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

I, ________________________________________________________

(Name)

have received a copy of the School of Nursing Student Handbook (2021-2022) 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 Student Handbook, I am also responsible for policies and procedures outlined in the Bluefield College Academic Catalog and the Bluefield College Student Handbook.

_________________________________________  _______________
(Student Signature)                  (Date of Receipt)

BSN Students:
Please provide this to your faculty in your Nursing course as requested or fax a signed copy of this form to the office in the School of Nursing at 276.326.4462.
Also, Appendix E (found at the end of the handbook) must be signed and provided to faculty or faxed.

MSN Students:
Please return a signed copy of this form during your orientation session.
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 numerous. 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 School of Nursing Student Handbook has been prepared as a guide to assist you through the successful completion of your program of studies. The handbook has been developed to provide you with specific information related to your academic program of study. This is not intended to supersede information provided in the Bluefield College Student Handbook and the Academic Catalog (https://www.bluefield.edu/academics/academic-resources/) 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. They express our commitment to educate adult learners in the process of integrating their Christian faith with the academic process. Your enrollment constitutes an agreement that you will abide by the guidelines with a spirit of cooperation. It is expected that those who take this educational challenge have evaluated the guidelines and have agreed to excellence.

Students are responsible for using the handbook as a resource when questions arise and as a guide to academic and nonacademic policies and procedures.
Welcome to BC’s School of Nursing!

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

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

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

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

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

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

Jessica Sharp, Ph.D., FNP-BC, FAANP
Academic Calendars
Online Program Fall Semester
2021 – 2022

Online Courses

Fall 2021 | 8 Week Terms Online

**Term 1**
- First day of Fall Term 1 courses: Aug. 18 (Wed)
- First day of Fall MAED courses: Aug. 18 (Wed)
- Applications for December Graduation Due: Aug. 18 (Wed)
- Last day to add Fall Term I courses: Aug. 20 (Fri)
- Last day to drop a Fall Term I course with a full refund: Aug. 24 (Tue)
- Labor Day (Offices closed): Sept. 6 (Mon)
- Last day to withdraw with a grade of “W” for Fall Term I: Sept. 21 (Tue)
- Last day to apply for December graduation: Sept. 27 (Mon)
- Last day of Fall Term I courses: Oct. 12 (Tue)
- Final grades due for Fall Term I: Oct. 19 (Tue)

**Term 2**
- First day of Fall Term 2 courses: Oct. 13 (Wed)
- Last day to add Fall Term 2 courses: Oct. 15 (Fri)
- Last day to drop a Fall Term 2 course with a full refund: Oct. 19 (Tue)
- Registration for Spring Terms begins (Apply for May Graduation): Oct. 25 (Mon)
- Last day to withdraw with a grade of “W” for Fall Term 2: Nov. 16 (Tue)
- Thanksgiving Break (Offices closed): Nov. 24-26 (Wed – Fri)
- Last day of Fall Term 2 courses: Dec. 7 (Tue)
- Last day of Fall MAED courses: Dec. 7 (Tue)
- Last day of TRAD Fall semester: Dec. 8 (Wed)
- Final grades due for graduating seniors: Dec. 9 (Thu)
- Graduation Luncheon & Commencement Rehearsal: Dec. 10 (Fri)
- Graduation fee due to BC Central prior to Commencement: Dec. 11 (Sat)
- Commencement: Dec. 11 (Sat)
- Final grades due for non-graduating students: Dec. 14 (Tue)

**Fall 2021 | Fall Term 3 (Winter 2021-22)**
- Last day to pay and register for Fall Term 3: Dec. 13 (Mon)
- First day of Fall Term 3 courses: Dec. 13 (Mon)
- Last day to add a Fall Term 3 course: Dec. 15 (Wed)
- Last day to drop a Fall Term 3 course for a full refund: Dec. 15 (Wed)
- Christmas/New Year’s Holiday – Limited office hours: Dec. 24 – Jan 2
- Last day to withdraw with a grade of “W” for Fall Term 3: Dec. 23 ( Thur)
- Campus offices reopen – regular schedule: Jan. 3 (Mon)
Last day of Fall Term 3 courses: Jan. 9 (Sun)
Final grades due for Fall Term 3 courses: Jan. 17 (Mon)

**Spring 2022 | 8 Week Terms Online**

**Term 1**
- First day of Spring Term 1 courses: Jan. 10 (Mon)
- First day of Spring MAED courses: Jan. 10 (Mon)
- Last day to add Spring Term I courses: Jan. 12 (Wed)
- Martin Luther King Day (Offices closed): Jan. 17 (Mon)
- Last day to drop a Spring Term I course with a full refund: Jan. 18 (Tue)
- Last day to withdraw with grade of “W” for Spring Term I: Feb. 15 (Tue)
- Last day to apply for May graduation: Feb. 25 (Fri)
- Last day of Spring Term I courses: Mar. 8 (Tue.)
- Final grades due for Spring Term I: Mar. 15 (Tue.)

**Term 2**
- First day of Spring Term 2 courses: Mar. 9 (Wed)
- Last day to add Spring Term 2 courses: Mar. 11 (Fri)
- Last day to drop a Fall Term I course with a full refund: Mar. 15 (Tue)
- Registration for Summer & Fall Terms begins (Apply for December graduation): Mar. 28 (Mon)
- Easter Holiday (Offices closed): Apr. 15-18 (Fri-Mon)
- Last day to withdraw with grade of “W” for Spring Term 2: Apr. 12 (Tue)
- Last day of Spring Term 2 courses: May 3 (Tue)
- Last day of Spring MAED courses: May 3 (Tue)
- Last day of TRAD Spring Semester: May 4 (Wed)
- Final grades due for graduating seniors: May 5 (Thu)
- Graduation Luncheon & Rehearsal: May 6 (Fri)
- Graduation fee due to BC Central prior to Commencement: May 7 (Sat)
- Commencement: May 7 (Sat)
- Final grades due for non-graduating students: May 10 (Tue)

**Summer 2022 | 8 Week Terms Online**

**Term 1**
- First day of Summer Term 1 classes: May 11 (Wed)
- Last day to add a class for Summer Term 1: May 13 (Fri)
- Last day to withdraw & receive a full refund (by 11:55pm): May 16 (Mon)
- Last day to drop classes with a grade of "W": May 27 (Fri)
- Memorial Day (Offices closed): May 30 (Mon)
- Last day of Summer Term 1 classes: Jun. 28 (Tue)
- Final grades due for Summer Term: Jul. 4 (Mon)

**Term 2**
- First day of Summer Term 2 classes: June 29 (Wed)
- Last day to add a class for Summer Term 2: Jul. 1 (Fri)
Last day to withdraw & receive a full refund (by 11:55pm) | Jul. 6 (Wed)
Last day to drop classes with a grade of "W" | Jul. 15 (Fri)
Last day of Summer Term 2 classes | Aug. 16 (Tue)
Final grades due for Summer Term 2 | Aug. 22 (Mon)

Traditional and Masters Courses

**Fall 2021 | 16 Week Semester**

New Student Move-In | Aug. 14 (Sat)
New Student Orientation – Welcome Activities | Aug. 14-17 (Sat-Tue)
Returning Student Move-In | Aug. 16 (Mon)
New Student Orientation & Honor Code Convocation | Aug. 17 (Tue)
First day of classes (16-week term) | Aug. 18 (Wed)
President’s Convocation 10:00 a.m. | Aug. 18 (Wed)
MSN On-Campus Days | Aug. 18-19 (Wed-Thu)
Last day to add or drop a class without a grade of “W” | Aug. 24 (Tue)
Last day to apply for December Graduation | Sept 27 (Mon)
Labor Day (no classes) | Sept. 6 (Mon)
Duremdes Christian Emphasis Week | Sept. 22-24 (Wed-Fri)
Fall Break for Traditional Students (no classes) | Sept 30 - Oct. 1 (Thu-Fri)

Mid-Term grades due | Oct. 8 (Fri)
Academic Advising Convocation (for upcoming Spring) | Oct. 22 (Fri)
Advising for Spring Semester & Fall Term 3 | Oct. 25 - Nov 4 (Mon-Thu)

Homecoming & Family Weekend | TBD
Last day to drop a class with a grade of “W” | Nov. 5 (Fri)
Thanksgiving Break (no classes) | Nov. 24-26 (Wed – Fri)
Winter Solace Day | Dec. 2 (Thu)
Study Day | Dec. 3 (Fri)
General Education Assessment (Graduating Seniors) | Dec. 3-4 (Fri-Sat)
MSN On-Campus Days | Dec. 4, 6-8 (Sat, Mon-Wed)
Final Exams | Dec. 8 (Wed)

Last day of the Semester | Dec. 9 (Thu)
Final grades due for Graduating Seniors (by noon) | Dec. 10 (Fri)
Graduation Luncheon & Commencement Rehearsal | Dec. 11 (Sat)
Graduation Fee due to BC Central prior to Commencement | Dec. 11 (Sat)
Commencement | Dec. 13 (Mon)
First Day of Fall Term 3 | Dec. 14 (Tue)
Final grades due for non-graduating students | Dec. 24-Jan 2 (Fri-Mon)
Christmas/New Year Break |
## Fall 2021 | Fall Term 3 (Winter 2021-22)

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<tr>
<td>Last day to pay and register for Fall Term 3</td>
<td>Dec. 13 (Mon)</td>
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<tr>
<td>First day of Fall Term 3 courses</td>
<td>Dec. 13 (Mon)</td>
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<tr>
<td>Last day to add a Fall Term 3 course</td>
<td>Dec. 15 (Wed)</td>
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<tr>
<td>Last day to drop a Fall Term 3 course for a full refund</td>
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<tr>
<td>Christmas/New Year’s Holiday – Limited office hours</td>
<td>Dec. 24 – Jan 2</td>
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<tr>
<td>Last day to withdraw with a grade of “W” for Fall Term 3</td>
<td>Dec. 23 (Thur)</td>
</tr>
<tr>
<td>Campus offices reopen – regular schedule</td>
<td>Jan. 3 (Mon)</td>
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<tr>
<td>Last day of Fall Term 3 courses</td>
<td>Jan. 9 (Mon)</td>
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<tr>
<td>Final grades due for Fall Term 3 courses</td>
<td>Jan. 17 (Mon)</td>
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## Spring 2022 | 16 Week Semester

<table>
<thead>
<tr>
<th>Event</th>
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<tbody>
<tr>
<td>Campus offices reopen</td>
<td>Jan. 3 (Mon)</td>
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<tr>
<td>Faculty PRO Day</td>
<td>Jan. 5 (Wed)</td>
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<tr>
<td>New Student Move-in</td>
<td>Jan. 7 (Fri)</td>
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<tr>
<td>Returning Student Move-in</td>
<td>Jan. 8 (Sat)</td>
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<tr>
<td>End of Fall Term 3</td>
<td>Jan. 9 (Sun)</td>
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<tr>
<td>First day of classes (16-week term)</td>
<td>Jan. 10 (Mon)</td>
</tr>
<tr>
<td>MSN On-Campus Days</td>
<td>Jan. 14-15 (Fri-Sat)</td>
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<tr>
<td>Martin Luther King Day</td>
<td>Jan. 17 (Mon)</td>
</tr>
<tr>
<td>Last day to add or drop a class without a grade of “W”</td>
<td>Jan. 18 (Tue)</td>
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<tr>
<td>MLK Make a Difference Day</td>
<td>Jan. 19 (Wed)</td>
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<tr>
<td>Last day to apply for Spring Graduation</td>
<td>Feb 25 (Fri)</td>
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<tr>
<td>Spring Break (no classes)</td>
<td>Mar. 7-11 (Mon-Fri)</td>
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<td>Mid-Term grades due</td>
<td>Mar. 18 (Fri)</td>
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<tr>
<td>Academic Advising Convocation (Fall 2021)</td>
<td>Mar. 21 (Mon)</td>
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<td>Global Education Emphasis Week</td>
<td>Mar. 21-25 (Mon-Fri)</td>
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<td>Advising for Summer &amp; Fall Semester</td>
<td>Mar. 28-Apr. 7 (Mon-Thu)</td>
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<td>Easter Break (no classes)</td>
<td>Apr. 15-18 (Fri-Mon)</td>
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<td>Last day to drop a class with a grade of “W”</td>
<td>Apr. 6 (Wed)</td>
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<td>Appalachian Week</td>
<td>Apr. 5-9 (Tue-Sat)</td>
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<td>Honors Convocation</td>
<td>Apr. 20 (Wed)</td>
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<td>Mud Pig Day</td>
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<td>General Education Assessment Day 1 (Graduating Seniors)</td>
<td>Apr. 28 (Thu)</td>
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<td>Study Day</td>
<td>Apr. 29 (Fri)</td>
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<tr>
<td>General Education Assessment Day 2 (Grad Seniors)</td>
<td>Apr. 29 (Fri)</td>
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<tr>
<td>MSN On-Campus Days</td>
<td>Apr. 29-30 (Fri-Sat)</td>
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Final Exams Apr 30, May 2-4 (Sat, M-W)
Last day of the Semester May 4 (Wed)
Final grades due for Graduating Seniors (by 12:00 noon) May 5 (Thu)
Graduation Luncheon & Commencement Rehearsal May 6 (Fri)
Graduation fee due to BC Central prior to Commencement May 7 (Sat)
Commencement May 7 (Sat)
Final grades due for non-graduating students May 10 (Tue)
Academic Assessment Day May 11 (Wed)
Bluefield College Mission and Core Values

Mission
Bluefield College is a Christ-centered learning community developing servant leaders to transform the world.

Core Values
- We are Christian in outlook, Baptist in tradition, and welcoming to each person.
- We are committed to academic excellence and life-long inquiry embracing the liberal arts tradition through the study of humanities, sciences, professional studies, and graduate programs.
- We are a diverse community characterized by integrity, mutual respect, support, and encouragement.
- We are passionate in helping students understand their life calling and become compassionate, globally-minded servant leaders.

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

Philosophy of the School of Nursing
We believe that persons living as individuals, families, groups, communities and aggregates (designated populations and other groups) are complex and diverse holistic, spiritual, psychological, biological, cultural and social beings. They possess dignity, autonomy, worth, respect, caring and the right to self-determination. They have the right of choice which entails accountability for their behavior. As growing and developing persons, they adapt throughout their life span to an ever-changing environment striving toward a state of synchronization and self-actualization in their development and health.
We believe that individuals live in and interact with their environment with each impacting on the other. The environment consists of the total external and internal surroundings, circumstances, conditions, and influences affecting the growth and development and adaptation of individuals, families, groups, communities and populations. Humans and their environment are inseparable. The interrelationships of humans and the environment influence their health conditions and ultimately their survival.

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

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

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

Caring “is a concept central to professional nursing practice. Caring... encompasses the nurse’s empathy for, connection to, and being with the patient, as well as the ability to translate these affective characteristics into compassionate, sensitive, and patient-centered care.” (AACN, 2008, The Essentials of Baccalaureate Education for Professional Nursing Practice, p. 27). Caring is providing assistance to and expressing concern for others to enhance their health and well-being. Baccalaureate students provide care to patients across the life span within the context of the patient’s value system and professional standards. The essential professional caring values of altruism, autonomy, human dignity, integrity, and
social justice guide professional practice (AACN, 2008, p. 27-28.). The concept of caring becomes actualized as members of the BC Community continue to be engaged in the wider community and the world.

**Research** is the art of knowing. Research provides the ability to determine what knowledge is relevant in order to improve clinical practice and promote evidenced-based care.

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

We believe that **professional nursing education** has a solid foundation in liberal education and is essential to generate responsible citizens in a global society. There are broad interactions with Interprofessional relationships and ways of knowing to create valued and varied perspectives. This foundation along with nursing theory provides for the development of creative and intelligent nurses whose purpose is to practice as a generalist. Students are a population with diverse cultural backgrounds, learning styles, abilities, talents, educational experiences and life and work experiences. The school recognizes and values student’s previous nursing education and life and work experiences including their individual values. 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, professional standards, and past experiences evolve. Working in partnership with interprofessional colleagues, faculty will create innovative strategies to lead the way of transforming academia to meet the demands of an ever-changing healthcare environment. Learning is a mutual endeavor in which the learner and faculty share, pursue, and generate new knowledge and application to nursing practice. The student is responsible for learning and must be self-directed and motivated for learning to occur. Learning transpires through the utilization and development of active inquiry; critical thinking; clinical reasoning, judgment, and decision-making; and active participation in the educational process. The faculty serve 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 and androgogical 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, national origin, or other protected groups.

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 allows the college to realize and live our mission of creating compassionate students and transforming the lives of our students whether in seat or virtual.

We believe in the College’s definition of **servant leadership**. Servant Leadership is being servant first, letting the natural feeling to serve others come first, and then through conscious choice bringing one to aspire to lead. This manifests itself in that the servant leader makes sure that other people’s highest needs are being served (Greenleaf, 1970). Spears (2010) presents the following characteristics of servant leaders and many of the characteristics are similar to those of nursing profession: 1) Listening; 2) Empathy; 3) Healing; 4) Awareness; 5) Persuasion; 6) Conceptualization; 7) Foresight; 8) Stewardship; 9) Commitment; 10) Commitment to the growth of others; and 11) Building community. Along with the five best practices that may help cultivate the characteristics of servant leadership: 1) Right identity: seeing oneself as a servant; 2) Right motivation: serving God by serving others; 3) Right method: relating to others in a positive manner; 4) Right impact: inspiring others to serve a higher purpose; and, 5) Right character: maintaining integrity and authenticity (Wong & Davey, 2007).

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

**Accreditation**

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

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

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

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

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

1. False or misleading information on application form.
2. Failure to complete assigned responsibilities in either classroom or clinical assignments and maintain an overall cumulative average as required by the respective program.
3. Unethical, immoral conduct, or unprofessional behavior or deviation from the standard of practice.
4. Academic Dishonesty.
5. Lack of respect for patients, families, faculty, and colleagues.
6. Unprofessional behavior.
7. Administering any drugs outside the confines of the program.
8. Habitual tardiness or absenteeism.
9. Diversion or abuse of drugs or alcohol.
10. Inability to cope with the stress of the practicum.
11. Inability to get along with supervisors, peers, or hospital staff.
12. Inability to maintain licensure as a Professional Registered Nurse as required by the specific program.
13. Positive drug screen relative to any abused substance or potentially abused substance.
14. Positive background screen for felony, DUI, or prior illegal or abused substance use*.
15. Violation of Protected Health Information (PHI) policy, such as falsifying or plagiarizing clinical logs or other assignments or violating patient confidentiality.
16. Inability to secure medical malpractice insurance.

*Per individual basis.

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

A panel of two students and two faculty will decide on the terms of their dismissal or other consequences. The faculty and students will be chosen from individuals who are not involved in the circumstances.
surrounding the dismissal of the student. If an appeal is requested, the student must follow the appropriate procedure as found in the Academic Catalog.

**Policy on Drug and Alcohol Use**

Bluefield College has declared its intention to comply with Public Law 101-226 (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. Student may be asked to take a drug test. If the student refuses, it could be grounds for dismissal.

**School of Nursing Drug and Alcohol Guidelines**

School of Nursing students are prohibited while on the premises of Bluefield College or any clinical agency from participating in the unlawful manufacture, use, distribution, dispensing, consumption, ingestion or possession of drugs, alcohol or other controlled substances, including, without limitation, any substance which affects behavior.

School of Nursing students are prohibited from reporting to a clinical experience, class, or other school sponsored function under the influence of any controlled substance, including, without limitation, alcohol or drugs, which have the potential of impairing the student’s ability to function in an appropriate and safe manner. A student who is prescribed by his/her physician, or ingests any drug (including over the counter medication) which has the potential of modifying the student’s behavior and/or mental/physical acuity, must report to the clinical faculty member that:

1. He/she is taking that drug.
2. The doctor (if any) who prescribed the drug.
3. The condition for which the drug is being taken.
4. The dosage.
5. Duration that student will be taking the drug.

The faculty member shall maintain the confidentiality of such information in accordance with State or Federal laws and regulations and shall rely upon such information for the protection of the student, other students, patients and other third-parties, (Bluefield College adheres to policies prohibiting unlawful discrimination against individuals with a disability. Nothing in this Drug and Alcohol policy is intended to abrogate its policies against unlawful discrimination.)

The School of Nursing students, while in the clinical setting, may be subject to policies of the clinical agency, including, but not limited to random drug and alcohol screening.

The School of Nursing students must report to the Director of the BSN Program or his/her advisor, any students of the School of Nursing reasonably suspected of being “under the influence” or “impaired”. Such reporting obligation includes an obligation to self-report any impairment that a student believes may be the result of his/her own use of any medication or other controlled substance. The terms “under the influence” or “impaired” shall mean that the individual displays behavior or conduct which suggests that his/her ability to function mentally or physically in a safe and/or appropriate fashion is compromised or affected by drugs, alcohol or the combination use of any controlled substances.

Any student of School of Nursing who is arrested for driving under the influence of alcohol or violating and statute pertaining to the manufacture, possession, sale or use of any drug shall notify the Chair of the School of Nursing, or his/her advisor, of such arrest within five (5) days after such arrest. Thereafter, the student must notify the Director of the BSN Program whether such arrest has resulted in a conviction or acquittal, including whether the student entered a plea of guilty or nolo contendere (no contest), as well as whether the student entered into any agreement with the prosecution to reduce charges or defer prosecution.

Any drug screening results, which are positive for the presence of alcohol or other controlled substances, may be reported to appropriate health care licensing boards or authorities in accordance with local, state, or federal laws or regulations.

**General**

A. Any student who violates any policy of School of Nursing is subject to disciplinary action up to and including expulsion. Similarly, any conduct by a student which has the potential of adversely impacting School of Nursing may be subject to review and disciplinary action.

B. The BSN Program Director or the student’s advisor will document any reported suspicion that a student is impaired or under the influence, any efforts to confront the student and request a drug test, as well as any post-testing communication.

**Applicability**

School of Nursing requires drug testing as follows:

1. Reasonable Suspcion: Any student who demonstrates unusual, unexplained behavior in the class, clinical environment or anywhere on hospital or College premises. Observable signs might include, but not be limited to:
• Slurred speech
• Odor of alcoholic beverage on breath or person
• Unsteady gait
• Disorientated or confused behavior
• Significant changes
• Hallucinations
• Unexplained accident or injury
• Other clinical observations consistent with impairment
• Sloppy, inappropriate clothing and/or appearance
• Physically assaultive, unduly talkative, exaggerated self-importance, making incoherent or irrelevant statements
• Work takes more time to produce, missed deadlines, careless mistakes
• Unable to concentrate or distracts easily
• Inconsistent behavior or mood swings

2. Random: Any student in a “safety sensitive” position who is undergoing treatment and/or in a rehabilitation monitoring program. “Safety sensitive” includes those positions where students’ responsibility involves public safety or the safety of others and is determined on a case by case basis.

Notification of selection for random drug testing will be initiated by the BSN Program Director or authorized designee who will refer the collection to the Clinic Specialist or authorized designee.

Counseling Services
Counseling services is an office within the Division of Student Development at Bluefield College, whose primary purpose is to assist students in overcoming emotional, spiritual, and relationship barriers that stand in the way of academic success. A student’s first contact is through a brief screening appointment with the Director of Counseling and Student Activities. This meeting will determine the severity of the situation, how to best address their concerns, and to determine if an off-campus referral is appropriate. The plan may include individual counseling through the College, a referral to a practitioner in the community, attending a workshop, consultation with a psychiatrist for medication, or referral to other campus support services. Appointments can be arranged by calling 276.326.4256 or visiting the Student Activities Office from 8:30 a.m. to 4:00 p.m.

Attendance Requirements
The School of Nursing expects that its students will recognize that they have entered a profession in which commitment to full participation in the learning environment is an essential component of what will become a style of life-long learning. Attendance is expected in all educational activities and is required for seminars and laboratory sessions. In all clinical courses, attendance is required as students are considered part of the nursing team. Students should not expect to be excused from required coursework for personal/family events, such as attending family gatherings, running marathons, or giving presentations at meetings.
In extraordinary circumstances, an absence may be granted at the discretion of the course instructor and course coordinator. Extraordinary circumstances will be dealt with by the instructor on an individual basis. The request will be reviewed by the associate dean if necessary. This policy is designed for special circumstances and it should not be considered a guarantee that a student will be granted the permission. No more than two clinical days may be missed and make-up for missed days will be coordinated with the clinical faculty.

If a student must miss time due to illness or personal emergency, he or she must call the clinical instructor prior to the start of the clinical shift. The clinical instructor in consultation with the course coordinator will determine if make-up time is needed. Decisions as to the need for make-up clinical experiences are based on a student’s progress in meeting course objectives. If a student does not meet course objectives, the course will need to be repeated.

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

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

**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.**

Should an untoward event occur, the student must report it to the responsible instructor (and preceptor, if applicable) immediately. An incident form will be completed for any accident, incident, or safety violation. The Bluefield College School of Nursing Incident Report Form must be completed and returned to the School of Nursing within twenty-four hours. Each clinical agency may have an incident form that needs to be completed in addition to the form required by Bluefield College.

**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 must 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. Consult the BC Handbook for further information.
**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 as required by states in which the student will be in clinical (if applicable);
- Advising faculty notes;
- Advising Follow-up sheets;
- Student emails;
- Health Information Release Form;
- Clinical site paperwork;
- Student profile;
- Confidentiality agreement;
- Clinical logs and/or Medatrax;
- 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**

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

**Procedure**

The School of Nursing will provide access to the program necessary for the student to keep these records. The student is responsible for keeping a daily log of his/her experiences according to designated categories and then entering these data in clinical logs or Medatrax. This documentation needs to be completed and submitted by midnight on Sunday in the week in which the clinical occurs within the Medatrax system. Students should keep a copy for their records. Students who do not comply with this policy may be suspended from the clinical area until these records are complete.

**SON Required Health Records and Technical Standards**

All students admitted to the School of Nursing must have a current, complete Health Form on file with Verified Credentials through CastleBranch. Students without the current complete Health Form will not be permitted to begin a clinical practicum experience and will receive a grade of unsatisfactory for each missed clinical.
**Policy on Repeating Courses**
The student may repeat a nursing course only once while enrolled in the program, and it is contingent on available space. Students enrolling in any nursing course for the first time receive priority. If there is a second failure of the same* nursing course in the program the student will be dismissed from the program. Students must maintain the required GPA for their respective program.

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

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

**Academic Integrity**
Students must do their own work; there are no exceptions. We believe academic honesty is essential for maintaining the relationship of trust that is fundamental to the educational process and a Christian environment. Academic dishonesty is a violation of one of the most basic ethical principles of an academic community. Examples of academic dishonesty include, but are not limited to, the following:

- **Cheating:** Using unauthorized material or unauthorized help from another person or source 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.

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

**Results of Academic Integrity Violation**

- **First Offense**—Result minimum of zero “F” for the assignment, up to possible failure of the course, and/or expulsion from the program.
- **Second Offense**—Result in minimum of failure of the course, up to dismissal from the nursing program.

The School of Nursing course faculty, Academic Advisor, Dean, and the Program Director will review each reported case. For purposes of tracking the incidence of Plagiarism and Cheating campus-wide, and to assist with tracking individual students who repeat incidences of Plagiarism and Cheating, the Faculty member should complete an Academic Integrity Violation form for the student’s offense and submit the form to the Office of Academic Affairs (Appendix A).
Bluefield College further values growth in the areas of spiritual and emotional maturity, interpersonal relationships and social awareness, coupled with intellectual life. Jesus tells us in John 13:25 that He has set “an example” for us. Our desire is that every student would grow into a fully devoted follower of Christ.

Netiquette: A Guide for Professional E-Mail
Netiquette is short for network etiquette. Netiquette is a set of social agreements that enable interaction over networks. Professional email is very different from casual email. 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 sentences 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 and may be required to bring their devices to class. 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 their courses. 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. Students are expected to respond to such communication within 48 hours.

School of Nursing Usage of Electronic/Social Media Guidelines Policy
A. The School of Nursing recognizes that social networks and other electronic media can be beneficial to the delivery of quality healthcare. However, inappropriate use of electronic media (such as social networks, chat rooms, forums, etc.) violate a patient’s right to confidentiality and privacy. It may also cross the professional boundary between a nurse and his/her patient. Therefore, the School of Nursing has adopted the following guidelines to minimize the risks associated with use of social networks and all other electronic media.
   1. Students must recognize they have an ethical and legal obligation to maintain patient privacy and confidentiality at all times.
   2. Students are strictly forbidden from transmitting any patient-related image via electronic media even if patient’s name is not identified.
3. Students must not share, post, or otherwise transmit any patient information, including images, unless there is a patient care related need to disclose information or other legal obligation to do so.
4. Patients should not be identified by name or any other method (such as nickname, room number or diagnosis) that could lead to the identification of the patient. Limiting access to postings through privacy settings is not sufficient to protect the patient’s privacy.
5. Students should never refer to a patient in a derogatory or disparaging manner, even if the patient is not identified.
6. Students must always maintain appropriate professional boundaries with patients. Online contact with patients or former patients blurs the distinction between a professional and personal relationship. Inappropriate communication via electronic media is discouraged. This includes instances where the patient contacts the student first. If this should happen, the student must notify their instructor as soon as possible. Students must not share their personal contact information with patients.
7. Students should not make disparaging remarks about patients, instructors, other students or facilities, even if they are not expressly identified. Students must not make threatening, harassing, profane, obscene, sexually explicit, racially derogatory, homophobic or other offensive comments.
8. Students need to be aware that patients, colleagues, institutions and prospective employers may view postings on social media websites. Students should bring content that could harm a patient’s privacy, rights, or welfare to the attention of faculty.

B. If the student has any doubt about the appropriate use of electronic/social media, they should contact their instructor for further guidance.

Inappropriate use of Electronic/Social Media can lead to disciplinary action including but not limited to formal reprimand, suspension or dismissal from the program. Students can also be held personally liable. Such violations may result in civil and criminal penalties including fines or possible jail time in accordance with state and federal laws.

References

Approved SON 4/24/ 2012, Reviewed 10/24/2017

**SON Cell Phone Policy**
1. All cell phones should be set to vibrate or turned off while in class and clinical or during project-based experiences, unless permission has been granted that allows the use of cell phones.
2. Cell phone conversations and texts are not allowed within the classroom. If you know you will be receiving an important call or text, position yourself near an exit and quietly go outside the classroom to accept the call.
3. Cell phone conversations/texting are not allowed in patient care areas or during project-based experiences. If you receive a call you must answer, notify your clinical instructor or
preceptor and leave the patient care area to do so. Upon return to the patient care area, you must check in with your clinical instructor or preceptor.

4. It is not permissible to make personal phone calls or send personal text messages while in the patient care area or during project-based experiences. If you must do so during the clinical day outside scheduled break/lunch time, you must first notify your clinical instructor or preceptor and leave the patient care area. Upon return to the patient care area, you must check in with your clinical instructor or preceptor.

5. Failure to follow this policy during clinical or project-based experiences will result in an unsatisfactory clinical grade for the day.

SON Recording Policy
Recording lectures by any means is subject to the teacher’s approval and consent of all participants in the room and should be confirmed by their approval at the beginning of the semester.

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

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

Grade Appeal/Formal Complaint Procedure
A student has the right to contest the grade given in any Bluefield College course. The following procedure will be followed:

1. The student must first attempt to resolve the situation directly with the instructor by explaining his or her view and allowing the faculty member ample opportunity to respond. It is expected that most complaints will be resolved at this level. (If the instructor is no longer employed by the college, the student should take the complaint directly to the instructor’s Department chair who will attempt to contact the instructor’s college dean and resolve the situation as described in #2.)

2. If the complaint is not resolved to the student’s satisfaction by conversation with the instructor, the student may appeal to the department chair. Such appeals must be made in writing by the end of the fourth week of the next regular semester (fall or spring) following the completion of the course. The department chair shall notify the instructor, who will present his or her view in writing. The department chair shall meet with both student and instructor to hear both sides of the complaint and attempt to reach a settlement. The department chair shall keep a written record of all proceedings, including the recommended solution. (If the complaint is against a department chair, the Dean of the respective College or School shall hear the complaint.) A copy of the solution will be provided to the student and the instructor.

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

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

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

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

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

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

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

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

Course Load Undergraduate Programs
The normal course load in the School of Nursing students is 12-118 credit hours per semester and leads
to completion of the required 120 credit hours for a Bachelor of Science in Nursing Degree. In the RN-
BSN program, the time of completion varies for each individual depending on the number of general
education courses needed by the student. The nursing program must be completed within a six-year
period, unless an exception is granted.

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

Course Load Graduate and Certificate Programs
1. A full-time program of study leading to a Masters degree can be completed in 5-6 semesters.
2. A part-time program of study leading to a Masters degree is variable.
3. Certifications can be completed in 3-4 semesters for full-time study.
4. Certification completion time for part-time study is variable.
5. All students must complete program requirements within five calendar years from the date of first graduate enrollment. Failure to meet this time requirement may result in the student’s being required to repeat some coursework.

Policy Regarding Change in Student Health Status
Students experiencing a change in health status (i.e., any health change from student’s health form on file) requiring any medical treatment for the change in health status including but not limited to pregnancy, injury, new onset or exacerbation of chronic illness, acute illness, or hospitalization, MUST communicate this information to the Dean of the School of Nursing in writing as soon as possible but before returning to clinical. In order to return to clinical, the student MUST secure a medical release form from a licensed health care provider that confirms the student is able to return to clinical and perform the duties required. An injury, illness, or pregnancy that prevents a student from completing a clinical or didactic requirement may require a student to drop the course and complete it once released by the licensed health care provider. If a student must drop a course due to injury, illness, or pregnancy, a revised program plan of study completed by the student and their Advisor must be submitted to the Director of the program and Faculty Committee for approval. No guarantee is made by the SON that the revised plan of study will be accepted, implementation of the plan as it depends upon various factors including clinical availability. A revised program may delay graduation for the student. However, the BC SON’s 6-year policy for undergraduate programs and 5-year policy for graduate programs.

Policy on Health Maintenance and Insurance
Health insurance is the responsibility of the student. Each student must provide the Program Specialist with evidence of continuous coverage throughout the duration of the program of study. Because of the nature of the clinical practicum and the exposure of students to potential infections/illnesses, healthcare availability and health insurance are necessary. While in the clinical practicum, the student is not considered an employee of the facility or the College. 

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

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

1. The course requested for transfer must have been successfully completed at a regionally accredited institution.
2. The transfer course must be comparable in content and credit hours to course that is taught at Bluefield College SON.
3. A maximum of 6 semester hours of nursing courses can be transferred.
4. A minimum grade of C at the undergraduate level and B at the graduate level is required for all nursing transfer work.
5. There is a five-year time limit for transfer courses meeting the above conditions.
6. At the graduate level, courses for transfer are considered on an individual level.
The School of Nursing discourages transfers from its MSN program. In the event of a transfer, the student is responsible for all arrangements and expenses. Written notification of intent to transfer should be provided to the dean of the School of Nursing. The MSN program will file a copy of the student’s academic and clinical transcript with the necessary agencies.

**Policy on Validation of Prior Credit or Articulation**
The Registrar in conjunction with coordinators of the specific program track will evaluate courses for transfer, to determine their equivalence with nursing courses offered at Bluefield College. The comparison is made on the basis of course descriptions and syllabi. When necessary, the coordinator enlists the help of appropriate faculty in this process. Credit is awarded in the basis of equivalency of the course content and credit hours. This method of evaluating courses for transfer credit is consistent with most other College programs.

**Withdrawal from the SON Nursing Program**
Students who wish to withdraw from the College must first consult with the Dean of the School of Nursing and then contact the Registrar’s office for the proper withdrawal procedure. Students who desire to be readmitted later must follow the same admission procedure as newly applying candidates. The BC SON reserves the right to request, at any time, the withdrawal of a student from the program whose health, conduct, or level of achievement makes such action advisable. Students who are involuntarily withdrawn from the program are considered for readmission on an individual basis.

**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 regular semester. It is the student’s responsibility to schedule an appointment with their advisor during the advisement period to prepare the schedule and register for their semester courses.

**Policy on Student Advisement**
Students will be assigned to a Nursing faculty member and will meet with them every regular semester to plan for their progression in the curriculum. The faculty member will be responsible for reviewing the didactic and clinical progress of each student assigned to them.

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

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

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

**Credit/Clock Hours**

Many of the nursing courses are 3 credit hours or 4 credit hours if they include a clinical component. Credit-to-clock ratio is 1:1 theory (didactic) and 1:6 clinical per week. Most nursing courses are 3 credit hours of theory and 1 credit hours of clinical lab. Therefore, a student will have 3 hours of lecture per week and 6 hours of clinical per week in that course, but this could be variable depending on course and clinical assignment.

**Graduation**

Each student is provided with a copy of the course of study and a copy of the program plan developed with the assistance of their advisor. It is the student’s responsibility to maintain a record of completed courses and to notify the School of Nursing when ready for graduation. To be eligible for graduation, students must submit an approved Application for Graduation to the BC Central by the advertised deadlines. The graduation fee is due at the time of application.

**Servant Leadership Requirement**

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 member of the Bluefield College Community, you must volunteer a specific number of volunteer hours per semester, 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 some courses.

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.

**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.

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

1. Apply and be accepted for admission to Bluefield College.
2. Complete the Free Application for Federal Student Aid (FAFSA) at www.fafsa.gov. The FAFSA is used by the Federal Student Aid Programs to determine a student’s financial “need”. The Bluefield College Financial Aid Office uses this information to evaluate a student’s eligibility for federal and any other need-based aid.

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

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

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

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

**Grammarly – Instant Writing Help**
Anyone with a Bluefield College email address may sign up for a FREE account at Grammarly.com/edu. Visit Grammarly.com/edu and select the sign up button. When prompted, complete the sign up form using your BC email address. An activation link will be mailed to your BC email address and you must use that link to finish your registration. After completing this step your account setup is complete. If you have trouble, please go to the link titled “Instant Writing Help” under the ACE quick link on myBC. Email ckieloch@bluefield.edu for additional help with Grammarly.

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

**Easley Library**
Easley Library was built in 1956. It is named in memory of Frank Smoot Easley and David Milton Easley, both of whom served on the Board of Trustees. The three-story building consists of a main entrance level, a mezzanine or second floor, and a basement or ground level which houses the Education Department. Easley Library participates in interlibrary loan (ILL) through the OCLC, or Online Computer Library Center, web site: [https://www.oclc.org/en/home.html](https://www.oclc.org/en/home.html). They facilitate ILL through their WorldShare program, which is linked to their extensive Worlds Catalog database, essentially a union catalog of the entire consortium. Utilizing this service, the Easley Library can borrow book, periodical articles, and AV materials.

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

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

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

1. Click on the database of your choice. You will be sent to a Bluefield College log-in screen.
2. Enter your username. Use the beginning of your Bluefield College e-mail address (without “@bluefield.edu”). The entire e-mail address will not be accepted.
3. Enter your password. Returning students should use the same password that you have used in the past to access library databases, however, if it is older than six months, it will need to be changed. New students should use the password that is available through your MyBC account. Click on the My Account Information area in MyBC. Fill out the information to verify that you are a student. This will allow you to see your initial (or most current) password.
4. After logging in, you will gain access to the database you chose. During that computer session, you may go to other databases without logging in again; however, when you close the browser, the computer session will end, and you will have to log in the next time you return to the Library’s web pages.
5. We suggest NOT being logged into MyBC while actually using the databases. MyBC logs off after a certain amount of inactivity. This can interrupt your database usage and cause you to have to log into the server, again.

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

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

Pre-Licensure BSN Policy ATI Remediation Policy
A 75% conversion score is required to complete successfully the comprehensive NCLEX-RN predictor examination. The 75% conversion score is selected based on ATI data from 2016 noting that an average score of 74% -76.7% equates to a 96% -97% NCLEX passing probability. For Content Mastery Exams: A level 2 proficiency level is required for content mastery exams (the score is dependent on the exam topic). All students regardless of score will be required to remediate. An individualized remediation plan will be provided based on areas of opportunities.
Pre-licensure BSN Program Policy on Weight of ATI Exams
The ATI exam score will count from 5-10% of the course grade. The maximum weight of the ATI test score will be 10% per course. One exception will be in courses in which more than one ATI specialty exam is given; in this case, the weight of each exam will be 5% for a total of 10% in the course.

Pinning Ceremony
All Bachelor of Science in Nursing graduates must participate in this traditional ceremony which honors and recognizes the achievements of the nursing graduates.

Hooding Ceremony
All Master of Science in Nursing graduates must participate in this traditional ceremony which honors and recognizes the achievements of the nursing graduates.

Licensure as a Registered Nurse
To practice registered professional nursing in Virginia an individual must be licensed by the Virginia Board of Examiners for Registered Professional Nurses. Students who successfully complete the Bachelor of Science in Nursing program meet the education requirements to apply to take the National Council Licensure Examination for Registered Nurses (NCLEX-RN).

The Board may refuse to admit persons to the examinations or may refuse to issue a license upon proof that an applicant:

- is or was guilty of fraud or deceit in procuring or attempting to procure a license to practice registered professional nursing; or
- had been convicted of a felony or misdemeanor, or
- is unfit or incompetent by reason of negligence, habits or other causes; or
- is habitually intemperate or is addicted to the use of habit-forming drugs; or
- is mentally incompetent; or
- is guilty of conduct derogatory to the morals or standing of the profession of registered nursing; or
- is practicing or attempting to practice registered professional nursing without a license or registration; or
- has willfully or repeatedly violated any of the provisions of the licensing law.

For questions, contact the Director of Education and Licensure, Virginia Board of Examiners for Registered Professional Nurses. 9960 Mayland Drive, Suite 300, Henrico Virginia 23233-1463. Phone: (804) 367-4515 or Email: nursebd@dhp.virginia.gov

A student who wants to take the NCLEX-RN in another state must obtain information regarding requirements and procedures from the agency responsible for professional nurse registration in that state.

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

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

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

Academic Standing for the MSN Program
In line with the academic policies of Bluefield College, satisfactory academic standing for the MSN program will be determined by completion of hours per term with no grade below a B. Students must maintain a minimum grade point average of 3.0 on a 4.0 point scale. If a student’s GPA falls below 3.0 at the end of any semester, the student will be allowed to continue for one semester under probation. If a course is failed a second time, students must petition the Vice President for Academic Affairs, who will convene an ad hoc committee to decide the student’s status in the program. If approved to continue in the program, the student must create a plan for completion to be approved by the Dean of the School of Nursing. Grading, grade appeals and grade changes will be consistent with the institution’s existing academic policies.

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

All candidates for graduation must take a comprehensive examination after completion of their final clinical course and before graduation. For example, students planning to graduate in Spring must take the exam February-April. Students planning Fall graduation must take the exam September-November. This is a multiple choice and essay exam. The student must earn an “80%” or better to pass the exam. If the student does not pass, the exam there will be a second and a third opportunity. After the third opportunity, the student will need to successfully complete a one credit hour special topics course for remediation with an “80%” or better. After this course, the student will then have to take the exam again and pass with an “80%” or better. The student will not be allowed to graduate until successful completion of this exam.

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

Policy on Physical Examination
Once accepted into the program, a physical examination is required of all students prior to starting clinical hours. The Physical Examination Form of the Graduate Nursing Program is made available to the
student through the MSN student handbook. Failure to complete this examination may result in forfeiture of your position in the class.
Clinical Course Policies and Placement

**CastleBranch Compliance Requirement**
To both ensure student well-being as well as to meet clinical agency regulation, students must submit and complete a variety of compliance requirements. These include but are not limited to evidence of: current RN License, CPR (in addition, the Graduate Family Nurse Practitioner program requires ACLS and PALS) and immunizations with a current Tdap, negative TB skin test, a flu vaccine, a criminal background check and drug screen. A clinical agency may articulate additional requirements that must be met. Students **will not** be able to begin their clinical rotations if compliance requirements are not met.

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

BC Nursing Students are also required to order a name badge for clinicals. These can be ordered online at https://www.namebadge.com/bluefield_college.

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

1. **CPR Certification:**
   Once accepted in the nursing program, students are required to complete Adult/AED, Child and Infant CPR Certification, also known as CPR for the Healthcare Professional, prior to the first day of class. This class must be done through the American Heart Association. We request AHA because many hospitals will only accept AHA. Failure to have current CPR certification will prevent students from attendance at clinical. Students are responsible for keeping CPR certification current while in the nursing program. Failure to maintain this requirement will result in being dismissed from clinical courses. (Students may get this at any organization that offers American Heart CPR certification [BLS/CPR for Healthcare]), examples of places that offer classes include local fire departments, and hospitals. These classes are offered at various times on campus.

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’ refusal to complete this will result in immediate dismissal from the program. Any student with a positive drug screen after he/she has begun the program of nursing may be dismissed from the program after a meeting with the SON Dean.

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

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

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<thead>
<tr>
<th>Requirement</th>
<th>Guidelines</th>
<th>Additional Information</th>
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| TB Skin Test | One of the following is required:  
- 1 Step TB Skin test OR  
- QuantiFERON Gold Blood Test OR  
- T-Spot Blood Test OR  
- If unable to take the PPD test OR QuantiFERON OR T-Spot OR if positive results, submit BOTH of the following:  
  - Clear Chest X-ray from within the past 2 years AND  
  - Symptom free TB Questionnaire signed by physician indicating you are symptom free | The renewal date for chest X-ray will be 2 years, but you will be required to submit a symptom free TB questionnaire annually. The renewal date will be set for 1 year. Upon renewal, one of the following is required:  
  - 1 Step TB Skin Test OR  
  - QuantiFERON Gold Blood Test OR  
  - T-Spot Blood Test OR  
  - If previously positive results, provide a symptom free TB questionnaire signed by a physician indicating you are symptom free |
| CPR Certification | Must be the American Heart Association Healthcare Provider course. Copy must be front & back of the card and card must be signed. | Renewal date will be set based on the expiration of the card. |
| ACLS Certification | Copy must be front & back of the card and card must be signed. For Graduate Family Nurse Practitioner Students | Renewal date will be set based on the expiration of the card. |
| PALS Certification | Copy must be front & back of the card and card must be signed. For Graduate Family Nurse Practitioner Students | Renewal date will be set based on the expiration of the card. |
| RN License | Current RN License or verification of licensure through the state website | Renewal date will be set based on the expiration of your license. |
| Hepatitis B Vaccines | One of the following is required:  
- 3 vaccinations OR  
- Positive antibody titer (lab report required) OR  
- Declination waiver | If your series is in process, submit where you are and new alerts will be created for you to complete the series. If the titer is negative or equivocal, new alerts will be created for you to provide 1 booster shot. |
| Measles, Mumps & Rubella (MMR) | One of the following is required:  
- 2 vaccinations OR  
- Positive antibody titer for all 3 components (lab report required) | If your series is in process, submit where you are. New alerts will be created for you to complete the series. If your titer is negative or equivocal, new alerts will be created for you to receive 1 booster shot. |
| Tetanus, Diphtheria & Pertussis (Tdap) | Documentation of a Tdap booster within the past 10 years. | The renewal date will be set for 10 years from the administered date of the booster. |
| Influenza | Submit documentation of a flu shot administered during the current flu season. During Influenza off-season (April - August) declinations will be accepted. If an off-season declaration is submitted, the renewal will be set for November 1st of the following flu season. | The renewal date will be set for 1 year from administered date of vaccine. |
| Polio | Submit documentation of one of the following: | |
Son Required Health Records and Technical Standards
All students must have a current complete Health Form on file with Verified Credentials prior to the second semester freshman year. Students without the current complete Health Form will not be permitted to begin a clinical practicum experience and will receive a grade of unsatisfactory for each missed clinical.

The health care provider must complete a physical examination for the student and certify the student’s emotional and physical fitness for carrying out nursing responsibilities. Any deviations and treatments must be noted. Several medical lab tests are also required for the health certification. The College of Health Professions abides by the requirements of the clinical facilities. The form may be found in Appendix D.

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

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

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

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

Students are exposed to body secretions and blood products frequently, thus the potential to be exposed to blood borne pathogens is high. If a needle stick injury occurs, the student will be required to complete the protocol developed by Bluefield College and the clinical site. The student must complete the Report of Accident/Incident/Safety Condition Form. The student will be responsible for all costs.
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. No pictures or copies can be taken of any medical record.

Clinical Dress Code
The purpose of this policy is to define the standards of dress and appearance for Bluefield College School of Nursing students during clinical rotations, on-campus time, and time at VCOM. A student’s appearance reflects upon Bluefield College and the School of Nursing. 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 professional attire which consists of school uniform or lab coat, unless otherwise specified by the organization or agency. Clothes should be clean, neatly pressed, and of a professional appearance. Dresses should be of appropriate length for bending and stretching activities. Shoes should be clean and must enclose/protect the toe and heel. Lab coats must be worn during clinical hours unless specified differently per organization.
2. **Identification:** Students must wear their Bluefield College School of Nursing name badge during their clinical hours. [https://www.namebadge.com/bluefield_college](https://www.namebadge.com/bluefield_college).
3. **Hair:** Hair must be clean and pulled back out of the face and off the collar. Extreme hair colors that are not natural are not permitted. Mustaches, sideburns, and/or beards must be neatly trimmed. Facial hair must not interfere with the proper fit of personal protective equipment such as masks.
4. **Nails:** Nails must be clean and trimmed short. Acrylic nails are prohibited unless gloves are worn.
5. **Jewelry:** No dangling or hoop-style earrings are allowed. Only one small stud/post type earring per ear is allowed. No visible body piercing, including tongue jewelry, is allowed.
6. **Body Art:** Body Art (tattoos) must be covered while in the clinical setting.
7. **Miscellaneous:** Make-up must be kept to a minimum. Neutral 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. Use of any strongly perfumed products is prohibited.
10. **Watch:** Students are required to wear a watch with a sweep second hand.

Clinical Information and Policies
Clinical Times/Sites
Students will spend time in a variety of health care sites as an essential element of their nursing education. Nursing clinical may occur at sites other than in the immediate clinical area. Students are responsible for supplying their own transportation to clinical. Clinical also may occur on any day of the week or time of day.
Hospital Orientation
All freshmen, sophomores, junior and senior nursing students are required to complete a mandatory hospital orientation. This provides the student with required hospital educational information. This orientation must be done annually and will be offered once per year at the beginning of fall semester. The orientation will be offered online. Additional orientation education may be required by specific facilities.

Injury in Clinical Setting
Any student who is injured during a clinical/project-based nursing experience may be treated at a local health care facility. However, neither the health care facility nor the university is responsible for paying for those student medical services. The student is covered under his or her own health plan or one that they may take out with the university. The student is responsible for paying for his or her own medical expenses. The student is expected to follow the facility protocol. Students must complete the Bluefield School of Nursing Report of Accident/Incidents/Safety concerns Form and provide a copy to the Program Director.

Clinical Attendance Policy
Students are expected and required to attend all clinical experiences and any student who fails to make up a clinical experience will receive an “unsatisfactory” nursing practicum grade. An automatic failing grade for the entire course practicum will ensue. Students are responsible for notifying their clinical site if they are not able to attend.

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

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

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

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

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

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

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

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

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

**NOTE:**
A standard clinical day is up to eight hours per session. Any absence greater than eight hours in one clinical day will count for more than one clinical day missed. Further discussion of this policy may be warranted.

**Evidence-Based Project (EBP) Requirement**
The School of Graduate Nursing of Bluefield College requires students to complete a project as a culminating assignment for the program. As part of the work for this assignment is begun in NUR 5022, NUR 5021, NUR 5011, and NUR 5032, students are advised to make a decision as soon as possible regarding the topic they wish to pursue. Such a project is intended to collect information directed to a specific problem in a clearly defined patient population. The goal is to produce evidence designed to
improve a patient care situation. While ideally the evidence would be determined from existing literature, not all patient care problems have been studied. Students are likely to be conducting a mini-study in order to produce evidence needed to direct care. Doctoral-prepared faculty are available to guide students throughout their EBP. The completed project will be presented to colleagues and the college community as a poster and oral presentation. A final paper will also be produced. If more time is required, a student will register for one credit of NUR 5311 each semester until the project is completed.

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

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

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

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

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

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

Recommendations for future projects is followed by Conclusions.

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

**References**


In order to comply with federal regulations, proposals that involve human subjects, animals, biohazards, or recombinant DNA must be cleared by the appropriate College and facility Institutional Review Board before data collection begins.
All students must complete the “Protection of Human Subjects” independent study annually. ([https://www.fhi360.org/sites/all/libraries/webpages/fhi-retc2/RETCTraditional/intro.html](https://www.fhi360.org/sites/all/libraries/webpages/fhi-retc2/RETCTraditional/intro.html)). Students who have not used the website before will need to fill out the registration form on the website and create an account.

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

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

**Policy on Continuous Self-evaluation of the Program**
Bluefield College Graduate Nursing Program will conduct a continuous structured self-evaluation for all its clinical, didactic, research, and administrative activities. The program’s administrative personnel are responsible for designing, implementing, and monitoring this process.

**Procedures:**
The Program will conduct an on-going assessment of all of its activities. The assessment process will utilize a "Plan for Systematic Evaluation" that identifies all the activities carried out by the program, including time intervals when each activity is reviewed and assessed for currency and relevancy. The Program expects that its Advisory, Curriculum and Evaluation, and Student Affairs Committees and the College’s various committees to offer suggestions for change or request review of any program activity whenever members identify a need.

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

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

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

1. **Care Plans (where appropriate) or Student Logs** - All students shall complete care plans (where appropriate) or student logs on a daily basis. Care plans (where appropriate) or student logs are turned in to the clinical instructor for review and comment daily. Care plans (where appropriate) or student logs are reviewed by the
faculty advisor at both the mid-term and end of semester evaluation appointment. The care plans (where appropriate) or student logs are also reviewed periodically by faculty.

2. **Clinical Evaluation** - Each student is evaluated by the clinical preceptor(s) supervising the student and/or faculty. These evaluations are used primarily to provide feedback to the student regarding his/her performance, and to demonstrate progression in learning. At the end of each semester, a final clinical evaluation is submitted by the preceptor. If there is more than one preceptor, each preceptor will complete a clinical evaluation. These evaluations contribute to the final clinical evaluation of the student. The preceptor does not give a final grade.

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

Strategies utilized in evaluation of faculty include:

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

2. **Didactic Faculty Evaluation** - Each individual participating in classroom instruction in the Graduate Nursing Program will be evaluated by the students at the end of each semester using the College’s tool for student evaluation of classroom teaching. Information from these evaluations will be compiled by the College and presented back to the faculty member to be reviewed with the Program Chair.

3. **Clinical Faculty Evaluation** - Clinical preceptors will be evaluated by the students each semester. Students will complete a Clinical Faculty evaluation form for each instructor they have worked with in the clinical area. Information from these evaluations will be compiled by the School of Nursing. A copy of the evaluation will be provided and reviewed with the clinical preceptor.

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

1. **Course evaluation** - Students complete a Course Evaluation at the conclusion of each course in the Graduate Program in Nursing. Information from these evaluations will be compiled by Medatrax and reviewed by the faculty and/or Dean.

2. **Faculty Evaluation of the Program** – After each class, an Opportunity for Improvement (OFI) form is complete by faculty and submitted for review by Dean and faculty. Information from these evaluations will be compiled. The Graduate Nursing Program Dean and faculty will review the results of this process. Goals for
improving and strengthening the specialization are derived in part from faculty feedback via this mechanism.

3. **Clinical Agency Evaluation** - Students and faculty shall evaluate each clinical agency where students participate in clinical learning experiences annually. As a portion of this evaluation process, each clinical agency will be visited by a faculty member of the Graduate Nursing Program by face time or physical presence a minimum of once a year while students are physically present in the clinical site. Information from these evaluations will be compiled by the Program Specialist and reviewed by the Curriculum and Evaluation Committee. The Graduate Nursing Program Advisory Committee will review the results of this process.

4. **Employer Evaluation of Graduates** - Employers of graduates of the Graduate Nursing Program will be surveyed at six months and one-year post graduation to determine their perceptions of how well the graduate was prepared by the program for practice. Information from these evaluations will be compiled by and reviewed by the Dean and faculty. The Graduate Nursing Program Advisory Committee will review the results of this process.

5. **Graduate Evaluation of Program** - Graduates of the Graduate Nursing Program will be surveyed one year and three years after completion of the program to solicit feedback regarding their perceptions of how well the program prepared them for practice. Information from these evaluations will be compiled by the Dean and faculty who will review the results of this process as well as the process itself.
Undergraduate Program Details

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

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

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

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

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

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

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

We believe all of the above concepts are woven into each course of the curriculum as the 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. Demonstrate the ability to articulate in clear and correct written form.
2. Communicate and collaborate effectively with individuals, families, communities, and interprofessional team members.
3. Incorporate research-based evidence into their clinical practice setting.
4. Demonstrate personal accountability and responsibilities, code of ethics and standards into professional practice.
5. Synthesize the multidimensional roles of professional nursing to provide leadership for nursing practice by demonstrating the use of effective strategies to facilitate the nursing leadership decision.
6. Demonstrate upon completion of the program the commitment to advanced study and lifelong learning.
7. Express a positive likelihood of participating in Servant Leadership activities after completing the program.
8. Integrate the performing and fine arts, humanities into evidenced-based knowledge nursing.
9. Empowered to function at a higher level of caring, respect, mutual goal setting, advocacy, and education.
10. Utilize technology in accessing, applying, and evaluating information and applying technology in a variety of settings.
11. Apply the concepts of peer review with the interprofessional healthcare team.
12. Demonstrate understanding of the role and practice of nursing in public health surveillance, outbreak investigations, and disaster management including natural disasters and man-made disasters (bioterrorism, chemical agents, pandemics, epidemics, radiation, and terrorism).

Traditional BSN Program Requirements
Completion Requirements
• 120 credit hours
• Core Curriculum credits (86 credits)
• General Education courses (31 credits)
• Electives (3 credits)
## Traditional BSN Curriculum Plan:

### Year 1 Fall

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ENG 1013 Introduction to writing process</td>
<td>3</td>
</tr>
<tr>
<td>BIO 2011/2013 Anatomy &amp; Physiology</td>
<td>4</td>
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<tr>
<td>NUR 2202 Introduction to Nursing (Fundamentals)</td>
<td>2</td>
</tr>
<tr>
<td>NUR 2201 Introduction to Nursing Clinical Lab (90 hours in skills lab).</td>
<td>1</td>
</tr>
<tr>
<td>COR 1012 Invitation to inquiry</td>
<td>2</td>
</tr>
<tr>
<td>CHM 1221/1223 Introductory Organic &amp; Biochemistry</td>
<td>4</td>
</tr>
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### Year 1 Spring

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<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>ENG 1023 Argumentative &amp; Analytical Writing</td>
<td>3</td>
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<tr>
<td>BIO 2021/2023 Anatomy &amp; Physiology</td>
<td>4</td>
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<tr>
<td>NUR 3302 Health Assessment (HEA 3302)</td>
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<tr>
<td>NUR 3301 Health Assessment Lab (90 hours = 16 skills lab, 14 simulated practice, 60 direct care hours)</td>
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<tr>
<td>NUR 3302 Health Tech &amp; Informatics</td>
<td>2</td>
</tr>
<tr>
<td>*COM 1023 Speech</td>
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### Year 2 Fall

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<tr>
<td>COR 2001 Personal Wellness Lab</td>
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<tr>
<td>BIO 3034 Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>COR 2012 Character formation</td>
<td>2</td>
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<td>NUR 3023 Pathophysiology</td>
<td>3</td>
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<tr>
<td>PSY 1013 Intro to Psychology</td>
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<tr>
<td>NUR 3103 Transcultural Nursing</td>
<td>3</td>
</tr>
<tr>
<td>MAT 1213 College Math</td>
<td>3</td>
</tr>
<tr>
<td>*PSY 1013 Intro to Psychology</td>
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### Year 2 Spring

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>NUR 3103 Nursing Care of the Older Adult</td>
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<tr>
<td>MAT 3223 Nursing Care of the Patient with Behavioral Health Issues</td>
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<tr>
<td>NUR 3111 Nursing Care of Children &amp; Families</td>
<td>3</td>
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<tr>
<td>NUR 3111 Nursing Care of Children &amp; Families Clinical Lab (90 Clinical Hours = 80 direct hours + 10 skills lab)</td>
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<tr>
<td>NUR 4003 Nursing Theory &amp; research</td>
<td>3</td>
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<tr>
<td>NUR 4003 Nursing Theory &amp; research</td>
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<tr>
<td>MAT 2023 Statistics</td>
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<tr>
<td>NUR 3221 Nursing Care of the Patient with Behavioral Health Issues Clinical Lab (90 Clinical Hours = 80 direct hours + 10 skills lab)</td>
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<tr>
<td>*CST 1103 Biblical Perspectives</td>
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### Year 3 Fall

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<tbody>
<tr>
<td>NUR 3103 Transcultural Nursing</td>
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<td>NUR 3503 Women’s Health</td>
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<tr>
<td>PSY 3043 Abnormal Psychology</td>
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<td>MAT 1213 College Math</td>
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<td>NUR 3113 Nursing Care of Children &amp; Families</td>
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<td>NUR 3111 Nursing Care of Children &amp; Families Clinical Lab (90 Clinical Hours = 80 direct hours + 10 skills lab)</td>
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<tr>
<td>NUR 4003 Nursing Theory &amp; research</td>
<td>3</td>
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<tr>
<td>NUR 4003 Nursing Theory &amp; research</td>
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<tr>
<td>MAT 2023 Statistics</td>
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<td>NUR 3221 Nursing Care of the Patient with Behavioral Health Issues Clinical Lab (90 Clinical Hours = 80 direct hours + 10 skills lab)</td>
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<td>*CST 1103 Biblical Perspectives</td>
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### Year 3 Spring

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<tr>
<td>NUR 4103 Evidence-based Complex Nursing Practice (includes 25 clinical hours)</td>
<td>3</td>
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<tr>
<td>NUR 4203 Nursing Care of Communities</td>
<td>3</td>
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<tr>
<td>NUR 4201 Nursing Care of Communities Clinical Lab (90 Clinical Hours = 70 direct hours + 20 Observational)</td>
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<tr>
<td>*HISTORY Elective</td>
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<tr>
<td>NUR 4113 Nursing Care of the Patient with Acute Illness (Critical Care)</td>
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### Year 4 Fall

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<tr>
<td>NUR 4203 Nursing Care of Communities</td>
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<tr>
<td>NUR 4201 Nursing Care of Communities Clinical Lab (90 Clinical Hours = 70 direct hours + 20 Observational)</td>
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<tr>
<td>*HISTORY Elective</td>
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<tr>
<td>NUR 4113 Nursing Care of the Patient with Acute Illness (Critical Care)</td>
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### Year 4 Spring

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<thead>
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<tr>
<td>NUR 4103 Evidence-based Complex Nursing Practice (includes 25 clinical hours)</td>
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<tr>
<td>NUR 4201 Nursing Care of Communities Clinical Lab (90 Clinical Hours = 70 direct hours + 20 Observational)</td>
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<tr>
<td>NUR 4403 Nursing Synthesis/Capstone</td>
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<tr>
<td>NUR 4313 Nursing Leadership &amp; Concepts of Macroeconomic</td>
<td>3</td>
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<tr>
<td>NUR 4113 Nursing Care of the Patient with Acute Illness (Critical Care)</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
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</table>
Clinical Classes:
NUR 2201 Introduction to Nursing Clinical Lab (90 hrs in skills lab) – does not count towards clinical hours.

Clinical Lab course 6:1 (6 hours a week x 15 = 90 clinical hours per class)

NUR 3301 Health Assessment (90 hours = 16 skills lab, 14 simulated practice, 60 direct care hours)
NUR 3401 Nursing Care of the Older Adult Clinical Lab (90 hrs = 80 direct care + 10 skills lab)
NUR 3211 Nursing Care of the Patient with Chronic Illness Clinical Lab (90 hrs = 80 direct care + 10 skills lab)
NUR 3111 Nursing Care of Children & Families Clinical Lab (90 hrs = 80 direct care + 10 skills lab)
NUR 3221 Nursing Care of the Patient with Behavioral Health Issues Clinical Lab (90 hrs = 80 direct care + 10 skills lab)
NUR 4201 Nursing Care of Communities Clinical Lab (90 hrs = 70 direct care + 20 observational)
NUR 4111 Nursing Care of the Patient with Acute Illness Clinical Lab (90 hrs = 80 direct care + 10 skills lab)
NUR 4103 Evidence-based Complex Nursing Practice (25 hours of clinical)
NUR 4212 Transitions to Professional Practice Clinical Lab (144 hrs)

Total Hours = 699 Direct Care + 156 skills lab + 14 simulated practice + 20 Observational = (Total 889 hours)

RN-BSN Program Requirements
Completion Requirements
- 120 credit hours
- Core Curriculum credits (36 credits)
- General Education courses (49 credits)
- Electives (3 credits)
- RN License (32 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 each divided into two eight-week sub-terms. The School of Nursing reserves the right to make any necessary changes in curriculum. Nurses admitted to the program will be awarded 32 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.

**Progression Requirements for the Traditional BSN Program**

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

1. Traditional BSN Students must earn at least 120 credits.
2. Must earn a grade of (C) or better in all nursing core courses.
3. Successfully complete all courses within a term before proceeding to the next term.*
4. Maintain a minimum cumulative GPA of 2.7. If a student receives a GPA below 2.7 for a term, they are placed on academic probation.
5. A course grade of incomplete (“I”) may only be assigned to a student who is in good academic and standing (has completed at least 75% of course work) and must be negotiated with the faculty by the last week of class per policy.
6. A student who fails a course, cannot progress in the program until the course is repeated and passed. (Please see SON policy on repeating courses) *Unless prior approval has been granted by the SON

### RN-BSN Curriculum Plan

<table>
<thead>
<tr>
<th>Semester 1 (courses must be taken Semester I)</th>
<th>Semester 2</th>
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<tr>
<td><strong>Term 1</strong></td>
<td><strong>Term 3</strong></td>
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<tr>
<td>Concepts of Professional Nursing</td>
<td>Nursing Leadership</td>
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<tr>
<td>Health Assessment</td>
<td>Nursing Care of the Older Adult</td>
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<td>Health Tech &amp; Informatics*</td>
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<tr>
<th><strong>Term 2</strong></th>
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<tr>
<td>Transcultural Nursing</td>
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<tr>
<td>Nursing Theory and Research</td>
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<table>
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<tbody>
<tr>
<td><strong>Term 4</strong></td>
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<tr>
<td>Women’s Health</td>
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<td>Pathophysiology</td>
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<table>
<thead>
<tr>
<th><strong>Credits</strong></th>
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<table>
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<th>Semester 3 (courses must be taken Semester III)</th>
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<tbody>
<tr>
<td><strong>Term 5</strong></td>
<td><strong>Term 6</strong></td>
</tr>
<tr>
<td>Nursing Care of Communities (Includes 45 hours for clinical)</td>
<td>Evidenced-based Nursing Practice (Includes 25 hours for clinical)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Credits</strong></th>
<th><strong>Credits</strong></th>
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<tbody>
<tr>
<td>4</td>
<td>3</td>
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</table>

<table>
<thead>
<tr>
<th><strong>Total</strong></th>
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</tr>
</thead>
</table>

*This course can be taken at any time
Progression Requirements for the RN-BSN Program
The following requirements must be met in order to advance through the RN-BSN Program.

1. RN-BSN Students must earn at least 120 credits.
2. Must earn a grade of C, or better in all nursing core courses.
3. Successfully complete all courses within a term before proceeding to the next term.*
4. Maintain a minimum cumulative GPA of 2.7. If a student receives a GPA below 2.7 for a term, they are placed on academic warning.
5. A course grade of incomplete (“I”) may only be assigned to a student who is in good academic and standing and must be negotiated with the faculty by the last week of class per policy.
6. A student who fails a course, cannot progress in the program until the course is repeated and passed. (Please see SON policy on repeating courses)

*Satisfactory Completion BSN:
For all non-nursing courses and nursing courses a grade of “C” or higher is required. A cumulative grade points average (GPA) of 2.7 of higher is required. A student whose overall GPA falls below a 2.7 will be placed on probation and given a maximum of one semester to raise the overall GPA to 2.7 or higher.

1. The School of Nursing reserves the right to require withdrawal from nursing of any student whose health, academic record, clinical performance, or behavior in nursing is judged unsatisfactory or potentially unsafe.
2. In order to progress and remain in the nursing program, students must maintain a cumulative grade point average (GPA) of 2.7 or higher. A student whose overall GPA falls below 2.7 will be given a maximum of one (1) semester (fall or spring) to raise the overall (GPA) to 2.7 or higher. During this period, classes taken during summer school would count toward the GPA, but the term would not be counted as the one semester. If the GPA remains below 2.7 at the end of the one semester probationary period, the student will be dismissed from the School of Nursing.
3. All nursing students must complete the required non-nursing freshman classes with a "C" or higher and maintain a 2.7 or higher cumulative grade point average to progress into the sophomore year. Students who do not satisfactorily complete these requirements, according to their program plan, will be withdrawn from the Bachelor of Science in Nursing Program. Students unable to progress into the sophomore level must reapply for admission.
4. If a student earns a grade of less than "C" in any course (general education and nursing course), that course must be repeated. For nursing courses, a petition to repeat the course must be submitted to the Program Director within three weeks of receiving the failing grade. Repeating any nursing course is based on several factors including, but not limited to: space availability, overall course performance (specifically exam scores), academic honesty and historical course grades (nursing and non-nursing courses). Students may repeat a required non-nursing pre-requisite course or nursing course in which a grade of less than "C" is earned only once. Students receiving a second failing grade in a required nursing course will be withdrawn from the program.
5. All students who receive a grade of less than "C" in a nursing course may not progress into the next nursing courses for which that course is a prerequisite.
6. Students who are deemed “unsafe” or “irresponsible” in clinical practice will be dismissed from the program (Unsafe practice is defined as having poor clinical judgment that
may cause harm to a patient or others). Each case will be reviewed by the School of Nursing Review Team.

7. Students who find it necessary for any reason to withdraw from a nursing course must abide by the Bluefield College withdrawal policy.

8. All required nursing courses in the Traditional BSN undergraduate program must be completed within six (6) years prior to graduation from the program. The six-year period starts from the time the first nursing course is taken.

9. All prerequisites for nursing courses are strictly enforced. Students will be denied permission to enroll in any course for which they do not have the prerequisite or concurrent courses.

10. All students will be required to take nationally normed exams throughout the curriculum and to make satisfactory scores on such exams. Please see NCLEX Success Plan and Policy for ATI exam.
Graduate Program Details

**Master of Science in Nursing**
Bluefield College offers a graduate program leading to the Master of Science in Nursing (MSN) with specializations in Family Nurse Practitioner (FNP), Leadership/Education (L/E), Psychiatric Mental Health Nurse Practitioner (PMHNP) and post-graduate certificate in FNP, L/E, or PMHNP.

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

The program was developed from Bluefield College’s strong and academically sound undergraduate nursing curriculum, which is based on academic and practical experience, an awareness of current and future healthcare needs, and the vision to provide an excellent and accessible program. Many procedural processes like the eLearning platform and academic resources that distinguish the undergraduate program enrich the graduate program as well.

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

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

FNP students will graduate meeting the requirements and will be eligible to take the American Nurses Credentialing Center (ANCC) or American Association of Nurse Practitioners (AANP) National Exam. The clinical hours of greater than 1,080 are sufficient to take either of these exams. However, if the students want an additional specialty, they will have to complete the courses and additional clinical experience specific to that specialty.
L/E graduates will meet education requirements to take the Certification exam for Nurse Educator (CNE) by the NLN, the Certified Nurse Manager and Leader exam (CNML) given by AONE and (AACN) Certificate Corporation or ANCC Nurse Executive Advanced Certification, and Nursing Case Management. However, the Leadership/Education practice requirements may be more than are provided in the MSN degree program.

PMHNPs will graduate meeting the requirements and will be eligible to take the ANCC National Exam.

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

**Description of Specialty Areas**

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

**Leadership/Education**
This specialization prepares nurse managers and nurse administrators for first-level or middle-level leadership positions in a variety of healthcare organizations, and nurse educators for teaching in any educational area. The program of study incorporates an interprofessional perspective by combining two disciplines. The development of leadership skills; the application of theories of leadership, education, interprofessional concepts, informatics, and research are emphasized in both coursework and clinical practice.
Psychiatric Mental Health Nurse Practitioner
This specialization prepares the registered baccalaureate nurse to become psychiatric mental health nurse practitioners. This program of study focuses on the diagnosis and management of mental health problems and psychiatric disorders of patients across the lifespan. Students develop and implement treatment plans through faculty supervised clinical experiences with a preceptor incorporating evidence-based practice guidelines. The student provides care and treatment to acute and chronically ill mental health patients and their families with the appropriate psychopharmacologic, psychotherapeutic, and psycho-social rehabilitation interventions. Leadership, technology, and research are integrated throughout the course of study.

School of Graduate Nursing Program Outcomes
The graduate will be able to:
1. Integrate theory and research from biological, social, and nursing sciences and the humanities, into ethical interprofessional practice critically analyzing data to provide best outcomes for the population.
2. Demonstrate leadership roles, servant leadership, and lifelong learning by implementing quality improvement initiatives with an interprofessional team.
3. Evaluate the organizational structure, financing, marketing and policy decisions that impact, the quality of health care, the delivery of nursing education or health care administration with the interprofessional team.
4. Apply clinical/educational investigative skills to improve health/educational outcomes.
5. Utilize sound research information retrieved from technology systems to influence complex decision making to improve health care or the delivery of health care.
6. Analyze ethical, legal, and social factors influencing policy development and then contribute to policy development.
7. Critically examine the development of health care systems or educational systems that assesses and delivers the needs of culturally diverse populations, providers and other stakeholders.

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

Family Nurse Practitioner Specialty Outcomes:
The graduate will be able to:
1. Safely, competently, and effectively function as an independent practitioner for a culturally diverse population.
2. Demonstrate the highest level of accountability for professional practice.
3. Practice independently managing previously diagnosed and undiagnosed patients.

Leadership/Education Specialty Outcomes:
The graduate will be able to:
1. Systematically evaluate the quality and effectiveness of nursing practice, nursing education, and nursing service administration.
2. Demonstrate current knowledge relevant to administration of healthcare organizations, population problem, issues, or trends.
4. Provide consultation to influence change.
5. Demonstrate competence in all aspects of developing, delivering, and evaluating quality educational experiences.

Psychiatric Mental Health Nurse Practitioner Specialty Outcomes:
The graduate will be able to:
1. Safely, competently, and effectively function as an independent practitioner for a culturally diverse population.
2. Demonstrate the highest level of accountability for professional practice.
3. Practice independently managing previously diagnosed and undiagnosed patients.

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

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

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

The core curriculum of 28 credit hours for the Leadership/Education, Family Nurse Practitioner, and Psychiatric Mental Health Nurse Practitioner specialty areas in the MSN program is as follows:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 5003</td>
<td>Foundations for Advanced Practice</td>
<td>3</td>
</tr>
<tr>
<td>NUR 5022</td>
<td>Advanced Nursing Research Strategies I</td>
<td>2</td>
</tr>
<tr>
<td>NUR 5103</td>
<td>Advanced Pathophysiology Across the Lifespan</td>
<td>3</td>
</tr>
<tr>
<td>NUR 5113</td>
<td>Advanced Pharmacology Across the Lifespan</td>
<td>3</td>
</tr>
<tr>
<td>NUR 5112</td>
<td>Advanced Health Assessment Across the Lifespan Didactic</td>
<td>2</td>
</tr>
<tr>
<td>NUR 5111</td>
<td>Advanced Health Assessment Across the Lifespan Practicum</td>
<td>1</td>
</tr>
<tr>
<td>NUR 5013</td>
<td>Health Care Informatics</td>
<td>3</td>
</tr>
<tr>
<td>NUR 5021</td>
<td>Advanced Nursing Research Strategies II</td>
<td>1</td>
</tr>
<tr>
<td>NUR 5043</td>
<td>Health Promotion and Disease Prevention in Diverse Populations Across the Lifespan</td>
<td>3</td>
</tr>
<tr>
<td>NUR 5032</td>
<td>Advanced Nursing Research Analysis</td>
<td>2</td>
</tr>
<tr>
<td>NUR 5011</td>
<td>Research Sustaining</td>
<td>1</td>
</tr>
<tr>
<td>NUR 5053</td>
<td>Financial, Ethics, Organizational Behavior, &amp; Health Policy Management</td>
<td>3</td>
</tr>
<tr>
<td>NUR 5061</td>
<td>Capstone</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td></td>
<td><strong>28</strong></td>
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</table>
## Concentration Requirements

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>NUR 5123</td>
<td>Primary Care of Infants, Children, and Adolescents Didactic</td>
<td>3</td>
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<tr>
<td>NUR 5143</td>
<td>Primary Care of Infants, Children, and Adolescents Practicum</td>
<td>3</td>
</tr>
<tr>
<td>NUR 5133</td>
<td>Primary Care of Adults in Families Didactic</td>
<td>3</td>
</tr>
<tr>
<td>NUR 5153</td>
<td>Primary Care of Adults in Families Practicum</td>
<td>3</td>
</tr>
<tr>
<td>NUR 5144</td>
<td>Primary Care Across the Lifespan Practicum</td>
<td>4</td>
</tr>
<tr>
<td>NUR 5042</td>
<td>Transition into Leadership for the Advanced Practice Nurse</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total Program Units:</strong></td>
<td><strong>18</strong></td>
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### Leadership/Education Specialty
The Leadership/Education concentration has 16 hours in addition to the 28 core curriculum hours (6:1 ratio of clinical to classroom hours).

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>NUR 5303</td>
<td>Management Theory &amp; Leadership</td>
<td>3</td>
</tr>
<tr>
<td>NUR 5203</td>
<td>Strategies for Curriculum and Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>NUR 5323</td>
<td>Seminar in Leadership</td>
<td>3</td>
</tr>
<tr>
<td>NUR 5223</td>
<td>Strategies for Effective Instruction</td>
<td>3</td>
</tr>
<tr>
<td>NUR 5232</td>
<td>Practicum in Teaching</td>
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<tr>
<td>NUR 5332</td>
<td>Practicum in Leadership</td>
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<tr>
<td><strong>Total Program Units:</strong></td>
<td><strong>16</strong></td>
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</table>

### Psychiatric Mental Health Specialty
The Psychiatric Mental Health concentration has 23 hours in addition to the 28 core curriculum hours (6:1 ratio of clinical to classroom hours).

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>NUR 5404</td>
<td>Foundations of Advanced Practice Psychiatric Mental Health: Theory, Non-Pharmacological Management of Psychiatric Disorders</td>
<td>4</td>
</tr>
<tr>
<td>NUR 5414</td>
<td>Diagnostic and Psychopharmacological Strategies</td>
<td>4</td>
</tr>
<tr>
<td>NUR 5403</td>
<td>Advanced Practice Psychiatric Mental Health Nursing Seminar I</td>
<td>3</td>
</tr>
<tr>
<td>NUR 5413</td>
<td>Advanced Practice Psychiatric Mental Health Nursing Practicum I</td>
<td>3</td>
</tr>
<tr>
<td>NUR 5401</td>
<td>Theory and Practice in Addictions Care</td>
<td>1</td>
</tr>
<tr>
<td>NUR 5423</td>
<td>Advanced Practice Psychiatric Mental Health Nursing Seminar II</td>
<td>3</td>
</tr>
<tr>
<td>NUR 5433</td>
<td>Advanced Practice Psychiatric Mental Health Nursing Practicum II</td>
<td>3</td>
</tr>
<tr>
<td>NUR 5042</td>
<td>Transition into Leadership for the Advanced Practice Nurse</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total Program Units:</strong></td>
<td><strong>23</strong></td>
<td></td>
</tr>
</tbody>
</table>

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

**Clinical Courses**
The following courses contain a clinical component:

- **NUR 5111** Advanced Health Assessment Across the Lifespan Practicum
- **NUR 5143** Primary Care of Infants, Children, and Adolescents Practicum
- **NUR 5153** Primary Care of Adults in Families Practicum
- **NUR 5144** Primary Care Across the Lifespan Practicum
- **NUR 5232** Practicum in Teaching
- **NUR 5332** Practicum in Leadership
- **NUR 5042** Transition into Leadership for the Advanced Practice Nurse
- **NUR 5404** Foundations of Advanced Practice Psychiatric Mental Health: Theory, Non-Pharmacological Management of Psychiatric Disorders
- **NUR 5413** Advanced Practice Psychiatric Mental Health Nursing Practicum I
- **NUR 5433** Advanced Practice Psychiatric Mental Health Nursing Practicum II

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

- **MSN FNP track**—270 x 2 = 540 + 90 (Health Assessment Practicum) + 90 (Transition into Leadership for the Advanced Practice Nurse Practicum) + 360 (Primary Care Across the Lifespan Practicum) = 1,080 total hours
- **FNP Certificate**—270 x 2 = 540 + 90 (Health Assessment Practicum, may test out) + 90 (Transition into Leadership for the Advanced Practice Nurse Practicum) + 360 (Primary Care Across the Lifespan Practicum) = 1,080 total hours

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

- **MSN L/E track**—180 x 2 = 360 + 90 (Health Assessment Practicum) + 90 = 540 total hours
- **L/E Certificate**—180 x 2 = 360 + 90 (Health Assessment Practicum, may test out) + 90 = 540 total hours

- **MSN PMHNP track**—270 x 2 + 90 (Mental Health Assessment) = 630 clinical hours + 90 (Health Assessment Practicum) + 90 (Transition into Leadership for the Advanced Practice Nurse Practicum) = 810 total hours
- **PMHNP certificate**—270 x 2 + 90 (Mental Health Assessment) = 630 clinical hours (Physical Health Assessment must be within 5 years or must be repeated)
**Clinical Placement for FNP and PMHNP students**

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

If the faculty member/clinical coordinator and student agree on a site, the potential preceptor will be contacted. If the preceptor accepts the student, the clinical coordinator will contact the preceptor to ensure the proper paperwork is in place for the clinical time. Bluefield College will send the contract to the clinical site to be signed. The clinical coordinator emails a packet of information including overview of the program, syllabus, expected outcome, and evaluation form to the preceptor. Once this is completed, the student may contact the preceptor to set up a schedule.

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

**Clinical Placement for Leadership/Education Students**

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

**Clinical Compliance Requirements**

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

**Special Topics Course**

NUR 5311: Evidence-based Project Sustaining is an elective that is offered if the student does not complete the EBP project in preparation for the NUR 5061: Capstone course. This course allows the student time to complete the final EBP project. This one credit can be repeated until EBP is ready for Capstone.
**Change in Program of Study**

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

**Nursing Standards**

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

## Family Nurse Practitioner Full-time Curriculum Progression Sheet

### Master of Science in Nursing, Curriculum for Family Nurse Practitioner

<table>
<thead>
<tr>
<th>Semester I</th>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>NUR 5003</td>
<td>Foundations for Advanced Practice</td>
<td>3 credit hours</td>
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<tr>
<td>NUR 5022</td>
<td>Advanced Nursing Research Strategies I</td>
<td>2 credit hours</td>
<td></td>
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<tr>
<td>NUR 5103</td>
<td>Advanced Pathophysiology Across the Lifespan</td>
<td>3 credit hours</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NUR 5113</td>
<td>Advanced Pharmacology Across the Lifespan</td>
<td>3 credit hours</td>
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<table>
<thead>
<tr>
<th>Semester II</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>NUR 5013</td>
<td>Health Care Informatics</td>
<td>3 credit hours</td>
<td></td>
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</tr>
<tr>
<td>NUR 5112</td>
<td>Advanced Health Assessment Across the Lifespan Didactic</td>
<td>2 credit hours</td>
<td></td>
<td></td>
</tr>
<tr>
<td>*NUR 5111</td>
<td>Advanced Health Assessment Across the Lifespan Practicum</td>
<td>1 credit hour</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NUR 5043</td>
<td>Health Promotion and Disease Prevention in Diverse Populations Across the Lifespan</td>
<td>3 credit hours</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NUR 5021</td>
<td>Advanced Nursing Research Strategies II</td>
<td>1 credit hour</td>
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</table>

<table>
<thead>
<tr>
<th>Semester III</th>
<th></th>
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<tbody>
<tr>
<td>NUR 5032</td>
<td>Advanced Nursing Research Analysis</td>
<td>2 credit hours</td>
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<tr>
<td>NUR 5123</td>
<td>Primary Care of Infants, Children, and Adolescents Didactic</td>
<td>3 credit hours</td>
<td></td>
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</tr>
<tr>
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<td>Primary Care of Infants, Children, and Adolescents Practicum</td>
<td>3 credit hours</td>
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<table>
<thead>
<tr>
<th>Semester IV</th>
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<tbody>
<tr>
<td>NUR 5053</td>
<td>Financial, Ethics, Organizational Behavior, &amp; Health Policy Management</td>
<td>3 credit hours</td>
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</tr>
<tr>
<td>NUR 5133</td>
<td>Primary Care of Adults in Families Didactic</td>
<td>3 credit hours</td>
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<tr>
<td>NUR 5153</td>
<td>Primary Care of Adults in Families Practicum</td>
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<tr>
<td>NUR 5011</td>
<td>Research Sustaining</td>
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<tbody>
<tr>
<td>NUR 5061</td>
<td>Capstone</td>
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<tr>
<td>NUR 5144</td>
<td>Primary Care Across the Lifespan Practicum</td>
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<tr>
<td>NUR 5042</td>
<td>Transition into Leadership for the Advanced Practice Nurse</td>
<td>2 credit hours</td>
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</tbody>
</table>

46 total hours

This sequence is based on an August start. The sequence may differ if the student starts in a different semester. Students having an MSN must have had an advanced physical assessment, pathophysiology, and pharmacology, or these classes must be taken prior to being in NUR 5143. If all requirements are met, the student will be required to take NUR 5123, NUR 5143, NUR 5133, NUR 5153, NUR 5144, and NUR 5061. After completion of 5061, a student needs to be registered for one credit hour of 5011 per semester until project completion.

* First clinical course.
# Master of Science in Nursing

## Family Nurse Practitioner Part-time Curriculum Progression Sheet*

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Semester I</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NUR 5113</td>
<td>Advanced Pharmacology Across the Lifespan</td>
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</tr>
<tr>
<td>NUR 5103</td>
<td>Advanced Pathophysiology Across the Lifespan</td>
<td>3 credit hours</td>
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</tr>
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<td><strong>Semester II</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>NUR 5013</td>
<td>Health Care Informatics</td>
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</tr>
<tr>
<td>NUR 5112</td>
<td>Advanced Health Assessment Across the Lifespan Didactic</td>
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<tr>
<td><strong>NUR 5111</strong></td>
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<tr>
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<td></td>
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</tr>
<tr>
<td>NUR 5003</td>
<td>Foundations for Advanced Practice</td>
<td>3 credit hours</td>
<td></td>
</tr>
<tr>
<td>NUR 5022</td>
<td>Advanced Nursing Research Strategies I</td>
<td>2 credit hours</td>
<td></td>
</tr>
<tr>
<td><strong>Semester IV</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NUR 5053</td>
<td>Financial, Ethics, Organizational Behavior, &amp; Health Policy Management</td>
<td>3 credit hours</td>
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</tr>
<tr>
<td>NUR 5021</td>
<td>Advanced Nursing Research Strategies II</td>
<td>1 credit hours</td>
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</tr>
<tr>
<td><strong>Semester V</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>NUR 5043</td>
<td>Health Promotion and Disease Prevention in Diverse Populations Across the Lifespan</td>
<td>3 credit hours</td>
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</tr>
<tr>
<td>NUR 5123</td>
<td>Primary Care of Infants, Children, and Adolescents Didactic</td>
<td>3 credit hours</td>
<td></td>
</tr>
<tr>
<td>NUR 5032</td>
<td>Advanced Nursing Research Analysis</td>
<td>2 credit hours</td>
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<td><strong>Semester VI</strong></td>
<td></td>
<td></td>
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<tr>
<td>NUR 5133</td>
<td>Primary Care of Adults in Families Didactic</td>
<td>3 credit hours</td>
<td></td>
</tr>
<tr>
<td>NUR 5143</td>
<td>Primary Care of Infants, Children, and Adolescents Practicum</td>
<td>3 credit hours</td>
<td></td>
</tr>
<tr>
<td><strong>Semester VII</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NUR 5153</td>
<td>Primary Care of Adults in Families Practicum</td>
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<tr>
<td>NUR 5042</td>
<td>Transition into Leadership for the Advanced Practice Nurse</td>
<td>2 credit hours</td>
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</tr>
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<td><strong>Semester VIII</strong></td>
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<tr>
<td>NUR 5061</td>
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</tr>
<tr>
<td>NUR 5144</td>
<td>Primary Care Across the Lifespan Practicum</td>
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</tr>
</tbody>
</table>

**46 total hours**

*This sequence is based on an August start. The sequence may differ if the student starts in a different semester.*

**Or per student need. Students having an MSN must have had an advanced physical assessment, pathophysiology, and pharmacology, or these classes must be taken prior to being in NUR 5143. If all requirements are met, the student will be required to take NUR 5123, NUR 5143, NUR 5133, NUR 5153, NUR 5144, and NUR 5061. After completion of 5061, a student needs to be registered for one credit hour of 5011 per semester until project completion.**

**First clinical course.
## Master of Science in Nursing
### Leadership/Education Full-time Curriculum Progression Sheet

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>NUR 5003</td>
<td>Foundations for Advanced Practice</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>NUR 5022</td>
<td>Advanced Nursing Research Strategies I</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>NUR 5103</td>
<td>Advanced Pathophysiology Across the Lifespan</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>NUR 5113</td>
<td>Advanced Pharmacology Across the Lifespan</td>
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<tr>
<td>II</td>
<td>NUR 5013</td>
<td>Health Care Informatics</td>
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<tr>
<td></td>
<td>NUR 5021</td>
<td>Advanced Nursing Research Strategies II</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>NUR 5043</td>
<td>Health Promotion and Disease Prevention in Diverse Populations</td>
<td>2</td>
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<td></td>
<td>NUR 5112</td>
<td>Advanced Health Assessment Across the Lifespan Didactic</td>
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<td>*NUR 5111</td>
<td>Advanced Health Assessment Across the Lifespan Practicum</td>
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<tr>
<td>III</td>
<td>NUR 5032</td>
<td>Advanced Nursing Research Analysis</td>
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<tr>
<td></td>
<td>NUR 5303</td>
<td>Management Theory &amp; Leadership</td>
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<td>NUR 5203</td>
<td>Strategies for Curriculum and Evaluation</td>
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<td>IV</td>
<td>NUR 5223</td>
<td>Strategies for Effective Instruction</td>
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<td></td>
<td>NUR 5323</td>
<td>Seminar in Leadership</td>
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<td>NUR 5011</td>
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<td>V</td>
<td>NUR 5053</td>
<td>Financial, Ethics, Organizational Behavior, &amp; Health Policy Management</td>
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<tr>
<td></td>
<td>NUR 5061</td>
<td>Capstone</td>
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<td></td>
<td>NUR 5232</td>
<td>Practicum in Teaching</td>
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<td>NUR 5332</td>
<td>Practicum in Leadership</td>
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</table>

### Total Hours: 44

This sequence is based on an August start. The sequence may differ if the student starts in a different semester. Note: Students must take a total of three (3) practicum courses. After completion of 5061, a student needs to be registered for one credit hour of 5011 per semester until project completion. *First clinical course.
## Master of Science in Nursing
### Leadership/Education Part-time Curriculum Progression Sheet*

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td><strong>Semester I</strong></td>
<td></td>
<td></td>
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<tr>
<td>NUR 5003</td>
<td>Foundations for Advanced Practice</td>
<td>3 credit hours</td>
<td></td>
</tr>
<tr>
<td>NUR 5022</td>
<td>Advanced Nursing Research Strategies I</td>
<td>2 credit hours</td>
<td></td>
</tr>
<tr>
<td><strong>Semester II</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NUR 5013</td>
<td>Health Care Informatics</td>
<td>3 credit hours</td>
<td></td>
</tr>
<tr>
<td>NUR 5021</td>
<td>Advanced Nursing Research Strategies II</td>
<td>1 credit hour</td>
<td></td>
</tr>
<tr>
<td>NUR 5112</td>
<td>Advanced Health Assessment Across the Lifespan Didactic</td>
<td>2 credit hours</td>
<td></td>
</tr>
<tr>
<td><strong>NUR 5111</strong></td>
<td>Advanced Health Assessment Across the Lifespan Practicum</td>
<td>1 credit hour</td>
<td></td>
</tr>
<tr>
<td><strong>Semester III</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NUR 5032</td>
<td>Advanced Nursing Research Analysis</td>
<td>2 credit hours</td>
<td></td>
</tr>
<tr>
<td>NUR 5103</td>
<td>Advanced Pathophysiology Across the Lifespan</td>
<td>3 credit hours</td>
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<tr>
<td><strong>Semester IV</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>NUR 5043</td>
<td>Health Promotion and Disease Prevention in Diverse Populations</td>
<td>3 credit hours</td>
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<td>Across the Lifespan</td>
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<tr>
<td>NUR 5053</td>
<td>Financial, Ethics, Organizational Behavior, &amp; Health Policy Management</td>
<td>3 credit hours</td>
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<td>NUR 5011</td>
<td>Research Sustaining</td>
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<tr>
<td>NUR 5303</td>
<td>Management Theory &amp; Leadership</td>
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<td>NUR 5203</td>
<td>Strategies for Curriculum and Evaluation</td>
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<tr>
<td>NUR 5323</td>
<td>Seminar in Leadership</td>
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<tr>
<td>NUR 5223</td>
<td>Strategies for Effective Instruction</td>
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<tr>
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<td>Advanced Pharmacology Across the Lifespan</td>
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<tr>
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<td>Practicum in Teaching</td>
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<td>Practicum in Leadership</td>
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</tr>
<tr>
<td>NUR 5061</td>
<td>Capstone</td>
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</tbody>
</table>

44 total hours

This sequence is based on an August start. The sequence may differ if the student starts in a different semester. *Or per student need. Note: Students must take a total of three (3) practicum courses. After completion of 5061, a student needs to be registered for one credit hour of 5011 per semester until project completion. **First clinical course.
# Master of Science in Nursing

## Psychiatric Mental Health Nurse Practitioner Full-time Curriculum Progression Sheet

### Semester I

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 5003</td>
<td>Foundations for Advanced Practice</td>
<td>3</td>
</tr>
<tr>
<td>NUR 5022</td>
<td>Advanced Nursing Research Strategies I</td>
<td>2</td>
</tr>
<tr>
<td>NUR 5103</td>
<td>Advanced Pathophysiology Across the Lifespan</td>
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<tr>
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<td>Advanced Pharmacology Across the Lifespan</td>
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</tr>
<tr>
<td>NUR 5401</td>
<td>Theory and Practice in Addictions Care</td>
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### Semester II

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>NUR 5112</td>
<td>Advanced Health Assessment Across the Lifespan Didactic</td>
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<tr>
<td>NUR 5111*</td>
<td>Advanced Health Assessment Across the Lifespan Practicum</td>
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</tr>
<tr>
<td>NUR 5013</td>
<td>Health Care Informatics</td>
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</tr>
<tr>
<td>NUR 5021</td>
<td>Advanced Nursing Research Strategies II</td>
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<tr>
<td>NUR 5043</td>
<td>Health Promotion and Disease Prevention in Diverse Populations Across the Lifespan</td>
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### Semester III

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<td>NUR 5032</td>
<td>Advanced Nursing Research Analysis</td>
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<tr>
<td>NUR 5404</td>
<td>Foundations of Advanced Practice Psychiatric Mental Health: Theory, Non-Pharmacological Management of Psychiatric Disorders</td>
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<tr>
<td>NUR 5414</td>
<td>Diagnostic and Psychopharmacological Strategies</td>
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### Semester IV

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</tr>
<tr>
<td>NUR 5011</td>
<td>Research Sustaining</td>
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### Semester V

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<td>NUR 5053</td>
<td>Financial, Ethics, Organizational Behavior, &amp; Health Policy Management</td>
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<tr>
<td>NUR 5423</td>
<td>Advanced Practice Psychiatric Mental Health Nursing Seminar II</td>
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<tr>
<td>NUR 5433</td>
<td>Advanced Practice Psychiatric Mental Health Nursing Practicum II</td>
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</table>

**51 total hours**

This sequence is based on an August start. The sequence may differ if the student starts in a different semester. Students having an MSN must have had an advanced physical assessment, pathophysiology, and pharmacology, or these classes must be taken prior to being in NUR 5403. After completion of 5061, a student needs to be registered for one credit hour of 5011 per semester until project completion.

* First clinical course.
## Master of Science in Nursing

Psychiatric Mental Health Nurse Practitioner Part-time Curriculum Progression Sheet

### Semester I
- **NUR 5003** Foundations for Advanced Practice  
  3 credit hours
- **NUR 5022** Advanced Nursing Research Strategies I  
  2 credit hours

### Semester II
- **NUR 5112** Advanced Health Assessment Across the Lifespan Didactic  
  2 credit hours
- **NUR 5111** Advanced Health Assessment Across the Lifespan Practicum  
  1 credit hour
- **NUR 5401** Theory and Practice in Addictions Care  
  1 credit hour

### Semester III
- **NUR 5113** Advanced Pharmacology Across the Lifespan  
  3 credit hours
- **NUR 5103** Advanced Pathophysiology Across the Lifespan  
  3 credit hours

### Semester IV
- **NUR 5404** Foundations of Advanced Practice Psychiatric Mental Health:  
  Theory, Non-Pharmacological Management of Psychiatric Disorders*  
  4 credit hours
- **NUR 5414** Diagnostic and Psychopharmacological Strategies  
  4 credit hours

### Semester V
- **NUR 5013** Health Care Informatics  
  3 credit hours
- **NUR 5053** Financial, Ethics, Organizational Behavior, & Health Policy Management  
  3 credit hours
- **NUR 5021** Advanced Nursing Research Strategies II  
  1 credit hour

### Semester VI
- **NUR 5032** Advanced Nursing Research Analysis  
  2 credit hours
- **NUR 5043** Health Promotion and Disease Prevention in Diverse Populations Across the Lifespan  
  3 credit hours

### Semester VII
- **NUR 5403** Advanced Practice Psychiatric Mental Health Nursing Seminar I  
  3 credit hours
- **NUR 5413** Advanced Practice Psychiatric Mental Health Nursing Practicum I  
  3 credit hours
- **NUR 5042** Transition into Leadership for the Advanced Practice Nurse  
  2 credit hours

### Semester VIII
- **NUR 5061** Capstone  
  1 credit hour
- **NUR 5423** Advanced Practice Psychiatric Mental Health Nursing Seminar II  
  3 credit hours
- **NUR 5433** Advanced Practice Psychiatric Mental Health Nursing Practicum II  
  3 credit hours

**50 total hours**

---

This sequence is based on an August start. The sequence may differ if the student starts in a different semester. Students having an MSN must have had an advanced physical assessment, pathophysiology, and pharmacology, or these classes must be taken prior to being in NUR 5403. After completion of 5061, a student needs to be registered for one credit hour of 5011 per semester until project completion.

* First clinical course.
## Family Nurse Practitioner Student Progression Record

- **Date Admitted:**
- **Date Graduated:**

**STUDENT:** __________________________  **ADVISOR:** ____________________

**ID#** _______________________________  **CREDITS REQUIRED:** 46

<table>
<thead>
<tr>
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<th>TITLE</th>
<th>SEMESTER</th>
<th>CR</th>
<th>GRADE</th>
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<tbody>
<tr>
<td>NUR 5003</td>
<td>Foundations for Advanced Practice</td>
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<td>3</td>
<td></td>
</tr>
<tr>
<td>NUR 5022</td>
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<td>2</td>
<td></td>
</tr>
<tr>
<td>NUR 5103</td>
<td>Advanced Pathophysiology Across the Lifespan</td>
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<tr>
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<td>Health Care Informatics</td>
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<td>NUR 5112</td>
<td>Advanced Health Assessment Across the Lifespan Didactic</td>
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</tr>
<tr>
<td>NUR 5111</td>
<td>Advanced Health Assessment Across the Lifespan Practicum</td>
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<td>1</td>
<td></td>
</tr>
<tr>
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# Leadership/Education Student Progression Record

Date Admitted: 
Date Graduated: 

**STUDENT:** __________________________ **ADVISOR:** ____________________

ID# _______________________________ CREDITS REQUIRED: 44

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# Psychiatric Mental Health Student Progression Record

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**ID#** _________________________________  **CREDITS REQUIRED:** 51

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Standard of Professional Conduct

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

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

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

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

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

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

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

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

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

Provision 7 | The nurse, in all roles and settings, advances the profession through research and scholarly inquiry, professional standards development, and the generation of both nursing and health policy.
Provision 8 | The nurse collaborates with other health professionals and the public to protect human rights, promote health diplomacy, and reduce health disparities.

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

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

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

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

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

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

5. **Falsification of Academic Records and Official Documents:**
   This is without proper authorization, altering documents affecting academic records, forging signatures of authorization, or falsifying information on an official academic document, election form, grade report, letter of permission, petition, clinical record or any other official College document.

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

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

I. Liberal Education for Baccalaureate Generalist Nursing Practice
   • A solid base in liberal education provides the cornerstone for the practice and education of nurses.

II. Basic Organizational and Systems Leadership for Quality Care and Patient Safety
    • Knowledge and skills in leadership, quality improvement, and patient safety are necessary to provide high quality healthcare.

III. Scholarship for Evidence Based Practice
     • Professional nursing practice is grounded in the translation of current evidence into one’s practice.

IV. Information Management and Application of Patient Care Technology
    • Knowledge and skills in information management and patient care technology are critical in the delivery of quality patient care.

V. Healthcare Policy, Finance, and Regulatory Environments
    • Healthcare policies, including financial and regulatory, directly and indirectly influence the nature and functioning of the healthcare system and thereby are important considerations in professional nursing practice.

VI. Interprofessional Communication and Collaboration for Improving Patient Health Outcomes
    • Communication and collaboration among healthcare professionals are critical to delivering high quality and safe patient care.

VII. Clinical Prevention and Population Health
     • Health promotion and disease prevention at the individual and population level are necessary to improve population health and are important components of baccalaureate generalist nursing practice.

VIII. Professionalism and Professional Values
    • Professionalism and the inherent values of altruism, autonomy, human dignity, integrity, and social justice are fundamental to the discipline of nursing.

IX. Baccalaureate Generalist Nursing Practice
    • The baccalaureate graduate nurse is prepared to practice with patients, including individuals, families, groups, communities, and populations across the lifespan and across the continuum of healthcare environments.
    • The baccalaureate graduate understands and respects the variations of care, the increased complexity, and the increased use of healthcare resources inherent in caring for patients.
**Essentials of Master’s Education for Professional Nursing Practice (CCNE, 2011).**

I. **Background for Practice from Sciences and Humanities**
   - Recognizes that the master’s-prepared nurse integrates scientific findings from nursing, biopsychosocial fields, genetics, public health, quality improvement, and organizational sciences for the continual improvement of nursing care across diverse settings.

II. **Organizational and Systems Leadership**
   - Recognizes that organizational and systems leadership are critical to the promotion of high quality and safe patient care. Leadership skills are needed that emphasize ethical and critical decision making, effective working relationships, and a systems-perspective.

III. **Quality Improvement and Safety**
   - Recognizes that a master’s-prepared nurse must be articulate in the methods, tools, performance measures, and standards related to quality, as well as prepared to apply quality principles within an organization.

IV. **Translating and Integrating Scholarship into Practice**
   - Recognizes that the master’s-prepared nurse applies research outcomes within the practice setting, resolves practice problems, works as a change agent, and disseminates results.

V. **Informatics and Healthcare Technologies**
   - Recognizes that the master’s-prepared nurse uses patient-care technologies to deliver and enhance care and uses communication technologies to integrate and coordinate care.

VI. **Health Policy and Advocacy**
   - Recognizes that the master’s-prepared nurse is able to intervene at the system level through the policy development process and to employ advocacy strategies to influence health and health care.

VII. **Interprofessional Collaboration for Improving Patient and Population Health Outcomes**
   - Recognizes that the master’s-prepared nurse, as a member and leader of interprofessional teams, communicates, collaborates, and consults with other health professionals to manage and coordinate care.

VIII. **Clinical Prevention and Population Health for Improving Health**
   - Recognizes that the master’s-prepared nurse applies and integrates broad, organizational, client-centered, and culturally appropriate concepts in the planning, delivery, management, and evaluation of evidence-based clinical prevention and population care and services to individuals, families, and aggregates/identified populations.

IX. **Master’s-Level Nursing Practice**
   - Recognizes that nursing practice, at the master’s level, is broadly defined as any form of nursing intervention that influences healthcare outcomes for individuals, populations, or systems. Master’s-level nursing graduates must have an advanced level of understanding of nursing and relevant sciences as well as the ability to integrate this knowledge into practice. Nursing practice interventions include both direct and indirect care components.
References
Appendix A
Academic Integrity Violation Report

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

The Student Handbook states:

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

1. Practice academic integrity

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

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

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<td>Description of Violation:</td>
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Please email completed form to: academics@bluefield.edu
**Appendix B**

*Bluefield College School of Nursing School of Nursing Technical Standards*

One of the purposes of Bluefield College School of Nursing (BC SON) is to provide graduates with a broad and basic preparation for professional nursing practice. Applicants to the program must be able to meet the cognitive, affective, and psychomotor requirements of the curriculum. The BC SON has identified technical standards critical to the success of students in the nursing program. These standards are designed not to be exclusionary, but to establish performance expectations that will enable students to provide safe patient care. The examples listed on the form are for illustrative purposes only, and not intended to be a complete list of all tasks in a nursing program.

Reasonable accommodations to meet standards may be available for otherwise qualified individuals with disabilities. Contact the Bluefield College Disability Services Office for more information if you think you may need accommodation. Location:

<table>
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<tr>
<th>Capacity</th>
<th>Standard</th>
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<td>Hearing</td>
<td>Students must have auditory ability sufficient to hear normal conversation and make fine discriminations in sound.</td>
<td>Detect audible alarms, detect cries for help, detect sounds related to bodily functions using a stethoscope e.g. B/P, heart, lung and bowel sounds.</td>
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<tr>
<td>Vision</td>
<td>Students must have visual ability sufficient for observation, assessment and performance of safe nursing care.</td>
<td>Observe client responses, discriminate color changes, accurately read measurements on equipment, read medication labels.</td>
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<tr>
<td>Tactile Ability</td>
<td>Students must have tactile ability sufficient for physical assessment, inclusive of size, shape, temperature, and texture.</td>
<td>Perform function of physical assessment and those related to therapeutic interventions. Perform palpations e.g. pulse. Perform functions of physical examination.</td>
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<tr>
<td>Physical Endurance</td>
<td>Students must possess physical endurance sufficient to complete assigned periods of clinical care.</td>
<td>Sustain repetitive movements (e.g. CPR), maintain physical tolerance (e.g. work entire shift) tolerate long periods of standing and sitting.</td>
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<tr>
<td>Strength and Mobility</td>
<td>Students must possess strength and ambulatory capability sufficient to maintain a center of gravity when met with opposing force as in lifting, supporting and/or transferring a client.</td>
<td>Safely transfer clients in and out of bed, lift or move clients or objects, pull or push objects (this includes occasionally lifting 50 pounds and frequently lifting or carrying objects weighing 25 pounds).</td>
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<tr>
<td>Fine Motor Skills</td>
<td>Students must possess fine motor skills sufficient to perform psychomotor skills integral to client care.</td>
<td>Safely manipulate small equipment, such as syringes, vials, ampules and medication packages; accurately chart on graphics and other flow sheets.</td>
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<tr>
<td>Communication</td>
<td>Students must have the ability to use multiple communication techniques (verbal, written, nonverbal and information technology) that enable them to communicate effectively with clients, teachers and all</td>
<td>Give oral reports, read graphs, negotiate interpersonal conflict, read and understand English printed documents, obtain and document client information.</td>
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</table>
members of the health care team. They must be able to speak, read and write in English.

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<thead>
<tr>
<th>Intellectual and Cognitive</th>
<th>Students must have the ability to perceive events realistically, to think clearly and rationally and to function appropriately in routine and stressful situations. Students must be able to measure, calculate, reason, analyze and synthesize data in a timely manner. Problem solving is a critical skill demanded of health care practitioners, requires all these intellectual abilities. Additionally, students must be able to comprehend three-dimensional relationships and understand the spatial relationships of structures.</th>
<th>Respond appropriately in emergency situations with sustained attention, process information accurately, thoroughly and quickly to prioritize tasks, perform math computations for medication dosage calculation.</th>
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<tr>
<td>Emotional Stability</td>
<td>Students must possess the emotional health required for full use of their intellectual abilities, demonstration of good judgment, and prompt and safe completion of all responsibilities and development of mature and effective relationships with patients. They must be able to work cooperatively with others, adopt to rapidly changing environments, think clearly and tolerate physically and mentally taxing workloads under stressful situations. Additionally, they must demonstrate moral reasoning and ethical behaviors.</td>
<td>Deal with the unexpected (e.g., changing client status), handle strong emotions of clients in a safe and appropriate manner, be flexible with changing environments and schedules, provide clients with emotional support, demonstrate compassion, integrity, honesty, concern for others; establish therapeutic boundaries.</td>
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Appendix C
Bluefield College School of Nursing Policy on Professionalism

Statement of Professionalism
Commitment to the values of responsibility and accountability are basic cornerstones of any profession. Professional nurses are expected to provide quality healthcare and behave in a responsible and professional manner as well as be accountable for their practice.

The nursing profession insists its members be responsible, accountable, self-directed, ethical and exhibit professional behavior. Nursing has earned the public’s trust by holding firm to these behaviors. Students in each of the nursing programs at Bluefield College must realize that they represent both the college and the profession at all times. Personal appearance and professional behavior are 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. The Bluefield College School of Nursing expects that all students will behave in a mature, responsible, and professional manner on and off campus. The School of Nursing faculty believe professionalism including student integrity, trustworthiness, demeanor and honesty are vital to the development of trusting, therapeutic client/patient and family relationships which are linked to positive patient outcomes and patient safety. The foremost privilege and responsibility of a professional nurse is selflessly to serve patients/clients. Given such an important privilege and responsibility, nursing students are expected to conduct themselves in a manner commensurate with a health professional.

Students should not only demonstrate appropriate professional and ethical behaviors but should also expect such behaviors from fellow students. It is the responsibility of a professional nurse in practice to adhere to standards of practice, requirements of the law, and to report unprofessional, unethical, or unlawful behaviors. It is the responsibility of students in the nursing program to report suspicious actions or behaviors of others. Students who observe unprofessional or unethical behaviors are encouraged to address the situation directly with their fellow student and are encouraged to report the conduct or behavior to the course faculty or program head. These conversations are considered confidential.

While at Bluefield College, nursing students are engaged in a number of professional relationships and therefore have responsibilities to different individuals and groups. These groups include patients and their families, other health professionals, the profession itself, fellow students, community partners, clinical facility staff, university personnel and other campus organizations in which the student participates.

As a health professional program, the School of Nursing also has a responsibility to State nursing licensing boards to attest that student’s professional preparedness and character warrant their applying for licensure at the conclusion of the educational program. Licensure protects the public from harm by setting minimal qualifications and competencies for safe entry-level practice. To ensure there is no ambiguity with regard to unprofessional and unacceptable behaviors in the School of Nursing community for both undergraduate and graduate students, the faculty have adopted these Standards of Conduct, which outlines student expectations. This code is in accordance with federal and state law, professional nursing, and academic parameters that include:
It is expected that every student adheres to these guidelines and maintains professional conduct in all academic and clinical settings. Specific behaviors include but are not limited to:

1. **Utilization of Electronic Devices**: Use of electronic devices should not be disruptive to others. Electronic devices include, but are not limited to mobile phones, laptop computers, tablets, laser pointers, Bluetooth devices, and music players.

2. **Substance Abuse**: The possession, production, distribution, and/or use of illegal substances is prohibited. The misuse of controlled substances will not be tolerated. Bluefield College has declared its intention to be in compliance with Public Law 101-226 (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**.

3. **Professional Attire**: Students are expected to wear attire that best reflects the image of the School of Nursing and the nursing profession (Refer to Dress Code Policy).

4. **Time and Attendance**: Students are expected to be on time and to attend all School of Nursing functions: class, clinical, and other agreed upon commitments.

5. **Professional Language/Respectful Communication**: It is important to use respectful and professional language when interacting with faculty, staff, peers, patients, and others. Profanity and other disrespectful language will not be tolerated in the professional environment or via electronic communication medium including social media.

6. **Civility in Professional Relationships/Bullying**: Civility is to be exercised in all professional, academic, and therapeutic relationships. Disagreements should be handled directly with the other party and reported to an appropriate third party if mediation is necessary. Recognizing it is unethical to disparage to anyone the professional competence, knowledge, qualifications or services of a colleague. The manner in which one expresses criticism should reflect the demeanor of aspiring professionals. Faculty are open to receiving and responding to constructive suggestions. Concerns should be expressed to the appropriate faculty member. This presents an opportunity to refine one’s skill at providing feedback to others. When possible, discussion should occur in person rather than email because of the inability to amplify or clarify messages. This discussion should happen in a timely manner to allow for appropriate action to be taken by the receiving party.

7. **Relationship building**: Students should always strive to establish a therapeutic and caring relationship with patients/clients. This professional relationship is based on a trust and mutual respect that must not be violated. Recognizing nurses and nursing students have professional boundaries. As a health care professional, a nurse strives to inspire the confidence of clients, treat all clients and other health care providers professionally, and promote the clients’ independence. Clients can expect a nurse to act in their best interest and to respect their dignity. This means that a nurse abstains from obtaining personal gain
at the client’s expense and refrains from inappropriate involvement in the client’s personal relationships (NCSBN, 2011, p. 2). Additionally, failing to be prepared for clinical, failing to assess and evaluate a patient’s/client’s status, and failing to institute a nursing intervention for which the student has taken responsibility is a violation of this trust. (Also, refer to the Nurse-client relationship statement in the student handbook).

8. **Treatment of SON Facilities and Equipment:** Students are expected to be respectful of all School of Nursing facilities and property. It is the responsibility of all in the community to ensure that facilities are well-maintained and that property is not abused or stolen.

9. **Integrity:** Society is founded on our ability to trust what others tell us and to count on what we are told to be true. Integrity means doing what you say you will do, when you say you will do it. It also encompasses complete and total honesty in all your dealings with others. Commitments to others must be fulfilled in a timely manner.

**Academic Integrity:** all work is expected to be original or properly attributed. Cheating or sharing of any information appearing on an exam is a violation of the academic integrity policy. If academic dishonesty occurs in any form, immediate and appropriate disciplinary actions, as seen fit by School of Nursing faculty and the Office of the Dean of Students, will be taken.

10. **Nondiscrimination:** Nursing students shall provide care to patients/clients without discriminating based on race, creed, color, sex, age, national origin, sexual orientation or disability. Nursing students shall demonstrate respectfulness of patients'/clients’ values, culture and religion. Becoming culturally competent in delivering health care means students need to understand their own worldviews and those of the patients/clients they encounter. Adapting to different cultural beliefs and practices and communicating respect for others viewpoints is part of being culturally competent.

11. **Confidentiality:** Nursing students shall be educated about HIPAA policies and comply with these policies. Health records may not be removed from a health care institution. Students may extract information from the record pertaining to direct care and will be instructed by faculty how to handle de-identified information. Students must follow organizational policy about copying parts of the chart.

12. **Professional Demeanor/Representation:** Nursing students are representatives of Bluefield College School of Nursing and must realize their behavior may positively and negatively affect the judgment of others about the School. Nursing students are expected to be polite, thoughtful and professional when interacting with faculty and staff, patients/clients and their families, other students, the public, and all members of the health care team. When acting as a Bluefield College nursing student, professional behavior is required both on and off campus, regardless of how it is communicated (in writing, orally, or posted on some medium such as YouTube).

**Example:** When speaking, speak slowly and clearly enough to be understood. If you are presenting, make sure you know the proper pronunciation of any unusual words. Make sure to rehearse your presentation so that you do not stumble over words.

13. **Assessment of personal competence:** Nursing students shall seek consultation and supervision whenever their ability to carry out patient/client care is inadequate because of lack of knowledge or experience. Failing to obtain instruction or supervision when
implementing nursing procedures or practices for which one lacks the educational preparation, ability, knowledge or experience is unethical.

14. **Personal responsibility/Accountability:** Nursing students must take responsibility for their own actions, set a high standard for self, and work to achieve established goals. Misrepresentation of physical presence or of participation in clinical experiences is unethical. One must also take responsibility for using sound judgment when they are ill if their health status would put others at an unacceptable preventable exposure risk. This is particularly important when working with individuals with compromised immune systems, pregnant women, and newborns and their families. If you have reason to believe you have been exposed to a contagious illness, have active symptoms or were diagnosed with an infectious disease, notify your clinical faculty member to determine your best action. Personal responsibility also includes reporting unethical or inappropriate behavior of fellow students or colleagues that may jeopardize patient safety.

15. **Title IX Violation:** Gender Discrimination or harassment based upon one's gender (sex). Unfair treatment, attitudes, or behaviors towards an individual based upon their gender (sex).

**Expected Student Behaviors include, but are not limited to:**

1. Using critical thinking skills in determining one’s actions in the clinical setting.
2. Demonstrating empathy in the care of others.
3. Accepting responsibility for one’s own actions, including preparing sufficiently for class and clinical.
4. Being respectful of other students and faculty by not engaging in activities that might disrupt class including but not limited to cellphone use, inappropriate web browsing, and side conversations.
5. Adhering to the School’s dress code and having a neat, clean appearance. This includes responding promptly when feedback is given by a faculty member that one’s dress, jewelry, or hygiene (including fingernails) is outside the bounds of the dress code.
6. Attending (arriving and leaving as scheduled) orientations, class, and clinical.
7. Taking exams as scheduled and completing assignments on time, including patient/client care.
8. Responding appropriately and in a timely fashion to constructive criticism and feedback from faculty, clinical site staff, and peers.
9. Giving prior notification in writing or voice mail to faculty if unable to meet commitments and following up with faculty regarding potential make-up requirements.
10. Dealing with others (peers, faculty, staff, patients/clients and their families) in an honest, respectful, sensitive and nonjudgmental manner that communicates respect for individual differences.
11. Use of appropriate language. The use of inappropriate language, gestures or remarks, is unacceptable.
12. The student will not use intimidation, coercion or deception in working with patients/clients, families, staff, other students, faculty, and college staff.
13. Demonstrating teamwork and helping behavior for colleagues that exemplifies an assertive, rather than aggressive approach.
14. Respecting others’ space and time through actions such as turning off cell phones, avoiding disruptive sidebar conversations, and refraining from texting others in class and clinical settings.

Review of Unprofessional Behaviors
A faculty member may conduct or ask for a review of a student’s conduct. Potential consequences of unprofessional behavior include reduction in a grade, failure in the course/clinical, dismissal from the School of Nursing, and expulsion from the College. The School may dismiss a student from the nursing program if the student’s character does not reflect professional tenets of nursing, such as cheating, lying or falsifying patient information. An academic action may be overturned on an appeal through the Grade Appeal Process only if the academic action was arbitrary or capricious, meaning that not all the important facts were considered. All behaviors inconsistent with those articulated in this policy will be documented and such documentation will remain a part of the student’s record throughout the nursing program. An accumulation of four minor occurrences, or any occurrence that potentially places the client, self or others in immediate danger, will result in a full review of the student’s record. A faculty member may request a review for a single unsafe/unsatisfactory occurrence that does not create potential danger if the faculty member believes the behavior is significant enough to warrant a review. To clarify further circumstances for action, the following examples are provided.

Policy on Student Conduct
The student may be dismissed from the program without prior verbal or written warning depending on the extent and seriousness of the infractions. In addition to the guidelines established in the Bluefield College Academic Catalog and the SON Student handbook, a student may be dismissed from the classroom or clinical site, placed on probation, or dismissed from the nursing program by the faculty and Dean for any of the following reasons:

A student may be asked to leave **class** for any of these behaviors:
1. Tardiness
2. Disruptive or disrespectful behavior
3. Inattentiveness to classroom work

A student may be removed from the **clinical site** for any of these behaviors:
1. Failure to come to clinical prepared including inadequate knowledge of treatment, medications, or plan of care.
2. Habitual tardiness or absence (excused or unexcused). Missing 20% or more days will result in failure of the clinical course.
3. Unprofessional communication behaviors (examples: personal texting, checking social media; using profane language with patients, visitors, staff, or faculty).
4. Failure to treat others with respect, honesty and dignity.
5. Inappropriate professional dress and appearance (includes not being appropriately dressed and ready to begin class/clinical on time).
6. Inability to implement empathetic care.
7. Inattentiveness to clinical work as exhibited by being unavailable for patient/client care, engaging in personal discussions, texting, etc.
8. Failure to implement appropriate action to ensure safety of patients/clients.
9. Exhibiting behavior(s) deemed unprofessional by faculty including being disruptive and or refusing to follow faculty directions. Lack of respect for patients, families, faculties, and colleagues.
10. Arriving at clinical setting under the influence of alcohol or other substance that can impair judgment.
11. Misrepresentation of physical presence or participation in clinical experience.
12. Breach in patient confidentiality or any HIPAA violation (privacy or security).
13. Misuse or unauthorized use of computer resources or information.
14. Purposefully destroying property at the clinical site.
15. Stealing supplies or drugs.
16. Demonstrating unsafe clinical practice that places patient/client/family/staff/faculty in physical or emotional jeopardy, including neglect, abuse, or purposely injuring others.
17. Physical jeopardy is the risk of causing physical harm.
18. Emotional jeopardy means that the student creates an environment of anxiety or distress, which puts the patient/client/family at risk for emotional or psychological harm.
19. Failure to comply with course or clinical site policies and protocols.
20. Diversion or abuse of drugs or alcohol.
21. Inability to cope with the stress of the practicum.
22. Inability to get along with supervisors, peers, or hospital staff.

Other reasons for program dismissal:
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 nursing course.
3. Failure to maintain an overall cumulative GPA of 2.7 or better.
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. Inability to maintain licensure as a Professional Registered Nurse.
7. Positive drug screen relative to any abused substance or potentially abused substance.
8. Positive background screen for felony, DUI, or prior illegal or abused substance use*.
9. Violation of Protected Health Information (PHI) policy, such as falsifying or plagiarizing clinical logs or other assignments or violating patient confidentiality.
10. Sexual Harassment.

Consequences of Unprofessional Behavior
When problem behaviors are identified, the involved faculty member will:
1. Counsel the student on the unacceptable behavior indicating the type of behavioral change that is expected.

2. Document behavior, expected response and timeframe for remediation

Students whose behavior is unprofessional will receive School of Nursing sanctions that may include grade reduction, course failure, suspension or dismissal from the class, suspension or dismissal from the School of Nursing. The Office of the Dean of Students may also put sanctions in place such as probation, suspension or dismissal from Bluefield College. If an appeal is requested, the student must follow the appropriate procedure as found in the Academic Catalog.

A panel of faculty will decide on the terms of their dismissal or other consequences. If behavior is a major infraction, the student will be counseled by the faculty and referred to the academic counselor and the director of the program in which the student is enrolled (e.g., Director of Undergraduate Program, Director of Graduate Program). The infraction will also be reported to the Office of the Dean of Students.

**Supporting Documents**


Bluefield College (2017). Bluefield College School of Nursing Student Handbook.
Appendix D  
Health Forms  

Physical Examination must be within the past twelve months.  
A health care provider must complete this form.  

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

Student’s Name: ___________________________ Date of Exam: ______/_____/______

<table>
<thead>
<tr>
<th>Review of System</th>
<th>Normal</th>
<th>Abnormal</th>
<th>Describe Abnormality if applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Skin</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. HEENT</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Lungs/Chest</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Breasts</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Heart/Vascular System</td>
<td></td>
<td></td>
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<tr>
<td>6. Abdomen (rectal if indicated)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Genito-urinary</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>8. Gynecological</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Lymphatic</td>
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<td></td>
<td></td>
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<tr>
<td>10. Musculoskeletal</td>
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<tr>
<td>11. Neurological</td>
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<tr>
<td>12. Endocrine</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. Psychological</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Current Major and Chronic Problems  
Acute or Minor Problems
1. ___________________________________________  1. ___________________________________________
2. ___________________________________________  2. ___________________________________________
3. ___________________________________________  3. ___________________________________________

IF THE STUDENT IS UNDER YOUR CARE FOR A CHRONIC CONDITION OR SERIOUS ILLNESS, PLEASE PROVIDE US WITH ADDITIONAL INFORMATION TO ASSIST US IN MAKING APPROPRIATE ACCOMMODATIONS.

__________________________________________________________________________________________

The applicant _____does____ does not have a loss of or seriously impaired function of a paired organ.

ALLERGIES (medications, foods, insects, venom) ______________________________________________

Type of reaction __________________________________________ Does student have an Epi-pen? ________

CURRENT MEDICATIONS (all prescription and OTC):
__________________________________________________________________________________________
Student’s Name: ______________________________ Date of Exam: _____/_____/_____

The applicant has been examined and found to be in good general health. Yes ____ No ____
To the best of my knowledge, the applicant is not presently harboring any infectious diseases. Yes ____ No ____

The applicant meets the below technical standards. Yes ____ No ____

THE FOLLOWING TECHNICAL STANDARDS ARE REQUIRED:
The student shall:
1. Be able to lift and carry up to 25 pounds.
2. Be able to distinguish between basic colors.
3. Be able to reach above and below shoulder level on a consistent basis.
4. Be able to walk, stand, and/or sit for extended periods of time.
5. Be able to work well with others and exercise independent judgment.
6. Have high stress tolerance and mental alertness.
7. Be able to hear, see, and speak with patients and other health care workers.
8. Be able to adapt to variable clinical settings.

Applicant may participate in school/clinical placements: _____without reservation; _______ with the
following restrictions ________________________________________; ________should not participate in
school/clinical placements.

Reasons for limiting activity ______________________________________________________

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

HEALTH CARE PROVIDER:
Name Printed: ___________________________ Signature: _______________ Date: ______________
Address: _____________________________________________________________________________
Phone (_____) ____________________________ Fax: (_____) _______________________

Please mail or fax all complete forms to:
Bluefield College School of Nursing
3000 College Avenue
Bluefield, VA 24605
Fax: (276) 326 – 4462
Appendix E
School of Nursing Student Acknowledgments of Policies

By signing this form, the student acknowledges that he/she has thoroughly read the handbook and policies listed below and understand what is expected of him/her. If the student has questions they also acknowledge that they have the ability to ask the Program Director for the Baccalaureate Nursing, the Dean or Assistant Dean for the School of Nursing, or their academic advisor.

I _______________ (Student’s Name) ID # _______________, acknowledge that I have fully read and understand the rules, polices and guidelines included in the student handbook including the:

1. Student Conduct Policies
2. Policy on Repeating Nursing Courses
3. Academic Integrity Policy
4. School of Nursing Usage of Electronic/Social Media Guidelines Policy
6. SON Cell Phone Policy
7. SON Recording Policy
8. Professionalism Policy
10. Clinical Compliance Requirements (Castle Branch)

Student’s Name (Print) ____________________________ ID#: __________________

Student’s Signature: ____________________________ Date: _______________

Please return this form to the School of Nursing Office.
Appendix F  
Bluefield College School of Nursing  
Report of Accident/Incident/Safety Condition

1. INFORMATION REPORTED BY:
Name: ______________________________________________________________________________

<table>
<thead>
<tr>
<th>□ Faculty member</th>
<th>□ Staff member</th>
<th>□ Student</th>
<th>□ Visitor</th>
</tr>
</thead>
</table>

Date: _____/_____/_______ Event involved: □ Accident □ Incident □ Safety Condition Time:________

PERMANENT RESIDENCE INFORMATION:
Address: Street _____________________________ City __________________________ State _________ Zip________
Phone: (_____) ____________________   Cell Phone: (______) ___________________   E-mail: ________________________________

CAMPUSS RESIDENCE/WORK INFORMATION (if applicable):
Building: ______________________ Room:__________ Campus Phone: ______________Campus email:______________________________

2. INJURIES (if applicable)
Person 1 Name: _________________________________________________________  Phone: (______)

Seek medical attention? □ Yes (if YES go to line 2.a) □ No (check one)
2.a Care Provider Name: ________________________________________________  Phone: (_______)

Person 2 Name: _________________________________________________________  Phone: (______)

Seek medical attention? □ Yes (if YES go to line 2.b) □ No (check one)
2.b Care Provider Name: ________________________________________________  Phone: (_______)

Person 3 Name: _________________________________________________________  Phone: (______)

Seek medical attention? □ Yes (if YES go to line 2.c) □ No (check one)
2.c Care Provider Name: ________________________________________________  Phone: (_______)

3. PROPERTY DAMAGE (if applicable)
Was there property damage? □ Yes (if YES describe) □ No
Damage Description:___________________________________________________________________________________________________________

4. WITNESSES (if applicable)
Witness No. 1 Name: __________________________________________________________  Phone: (______)

Witness No. 2 Name: __________________________________________________________  Phone: (______)

5. EVENT DETAILS
Event Date: _____/_____/_______ Location:__________________________________________________________________________
Description:___________________________________________________________________________________________________________

6. REPORTING (if applicable)
Did you report the event? □ Yes (go to line 6a.) □ No (go to line 6.b)
6a. Reported to: Name ____________________________________________  Phone: (______)

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

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

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

*If more than three persons were injured, continue by completing information on a separate piece of paper. Send this form and any attachments to: Bluefield College within 48 hours of the event.
If Page 2 is needed to continue the Event Details, please sign both Page 1 and Page 2.
Bluefield College School of Nursing
Report of Accident/Incident/Safety Condition

5. EVENT DETAILS (continued)

_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

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

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

Signed: ________________________________ Date: ____________________

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

I am failing a class. What should I do?
Contact the course professor and see if the professor has any suggestions as how to improve your grade. The tutoring center has tutors for many subjects. http://www.marshall.edu/uc/tutoring-services/ Get help early, do not wait.

What if I want to drop the class?
First: Contact your advisor and make an appointment to discuss your options. Do not drop any class until you discuss the ramifications with your advisor.

How do I address my professors in person or in email?
Professors with earned doctorates should be addressed as Dr. …… unless that professor says otherwise. Faculty without an earned doctorate should be addressed as Professor……

How long will it take for a professor to respond to my email?
Most professors check email daily during business hours on weekdays of fall or spring semester and respond to then. Emails sent outside of those hours (nights or weekends) may not get addressed until business hours during the week.