the Dean of the respective College or School shall hear the complaint.) A copy of the solution will be provided to the student and the instructor.
3. The student may further appeal the case to an ad hoc committee composed of the Vice President for Academic Affairs and Athletics (VPAA) and four faculty members selected by the VPAA. The desire to appeal must be expressed by the student in writing to the VPAA within two weeks after receipt of the department chair's recommendation. The VPAA is 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 chair'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 VPAA 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 subsequent case, the VPAA will appoint an alternate.

Process for Filing a Formal Complaint

If informal concerns have remained unaddressed, students may file a formal complaint in writing to the School of Nursing (SON) dean and include the following:

- Contact information of the student submitting the complaint;
- Identity of the individual or department of concern;
- A description of the complaint
- Brief outline of steps that have already been taken (discussions, meetings, etc.)
- The date or period of time of the incident/concern

Once the dean receives the complaint, he/she will then contact the parties involved to work to resolution. The dean will keep written record of all proceedings, including and up to resolution, which will be maintained securely in the dean's office. Should resolution not be accomplished at this level, the complaint may be forwarded on to the VPAA. Note: If the complaint is against the dean of the SON, the VPAA shall conduct the review and work toward resolution.

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.

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
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
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.

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.

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 is permitted. 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.

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 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 Physical Examination

Once accepted into the program, a physical examination is required of all students prior to starting clinical hours. The Physical Examination Form of the Graduate Nursing Program is made available to the student through the MSN student handbook. 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 healthcare 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).

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 Repeating Courses

The student may repeat one nursing course while enrolled in the MSN program, and is contingent on available space. Students enrolling in any nursing course for the first time receive priority. If there is a second failure of the same* or another nursing course in the program (a grade less than a "B-"), the student will be dismissed from the program.

*Repeat of the same course: student's submission of the same work (from the previous attempt of the course) will not be accepted.

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.
 - a. First Offense—Results minimum of zero "F" for the assignment, up to possible failure of the course.
 - b. Second Offense—Result in minimum of failure of the course, up to removal from the program.
6. Lack of respect or empathy for patients, families, faculties, and colleagues.
7. Repeal 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 maintain licensure as a Professional Registered Nurse.
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. Violation of Protected Health Information (PHI) policy, such as falsifying or plagiarizing clinical logs or other assignments or violating patient confidentiality.
18. Inability to secure medical malpractice insurance.

*Per individual basis.

The list provided above represents common violations but is not an exhaustive list.

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.

Academic Integrity

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.

Students must do their own work; there are no exceptions. 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.

BC students are expected to complete their own assignments and to cite all sources for material they use. See the BC student Handbook for information on plagiarism and the Honor Code.

Results of Academic Integrity Violation

- First Offense—Result minimum of zero "F" for the assignment, up to possible failure of the course.
- Second Offense—Result in minimum of failure of the course, up to dismissal from the nursing program.

For purposes of tracking the incidence of Plagiarism and Cheating campus-wide, and to assist with tracking individual students who repeat incidences of Plagiarism and Cheating, the Faculty member should complete an Academic Integrity Violation form for the student's offense and submit the form to the Office of Academic Affairs (Appendix E).

Bluefield College further values 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.

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 most other College programs.

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 and Procedure for Student Clinical Records

Policy

Students are responsible for keeping a complete and accurate record of their clinical experiences during all clinical practica. 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 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, healthcare 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 Healthcare 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 Student Advisement

Students 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.

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 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 fall enrollment in order to secure the funding from the Commonwealth.

Clinical Course Policies and Project Policies

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. Extreme hair colors that are not natural are not permitted. 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-one 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 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.

An incident form will be completed for any accident, incident, or safety violation. Please complete the form located in Appendix F and return to the School of Nursing. The report will be sent to the School of Nursing.

Attendance of On-Campus Sessions

Students are required to attend all intensive on-campus instructional days as mandatory. Arranging attendance accordingly is the responsibility of the student. If extenuating circumstances (i.e., death

within the family, personal health issues) prevent the student from attending these sessions, the student must:

- notify faculty at the first opportunity
- forward a written excuse to the Dean of the School of Nursing

All missed on-campus time will be made up and assigned at the discretion of nursing faculty. The next semester may not be started until the on-campus pre-requisites are completed.

Clinical Attendance Policy

Students are expected and required to attend all clinical experiences and any student who fails to make up a clinical experience will receive an “unsatisfactory” nursing practicum grade. An automatic failing grade for the entire course practicum will ensue.

Inclement Weather

Students who live near Bluefield College and have a clinical site in the same town or vicinity will not be required to report for clinical assignments in the event of a declared emergency and cancellation of classes at the Bluefield College campus. The student must follow the procedure of the program and of the clinical site for notification of absence. Any clinical time missed due to weather emergency will be rescheduled by the student and must be completed by the student in order to meet course requirements.

Clinical experiences may be canceled or delayed due to weather conditions in accordance with the actions of the Tazewell School System or the school system in the county where the clinical agency is located. When the public-school system cancels school in Tazewell or the county in which the clinical agency is located, clinical experiences are on an automatic two-hour delay. When the delay is due only to cold temperatures, clinical will NOT be delayed. Students who reside in and therefore must travel through counties other than Tazewell County or the county in which the clinical agency is located the students are expected to evaluate road conditions and make a personal decision about safe travel. If the student determines that it is unsafe to travel to clinical from home when clinical has not been canceled, they must follow the appropriate procedures to notify the clinical preceptor.

Clinical Absence

Clinical Students are expected to attend every session of a clinical practicum. Should an absence occur, the student must make up the missed clinical time. The specific nature of the makeup assignment is at the discretion of the faculty member or preceptor. Arrangements for making up clinical time are based on availability of the clinical site, preceptor, specific learner needs, and student availability. Progression to the next level may be delayed until these accommodations can be made.

When an illness or emergency interferes with attendance at a clinical experience, the student is required to contact the clinical preceptor prior to the experience. If the preceptor cannot be reached, the student will notify the agency and leave a message for the preceptor which includes a name and call-back phone number.

Students must personally notify the clinical faculty/preceptor and/or clinical site in which they are placed if absence from a clinical day is necessary. Students who miss more than one clinical day may be required to be evaluated by the program dean.

The recognized grounds for absences are: 1. Illness requiring medical attention. 2. Curricular or extracurricular activities approved by the faculty. 3. Personal obligations claimed by the student and recognized as valid. 4. Recognized religious holidays. 5. Severe inclement weather causing dangerous traveling conditions.

Emergencies:

In the event of a serious family illness or funeral of an immediate family member, special consideration will be given. However, it is possible that such absence will interfere with meeting the requirements of the course.

Make-Up Clinical:

Clinical experience is critical to the study of nursing and the attainment of nursing skills. Students are required to make-up missed clinical time. The clinical preceptor will determine how the time is to be made up. It is the responsibility of the student to make arrangements with the preceptor for such experience during the next clinical day.

However, it may not be possible to make up clinical time if there have been an excessive number of absences. Therefore, it would be necessary to repeat the course. EXCESSIVE ABSENCE IS DEFINED AS MISSING THREE CLINICAL CLASS PERIODS PER CLINICAL COURSE. Because of excessive absences, it will be the dean of nursing in consultation with the course faculty and preceptor documentation of Medatrax to determine if the student can meet the course outcomes and continue in the clinical course.

NOTE:

A standard clinical day is up to eight hours per session. Any absence greater than eight hours in one clinical day will count for more than one clinical day missed.

Evidence-Based Project (EBP) 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 the topic they wish to pursue. Such a project is intended to collect information directed to a specific problem in a clearly defined patient population. The goal is to produce evidence designed to improve a patient care situation. While ideally the evidence would be determined from existing literature, not all patient care problems have been studied. Students are likely to be conducting a mini-study in order to produce evidence needed to direct care. Doctoral-prepared faculty are available to guide students throughout their EBP. The completed project will be presented to colleagues and the college community as a poster and oral presentation. A final paper will also be produced. If more time is required, a student will register for one credit of NUR 5011 each semester until the project is completed. The work toward the project is begun in NUR 5022 and NUR 5021.

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 Question, the Purpose of the project, Expected Outcomes, and the Nursing 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 must 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 and forwards it 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://www.acrpnet.org/courses/ethics-human-subject-protection/>). 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.

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 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:

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 Opportunity for Improvement (OFI) 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.
3. 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.

4. 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.
5. 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
Physical Exam 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 healthcare 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.

Healthcare Provider's Signature _____ Date _____

Address _____

Healthcare Provider's
 Name Printed or Stamp: _____

Appendix B
Bluefield College
School of Nursing
Master of Science in Nursing Program
Holistic Admissions Guidelines

The Faculty of the Master of Science in Nursing program are committed to the success of our students. Graduate education is a rigorous, demanding endeavor. It requires a serious time, intellectual, and financial commitment.

The Faculty believe that many qualities are important for success in Graduate School. For that reason, our Holistic Admission Process is designed to assess applicants on criteria in addition to GPA. While GPA can be important, it only reflects past performance and has been shown to not always be the best predictor of success in Graduate School. Therefore, an interview and an essay are required for you to be considered for admission to the graduate program at Bluefield College. Please keep in mind that you only get one chance to make a first impression. This applies to both the interview and the essay.

1. Please be specific about your community service. Having someone send in a letter that reflects both an estimate of your hours and the contributions you made, is always good. Please bring that with you.
2. Graduate school requires a considerable amount of writing. The essay helps us assess your writing skills, but again, is only one component of the application. It's always a good idea to have someone proof read your essay. Be sure and give the proof reader a list of all the components needed for the essay:
 - a. Paper should be typed, two pages, double spaced, and 12 point font.
 - b. Include servant leadership experiences that you have had and your community involvement.
 - c. The goal of the paper is to present your position that you are prepared for graduate school and can do the work.
3. Give as many examples of times when you engaged in team work as you can. More is better.
4. Come prepared for the interview. Know what you want to say. One area that is important is the area of how you have prepared to do graduate school, commenting on schedules and work load.

If you have any questions please call 276-326-4472, we will assist you.

Dr. Jessica Sharp

Holistic Student Admission Evaluation

Applicant name:	Major:	Interview Date:
Applicant's Phone Number:	Potential Start:	Interviewer:

GPA

Cumulative GPA:	Nursing GPA:
Circumstances Affecting GPA:	

Community Involvement/Servant Leadership

Absent=0	Below Expectations=1	Meets Expectations=2	Exceeds Expectations=3
< 10 hours	10-15 hours	50-100 hours	> 100 hours
No evidence of involvement outside of employment.	Inconsistent; involved rarely; or only with work-related activities.	Frequent, committed participation, or combination of work-related and outside activities.	Regular, exceptional time commitment OR fulfills a leadership role in volunteer organization or group.

Comments:

Essay (Mechanics, Style, and Organized)

Absent=0	Below Expectations=1	Meets Expectations=2	Exceeds Expectations=3
<p>No content directly related to teamwork, servant leadership and community.</p> <p>Content was not developed and did not demonstrate detailed knowledge of the topic.</p> <p>Unprofessional appearance; difficult to follow; numerous grammatical, punctuation and spelling errors.</p>	<p>Some content directly related to teamwork, servant leadership and community.</p> <p>Content was poorly developed and demonstrate vague knowledge of the topic.</p> <p>Unprofessional appearance; poor sentence structure and transitions, errors in grammar, punctuation and spelling; paper too short/too long considering requirements.</p>	<p>Most content directly related to teamwork, servant leadership and community.</p> <p>Content was developed and demonstrated knowledge of the topic.</p> <p>Paper legible; adequate sentence structure and transitions, few grammar, punctuation and spelling errors; some parts missing or too short/too long considering requirements.</p>	<p>All content directly related to teamwork, servant leadership and community.</p> <p>Content was thoroughly developed and demonstrated detailed knowledge of the topic.</p> <p>Professional appearance; sentence structure clear, smooth transitions, correct grammar, punctuation and no spelling errors; length consistent with requirements.</p>

Comments:

Teamwork (As Evidenced in Applicant Essay)

Absent=0	Below Expectations=1	Meets Expectations=2	Exceeds Expectations=3
Teamwork is not communicated.	Teamwork is partially communicated.	Teamwork is communicated.	Teamwork is clearly communicated.

Comments:

Interview

Did not interview=0	Below Expectations=1	Meets Expectations=2	Exceeds Expectations=3
Not committed to graduate education; has made no plans for issues that may arise during the process.	Somewhat committed to graduate education; has made few plans for issues that may arise during the process. Adequately responded to questions but did not initiate any discussion of issues. Does not grasp commitment required.	Committed to graduate education; has made some plans for issues that may arise during the process. Acknowledges benefits of graduate education, some understanding of commitment. Asked superficial questions.	Clearly committed to graduate education; has made plans for issues that may arise during the process. Has clear goals; values advanced education; fully cognizant of the commitment required; Asked relevant, well-thought-out questions.

Comments:

Overall Score

Absent	Below Expectations for Admission	Meets Expectations for Admission	Exceeds Expectations for Admission
0-2	3-5	6-9	10-12

Comments:

Evidence of Community Involvement/Servant Leadership

Verification by sponsor/leaders

Estimated hours of service

Additional Comments:

Appendix C
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 with the e-mail address you set your account up with, and 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 Quest Lab or 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)
 - Proof of Health Insurance
 - 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. These can be ordered online.

(Information for setting up the CastleBranch account and a link to the order name badges will be sent out via email.)

Appendix D
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.

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 E

Academic Integrity Violation Report

This form is to be used by faculty members who encounter violations of academic integrity by students. The Office of Academic Affairs will be tracking these violations to provide data in establishing policy to promote academic integrity.

The Student Handbook states:

“Within the traditions of its mission and Christ-centered heritage, Bluefield College expects its students to exemplify a high standard of behavior and personal values. Bluefield College expects our students to honor the following core values:

1. Practice academic integrity

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. In that spirit students should:

- refrain from being dishonest, such as cheating or plagiarism; furnishing false information; forgery, alterations, or unauthorized use of College documents, records, identification, or property.
- respect for the College’s academic traditions of honesty, freedom of expression, and open inquiry;

Name of Student:	
Name of Instructor:	
Course Name and Number:	
Semester and Year:	
Description of Violation:	

Please email completed form to: academics@bluefield.edu

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.

