

Bluefield College

School of Nursing



2017-18 RN-BSN

STUDENT HANDBOOK



BLUEFIELD COLLEGE

School of Nursing

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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 (2017-2018)* prepared by the Bluefield College School of Nursing

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

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

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

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

(Student Signature)

(Date of Receipt)

Please 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/student-handbook/> and the Academic Catalog <https://user-23310503727.cld.bz/BCAcademicCatalog2016> 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 health care 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 health care in a constantly evolving health care 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 health care 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 BSN, but by earning a BSN that will 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 health care because we are willing to assess a patient's needs with the patient and family, determine what is available in a patient's health care 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 health care 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

**ONLINE PROGRAM
FALL SEMESTER ACADEMIC CALENDAR
2017 – 2018**

FALL SEMESTER

Term 1: 08/21/17 - 10/15/17 (8 weeks)

| | |
|----------------|---|
| Aug. 14 (Mon) | Last day to pay and register for Fall Term 1 |
| Aug. 21 (Mon) | First day of Fall Term 1 courses |
| Aug. 24 (Thu) | Last day to add courses for Fall Term 1 |
| Aug. 28 (Mon) | 11:55 p.m. Last day to drop Fall Term 1 courses for a full refund |
| Sept. 4 (Mon) | Labor Day |
| Sept. 15 (Fri) | Last day to withdraw with a grade of “W” for Fall Term 1 |
| Oct. 9 (Mon) | Columbus Day |
| Oct. 15 (Sun) | Last day of Fall Term 1 courses |
| Oct. 22 (Sun) | Final grades due for Fall Term 1 |

Term 2: 10/16/17 - 12/10/17 (8 weeks)

| | |
|----------------|---|
| Oct. 9 (Mon) | Last day to pay and register for Fall Term 2 |
| Oct. 16 (Mon) | First day of Fall Term 2 courses |
| Oct. 19 (Thu) | Last day to add courses for Fall Term 2 |
| Oct. 23 (Mon) | 11:55 pm Last day to drop Fall Term 2 courses for a full refund |
| Oct. 30 (Mon) | Last day to apply for Graduation |
| Nov. 10 (Fri) | Veterans Day |
| Nov. 10 (Fri) | Last day to withdraw with a grade of “W” for Fall Term 2 |
| Nov. 23 (Thu) | Thanksgiving Day |
| Dec. 7 (Thu) | Final grades due for Graduating Seniors |
| Dec. 8 (Fri) | Last day of Fall Term 2 courses |
| Dec. 9 (Sat) | Graduation Fee due to BC Central prior to Commencement |
| Dec. 9 (Sat) | Commencement |
| Dec. 12 (Tues) | Final grades due for all other students for Fall Term 2 |

**ONLINE PROGRAM
FALL TERM III ACADEMIC CALENDAR
2017-2018**

INTERCESSION

Fall Term III: 12/11/17 – 01/07/18 (4 weeks)

| | |
|--------------|--|
| Dec. 8 (Fri) | Last day to pay and register for Fall Term III |
|--------------|--|

| | |
|-------------------------|---|
| Dec. 11 (Mon) | First day of Fall Term III courses |
| Dec. 14 (Thu) | 11:55 p.m. Last day to drop Fall Term III courses for a full refund |
| Dec. 21 (Thu) | Last day to withdraw with a grade of "W" for Fall Term III |
| Dec. 22-Jan 1 (Fri-Mon) | Christmas/New Year's Holiday |
| Jan. 2 (Tues) | Campus offices reopen |
| Jan. 7 (Sun) | Last day of Fall Term III courses |
| Jan. 14 (Sun) | Final grades due for Fall Term III |

**ONLINE PROGRAM
SPRING SEMESTER ACADEMIC CALENDAR
2017 – 2018**

SPRING SEMESTER

Term 1: 01/08/18 – 03/04/18 (8 weeks)

| | |
|----------------|---|
| Jan. 2 (Tues) | Last day to pay and register for Spring Term 1 |
| Jan. 8 (Mon) | First day of Spring Term 1 courses |
| Jan. 11 (Thu) | Last day to add a course for Spring Term 1 |
| Jan. 15 (Mon) | Martin Luther King Day |
| Jan. 16 (Tues) | 11:55 p.m. Last day to drop Spring Term 1 courses and receive a full refund |
| Feb. 2 (Fri) | Last day to withdraw with a grade of "W" for Spring Term 1 |
| Feb. 19 (Mon) | President's Day |
| Mar. 4 (Sun) | Last day of Spring Term 1 courses |
| Mar. 11 (Sun) | Final grades due for Spring Term 1 |

Term 2: 03/05/18 – 04/29/18 (8 weeks)

| | |
|----------------------|---|
| Feb. 26 (Mon) | Last day to pay and register for Spring Term 2 |
| Mar. 5 (Mon) | First day of Spring Term 2 courses |
| Mar. 8 (Thu) | Last day to add a course for Spring Term 2 |
| Mar. 12 (Mon) | 11:55 p.m. Last day to drop Spring Term 2 courses and receive a full refund |
| Mar. 30 (Fri) | Last day to apply for Graduation |
| Apr. 13-16 (Fri-Mon) | Easter Holiday |
| Apr. 29 (Sun) | Last day of Spring Term 2 courses |
| May 3 (Thu) | Final grades due for graduating seniors for Spring Term 2 |
| May 5 (Sat) | Graduation fees due to BC Central prior to Commencement |
| May 5 (Sat) | Commencement |
| May 8 (Tues) | Final grades for all other students for Spring Term 2 |

**TRADITIONAL, ONLINE & GRADUATE
SUMMER ACADEMIC CALENDAR
2017 - 2018**

SUMMER SEMESTER

Term 1: 05/07/18 - 06/29/18 (8 weeks)

| | |
|---------------|--|
| Apr. 30 (Mon) | Last day to pay and register for Summer Term 1 |
| May 7 (Mon) | First day of Summer Term 1 classes |
| May 10 (Thu) | Last day to add a class for Summer Term 1 |
| May 14 (Mon) | 11:55 p.m. Last day to withdraw from Summer Term 1 and receive a full refund |
| May 28 (Mon) | Memorial Day |
| Jun. 1 (Fri) | Last day to drop Summer Term 1 classes with a grade of "W" |
| Jun. 29 (Fri) | Last day of Summer Term 1 classes |
| Jul. 8 (Sun) | Final grades due for Summer Term 1 |

Term 2: 07/02/18 - 08/19/18 (7 weeks)

| | |
|---------------|--|
| Jun. 25 (Mon) | Last day to pay and register for Summer Term 2 |
| Jul. 2 (Mon) | First day of Summer Term 2 classes |
| Jul. 4 (Wed) | Independence Day |
| Jul. 5 (Thu) | Last day to add a class for Summer Term 2 |
| Jul. 9 (Mon) | 11:55 p.m. Last day to withdraw from Summer Term 2 and receive a full refund |
| Jul. 20 (Fri) | Last day to drop Summer Term 2 classes with a grade of "W" |
| Aug. 19 (Sun) | Last day of Summer Term 2 classes |
| Aug. 26 (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 members are committed to graduating nursing leaders focused on interprofessional roles to improve health care for all populations. By partnering with community leaders, the gap will be bridged between academia and clinical practice. Our graduates are prepared with the breadth and depth of professional nursing knowledge, which reflects a commitment

to serve their community with an enhanced focus on health care delivery for diverse and global populations.

Philosophy of the 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 health care services in collaboration with individuals, families, groups, communities, populations, and other health care professionals. The heart of nursing is holistic care and patient advocacy focusing on health and well-being including caring, promotion, clinical prevention, maintenance, restoration, and end-of-life care.

We believe that **professional nursing** is an ever changing practice as the nurse uses the nursing process framework of assessment, planning, implementation and evaluation of outcomes of care in working with individuals, families, groups, communities and populations. Practice encompasses theory, evidenced-based care, and research. The theoretical component includes the synthesis and application of knowledge from nursing and the general education courses in physical, social and behavioral sciences, and the humanities. Professional practice is characterized by critical thinking, clinical reasoning and judgment, decision-making, psychomotor skills, assessment skills, communication skills, technology skills, and leadership skills. Professional nurses function autonomously and interdependently within the health care team in multiple and diverse health care settings. They are ethically and legally accountable for their practice. They are prepared with a minimum of the baccalaureate degree. The professional nurse functions in three primary roles: Provider of Care; Designer, Manager and Coordinator of Care; and Member of the Profession.

Caring “is a concept central to professional nursing practice. Caring... encompasses the nurse’s empathy for, connection to, and being with the patient, as well as the ability to translate these affective characteristics into compassionate, sensitive, and patient-centered care.” (AACN, 2008, *The Essentials of Baccalaureate Education for Professional Nursing Practice*, p. 27). Caring is providing assistance to and expressing concern for others to enhance their health and well-being. Baccalaureate students provide care to patients across the life span within the context of the patient’s value system and professional standards. The essential professional caring values of altruism, autonomy, human dignity, integrity, and social justice guide professional practice (AACN, 2008, *The Essentials of Baccalaureate Education for Professional Nursing Practice*, p. 27-28.). 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. Learning is a mutual endeavor in which the learner and faculty share, pursue, and generate new knowledge and application to nursing practice. The student is responsible for learning, must be self-directed and motivated for learning to occur. Learning transpires through the utilization and development of active inquiry; critical thinking; the Socratic Method; clinical reasoning, judgment, and decision making; and active participation in the educational process. Faculty has the responsibility to design learning activities that build on general education and technical nursing; represent professional nursing practice and the changing health care practice environment; are multi-sensory, innovative, Web-based; include student's potential, interests, and career goals; assist in development of professional skills; demonstrate progress from simple to complex case study and life span approaches; provide for focusing on health care for individuals, to families/groups, and communities/populations; and create a capstone experience to assimilate general education and the nursing cognate. Faculty serves as instructors, facilitators, researchers, coaches, leaders, problem solvers, role models, and 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

Bluefield College is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award associate, baccalaureate, and master's degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404.679.4500 for questions about the accreditation of Bluefield College. Inquiries about Bluefield College should be addressed to our Admissions Office at 800.872.0176 or 276.326.3682 and not to the Commission. The Commission should only be contacted by one that has significant evidence of the College's non-compliance with the Commission's requirements and standards. The College is also approved by the State Council of Higher Education for Virginia. Bluefield College's Teacher Education Program, which is designed to prepare competent, caring, and qualified teachers who are reflective practitioners, is granted Accreditation by the Teacher Education Accreditation Council (TEAC) for a period of seven years, from December 11, 2009, to December 11, 2016. This accreditation certifies that the forenamed professional education program has provided evidence that the program adheres to TEAC's quality principles. The teacher preparation program is also approved by the Department of Education, Commonwealth of Virginia.

The Bluefield College School of Nursing RN-BSN program is granted accreditation by the Commission on Collegiate Nursing Education (CCNE) for a period of five years, from November 2013 until November 2018. CCNE is recognized by the Department of Education and is a specialized/professional accrediting agency that strives to ensure the quality and integrity of baccalaureate and graduate nursing programs. CCNE accreditation evaluation reviews the program mission, goals, and expected outcomes; and an assessment of the performance of the program.

The College has been approved for veteran compensation. Bluefield College has professional memberships in many nationally prestigious organizations that include: the Council of Christian Colleges and Universities, the Council of Independent Colleges of Virginia, the Council of Independent Colleges, the International Association of Baptist Colleges and Universities, the Appalachian College Association, the Virginia College Fund, the American Library Association, the Southwest Library Information Network, the Virtual Library of Virginia/ Virginia Independent College & University Library Association, the American Association of Collegiate Registrars and Admissions Officers, the Southern Association of Collegiate Registrars and Admissions Officers, the National Academic Advising Association, the Teacher Education Accreditation Council, the Virginia Association of Colleges for Teacher Education, the Private College Consortium for International Studies, the Tuition Exchange, Inc., The Appalachian Athletic Conference, the National Association of Intercollegiate Athletics, the National Christian College Athletic Association, the National Association of Student Personnel Administrators, the National Association of College and University Business Officers, the Virginia Association of Colleges and Employers, the Greater Bluefield Chamber of Commerce, the Tazewell County

Chamber of Commerce, the Southwest Virginia Information Group, and NETVUE, the Network for Vocation in Undergraduate Education (founding member).



Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001, 202-887-6791.

Chapter

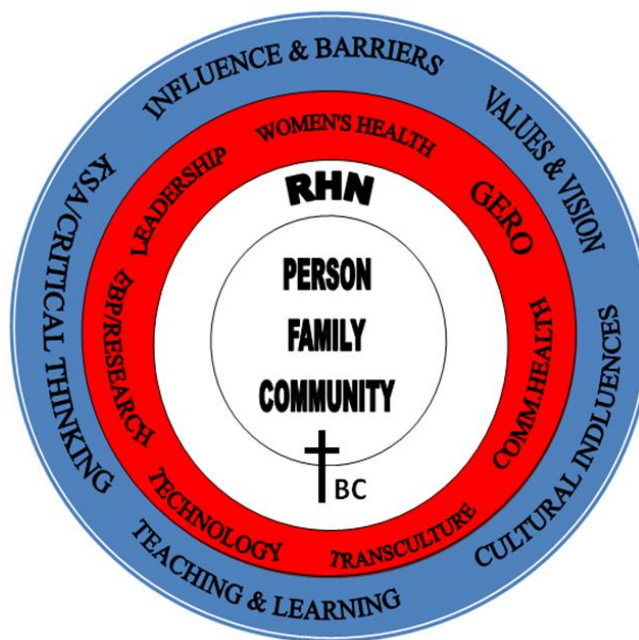
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Undergraduate Program Details

The mission of 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 health care delivery. The School of Nursing has a passion which exemplifies rigorous scholarship and high expectations of both students and faculty. We believe the graduates of our program will be the best and will populate quality and excellence in healthcare.

School of Nursing Conceptual Framework: Course Model

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



Operational Definition of the Conceptual Threads of the Core Courses

Influence and Barriers:

Within the rural health of person, family and community there are perceptions that influence behavior 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 health care. Cultural sensitivity is the means to becoming aware of the impact of culture and providing care that is congruent the patient/client's value system and is integral to the health of persons.

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

The RN-BSN Program Requirements

Completion Requirements

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

| Semester 1 | Semester 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|-----------------------|-----------------------|----------------------------------|---|---|---|---------------------------|-------------------|---|----------------------|-----------------------|----------------------------------|-----------------------------|---|--------------|----------------------------|--|----------------------|-----------------------|--------------------|---|---------------------------------|---|----------------------|--|----------------|---|-----------------|---|--------------|-------------------|
| <table><tr><th><u>Term 1</u></th><th><u>Credits</u></th></tr><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><u>Term 2</u></td><td></td></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></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 | <table><tr><th><u>Term 3</u></th><th><u>Credits</u></th></tr><tr><td>Nursing Leadership</td><td>3</td></tr><tr><td>Nursing Care of the Older Adult</td><td>3</td></tr><tr><td><u>Term 4</u></td><td></td></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></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 |
| <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 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <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 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <table><tr><th><u>Term 5</u></th><th><u>Credits</u></th></tr><tr><td>Nursing Care of Communities</td><td>5</td></tr><tr><td>(Includes 45 hours for clinical)</td><td></td></tr><tr><td>Total</td><td>12 credits</td></tr></table> | <u>Term 5</u> | <u>Credits</u> | Nursing Care of Communities | 5 | (Includes 45 hours for clinical) | | Total | 12 credits | <table><tr><th><u>Term 6</u></th><th><u>Credits</u></th></tr><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></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 | | | | | | | | | | | | |
| <u>Term 5</u> | <u>Credits</u> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Nursing Care of Communities | 5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| (Includes 45 hours for clinical) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Total | 12 credits | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <u>Term 6</u> | <u>Credits</u> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Evidenced-based Nursing Practice | 4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| (Includes 25 hours for clinical) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Nursing Synthesis/Capstone | 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Total | 12 credits | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

In the RN-BSN program, incoming students must possess an active, unencumbered registered nursing license. The students complete an online curriculum that balances nursing courses with liberal arts courses. A student in an online learning cohort is enrolled for a full 16-week semester of courses. Three semesters are divided into two eight-week sub-terms. 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.

Graduation Honors

Graduation with honors is determined by the overall grade point average on all undergraduate work attempted at any accredited school and on all credit attempted at Bluefield College.

Transfer work cannot raise the Bluefield average. In other words, graduation honors are based upon the Bluefield College grade point average or the overall grade point average, whichever is lower. The categories for graduation with honors for baccalaureate degree candidates are listed below:

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

President's List

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

Dean's List

The Dean's List is announced at the same time. To be eligible for the Dean's List, a student must earn a 3.50 grade point average for the period and carry a course load of 12 hours or more. Chartered in the fall of 2000, the Virginia Kappa chapter of Alpha Chi (www.alphachihonor.org) is a national interdisciplinary honor society whose purpose is to promote academic excellence and exemplary character among college students and to honor those who achieve such distinction. Alpha Chi members are elected by the faculty from students who have earned 24 semester hours at Bluefield College, are ranked in the top ten percent of the junior or senior class or online program graduating class (based on cumulative GPA) and have good character. Alpha Chi seeks to find ways to assist students in "making scholarship effective for good."

Chapter

3

Academic Rules, Policies & Procedures

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

Notice to Student of Their Privacy Rights:

- The Family Educational Rights and Privacy Act of 1974, also known as the Buckley Amendment, helps protect the privacy of student records. FERPA is sometimes also referred to as the student records confidentiality policy.
- With certain exceptions, officials of Bluefield College will not disclose personally identifiable information from a student's education records without the student's prior written consent. "Directory Information" will be disclosed without the student's prior written consent, unless the student has notified the Office of the Registrar in writing to restrict release of that information.
- FERPA Rights include:
 - The right to inspect and review education records maintained by the school.
 - The right to seek to amend these records.
 - The right to have some control over the disclosure of information from these records.
 - The right to file a complaint with the U.S. Department of Education concerning an allegation that the institution failed to comply with the act.
- Any record maintained by the College that is related to the student with some narrowly defined exceptions:
 - Records in the "sole possession of the maker" (e.g., private advising notes).
 - Law enforcement records created by a law enforcement agency for that purpose.
 - Employment records (unless the employment is based on student status). The employment records of student employees (e.g., work study and wages) are part of their education records.
 - Medical/psychological treatment records (e.g., from a health or counseling center).
 - Alumni records (i.e., those created after the student has graduated).
 - Maintained by Bluefield College or an authorized party.

- College employees are permitted to release the following information, referred to as “Directory Information,” without prior written consent from the student (except in cases in which the student restricts access to this information).
 - *Jenzabar ID
 - Local address
 - Local telephone listing
 - Grade/billing (permanent) address
 - Grade/billing (permanent) telephone listing
 - Photograph and video clips
 - Quotes
 - Date and place of birth
 - County, state, or U.S. territory from which the student originally enrolled
 - Major field of study
 - Class (junior, senior, etc.)
 - Enrollment status (full-time, half-time, part-time)
 - Participation in officially recognized activities and sports
 - Weight and height of members of athletic teams
 - Dates of attendance
 - Anticipated date of graduation
 - Degrees and awards received
 - Most recent previous educational agency or institution attended by the student
 - Campus electronic mail address

*BECAUSE THE JENZABAR ID NUMBER (JIN) IS PUBLIC INFORMATION, POSTING NON-DIRECTORY INFORMATION, SUCH AS GRADES, USING ANY PART OF THE JIN AS AN IDENTIFIER IS NOT PERMITTED.

Academic Probation

The Office of the Registrar reviews the academic progress of students at the end of each semester and places those students who fail to maintain a cumulative GPA higher than the minimum level required (see scale below) on Academic Probation. Academic Probation indicates a student’s continued enrollment at Bluefield College is in jeopardy. The College desires to see the student succeed and will make available varied academic support services to assist the student toward improved performance; however, the primary responsibility rests with the student to improve to the required level for continued enrollment.

Students placed on Academic Probation for the first time will be required to enroll in ACS 1012 Academic Success Seminar in the semester immediately following their notice of Academic Probation; for example, students placed on Academic Probation for the first time at the conclusion of the spring semester must take ACS 1012 Academic Success Seminar in the fall semester. Any student may elect to take this course; although it does not satisfy any Bluefield College graduation requirements, its credit hours may be used for determining athletic or financial aid eligibility.

A student on Academic Probation will not be permitted to take more than 14 hours, unless enrolling in ACS 1012 Academic Success Seminar causes the student to exceed 14 hours by no

more than 2 credit hours. No student on Academic Probation may represent the school in athletics, choir, chorale, or other official school-sponsored activities.

Notice of Academic Probation will be printed on the permanent student transcript maintained in the Registrar's Office. A student will be removed from Academic Probation upon attainment of a minimum cumulative GPA for total number of credit hours attempted.

The minimum cumulative GPA requirements are as follows:

| Career Hours Attempted | Career GPA |
|------------------------|------------|
| 0-57 | 1.75 |
| 58+ | 2.0 |

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

Continuing Academic Probation

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

Academic Suspension

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

Readmission for Academically Suspended Students

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

Academic Appeal Provision

Students have the right to appeal any action placing them on Academic Suspension. A decision to readmit is made only when a student presents compelling evidence that he or she can perform academically at a level needed to graduate from Bluefield College. An appeal must be made by the student in writing by using the academic appeal form and directing it to the Academic Appeals Committee. The form is available online in MyBC under the Academic Jeopardy section on the Academic Center for Excellence page.

The academic appeal form should be emailed to: academics@bluefield.edu. The Academic Appeals Committee will review the student's appeal and make a recommendation to the Vice

President for Academic Affairs. The Vice President will render a decision in consultation with pertinent faculty and/or administrative offices.

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 (p. 73) 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, 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.

*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 (p. 74).

Equal Opportunity Policy

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

Alcohol and Drug Policy

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

The state law of Virginia prohibits drinking of alcohol by any person younger than 21 years of age. As an institution of higher learning, committed to the purpose of providing avenues for intellectual growth and discipline, Bluefield College does not allow the possession or use of alcoholic beverages or illegal drugs on campus or at College activities, regardless of age.

According to Public Law 101-542, Bluefield College is required to make a report of any student who violates that law.

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

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

Policy on Patient Safety

The nature of clinical nursing courses is such that students are 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 semester.

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 at the College Level

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

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

Policy on Records Retention within the School of Nursing

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 BSN Program policy states that degree students who receives a grade below "C-" must retake the course and receive a "C-" or higher. If on the second attempt at taking the course, a grade below a "C-" is earned, the student will be placed on academic suspension (Academic Catalog, p. 73)

Student Code of Academic and Professional Conduct

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

Academic Integrity:

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

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.

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

Bluefield College further 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.

APPEAL OF POLICY DECISIONS, GRADES, ADMISSIONS, AND CONVOCATION ATTENDANCE

Students may have the right to appeal policy decisions or procedures. Various appeal procedures are to be followed depending on the nature of the appeal.

Course grade appeals begin with the instructor (see grade appeal process on p. 67 of the Academic Catalog).

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

Convocation attendance appeals information is available in the Student Development office.

Important note: In all cases the student must follow the proper procedure or the appeal 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 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.

Academic Forgiveness Policy

To be considered for academic forgiveness, a student must:

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

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

The Registrar will certify the request and forward the material to the Vice President for Academic Affairs who will be responsible for insuring that the student is counseled, conferring with the faculty (especially those who instructed the student), act on the request, and return the material to the Registrar for processing.

If academic forgiveness is granted, the pardoned work will remain on the transcript denoted by a grade of "AF"; but it will not be counted in the student's GPA and will not count towards degree requirements. However, the Dean of the College or School in which the student is enrolled may waive major, minor and general education requirements met by forgiven courses (in which the student received at least a "C" or higher grade), while requiring the student to substitute elective courses equivalent in hours to those waived.

When academic forgiveness is declared, the term "ACADEMIC FORGIVENESS" will be noted on the transcript for the term affected.

The student may be liable for the repayment of any federal financial aid, veteran's benefits, or other forms of financial assistance.

Certain colleges, universities, and professional schools will not honor an academic forgiveness policy.

Online Learning Policy

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

Enrollment in online courses is based upon certain assumptions:

1. Traditional classroom learning does not suit the needs of all learners due to work schedules, family obligations, and other commitments. Online coursework provides an opportunity for these learners to continue to progress academically.
2. Online and in-class courses may be used to meet the College's graduation requirements provided that the courses have either been taken with the College or have been accepted in transfer by the College.
3. Online student learning outcomes are equivalent to those of the same courses taught on campus in a classroom and will be assessed as such.

Academic Program Department Chairs are responsible for publishing in course syllabi acceptable standards of learning, use of resources, limits of collaboration, and appropriate forms of online and/or proctored testing.

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

Traditional students may enroll in an online course if the following circumstances are met:

- The course is not offered in an in-class format that semester OR the course is offered in an in-class format but the course and all sections of that same course are full
- AND the student's advisor approves the student to take an online course as it best meets the educational needs and capabilities of the student.

Students may enroll in an online course without being admitted to an academic degree program, but students are encouraged to consider selecting an academic program. Financial Aid is not available to non-degree seeking students.

Students must have the necessary computer skills to successfully complete all course work. Likewise, students must have the necessary computer access to include all computer system requirements.

Students must recognize and understand the level of independent work required and the increased need for self-motivation to successfully complete online courses. Further, students must recognize and understand their learning style as it relates to online learning modalities.

Incomplete "I" Grade Policy

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

The student must submit a completed Request for Incomplete form to the instructor before the last day of the course. If the prescribed extenuating circumstances warrant an incomplete, the instructor will submit the completed form to the Registrar's Office and copy the student. The instructor must respond within two weeks of receiving the request. The Request for Incomplete form is available on MyBC under the Student Tab.

The course must be completed by mid-term of the next semester or the "I" automatically changes to an "F."

Request for Academic Transcripts

Unofficial Transcript

A student may view his or her academic record and print an unofficial transcript through the student portal (MyBC) on the Bluefield College website. A student may request a printed copy of his or her official transcript by submitting a completed “Academic Transcript Request” form. This form is available on the Bluefield College website and also on MyBC under the Student Tab. No transcript will be processed without this completed form or if there is a departmental hold or an unpaid balance owed to the college.

Official Transcript

Current Students

To receive an official copy of your transcript, please mail, fax, or drop off in BC Central a completed transcript request form. There is no charge for current students.

Please note: No transcript will be processed without this completed form or if there is a departmental hold or an unpaid balance owed to the College. Unprocessed requests and any associated fees received will be returned to you, and you must resubmit your request after all holds and financial obligations are satisfied.

Former Students and Alumni

Transcripts can be ordered via the Web 24/7 at www.bluefield.edu/transcripts. You can place as many orders as you like in one session using any major credit card. Your card will only be charged after your order has been completed. Order updates are available via mobile text message and will also be emailed to you. You can also track your order online using your email address and order number. Your signed consent may be required to fulfill your transcript order. For your convenience, a consent form will be generated for your order that you can approve instantly online or return via fax, mail, or as a scanned email attachment.

Please note: No transcript will be processed without this completed form or if there is a departmental hold or an unpaid balance owed to the College. Unprocessed requests and any associated fees received will be returned to you, and you must resubmit your request after all holds and financial obligations are satisfied. Please mail or fax this form or a written request to:

BC Central Transcript Requests
Bluefield College
3000 College Avenue
Bluefield, VA 24605
Phone: (276)326.4215
Fax: (276)326.4356

An explanation of the complete policy on education records may be obtained from the Registrar, located in BC Central.

Course Load

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

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

Admission Requirements for the RN-BSN Program

1. Submit online RN-BSN application, through BC Online.
2. GPA of 2.5
3. Present evidence of having earned an Associate Degree in Nursing from a nationally accredited program.
4. Have a current, unrestricted and unencumbered registered nurse license (RN).
5. Students must complete Anatomy and Physiology I & II as a pre-requisite with a grade of C- or better before matriculation.
6. Grades of C- or under will not be accepted for transfer work.

Progression Requirements for the RN-BSN Program

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

1. RN-BSN Students must earn at least 126 credits.
2. Must earn a grade of C-, or better in all courses.
3. Successfully complete all courses within a term before proceeding to the next term.
4. To progress and begin the next nursing course, a student must successfully complete all designated course requirements.*
5. Maintain a minimum cumulative GPA of 2.5. If a student receives a GPA below 2.5 for a term, they are placed on academic warning.
6. A course grade of incomplete ("I") may only be assigned to a student who is in good academic and standing and must be negotiated with the faculty by the last week of class per policy.
7. A student who fails a course, cannot progress in the program until the course is repeated and passed.

*Unless prior approval has been granted by the SON

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

Drop Policy for Online Program and Online General Education Classes A student must participate (respond to a discussion thread or complete an assignment) by 11:55 PM on the Sunday of the term/semester to be considered enrolled. Failure to participate by this deadline will result in the student being dropped from the college, and courses will be deleted from the student's permanent academic record. (See the Tuition and Fees section of the Catalog for refund policy.) Faculty are required to submit participation/ non-participation grades by 11:55 PM on the Monday following the term/semester start. Census will be completed on the Tuesday following the term/semester start. Once a student participates in an online course, it is

his or her responsibility to officially withdraw from the college or drop a course by officially notifying the Registrar's Office in writing if he or she finds it necessary to drop or withdraw. A student in an online learning cohort is enrolled for a semester of courses. Once a student has attended beyond the drop period of the term/ semester, charges will not be adjusted for dropped courses. Certain enrollment changes may result in complete loss of aid eligibility for the entire semester, even if those funds have been posted to the student's account. For a student who withdraws or stops participating entirely, charges and financial aid will be adjusted according to the refund policy (prorated) at that point. Once census date has passed, failure to continue participating in class, without official notification of withdrawal, will result in an 'F' and a withdrawal calculation (including return of financial aid funds).

Withdrawal from the RN-BSN Nursing Program

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

Academic Advising

Each student will be advised by nursing faculty for assisting with academic progress and 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.

ACE CENTER

Bluefield College's ACE (Academic Center for Excellence) is located on the lowest level of Rish Hall. Mrs. Brenda Workman, Director of Student Success, Lelia Fry, Director of First Year Experience, and Wayne Pelts, Assistant Director of the 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 Brenda Workman at bworkman@bluefield.edu or by phone at 276-326-4220. 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.

Students can easily access this service by logging into their MyBC account. It can be accessed by clicking on ACE and then "FREE Online Tutoring". If students have any questions please have them contact the campus Smarthinking coordinator, Brenda Workman at bworkman@bluefield.edu or 276-326-4220.

GRAMMARLY – INSTANT WRITING HELP FOR ALL BC STUDENTS

Anyone with a Bluefield College email address may sign up for a FREE account at [Grammarly.com/edu](https://www.grammarly.com/edu). Visit [Grammarly.com/edu](https://www.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 ACE, as soon as possible after enrolling in a course. His number is 276-326-4606 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

Barbara Gillespie, Director of Library Services
Easley Library, First Floor (ext. 4237)

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.

2. Click on the database of your choice. You will be sent to a Bluefield College log-in screen.
3. 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.
4. 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.
5. 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.
6. 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-bc/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 a variety of compliance requirements. These include but are not limited to evidence of: current CPR and immunizations (with a current Tdap), negative TB skin test, a flu shot, and a criminal background check and drug screen. A clinical agency may articulate additional requirements that must be met. Students **will not** be able to begin their clinical rotations if compliance requirements are not met by the deadlines listed below.

All compliance documentation and the drug test **must be uploaded** to your CastleBranch account and **approved** by CastleBranch **two weeks before the clinical course begins**. Students who have do not have their compliance documentation and drug test uploaded and approved **will be withdrawn from the clinical course**.

Compliance Requirement List

All compliance forms 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 or the American Red Cross Professional Rescuer. 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 Program Director and Program Chair.

| Requirement Name | Guidelines | Additional Information |
|--|---|---|
| TB Skin Test | One of the following is required: a) Negative 1 step test If the results are positive a clear Chest X-Ray and/or documentation of treatment is required OR b) Chest x-ray from within the past two years: results clear OR c) Student must be asymptomatic and complete a TB Screening Questionnaire | Renewal date will be set at 1 year for TB tests . If cannot take a PPD, you are required to have a chest x-ray and submit a report every two years indicating that you do not have the disease. You must submit a completed "TB Questionnaire" every year signed by your physician stating that you do not have the symptoms of the disease. |
| CPR Certification | Must be the American Heart Association Healthcare Provider OR American Red Cross Professional Rescuer course. A copy of the front and back of the card is required, the back must be signed. | Renewal date will be set based on the expiration of the card. |
| Hepatitis B Vaccines | One of the following is required; a) 3 vaccinations OR b) Positive antibody titer (lab report required) OR c) Declination Waiver | If the series is in process new alerts will be created for additional documentation. If the titer is negative or equivocal, 1 booster is required. |
| Measles, Mumps & Rubella (MMR) | One of the following is required: a) 2 vaccinations OR b) Positive antibody titers for all 3 components (lab reports required) | If the series is in process new alerts will be created for additional documentation. If the titer is negative or equivocal, 1 booster is required. |
| Tetanus, Diphtheria & Pertussis (Tdap) | Submit documentation of Tdap booster within the past 10 years. | Renewal date will be set at 10 years from the administered date of the booster. |
| Influenza | One of the following is required: a) Proof of annual vaccination completed by November 1st OR b) Proof of unable to take (from physician) c) Declinations are accepted during the off season. | Renewal date will be set at 1 year. |
| Polio | One of the following is required: a) Record of 3 vaccinations OR b) Positive antibody titer (lab report required) c) Declinations Waiver | |
| Varicella | One of the following is required: a) 1 vaccination OR b) Positive antibody titer (lab report required) c) Declination Waiver | If the series is in process new alerts will be created for additional documentation. If the titer is negative or equivocal, 1 booster is required. |

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. 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. **Misc:** 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 health care is perceived as a variable, dependent largely, upon the individual professional nurse's responsible and accountable practice. As nurse educators, faculty members are committed to the values of responsibility and accountability. It is the belief and the responsibility of the faculty to instill these same values. Nursing professionals must have a genuine commitment to themselves as professional practitioners by embracing the philosophy that learning is a lifelong process.

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

American Nurses Association Code of Ethics for Nurses

AMERICAN NURSES ASSOCIATION CODE OF ETHICS FOR NURSES

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

- VI. The nurse participates in establishing, maintaining, and improving health care environments and conditions of employment conducive to the provision of quality health care and consistent with the values of the profession through individual and collective action.
- VII. The nurse participates in the advancement of the profession through contributions to practice, education, administration, and knowledge development.
- VIII. The nurse collaborates with other health professionals and the public in promoting community, national, and international efforts to meet health needs.
- IX. The profession of nursing, as represented by associations and their members, is responsible for articulating nursing values, for maintaining the integrity of the profession and its practice, and for shaping social policy. (ANA, 2001)

Students are always expected to comply 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:

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

Essentials of Baccalaureate Education for Professional Nursing Practice (AACN, 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 health care.
- III. Scholarship for Evidence Based Practice
 - Professional nursing practice is grounded in the translation of current evidence into one's practice.
- IV. Information Management and Application of Patient Care Technology
 - Knowledge and skills in information management and patient care technology are critical in the delivery of quality patient care.
- V. Healthcare Policy, Finance, and Regulatory Environments
 - Healthcare policies, including financial and regulatory, directly and indirectly influence the nature and functioning of the healthcare system and thereby are important considerations in professional nursing practice.

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