

Bluefield College

School of Nursing



2018-19 RN-BSN

STUDENT HANDBOOK

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

I, _____
(Name)

have received a copy of the *RN-BSN Student Handbook (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 RN-BSN 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 upload in Unit 1 NUR 3001 of Health Technology and Informatics for Professionals or fax a signed copy of this form to the office in the School of Nursing at 276.326.4462.

Introduction

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

The *RN-BSN Student Handbook* has been prepared as a guide to assist you through the successful completion of your program of studies. The handbook has been developed to provide you with specific information related to your academic program of study. This is not intended to supersede information provided in the Bluefield College Student Handbook <http://www.bluefield.edu/students/> and the Academic Catalog <http://www.bluefield.edu/academics/academic-resources/academic-catalog/> but rather is intended to augment and provide information specific to the Bluefield College Nursing program. We expect you to have full knowledge of the contents of the *Handbook*. New or revised policies will be communicated to you as they are prepared.

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

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

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

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 terms 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

**Academic Calendar
Online Program Fall Semester
2018 – 2019**

Fall Semester

Term 1: 08/22/18 - 10/16/18 (8 weeks)

Aug. 14 (Tue)	Last day to pay and register for Fall Term 1
Aug. 22 (Wed)	First day of Fall Term 1 courses
Aug. 24 (Fri)	Last day to add/drop courses for Fall Term 1
Aug. 28 (Tue)	11:55 pm Last day to drop Fall Term 1 courses for a full refund
Sept. 3 (Mon)	Labor Day
Sept. 25 (Tue)	Last day to withdraw with a grade of “W” for Fall Term 1
Oct. 8 (Mon)	Columbus Day
Oct. 16 (Tues)	Last day of Fall Term 1 courses
Oct. 23 (Tue)	Final grades due for Fall Term 1

Term 2: 10/17/18 - 12/11/18 (8 weeks)

Oct. 9 (Tue)	Last day to pay and register for Fall Term 2
Oct. 17 (Wed)	First day of Fall Term 2 courses
Oct. 19 (Fri)	Last day to add courses for Fall Term 2
Oct. 23 (Tue)	11:55 pm Last day to drop Fall Term 2 courses for a full refund
Nov. 11 (Sun)	Veterans Day
Nov. 16 (Fri)	Last day to apply for Graduation
Nov. 20 (Tue)	Last day to withdraw with a grade of “W” for Fall Term 2
Nov. 22 (Thu)	Thanksgiving Day
Dec. 6 (Thu)	Final grades due for Graduating Seniors
Dec. 8 (Sat)	Graduation Fee due to BC Central prior to Commencement
Dec. 8 (Sat)	Commencement
Dec. 11 (Tue)	Last day of Fall Term 2 courses
Dec. 18 (Tue)	Final grades due for all other students for Fall Term 2

**Academic Calendar
Online Program Fall Term III
2018-2019**

Intercession

Fall Term III: 12/12/17 – 01/08/18 (4 weeks)

Dec. 12 (Wed)	Last day to pay and register for Fall Term III
Dec. 12 (Wed)	First day of Fall Term III courses
Dec. 14 (Fri)	11:55 p.m. Last day to drop Fall Term III courses for a full refund
Dec. 21 (Fri)	Last day to withdraw with a grade of “W” for Fall Term III
Dec. 22-Jan 1 (Fri-Mon)	Christmas/New Year’s Holiday for Campus Offices
Jan. 2 (Wed)	Campus offices reopen
Jan. 8 (Tues)	Last day of Fall Term III courses
Jan. 14 (Mon)	Final grades due for Fall Term III

**Academic Calendar
Online Program Spring Semester
2018 – 2019**

Spring Semester

Term 1: 01/09/19 – 03/05/19 (8 weeks)

Jan. 2 (Wed)	Last day to pay and register for Spring Term 1
Jan. 9 (Wed)	First day of Spring Term 1 courses
Jan. 11 (Fri)	Last day to add a course for Spring Term 1
Jan. 15 (Tue)	11:55 pm Last day to drop Spring Term 1 courses and receive a full refund
Jan. 21 (Mon)	Martin Luther King Day
Feb. 19 (Tue)	Last day to withdraw with a grade of “W” for Spring Term 1
Feb. 18 (Mon)	President’s Day
Mar. 5 (Tue)	Last day of Spring Term 1 courses
Mar. 12 (Tue)	Final grades due for Spring Term 1

Term 2: 03/06/19 – 04/30/19 (8 weeks)

Feb. 27 (Wed)	Last day to pay and register for Spring Term 2
Mar. 6 (Wed)	First day of Spring Term 2 courses
Mar. 8 (Fri)	Last day to add a course for Spring Term 2
Mar. 12 (Tue)	11:55 pm Last day to drop Spring Term 2 courses and receive a full refund

Mar. 22 (Fri)	Last day to apply for Graduation
Apr. 19-22 (Fri-Mon)	Easter Holiday
Apr. 30 (Tue)	Last day of Spring Term 2 courses
May 2 (Thu)	Final grades due for graduating seniors for Spring Term 2
May 3 (Fri)	Graduation Rehearsal and Reception
May 4 (Sat)	Graduation fees due to BC Central prior to Commencement
May 4 (Sat)	Commencement
May 7 (Tues)	Final grades for all other students for Spring Term 2

Academic Calendar
Traditional, Online & Graduate Summer
2018 - 2019

Summer Semester

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 13 (Mon)	11:55 pm 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 pm 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

Chapter

1

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) Program represents the mission of Bluefield College as a Christ-centered liberal arts college with the Baptist General Association of Virginia, which reflects the tripartite nursing roles of teaching, servant leadership, and research through a collaborative learning environment. Faculty are 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. As growing and developing persons, they adapt throughout their life span to an ever-changing environment striving toward a state of synchronization and self-actualization in their development and health.

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

We believe **health** is an essential component for quality of life. Health is a dynamic condition influenced by spiritual, psychological, biological, ethical, legal, cultural, economic, and social variables. Health is defined by the perceptions of the individual, family, group, community and population. Health may be perceived as the freedom from disease, pain or defect; the prosperity and vitality of life; and meaningful growth until death. An individual accepts responsibility to achieve health goals and well-being, by caring for self and/or others. Health is influenced by values, morals, attitudes, lifestyles, and human experiences, within the context of society. Humans endeavor to attain a high quality of life by adapting to environmental variables; maximizing their potential; and engaging in health promotion, risk reduction, illness prevention, and rehabilitation activities. An individual's health can change from optimum well-being to illness, to disease, to dysfunction, and to death. Attaining and maintaining health and well-being are the responsibility of society and its members as a whole. Every individual, family, group, community and aggregate has the right to access health and nursing care within the parameters of available health resources.

We believe that **nursing** is an art, scientific discipline, and a practice profession accountable to society for its health and well-being needs and services. Nursing is essential and distinctive in providing specialized caring, patient-centered, holistic, evidenced-based 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 **professional nursing** is an ever changing practice as the nurse uses the nursing process framework of assessment, planning, implementation and evaluation of outcomes of care in working with individuals, families, groups, communities and populations. Practice encompasses theory, evidenced-based care, and research. The theoretical component includes the synthesis and application of knowledge from nursing and the general education courses in

physical, social and behavioral sciences, and the humanities. Professional practice is characterized by critical thinking, clinical reasoning and judgment, decision-making, psychomotor skills, assessment skills, communication skills, technology skills, and leadership skills. Professional nurses function autonomously and 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 professional nurse functions in three primary roles: Provider of Care; Designer, Manager and Coordinator of Care; and Member of the Profession.

Caring “is a concept central to professional nursing practice. Caring... encompasses the nurse’s empathy for, connection to, and being with the patient, as well as the ability to translate these affective characteristics into compassionate, sensitive, and patient-centered care.” (AACN, 2008, *The Essentials of Baccalaureate Education for Professional Nursing Practice*, p. 27). Caring is providing assistance to and expressing concern for others to enhance their health and well-being. Baccalaureate students provide care to patients across the life span within the context of the patient’s value system and professional standards. The essential professional caring values of altruism, autonomy, human dignity, integrity, and social justice guide professional practice (AACN, 2008, *The Essentials of Baccalaureate Education for Professional Nursing Practice*, p. 27-28.). The concept of caring goes on to be servant leaders in Bluefield College, the community, and the world. Servant leadership is a Bluefield College Mission and a School of Nursing Mission to teach and be examples of servant leaders in the lives of those with the component of caring and being bodies in transforming the world.

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

We believe that **professional nursing education** has a solid foundation in liberal education and is essential to generate responsible citizens in a global society. There are broad interactions with multiple disciplines and ways of knowing to create valued and varied perspectives. This foundation along with nursing theory and practice provides for the development of creative and intelligent nurses whose purpose is to practice as a generalist. Baccalaureate education acknowledges that learners are a student population with diverse cultural backgrounds, learning styles, abilities, talents, educational experiences and life and work experiences. The RN BSN program recognizes and values student’s previous nursing education and life and work experiences including their individual values. During the program, students have many opportunities to enhance their self-awareness; to promote professional identification, commitment, leadership, collegiality, and accountability; to synthesize and apply nursing and

general education knowledge; to educate and counsel; to learn and enhance psychomotor, assessment, communication, and technology skills; to apply advocacy, quality, caring, and safe patient measures; to advance critical thinking, clinical reasoning and judgment, and decision-making skills; to articulate health and nursing care delivery issues; and to internalize changes in values, attitudes, ideas and behaviors. Education is a life-long learning process 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, must be self-directed and motivated for learning to occur. Learning transpires through the utilization and development of active inquiry; critical thinking; the Socratic Method; clinical reasoning, judgment, and decision making; and active participation in the educational process. Faculty has the responsibility to design learning activities that build on general education and technical nursing; represent professional nursing practice and the changing healthcare practice environment; are multi-sensory, innovative, Web-based; include student's potential, interests, and career goals; assist in development of professional skills; demonstrate progress from simple to complex case study and life span approaches; provide for focusing on healthcare for individuals, to families/groups, and communities/populations; and create a capstone experience to assimilate general education and the nursing cognate. Faculty serves as instructors, facilitators, researchers, coaches, leaders, problem solvers, role models, and 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 faculty is ultimately responsible for selection of program learning delivery and it is done without regard to age, race, religion, creed, color, or national origin.

The nursing philosophy further espouses the college vision to prepare innovative servant leaders to impact the world. One component of the nursing program philosophy states that we believe learning is a dynamic, interactive, on-going educational process that results in a change in values, attitudes, ideas, and behaviors. The nursing curriculum is offered in context of the college philosophy and mission. The curriculum coupled with the online delivery allows the college to realize and live our mission of creating compassionate students and transforming the lives of those students who may otherwise be unable to participate in the traditional educational process because of work and family responsibilities, as well as geographical location (e.g. rural Appalachian). The online platform removes the confines of these barriers and provides an opportunity for education beyond the associate degree and in accordance with the college and nursing vision.

Accreditation



The baccalaureate degree program in nursing at Bluefield College is accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001, 202-887-6791.

Chapter

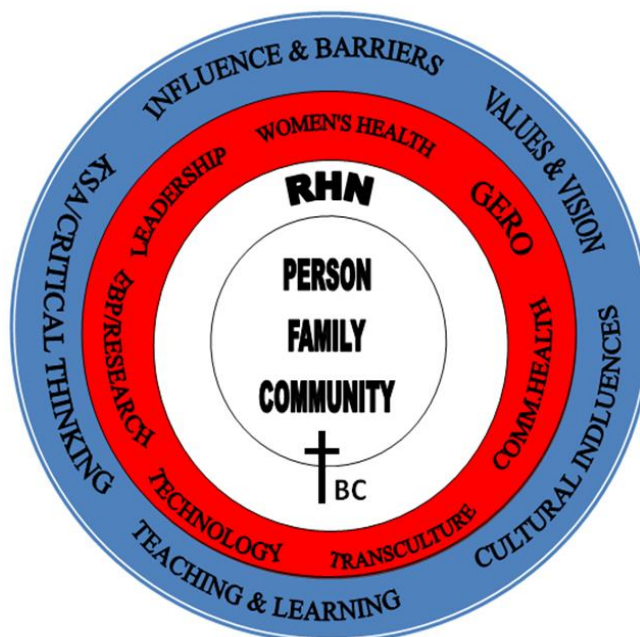
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Undergraduate Program Details

The RN to BSN program reflects the tripartite nursing roles of teaching, servant leadership, and research. Nursing graduates are prepared with the breadth and depth of professional nursing knowledge which reflects a commitment to serve their community with an enhanced focus on rural healthcare delivery. The School of Nursing has a passion which exemplifies rigorous scholarship and high expectations of both students and faculty. We believe the graduates of our program will contribute greatly to improve the healthcare outcomes of the communities they serve.

School of Nursing Conceptual Framework: Course Model

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



Operational Definition of the Conceptual Threads of the Core Courses

Influence and Barriers:

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

Values and Vision:

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

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

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

Knowledge and Skills/Critical Thinking-The nurse possesses a profound amount of knowledge of health promotion, risk reduction, disease prevention, and illness and disease management. He/she possesses a unique set of skills in order to bring a healthier change to the

community/communities. With knowledge and skills, the nurse empowers his/her critical thinking abilities and uses these in order to promote healthy behaviors. Through critical thinking, the nurse will engage in problem solving and collaborative decision-making processes.

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

Program Outcomes

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

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

The RN-BSN Program Requirements

Completion Requirements

- 120 credit hours
- Core Curriculum credits (37 credits)
- General Education courses (42 credits)
- Electives (1 credits)
- RN License (40 credits)

<p>Semester 1 (courses must be taken Semester I)</p> <table border="0"> <thead> <tr> <th><u>Term 1</u></th> <th><u>Credits</u></th> </tr> </thead> <tbody> <tr> <td>Concepts of Professional Nursing</td> <td>3</td> </tr> <tr> <td>Health Assessment</td> <td>3</td> </tr> <tr> <td>Health Tech & Informatics</td> <td>1</td> </tr> <tr> <td colspan="2"> </td> </tr> <tr> <th><u>Term 2</u></th> <th></th> </tr> <tr> <td>Transcultural Nursing</td> <td>3</td> </tr> <tr> <td>Nursing Theory and Research</td> <td>3</td> </tr> <tr> <td>Total</td> <td>13 credits</td> </tr> </tbody> </table>	<u>Term 1</u>	<u>Credits</u>	Concepts of Professional Nursing	3	Health Assessment	3	Health Tech & Informatics	1	 		<u>Term 2</u>		Transcultural Nursing	3	Nursing Theory and Research	3	Total	13 credits	<p>Semester 2</p> <table border="0"> <thead> <tr> <th><u>Term 3</u></th> <th><u>Credits</u></th> </tr> </thead> <tbody> <tr> <td>Nursing Leadership</td> <td>3</td> </tr> <tr> <td>Nursing Care of the Older Adult</td> <td>3</td> </tr> <tr> <td colspan="2"> </td> </tr> <tr> <th><u>Term 4</u></th> <th></th> </tr> <tr> <td>Women's Health</td> <td>3</td> </tr> <tr> <td>Pathophysiology</td> <td>3</td> </tr> <tr> <td>Total</td> <td>12 credits</td> </tr> </tbody> </table>	<u>Term 3</u>	<u>Credits</u>	Nursing Leadership	3	Nursing Care of the Older Adult	3	 		<u>Term 4</u>		Women's Health	3	Pathophysiology	3	Total	12 credits
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<p>Semester 3 (courses must be taken Semester III)</p> <table border="0"> <thead> <tr> <th><u>Term 5</u></th> <th><u>Credits</u></th> </tr> </thead> <tbody> <tr> <td>Nursing Care of Communities</td> <td>5</td> </tr> <tr> <td>(Includes 45 hours for clinical)</td> <td></td> </tr> </tbody> </table>	<u>Term 5</u>	<u>Credits</u>	Nursing Care of Communities	5	(Includes 45 hours for clinical)		<p>Semester 3 (Continued)</p> <table border="0"> <thead> <tr> <th><u>Term 6</u></th> <th><u>Credits</u></th> </tr> </thead> <tbody> <tr> <td>Evidenced-based Nursing Practice</td> <td>4</td> </tr> <tr> <td>(Includes 25 hours for clinical)</td> <td></td> </tr> <tr> <td>Nursing Synthesis/Capstone</td> <td>3</td> </tr> <tr> <td>Total</td> <td>12 credits</td> </tr> </tbody> </table>	<u>Term 6</u>	<u>Credits</u>	Evidenced-based Nursing Practice	4	(Includes 25 hours for clinical)		Nursing Synthesis/Capstone	3	Total	12 credits																		
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In the RN-BSN program, incoming students must possess an active, unencumbered registered nursing license. The students complete an online curriculum that balances nursing courses with liberal arts courses. A student in an online learning cohort is enrolled for a full 16-week semester of courses. Three semesters are each divided into two eight-week sub-terms. The School of Nursing reserves the right to make any necessary changes in curriculum. Nurses admitted to the program will be awarded 40 credits for the core nursing courses received in their associate degree program. Transcripts will be evaluated to determine the extent of credit awarded. Program completion may vary by student, depending on individual progress and credits transferred.

Academic Rules, Policies & Procedures

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

Policy on Student Conduct

The RN-BSN 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 “C-” or better in each course.
3. Failure to maintain an overall C- grade in all subjects.
4. Unethical or immoral conduct.
5. Academic Dishonesty.
 - a. First Offense—Result 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 for patients, families, faculty, 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.

*Per individual basis.

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

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

Policy on Patient Safety

The nature of clinical nursing courses is such that students are exposed to the delivery and improvement of patient care services. The primary purpose of any course is to provide education for students. However, when 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 and directing 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 term.

In the unusual circumstance that, in the preceptor's professional judgment, a student is not prepared to attend clinical time, and, if this deficit is such that it cannot be remedied in the given clinical time within the limits of the preceptor's supervision, the student will be removed from the clinical setting.

Policy on Retention/Dismissal

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

Policy on Records Retention within the School of Nursing

The Dean and the Assistant 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:

- Copy of verification of current RN license;
- Advising faculty notes;
- Advising Follow-up sheets;
- Student emails;
- Health Information Release Form;
- Clinical site paperwork;

- Student profile;
- Confidentiality agreement;
- Clinical logs;
- Clinical preceptor's evaluation of the student;
- Verification of Receipt of BC SON Student Handbook (signed); and,
- Signed copy of the Bluefield College Honor Code.

The Nursing Program adheres to the College's policy regarding student review of records. Students may examine, under supervision, their academic records. Probation records are kept under lock and key in the Office for Academic Affairs.

Policy on Repeating Courses

The student may repeat one nursing course while enrolled in the RN-BSN 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 "C-"), 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.

Student Code of Academic and Professional Conduct

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.

Academic Integrity

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 A).

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.

Netiquette: A Guide for Professional E-Mail

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

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

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

Grade Appeals 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 complaint is received, by the dean, 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, that 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.

Course Load

The normal course load in the School of Nursing students is 12-16 credit hours per semester and leads to completion of the required 120 credit hours for a Bachelor of Science in Nursing Degree. The time of completion varies for each individual depending on the number of general education courses needed by the student.

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

Transfer Credits for Nursing Core Classes

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. A minimum grade of C is required for all transfer work.
5. There is a five-year time limit for transfer courses meeting the above conditions.

Progression Requirements for the RN-BSN Program

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

1. RN-BSN Students must earn at least 120 credits.
2. Must earn a grade of C-, or better in all nursing core courses.
3. Successfully complete all courses within a term before proceeding to the next term.*
4. Maintain a minimum cumulative GPA of 2.5. If a student receives a GPA below 2.5 for a term, they are placed on academic warning.
5. A course grade of incomplete ("I") may only be assigned to a student who is in good academic and standing and must be negotiated with the faculty by the last week of class per policy.
6. A student who fails a course, cannot progress in the program until the course is repeated and passed. (Please see SON policy on repeating courses)

*Unless prior approval has been granted by the SON

Withdrawal from the SON Nursing Program

Students who wish to withdraw from the College should contact the Registrar's office for the proper withdrawal procedure. Students who desire to be readmitted at a later date must follow the same admission procedure as newly applying candidates. The BC SON 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.

Academic Advising

Each student will be advised by nursing faculty for assisting with academic progress and course progression. The advisor will provide guidance for future course requirements and career development. Students are responsible for keeping up with financial aid requirements as advisors do not have access to this information. Advising is done once every semester.

Academic Assistance

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

Academic Support Services

ACE Center

Bluefield College's ACE (Academic Center for Excellence) provides learning support services for on campus and online students. The Director of Academic Support & the ACE, and the staff of ACE are available to assist with student needs. They connect students with tutors who can guide student learning and offer a variety of academic support services. Students may contact the Director Academic Support & the ACE or by phone at 800-872-0175 ext. 4220. The ACE quick-link on myBC has a variety of study resources and information for all students.

Smarthinking Tutoring for Online Students

Bluefield College provides online tutoring in different subject areas for our online students through Smarthinking. Smarthinking is an online tutoring service designed for students who are taking core academic courses. A detailed list of subjects and topics covered can be found at Smarthinking.com under Services and Subjects/Subjects.

- **Writing Center** – Students can submit essays, across the curriculum, and receive a thorough critique from a Smarthinking tutor, usually within 24 hours. Students retrieve their returned essays from their Archives within their Smarthinking account.
- **Drop-In Tutoring** – Students can work live with a Smarthinking tutor simply by selecting their subject. The schedule of live tutoring is on our website. Math subjects are available for live tutoring 24/7.
- **Scheduled Tutoring** – Students can also make appointments to meet with a tutor. Sessions with audio can be scheduled within this area.
- **Offline Questions** – Instead of working with a tutor live, students can submit questions offline and receive a response from a tutor usually within 24 hours.
- **Academic Resources** – Within this area of student accounts, Smarthinking provides access to 1500 mathematics tutorials, other math resources, an accounting study guide, and a Writer's Handbook.

The **Confident Communicator** program is focused on intentional writing instruction at every level from freshman to senior. Nearly all courses at Bluefield College, regardless of subject matter, will include the same learning objective: students will demonstrate proficiency in **Confident Communicator** skills, increasing in complexity each year. Students who graduate from Bluefield College will be able to produce written products that demonstrate proficiency in content, structure, language use, and mechanics so that they may be more effective graduates as they enter the workforce or continue their education. For more information, contact your professor or Mrs. Crystal Kieloch, the program director (ckieloch@bluefield.edu)

Grammarly – Instant Writing Help

Anyone with a Bluefield College email address may sign up for a FREE account at Grammarly.com/edu. Visit Grammarly.com/edu and select the sign up button. When prompted, complete the sign up form using your BC email address. An activation link will be

mailed to your BC email address and you must use that link to finish your registration. After completing this step your account setup is complete. If you have trouble, please go to the link titled "Instant Writing Help" under the ACE quick link on myBC. Email ckieloch@bluefield.edu for additional help with Grammarly.

Students with Documented Disabilities

Students with documented disabilities who desire accommodations should contact Mr. Wayne Pelts, Assistant Director of the Academic Center for Excellence as soon as possible after enrolling in a course. His number is 800-872-0175 ext. 4606 and his email address is wpelts@bluefield.edu. Also notify the instructor at the beginning of this course that you are in contact with Mr. Pelts. Mr. Pelts will work with you and your instructor to develop an accommodation plan feasible for your course environment.

Easley Library

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

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

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

To access these services:

Easley Library's databases are subscription-based; therefore, a log-in is required if you are off-campus to verify that you are a Bluefield College student or faculty/staff member.

1. Click on the database of your choice. You will be sent to a Bluefield College log-in screen.
2. Enter your username. Use the beginning of your Bluefield College e-mail address (without "@bluefield.edu"). The entire e-mail address will not be accepted.
3. Enter your password. Returning students should use the same password that you have used in the past to access library databases, however, if it is older than six months, it will need to be changed. New students should use the password that is available through your MyBC account. Click on the [My Account Information](#) area in MyBC. Fill out the

information to verify that you are a student. This will allow you to see your initial (or most current) password.

4. After logging in, you will gain access to the database you chose. During that computer session, you may go to other databases without logging in again; however, when you close the browser, the computer session will end, and you will have to log in the next time you return to the Library's web pages.
5. We suggest NOT being logged into MyBC while actually using the databases. MyBC logs off after a certain amount of inactivity. This can interrupt your database usage and cause you to have to log into the server, again.

Having access difficulties? Occasionally, passwords need to be reset or you may have forgotten your log-in information. You can go to [MyBC](#) and either retrieve your log-in credentials using the [My Account Information](#) feature, or reset your password for MyBC and the Library by answering the "[How can I reset my password?](#)" questions in the same area of MyBC and creating a new password. Please do not re-use an older password.

For help using/searching library databases, contact the Library by phone at (800)872.0176 ext. 4269 or the direct number (276)326.4269. You may also email pbeasley@bluefield.edu.

Servant Leadership Requirement

Servant Leadership:

What is Servant Leadership? <http://www.bluefield.edu/about/vision-and-mission/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).

Christians identify Jesus Christ as the model servant leader. Christ shared that he came not to be served but to serve. In addition to living a life exhibited by the fruits of the Spirit—love, joy, peace, forbearance, kindness, goodness, faithfulness, gentleness and self-control, a servant leader is humble and allows his/her words and deeds to speak for themselves. Ultimately, a servant leader desires to live a life of significance and to make a difference in the lives of others (Dr. David Olive, BC President).

As a Bluefield College RN-BSN student, you must volunteer at least two (2) hours minimum, serving individuals within your community. This opportunity will help you demonstrate servant leadership to your community and hopefully encourage your desire to continue serving others. This is a **requirement** for the completion and receipt of grade for the following courses:

- Concepts of Professional Nursing
- Transcultural Nursing (Specific for this course--Military/Veterans)
- Nursing Leadership
- Nursing Care of Communities
- Nursing Synthesis/Capstone

The student has the choice of project, whether it be volunteering at a free clinic, substance abuse center, a veteran's group, clothes closet, a food pantry, a homeless shelter, as long as it complies with the following:

- No Conflict of Interest (ex: cannot buy uniforms for your child's soccer team)
- Cannot "Double Dip" (Cannot use the same service for a course assignment and a servant leadership project)
- Cannot be paid or reimbursed in any way for your time and efforts
- Must be a not-for-profit organization
- Must do a physical (hands-on) project not just a monetary donation

Compliance Requirement

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 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.

All compliance documentation and the drug test **must be uploaded** to your CastleBranch account and **approved** by CastleBranch **two weeks before the clinical course begins**. Documentation required by the assigned clinical agency must meet agency guidelines for completion and submission requirements. Students who do not have their compliance documentation (including agency-required) and drug test uploaded/submitted and approved **will be withdrawn from the clinical course**.

Compliance Requirement List

All compliance forms (with the exception of clinical agency required documentation-send to rprice@bluefield.edu) should be uploaded to the CastleBranch account. For questions please email rprice@bluefield.edu.

1. CPR Certification:

Once accepted in the nursing program, students are required to complete Adult/AED, Child and Infant CPR Certification, also known as CPR for the Healthcare Professional, prior to the first day of class. This class must be done through the American Heart Association. We request AHA because many hospitals will only accept AHA. Failure to have current CPR certification will prevent students from attendance at clinical. Students are responsible for keeping CPR certification current while in the nursing program. Failure to maintain this requirement will result in being dismissed from clinical courses.

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

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

3. Drug Screen (MUST BE COMPLETED ANNUALLY):

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

4. Documentation as required by the clinical agency of which student is assigned (MUST BE COMPLETED AS PER THE AGENCY'S REQUIREMENTS).

5. Documentation and Certification Requirements (MUST BE COMPLETED INITIALLY THEN AS REQUIRED PER ITEM LISTED)

Requirement	Guidelines	Additional Information
TB Skin Test	<p>One of the following is required:</p> <ul style="list-style-type: none"> • 1 Step TB Skin test OR • QuantiFERON Gold Blood Test OR • T-Spot Blood Test OR • If unable to take the PPD test OR QuantiFERON OR T-Spot OR if positive results, submit BOTH of the following: <ul style="list-style-type: none"> • Clear Chest X-ray from within the past 2 years AND • Symptom free TB Questionnaire signed by physician indicating you are symptom free 	<p>The renewal date for chest X-ray will be 2 years, but you will be required to submit a symptom free TB questionnaire annually The renewal date will be set for 1 year. Upon renewal, one of the following is required:</p> <ul style="list-style-type: none"> • 1 Step TB Skin Test OR • QuantiFERON Gold Blood Test OR • T-Spot Blood Test OR • If previously positive results, provide a symptom free TB questionnaire signed by a physician indicating you are symptom free
CPR Certification	<p>Must be the American Heart Association Healthcare Provider course. Copy must be front & back of the card and card must be signed.</p>	<p>Renewal date will be set based on the expiration of the card.</p>
RN License	<p>Current RN License or verification of licensure through the state website</p>	<p>Renewal date will be set based on the expiration of your license.</p>
Hepatitis B Vaccines	<p>One of the following is required:</p> <ul style="list-style-type: none"> • 3 vaccinations OR • Positive antibody titer (lab report required) OR • Declination waiver 	<p>If your series is in process, submit where you are and new alerts will be created for you to complete the series. If the titer is negative or equivocal, new alerts will be created for you to provide 1 booster shot.</p>
Measles, Mumps & Rubella (MMR)	<p>One of the following is required:</p> <ul style="list-style-type: none"> • 2 vaccinations OR • Positive antibody titer for all 3 components (lab report required) 	<p>If your series is in process, submit where you are new alerts will be created for you to complete the series. If your titer is negative or equivocal, new alerts will be created for you to receive 1 booster shot.</p>
Tetanus, Diphtheria & Pertussis (Tdap)	<p>Documentation of a Tdap booster within the past 10 years.</p>	<p>The renewal date will be set for 10 years from the administered date of the booster.</p>
Influenza	<p>Submit documentation of a flu shot administered during the current flu season.</p> <p>During Influenza off-season (April - August) declinations will be accepted. If an off-season declination is submitted, the renewal will be set for November 1st of the following flu season.</p>	<p>The renewal date will be set for 1 year from administered date of vaccine.</p>
Polio	<p>Submit documentation of one of the following:</p> <ul style="list-style-type: none"> • Completed primary series (documentation of 3 vaccines) OR • Declination OR • Positive antibody titer (lab report required) 	
Varicella	<p>One of the following is required:</p> <ul style="list-style-type: none"> • 1 vaccination OR • Positive antibody titer (lab report required) OR • Declination 	<p>If your titer is negative or equivocal, new alerts will be created for you to receive 1 booster shot</p>

Confidentiality and Use of Medical Records

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

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

Clinical Dress Code

Purpose:

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. If required by the clinical site, lab coats must be worn during clinical hours.
2. **Identification:** Students must wear their Bluefield College School of Nursing name badge during their clinical hours. Name badges can be purchased at the following link: https://www.namebadge.com/pre_made/193
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.

Standard of Professional Conduct

Statement of Professionalism

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

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

American Nurses Association Code of Ethics for Nurses (ANA, 2015)

Provision 1| The nurse practices with compassion and respect for the inherent dignity, worth, and unique attributes of every person.

Provision 2| The nurse's primary commitment is to the patient, whether an individual, family, group, community, or population.

Provision 3| The nurse promotes, advocates for, and protects the rights, health, and safety of the patient.

Provision 4| The nurse has authority, accountability, and responsibility for nursing practice; makes decisions; and takes action consistent with the obligation to promote health and to provide optimal care.

Provision 5| The nurse owes the same duties to self as to others, including the responsibility to promote health and safety, preserve wholeness of character and integrity, maintain competence, and continue personal and professional growth.

Provision 6| The nurse, through individual and collective effort, establishes maintains, and improves the ethical environment of the work setting and conditions of employment that are conducive to safe, quality healthcare.

Provision 7| The nurse, in all roles and settings, advances the profession through research and scholarly inquiry, professional standards development, and the generation of both nursing and health policy.

Provision 8| The nurse collaborates with other health professionals and the public to protect human rights, promote health diplomacy, and reduce health disparities.

Provision 9| The profession of nursing, collectively through its professional organizations, must articulate nursing values, maintain the integrity of the profession, and integrate principles of social justice into nursing and health policy.

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

1. Plagiarism:

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

2. Cheating:

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

3. Falsification of Data:

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

4. Facilitating Academic Dishonesty:

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

5. Falsification of Academic Records and Official Documents:

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

6. Nurse-Client Relationships:

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

Unacceptable behavior includes, but is not limited to:

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

Essentials of Baccalaureate Education for Professional Nursing Practice (AACN, 2008)

- I. Liberal Education for Baccalaureate Generalist Nursing Practice
 - A solid base in liberal education provides the cornerstone for the practice and education of nurses.
- II. Basic Organizational and Systems Leadership for Quality Care and Patient Safety
 - Knowledge and skills in leadership, quality improvement, and patient safety are necessary to provide high quality healthcare.
- III. Scholarship for Evidence Based Practice
 - Professional nursing practice is grounded in the translation of current evidence into one's practice.
- IV. Information Management and Application of Patient Care Technology
 - Knowledge and skills in information management and patient care technology are critical in the delivery of quality patient care.
- V. Healthcare Policy, Finance, and Regulatory Environments

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

References

- American Association of Colleges of Nursing. (2008) *The Essentials of Baccalaureate Education for Professional Nursing Practices*. Washington, DC: American Association of College of Nursing.
- American Nurses Association. (2015). *Code of Ethics for nurses with interpretive statements*. Silver Spring, MD: American Nurses Association.
- American Nurses Association. (2015). *Scope and Standards of Practice* (3rd ed.). Silver Spring, MD: American Nurses Association.

Appendix A
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