Bluefield University

School of Nursing

School of Nursing

2024-25

STUDENT HANDBOOK

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Introduction

The Administration, Faculty, and Staff are delighted that you have selected Bluefield University to provide your 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 nursing's mission is the importance of bringing healing and comfort to the sick and suffering in our community and the world.

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 was developed to give you specific information related to your academic program of study. This is not intended to supersede information provided in the Bluefield University 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 University 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 University School of Nursing is committed to helping 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 University 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 policies 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 policies with a spirit of cooperation. Those who take this educational challenge are expected to evaluate the policies and agree 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 BU's School of Nursing

It is with great enthusiasm I welcome you to Bluefield University and its School of Nursing. Nursing is a wonderful profession of healthcare that enables you to provide a valuable service to humanity and to provide financially 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 University 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 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 University School of Nursing are happy that you have joined our BU 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 University. 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
2024 – 2025

Online Courses

Fall 2024 | 8 Week Terms Online RN-BSN/16 week term on campus BSN

Term 1

Last day of Summer Term 2	Aug. 20(Tue)
First day of Fall BSN/RN-BSN courses	Aug. 21 (Wed)
Last day to add Fall Term I course	Aug. 23 (Fri)
Last day to drop a Fall Term I course	Aug. 27 (Tue)
Labor Day (Offices closed)	Sept. 2 (Mon)
Last day to apply for December graduation	Sept 15 (Sun)
Last day of Fall Term I courses (RN-BSN)	Oct. 15 (Tue.)
Final grades due for Fall Term I	Oct. 22 (Tue.)

Term 2

First day of Fall Term 2 courses (RN-BSN)	Oct. 16 (Wed)
Last day to add Fall Term 2 courses	Oct. 18 (Fri)
Last day to drop a Fall Term 2 course	Oct. 22 (Tue)
Registration for Spring Terms begins (Apply for May Graduation)	Oct. 28 (Mon)
Last day to withdraw with a grade of "W" for Fall Term 2	Nov. 19 (Tue)
Thanksgiving Break (Offices closed)	Nov. 27-29 (Wed – Fri)
Last day of Fall Term 2 courses (RN-BSN)	Dec. 10 (Tue)
Last day of TRAD (BSN) Fall semester	Dec. 10 (Tue)
Final grades due	Dec. 17 (Tue)

Fall 2024 | Fall Term 3 (Winter 24-25)

	Dec. 16 (Mon)
Last Day to Register for Fall Term 3	Dec. 16 (Mon)
First Day of Fall Term 3 Courses	Dec. 18 (Wed)
Last Day to add Fall Term 3 Course	Dec. 18 (Wed)
	Dec. 23- January 1
Last Day to Drop a Fall Term 3 Course	Jan. 12 (Sun)
Christmas/New Year's Holiday – Office Closed	Jan 20 (Mon)
Last Day of Fall Term 3 Courses	
Final Grades Due for Fall Term 3 Courses	

Spring 2025 | 8 Week Terms Online

Term 1

First day of Spring Term 1 courses	Jan. 15 (Wed)
Last day to add Spring Term I courses	Jan. 17 (Fri)
Martin Luther King Day (Offices closed)	Jan. 20 (Mon)
Last day to drop a Spring Term I course	Jan. 21 (Tue)
Last day to withdraw with grade of "W" for Spring Term I	Feb. 18 (Tue)
Last day to apply for May graduation	Feb. 23 (Fri)
Last day of Spring Term I courses	Mar. 11 (Tue.)

Final grades due for Spring Mar. 18 (Tue.)
Term I

Term 2

Final grades due for Spring Mar. 18 (Tue.)

First day of Spring Term 2 courses	Mar. 12 (Wed)
Last day to add Spring Term 2 courses	Mar. 16 (Fri)
Last day to drop a Fall Term I course with a full refund	Mar. 19 (Tue)
Registration for Summer & Fall Terms begins (Apply for December graduation)	Mar. 31 (Mon)
Last day to withdraw with grade of "W" for Spring Term 2	Apr. 15 (Tue)
Last day of Spring Term 2 courses	May 6 (Tue)
Last day of Semester Long online courses	May 6 (Tue)
Graduation fee due to Bluefield Central (by 9:00am) Commencement	May 10 (Sat)
Undergraduate Commencement	May 10 (Sat)
	May 13 (Tue)
Final Grades Due	

Summer 2025 | 8 Week Terms Online
Term 1

First day of Summer Term 1 classes	May 14 (Wed)
Last day to add a class for Summer Term 1	May 16 (Fri)
Last day to withdraw	May 19 (Mon)
Last day to drop classes with a grade of "W"	May 23 (Fri)
Memorial Day (Offices closed)	May 26 (Mon)
Last day of Summer Term 1 classes	Jun. 24 (Tue)
Final grades due for Summer Term	Jul. 1 (Tue)

Term 2

First day of Summer Term 2 classes	Jul. 2 (Wed)
Last day to add a class for Summer Term 2	Jul. 4 (Fri)
Last day to withdraw	Jul. 8 (Tue)
Last day to drop classes with a grade of "W"	Jul. 18 (Fri)

Last day of Summer Term 2 classes	Aug. 19 (Tue)
Final grades due for Summer Term 2	Aug. 25 (Mon)

Traditional and Masters Courses

Fall 2024 | 16 Week Semester

New Student Move-In	Aug. 17 (Sat)
New Student Orientation – Welcome Activities	Aug. 17-20 (Sat-Tue)
Returning Student Move-In	Aug. 19 (Mon)
New Student Orientation & Honor Code Convocation	Aug. 20 (Tue)
First day of classes (16-week term)	Aug. 21 (Wed)
President's Convocation 10:00 a.m.	Aug. 21 (Wed)
MSN On-Campus Days	Aug. 20-22 (Tue-Thu)
Last day to add or drop a class without a grade of "W"	Aug. 27 (Tue)
Labor Day (no classes)	Sept. 2 (Mon)
Duremdes Christian Emphasis Week	Sept. 25-27 (Wed-Fri)
Fall Break for Traditional Students (no classes)	Oct. 3-4 (Thu-Fri)
Mid-Term grades due	Oct. 11 (Fri)
Traditional Student Academic Advising Convocation (for upcoming Spring)	Oct. 25 (Fri)
Advising for Spring Semester & Fall Term 3	Oct. 28 - Nov 7 (Mon-Thu)
Homecoming & Family Weekend	TBD
Last day to drop a class with a grade of "W"	Nov. 8 (Fri)
Thanksgiving Break (no classes)	Nov. 27-29 (Wed – Fri)
Traditional Students Winter Solace Day	Dec. 5 (Thu)
Traditional Students Study Day	Dec. 6 (Fri)
General Education Assessment (Graduating Seniors)	Dec. 6 (Fri)
MSN On-Campus Days	Dec. 5-7 (Thur-Sat)
Final Exams (Traditional)	Dec. 9-12 (Mon-Thur)
Last day of the Semester	Dec. 12 (Thur)
First Day of Fall Term 3	Dec. 16 (Mon)
Final grades due ts	Dec. 17 (Tue)
Christmas/New Year Break	Dec. 23-Jan 1 (Mon-Wed)

Spring 2025 | 16 Week Semester

Campus offices reopen	Jan. 2 (Mon)
Faculty PRO Day	Jan. 8 (Wed)
New Student Move-in	Jan. 10 (Fri)
Returning Student Move-in	Jan. 11 (Sat)
End of Fall Term 3	*Jan. 12 (Sun)*
First day of classes (16-week term)	Jan. 13 (Mon)
MSN On-Campus Days	Jan. 16-18 (Thur-Sat)
Martin Luther King Day (no classes)	Jan. 20 (Mon)
Last day to add or drop a class without a grade of "W"	Jan. 21 (Tue)
MLK Make a Difference Day	Jan. 22 (Wed)
Last day to apply for Spring Graduation	Feb 15 (Fri)

Spring Break (no classes)	Mar. 17-21 (Mon-Fri)
Mid-Term grades due	Mar. 14 (Fri)
Global Education Emphasis Week	Mar. 24-28 (Mon-Fri)
Advising for Summer & Fall Semester	Mar. 31- April 10 (Mon-Thu)
Easter Break (no classes)	Apr. 18 - 21 (Fri-Mon)
Last day to drop a class with a grade of "W"	Apr. 9 (Wed)
Appalachian Week	Apr. 15-19 (Tue-Sat)
Honors Convocation	Apr. 23 (Wed)
Mud Pig Day	May 1 (Thu)
General Education Assessment Day 1 (Graduating Seniors)	May 1 (Thu)
Study Day	May 2 (Fri)
General Education Assessment Day 2	May 2 (Fri)
MSN On-Campus Days	May 1-3 (Thur-Sat)
Final Exams (Traditional Students)	May 5-8 (Mon-Thur.)
Last day of the Semester	May 8 (Thur.)
Graduation fee due to Bluefield Central (by 9:00am) Commencement	May 10 (Sat)
Undergraduate Commencement	May 10 (Sat)
Final grades due	May 13 (Tue)
Academic Assessment Day	May 14 (Wed)
Graduate Commencement	May 17 (Sat)

Bluefield University Mission and Values

<u>Mission</u>
Bluefield University is a Christ-centered learning community developing servant leaders to transform the world.

<u>Values</u>
- 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.

<u>Vision of the School of Nursing</u>
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.

<u>Mission of the School of Nursing</u>
The mission of the Bluefield University School of Nursing (BU SON) represents the mission of Bluefield University as a Christ-centered liberal arts university 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 relationships 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.

<u>Philosophy of the School of Nursing</u>
We believe that **persons** living as individuals, families, groups, communities and aggregates (designated populations and other groups) are complex,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 try 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. Every individual, family, group, community and aggregate have 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 evechanging 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 interprofessional 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. Caringencompasses 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 aiding with and expressing concern for others to enhance their health and well-being. 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 BU Community continue to be engaged in the wider community and the world.

Research is the process of studying components of nursing to provide the best evidence upon which to base practice. Research provides the ability to determine what knowledge is relevant in order to improve clinical practice and promote evidence-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 and nursing theory develop creative and intelligent nurses whose purpose is to practice as a generalist. The graduate level programs prepare advanced practitioners as Family Nurse Practitioners, Leaders/Educators, or Psychiatric Mental Health Nurse Practitioners. 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 is responsible for seeking 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 andrological 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 university's 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 university philosophy and mission. The curriculum allows the university 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 University'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 to the growth of others; and 10) Building community. Along with the five best practices that may help cultivate the characteristics of servant leadership: 1) Right identity: putting the emphasis upon listening effectively to others; 2) Right motivation: understanding others' feelings and perspectives; 3) Right method: helping foster each person's emotional and spiritual health and wholeness; 4) Right impact: understanding his or her own values and feelings, strengths, and weaknesses; and, 5) Right character: influencing others through their persuasiveness (Wong & Davey, 2007).

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

School of Nursing Conceptual Framework: Course Model

The School of Nursing is based upon four concepts of belief (leadership, interprofessional collaboration, evidence-based practice, and cultural diversity) that the methodologies used by the professional nurse to deliver heath care and promote health must be focused on 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 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 nursing program model represents the student as a skilled and reflective practitioner. This practitioner will reflect and develop an awareness in order to respond to the environment of practicing, teaching, or leading in this world. This awareness enables the student to respond in his or her practice as each patient or situation has different needs, and in turn different interventions may be needed (Johns, 2009). The practitioner absorbs the understanding of the need to practice ethics, cultural diversity and holistic health and to be politically involved, while using the ability to critically think and use the latest technology in an interprofessional collaboration approach with research guiding the practice. Finally, the student uses leadership theory, the desire for life-long scholarship, and a servant leader approach with Christian principles to practice nursing. This model shows a partnership between the nursing student with the patient, the educator with the student, and the leader with community. The relationship between family and individual is reciprocal, with communication flowing both ways to enlighten the reflective practitioner. Where a person is an individual, a family is a group consisting of individuals living together in a household; and a community is a group living in the same place or having a particular characteristic in common.
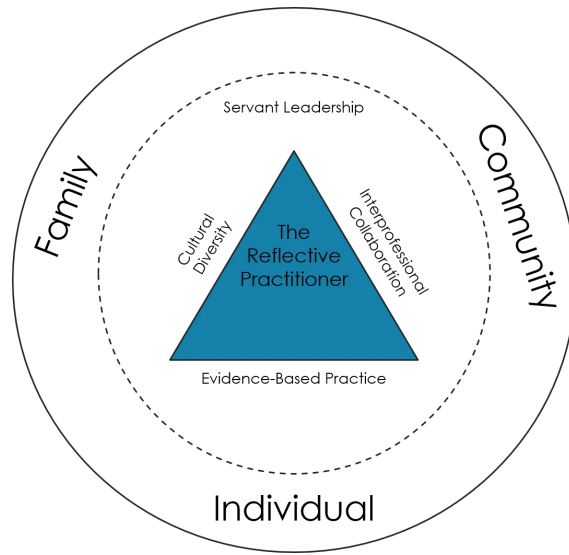
Accreditation

 The baccalaureate degree programs in nursing at Bluefield University are 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 programs and post-graduate APRN certificate programs at Bluefield University are 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 University Academic Catalog and in this handbook, a student may be given a verbal warning, a written warning, placed on probation, or dismissed from the nursing program by the faculty and or 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 as per faculty discretion based on tong law
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 educational process.
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 (if applicable).
13. Failure to wear and maintain professional dress and attire at any school of Nursing function both in and out of class, including any clinical setting.
14. Positive drug screen relative to any abused substance or potentially abused substance.
15. Positive background screen for felony, DUI, or prior illegal or abused substance use*.
16. Violation of Protected Health Information (PHI) policy, such as falsifying or plagiarizing clinical logs or other assignments or violating patient confidentiality.
17. 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 consequences leading up to and including dismissal. 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.

Professional Dispositions

Individual faculty reviews students' fulfillment of ten Professional Dispositions during each class and at the conclusion of each semester by the Bluefield University School of Nursing faculty.

The Standards include:

1. Displays good listening skills.
2. Respects divergent points of view.
3. Expresses thought/knowledge effectively.
4. Demonstrates realistic expectations of self.
5. Shows a developed sense of self-awareness regarding skills and talents.
6. Demonstrates an ability to develop and sustain rapport with all genders.
7. Uses personal power and authority appropriately.
8. Works collaboratively with others.
9. Demonstrates the ability to articulate one's feelings.
10. Demonstrates an awareness of cultural, gender, and spiritual issues.
11. Demonstrates the ability to receive, give, and integrate feedback.
12. Demonstrates appropriate boundaries: sexual, ethical, and professional.
13. Exhibits ability to take responsibility for one's actions.
14. Interacts appropriately with authority.
15. Demonstrates appropriate in-class, virtual, and clinical behavior (i.e. undistracted participation virtually, professional communication).
16. Contributes to a positive classroom environment.
17. Exhibits dependable behaviors with regard to assignments, group activities, and attendance.

Policy on Drug and Alcohol Use

Bluefield University has declared its intention to comply with Public Law 101226 (The Drug-Free Schools and Communities Act of 1989) and Public Law 101-542 (The Student Right-to-Know and Campus Security Act of 1990). The penalty for noncompliance can be the forfeiture of all federal financial assistance by all students. Every student is expected to read and abide by 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 University does not allow the possession or use of alcoholic beverages or illegal drugs on campus or at university activities, regardless of age. According to Public Law 101-542, Bluefield University is required to make a report on 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 university premises, University controlled property, or at university-sponsored events or activities. Attempted sale, distribution, or acquisition of any controlled substance, illegal drugs, or drug paraphernalia on university owned or controlled property or at university-sponsored events or activities will immediately be reported to the proper authorities. The use of any tobacco product is also prohibited in any University facilities or on campus.

Additionally, Bluefield University 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 University to take appropriate actions because of student incidents off-campus that affect the ability of students to function well within the University community, at university sponsored events, or in the classroom, or that are in direct conflict with the unique mission of the University. Students 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 University 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 provider (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 University 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 Dean of the School of Nursing, the Director of the BSN/MSN/MSN Certificate Program, or his/her advisor, any students at the School of Nursing or any clinical site 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. The confidentiality of the reporter will be protected.

Any student of School of Nursing who is arrested for driving under the influence of alcohol or violating any statute pertaining to the manufacture, possession, sale or use of any drug shall notify the Dean of the School of Nursing, the Director of the BSN/MSN/MSN Certificate Program, or his/her advisor, of such arrest within five (5) days after such arrest. This also applies to any

felony/misdemeanor charges except minor traffic violations. Thereafter, the student must notify the Dean of the School of Nursing or the Director of the BSN/MSN/MSN Certificate 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. This information will be kept confidential until the conclusion of the plea or verdict.

Any drug screening results, which are positive for the presence of mind-altering substances for which they are not prescribed, may be reported to appropriate heath care licensing boards or authorities in accordance with local, state, or federal laws or regulations.

General
   A. Any student who violates any policy of the 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 the School of Nursing may be subject to review and disciplinary action.
   B. The Dean of the School of Nursing, the Program Director for the program the student is enrolled, 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
The School of Nursing requires drug testing as follows:
1.   Reasonable Suspicion: Any student who demonstrates unusual, unexplained behavior in the class, clinical environment or anywhere on hospital or University 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 that are 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, misses deadlines, careless mistakes.
   •   Unable to concentrate or distracted easily.
   •   Inconsistent behavior or mood swings.

2.   Other Situations: 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 Dean of the School of Nursing, the Program Director for the program the student is enrolled, or authorized designee who

will refer the collection to the Program Director or authorized designee. The student bears the cost of any such testing.

Counseling Services
Our goal at the Bluefield University (BU) Center for Counseling & Wellness is to provide students with the support and counseling they need when they need it most. We strive to provide a professional and confidential setting for the psychological, emotional, and developmental support of students as they pursue their academic goals and personal growth. BU Counseling & Wellness Center provides supportive individual and group counseling free of charge for currently enrolled undergraduate/Graduate students at Bluefield University. These services are provided by professional counselors and supervised graduate student interns. Services are designed to assist students with a number of concerns and to enhance their ability to be more effective and successful in their academic and personal lives.

Available Services
Located in room 304F (Third Floor of the Science Building) BU's Center for Counseling & Wellness offers several professional services which include:
• 	Assessment
• 	Individual counseling
• 	Group counseling
• 	Career counseling
• 	Crisis counseling
• 	Substance abuse counseling
• 	Consultation & collaboration with campus stakeholders
• 	Referral services to area mental health service providers
Students may sign up for counseling sessions by contacting Emily Cook at ecook@bluefield.edu or by phone at 276-326-4252. Students may also ask any questions about the counseling process or services provided at BU.

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 required in all educational activities.** 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 or any on campus function to include at the beginning and end of each semester for personal/family events, such as attending family gatherings, running marathons, work, or giving presentations at meetings as the dates and time are provided to the students in plenty of time to have obligations made around the School of Nursing scheduled days.

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 individually. The request will be reviewed by the Program Director if necessary. This policy is designed for special circumstances, and it should not be considered a guarantee that a student will be granted permission. No more than two clinical days may be missed and make-up for missed days will be coordinated with the clinical faculty for undergraduate nursing. For graduate nursing, clinical days are made up at preceptor and student discretion, but attendance is required on all on-campus days.

If a student must miss time due to illness or personal emergency, they must call the clinical instructor or preceptor before 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.

Synchronous Virtual Class Meetings and On-Campus Days
Synchronous virtual class meetings are scheduled for all BSN/MSN/MSN certificate courses. Attendance and participation are mandatory. Students who fail to attend may result in a grade reduction, repeat of a course, verbal warning, written warning or dismissal from their program.

Graduate School on-campus days are held at the beginning and end of each semester. Attendance and participation in on-campus days is mandatory as discussed above.

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 (students will discuss potential alternatives if applicable with the Dean and Program Director for the program they are enrolled).

Should an untoward event occur, the student must report it to the instructor responsible (and preceptor, if applicable) immediately. An incident form will be completed for any accident, incident, or safety violation. The Bluefield University 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 University.

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, and notify the dean who will refer the student to the Academic Center for Excellence. Each situation relative to the student's progression, retention, and/or dismissal will be reviewed and considered on an individual basis. Consult the Academic Catalog 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;

At the start of the program students must complete the following:

- Health Information Release Form; verification of Receipt of BU SON ~~Student~~ Handbook (signed);
- Signed copy of the Bluefield University Honor Code.

The School of Nursing adheres to the university'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 School of Nursing Office.

Policy [Graduate Students]
Students are responsible for keeping a complete and accurate record of their clinical experiences during all clinical practice experiences in required courses or in Medatrax as applicable. 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 (AANP), or the American Nurses Credentialing Center (ANCC) to document their eligibility to take the certification examination or the respective State Board of Nursing for eligibility to sit for the NCLEX exam.

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 within the Medatrax system on Sunday of the week in which the clinical occurs. 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 and all clinical site requirements on file and uploaded through Castle Branch. 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 nursing courses while enrolled in the program, contingent on available space. Students enrolling in any nursing course for the first time receive priority. Repeating a course will be evaluated on a case-by-case basis. Students must maintain the required GPA for their respective programs. If a student repeats the same course, the 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 University 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.

BU students are expected to complete their own assignments and to cite all sources for material following the current edition of American Psychological Association (APA) guidelines. See the BU 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 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 B).

Bluefield University 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 through 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 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. Abbreviations must be explained the first time they are used in a document.
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 University email account when communicating with your peer colleagues and Bluefield University 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 university 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.) could violate a patient's right to confidentiality and privacy as well as violate the federal Health Insurance Portability and Accountability Act (HIPAA). 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 by 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 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 any form of electronic media is forbidden. 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.

6.   Students must not make derogatory or disparaging remarks about patients, instructors/faculty, 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 on any form of social media.

7.   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

Anderson, J., & Puckrin, K. (2011). Social network use: A test of self-regulation. *Journal of Nursing Regulation, 2*(1), 36-41.

National Council of State Boards of Nursing. (2011). *White paper: A nurse's guide to the use of social media*. Chicago, IL. Retrieved from www.ncsbn.org/

SON Cell Phone Policy

1.   All cell phones must be set to vibrate or turned off while in class and clinical or during project-based experiences or per clinical site policy.

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 each class session.

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 BU 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

> A student has the right to contest the grade given in any Bluefield University 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 university, the student should take the complaint directly to the instructor's Department Chair who will attempt to contact the instructor's university 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 University 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 provost and four faculty members selected by the provost. The desire to appeal must be expressed by the student in writing to the provost within two weeks after receipt of the department chair's recommendation. The provost 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 provost 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 provost 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 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 a written record of all proceedings, including and up to, the 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 provost. Note: If the complaint is against the dean of the SON, the Provost 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 12-18 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 everyone 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 BU 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 master's degree can be completed in 5-6 semesters.
2. A part-time program of study leading to a master's degree is variable and a plan will be created with your advisor.
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 students being required to repeat some coursework.**

The Office of Financial Aid requires that a BU Master student carry at least 5-6 credits per semester in order to receive financial aid.

Transfer Credits for Nursing Core Classes

Bluefield University School of Nursing (BU 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 University 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 BU 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 according to the level of academia.
2. The transfer course must be comparable in content and credit hours to a course that is taught at Bluefield University 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.

In the event of a student 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 Nursing 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 University. 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 on the basis of equivalency of the course content and credit hours. This method of evaluating courses for transfer credit is consistent with most other University programs. In graduate school, research courses cannot be transferred because of the five-course research content, however, the request will be evaluated on a course-to-course basis.

Withdrawal from the SON Nursing Program
Students who wish to withdraw from the University must first consult with the Dean of the School of Nursing and only 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 BU 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 clinical coordinator to discuss the issue.
3. Make an appointment with their school of nursing advisor (if not the clinical coordinator) to discuss the problem.
4. Students may meet with 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 school of nursing 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. The credit-to-clock ratio is 1:1 theory (didactic) and 6:1 clinical per week. Most nursing courses are 3 credit hours of theory and 1 credit hour 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 Bluefield University Registrar by the advertised deadlines. The graduation fee is due at the time of application.

Servant Leadership Requirement
Servant Leadership:

What is Servant Leadership? https://www.bluefield.edu/about-bluefield-university/mission-values/ *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, BU President).

As a member of the Bluefield University 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, if 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 non-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 plan for improvement and determine strategies that may be helpful.

Policy on Financial Aid
Recognizing the increasing cost of achieving a university education, Bluefield University offers a wide variety of scholarships, grants, loans, 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 University.
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 University 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 for Excellence
Bluefield University'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 of Academic Support & the ACE or by phone at 800-872-0175 ext. 4220. The ACE quick-link on MyBU has a variety of study resources and information for all students.

Smarthinking Tutoring for Online Students:
Bluefield University 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 University, 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 University 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 University 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 BU email address. An activation link will be mailed to your BU 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. 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 books, periodical articles, and AV materials.

As an integral part of the educational program of Bluefield University, the library provides instructional resources, services, and facilities to the university 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 university, as stated in the mission and catalog of the university, 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 university 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 University student or faculty/staff member.

1.   Click on the database of your choice. You will be sent to a Bluefield University log-in screen.
2.   Enter your username. Use the beginning of your Bluefield University 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 MyBU account. Click on the My Account Information area in MyBU. 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 MyBU while actually using the databases. MyBU 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 MyBU and either retrieve your log-in credentials using the My Account Information feature, or reset your password for MyBU and the Library by answering the "How can I reset my password?" questions in the same area of MyBU 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.

Graduation Ceremony
All students are strongly encouraged to attend graduation.

Licensure as a Registered Nurse
To practice registered professional nursing in Virginia an individual must be licensed by the Virginia Board of Nursing. 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 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 (these criteria may vary by state).

For questions, contact the Director of Education and Licensure, Virginia Board of Nursing. 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 University are designed to safeguard the integrity of the degree, facilitate each student's progress toward the degree, and prevent delays and misunderstandings.

Bluefield University 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 University, 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 provost, 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.

Exams Per Unit

There is a final written exam for the didactic course for FNP students; one for Primary Care of Infants, Children, and Adolescents and one for Primary Care of Adults in Families. There is a final history and physical check-off exam for the practicum portion of those courses. There is a final written exam for PMHNP students; one for Advanced Practice PMHN Seminar I and one for Advanced Practice PMHNP Seminar II. There is a final simulation case study for PMHNP students; one for Advanced Practice PMHN Practicum I and one for Advanced Practice PMHNP Practicum II

Comprehensive Examination for MSN Students

The comprehensive written exam is an outcome measure, which evaluates all student's performance across the curriculum for FNP or PMHNP. It is a written, up to 4-hour exam requiring students to write thorough responses to several selected items and four practical history and physical case study exams for the FNP and PMHNP.

All candidates for graduation must take a comprehensive examination after completion of their final clinical course and before graduation. 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 written remediation with an "80%" or better. The student will not be allowed to graduate until successful completion. The final physical assessment exam must have a score of 80% as well. There must be two weeks between each exam attempt.

Policy on Required Licensure for RN-to-BSN and Master's Students

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 is made available in Appendix E. 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 or evidence of immunity., a flu vaccine, a criminal background check and drug screen. A clinical agency may articulate additional requirements that must be met. Students **will not** be able to begin their clinical rotations if compliance requirements are not met.

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

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

The template looks like this:

For "Position", select the designation that applies to you:

BSN Student
RN-BSN Student
MSN Family Nursing Practitioner Student
MSN Leadership/Education Student
MSN PMHNP Student

Compliance Requirement List

All compliance forms (with the exception of clinical agency required documentation-send to rwynn@bluefield.edu) should be uploaded to the Castle Branch 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 attending 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 (UNDERLINE 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 (UNDERLINE 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)**

Requirement	Guidelines	Additional Information

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
		• Previously positive results, the student must 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 only.	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 only.	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 declination 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: • Completed primary series (documentation of 3 vaccines) OR • Declination OR • Positive antibody titer (lab report required)	
Varicella	One of the following is required: • 1 vaccination OR • Positive antibody titer (lab report required) OR • Declination	If your titer is negative or equivocal, new alerts will be created for you to receive 1 booster shot
Proof of Health Insurance	Copy must be front & back of the card.	
Blood Borne Pathogens Training	Proof of education concerning risk of exposure to blood borne pathogens and knowledge of institution's control plan.	
COVID-19	One of the following is required: • Submit documentation of your COVID-19 vaccination(s) If your series is in process, submit your first vaccination, and a new alert will be created for you to provide your second vaccination. **Documentation must include the vaccine manufacturer** OR • Declination Waiver provided by the school	
HIPAA	This training must be completed through CastleBranch or a certificate showing you have completed the training must be uploaded.	
OSHA	This training must be completed through CastleBranch or a certificate showing you have completed the training must be uploaded.	

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 School of Nursing abides by the requirements of the clinical facilities. The form may be found in Appendix E.

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 **and before returning to clinical.** 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 Dean of the School of Nursing or 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. If the student is unsure of a timeframe for being out of school, the student may have to reapply and go through the acceptance process. The time of the 6-year policy for undergraduate and 5-year for graduate program stops when the student withdraws, and time restarts on the date of returning to class.

Policy on Health Maintenance and Insurance
Health insurance is the responsibility of the student. Each student must provide the Clinical Coordinator 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 University.

If an injury occurs because 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 University's Workman's Compensation Insurance.
Students must maintain all required immunizations as directed by the Centers for Disease Control and Prevention 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 University 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 remote sites 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 as well as Federal Law. 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 University School of Nursing students during clinical rotations, on-campus time, and time at the Edward Via College of Osteopathic Medicine (VCOM). A student's appearance reflects upon Bluefield University 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 a school uniform or lab coat, with exception of the PMHNP students—unless otherwise specified by the organization or agency. When dressing business professional, you can wear dresses, slacks, skirts, slacks,. Business professional tops include neat button-down shirts or blouses. professional shoes include low heels, loafers or flats.
2. Dressing professionally refers to wearing clothes and accessories designed for a professional workplace. Professional outfits are modest, well tailored and free of images or graphics. Your clothes should be clean, ironed and free of rips, holes or stains.
3. . Everyone should be mindful of clothing that is too tight, too loose, or low cut. Avoid heavy makeup, excessive jewelry including long dangling earrings and unkempt hairstyles.
4. The clinical agency's requirements take priority. 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/program.
5. **Identification:** Students must wear their Bluefield University School of Nursing name badge during their clinical hours. https://www.namebadge.com/bluefielduniversity .
6. **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. For men hair must be nicely styled and must be pulled back out of the face and off the collar if long. No fake lashes.
7. **Nails:** Nails must be clean and trimmed short. Acrylic nails are prohibited unless gloves are worn.

8. **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 or nose jewelry, is allowed.
9. **Body Art:** Body Art (tattoos) must be covered while in the clinical setting per rotation facility guidelines.
10. **Miscellaneous:** Make-up must be kept to a minimum. False eyelashes and eyelash attachments of any kind are not permitted during clinical. Neutral undergarments must be worn designs and colors should not show through uniform or clothing.
11. **No Smoking:** No smoking, vaping, or use of tobacco products, even while on break, during clinical hours.
12. **Perfume:** No perfume or cologne should be worn during clinical hours. Use of any strongly perfumed products is prohibited.
13. **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/Clinical Site Orientation
All freshmen, sophomores, junior and senior nursing students are required to complete a mandatory hospital orientation. This provides the student with the 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. Students must complete any additional orientation requirements of any agency in which they will be having clinical experience.

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 University 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 University 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 with collaboration of clinical faculty and must be completed by the student in order to meet course requirements. PLEASE DO NOT TEXT FACULTY ASKING IF CLINICAL WILL BE CANCELED. If you have a concern about the weather, you may text and provide that to faculty as an FYI.

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 clinical instructor 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 this accommodation can be made.

When an illness or emergency interferes with attendance at a clinical experience, the student is required to contact the clinical instructor or 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 instructor/preceptor, faculty, and clinical site in which they are placed if absence from a clinical day is necessary. Students who miss more than one clinical must make up days and may not proceed until clinical commitment is completed.

The recognized reasons 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; and 5. Severe inclement weather is 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 (Undergraduate Students):
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 an 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.**

NOTE:
A standard clinical day can be 8-12 hours per session. Any absence greater than eight hours in one clinical day will count for the same hours missed.

For Graduate students: Because of excessive absences, it will be the dean of nursing in consultation with the course faculty, clinical coordinator, and preceptor documentation of Medatrax to determine if the student can meet the course outcomes and continue in the clinical course.

Evidence-Based Project (EBP) Requirement
The School of Nursing **master's program** at Bluefield University 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 university 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, and the Nursing Theory on which the project is based are included.
> 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. The project is connected back to the theory from Chapter 1. It expands on the meaning of this project for the profession and how the outcomes might be applied in practice. The Limitations to the Project section discusses problems encountered and suggests possible ways these might be overcome. Recommendations for future projects is followed by Conclusions.
> A thorough Reference list must contain all sources cited in the paper. The current edition of the APA manual must be followed.

References
American Association of Colleges of Nursing. (2011). *Position statement on nursing research*. [ONLINE].
American Association of Colleges of Nursing. (2011). *The Essentials of Master's Education for Advanced*
        Practice Nursing. Washington, DC: Author.

To comply with federal regulations, proposals that involve human subjects, animals, biohazards, or recombinant DNA must be cleared by the appropriate University and facility Institutional Review Board before data collection begins.

All students must complete CITI training annually. (https://about.citiprogram.org/organizational-learners/). 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 deliver an oral presentation 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 committee members can be of assistance in this process.

Policy on Continuous Self-evaluation of the Program
The School of Nursing 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 Bylaws, Academic and Professional Standards, Undergraduate Program, and Graduate Program Committees and the University'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 assess further 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 School of Nursing 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. 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 at predetermined intervals. Care plans or student logs are turned in to the clinical instructor for review and comment daily. Care plans or student logs are reviewed by the faculty advisor or clinical coordinator 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. All clinical logs are to be submitted at a date and time determined by the clinical instructor.

2. Clinical Evaluation - The clinical instructor or preceptor supervising the student evaluates each student. These evaluations are used primarily to provide feedback to the student regarding his/her performance, and to demonstrate progression in learning. At the end of each semester, a final clinical evaluation is submitted by the clinical instructor or preceptor. If there is more than one instructor or preceptor, each one will complete a clinical evaluation. These evaluations contribute to the final clinical evaluation of the student. The final grade is assigned by university faculty.

Faculty Evaluation

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

Strategies utilized in evaluation of faculty include:

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

2. Didactic Faculty Evaluation - Everyone participating in classroom instruction in the School of Nursing will be evaluated by the students at the end of each semester using the University's tool for student evaluation of classroom teaching. Information from these evaluations will be compiled by the University and presented back to the faculty members to be reviewed with the Program Chair.

3. Clinical Faculty Evaluation - Clinical instructors and 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 kept confidential and compiled by the School of Nursing. A copy of the evaluation will be provided and reviewed with the clinical instructor or preceptor.

Program Evaluation

Evaluation of the programs 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 School of 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 course, an Opportunity for Improvement (OFI) form is completed by faculty and submitted for review by Dean

and faculty. Information from these evaluations is compiled. The Graduate Nursing Program Dean and faculty 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 is visited by a faculty member of the School of Nursing by physical presence or video technology a minimum of once a year while students are physically present in the clinical site. Information from these evaluations is compiled by the Dean and reviewed by the Curriculum Committee. The School of Nursing Advisory Committee reviews the results of this process.

4. Employer Evaluation of Graduates - Employers of graduates of the Graduate Nursing Program are 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 is compiled and reviewed by the Dean and faculty. The School of Nursing Advisory Committee reviews the results of this process.

5. Graduate Evaluation of Program - Graduates of the School of Nursing will be surveyed one, three, five, and ten 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 is compiled by the Dean and faculty who review the results of this process as well as the process itself.

Details of Undergraduate (BSN) Programs

The BSN programs reflect the nursing roles of teaching, servant leadership, and research. Nursing graduates are prepared with the breadth and depth of professional nursing knowledge which reflect 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 programs will contribute greatly to improve the healthcare outcomes of the communities they serve.

Program Outcomes

At the completion of the undergraduate program, students will have met the following outcomes:
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 the commitment to advanced study and lifelong learning.
7. Express a positive likelihood of participating in Servant Leadership activities.
8. Integrate evidence-based knowledge from multiple disciplines into nursing practice.
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 inter-professional 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 (61 credits)
- General Education courses (56 credits)
- Electives (3 credits)

Traditional BSN Curriculum Plan:

Year 1 Fall	Credits	Year 1 Spring	Credits
*ENG 1013 Introduction to writing process	3	CST 1103 Biblical Perspective	3
BIO 2011/2013 Anatomy & Physiology	4	BIO 2021/2023 Anatomy & Physiology	4
NUR 2202 Introduction to Nursing (Fundamentals) HEA 2202/ HEA 2201)	2	NUR 3302 Health Assessment (HEA 3302)	2
NUR 2201 Introduction to Nursing Clinical Lab (90 hours in skills lab).	1	NUR 3301 Health Assessment Lab (90 hours = 70 direct care hours + 10 skills lab, 10 simulated practice)	1
COR 1011 Career Pathways I– Freshman Exp. I	1	COR 1021 Career Pathways II – Freshman Exp. II	1
CHM 1221/1223 Introductory Organic & Biochemistry	4	NUR 3002 Health Tech & Informatics	2
		*COM 1023 Speech	3
Total	**15**	Total	**16**
Year 2 Fall		**Year 2 Spring**	
COR 2011 Career Pathways III– Sophomore Exp. I	1	*COR 2001 Personal Wellness Lab	1
BIO 3034 Microbiology	4	*COR 2002 Personal Wellness	2
		-NUR 3253 Pathopharmacology II	3
NUR 3243 Pathopharmacology I	3	PSY 1013 Intro to Psychology	3
NUR 3003 Concepts of Professional Nursing	3	*COR 2021 Career Pathways IV – Sophomore Exp. II	1
NUR 3403 Nursing Care of the Older Adult	3	NUR 3213 Nursing Care of the Patient with Chronic Illness (Med/surg)	3
NUR 3401 Nursing Care of the Older Adult Clinical Lab (90 Clinical Hours = 80 direct hours + 10 skills lab)	1	NUR 3211 Nursing Care of the Patient with Chronic Illness Clinical Lab (90 Clinical Hours = 80 direct hours + 10 skills lab)	1
Total	**15**	Total	**14**
Year 3 Fall		**Year 3 Spring**	
NUR 3103 Transcultural Nursing	3	NUR 4003 Nursing Theory & research	3
NUR 3503 Women's Health & Maternal Child Nursing	3	CST 1433 Developing the Christian Mind	3
*PSY 3043 Abnormal Psychology	3	MAT 2023 Statistics	3
MAT 1213 College Math	3	NUR 3223 Nursing Care of the Patient with Behavioral Health Issues	3
NUR 3113 Nursing Care of Children & Families	3	NUR 3221 Nursing Care of the Patient with Behavioral Health Issues Clinical Lab (50 direct care hours + 20 simulated practice + 20 skilld lab hours)	1
NUR 3111 Nursing Care of Children & Families Clinical Lab	1	COR 3021 Career Pathways VI – Junior Exp. II	1

Year 4 Fall		Year 4 Spring	
(90 Clinical Hours = 50 direct care hours + 20 simulated practice + 20 skilld lab hours)			
COR 3011 Career Pathways V – Junior Exp. I	1		
Total	17	Total	14
Year 4 Fall		**Year 4 Spring**	
NUR 4203 Nursing Care of Communities	3	NUR 4103 Evidence-based Complex Nursing Practice (includes 25 clinical hours)	3
NUR 4201 Nursing Care of Communities Clinical Lab (66 hrs = 50 direct care + 16 simulated practice)	1	NUR 4403 Nursing Synthesis/Capstone	3
* Elective (Humanities)	3	NUR 4313 Nursing Leadership & Concepts of Macroeconomic	3
NUR 4113 Nursing Care of the Patient with Acute Illness (Critical Care)	3	NUR 4212 Transitions to Professional Practice (Clinical Practice 168 hrs)	2
NUR 4111 Nursing Care of the Patient with Acute Illness Clinical Lab (90 Clinical Hours = 80 direct hours + 10 skills lab)	1	*Fine Arts Elective	3
Elective	4		
Total	15	Total	14
		Total for Program	**120**

*This is an overall college requirement.

<u>Clinical Classes:</u>
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) except for specialty areas clinical hours may vary.
NUR 3301 Health Assessment (90 hours = 10 skills lab, 10 simulated practice, 70 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 = 50 direct care + 20 simulated practice +20 skills lab)
NUR 3221 Nursing Care of the Patient with Behavioral Health Issues Clinical Lab (90 hrs = 50 direct care + 20 simulated practice +20 skills lab)
NUR 4201 Nursing Care of Communities Clinical Lab (66 hrs = 50 direct care + 16 simulated practice)
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 (168 hrs)

Total Hours = 653 Direct Care + 170 skills lab + 66 simulated practice = (Total 889 hours)
* Exception- the 0525 cohort clinical hours distribution is slightly different from above.

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)

RN-BSN Curriculum Plan

Semester 1		Semester 2	
Term 1	**Credits**	**Term 3**	**Credits**
Concepts of Professional Nursing	3	Nursing Leadership	3
Health Assessment	3	Nursing Care of the Older Adult	3
Health Tech & Informatics*	2		
Term 2		**Term 4**	
Transcultural Nursing	3	Women's Health	3
Nursing Theory and Research	3	Pathophysiology	3
Total	**14 credits**	**Total**	**12 credits**
Semester 3		Semester 3 (Continued)	
Term 5	**Credits**	**Term 6**	**Credits**
Nursing Care of Communities	4	Evidenced-based Nursing Practice	3
(Includes 45 hours for clinical)		**(Includes 25 hours for clinical)**	
		Nursing Synthesis/Capstone	3
		Total	**10 credits**

*This course can be taken at any time

In the RN-BSN program, incoming students must possess an active, unencumbered registered nursing license in the state in which they practice. 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 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 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 courses.
3. Successfully complete all courses within a term before proceeding to the next term, unless prior approval has been granted by the SON.
4. Maintain a minimum cumulative GPA of 2.5. If a student receives a GPA below 2.5 for a term, they are placed on academic warning.
5. A course grade of incomplete ("I") may only be assigned to a student who is in good academic and standing and must be negotiated with the faculty by the last week of class per policy. The

student must request the Incomplete and initiate the paperwork, which is then submitted to the course instructor.
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 of BSN:
For all nursing courses a grade of "C" or higher is required. A cumulative grade points average (GPA) of 2.5 or higher is required. **A student whose overall GPA falls below a 2.5 will be placed on probation and given a maximum of one semester to raise the overall GPA to 2.5 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 by faculty 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 2.5 or higher.** A student whose overall GPA falls below 2.5 will be given a maximum of one (1) semester (fall or spring) to raise the overall (GPA) to 2.5 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 2.5 at the end of the one semester probationary period, the student may be **dismissed** from the School of Nursing.

3. **All nursing students must complete the required non-nursing freshman science courses with a "C" or higher and maintain a 2.5 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.** *(A student may be allowed one non-nursing freshman science course with a "C-" and this would be evaluated on an individual case by case basis).*

4. **If a student earns a grade of less than "C" in any 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).**

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 a team of faculty from the School of Nursing.**

7. Students who find it necessary for any reason to withdraw from a nursing course must abide by the Bluefield University 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 student is enrolled in their first nursing course.

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

<u>Master of Science in Nursing</u>
Bluefield University 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 certificates in FNP, L/E, and 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 graduates successfully into a competitive job market.

The program was developed from Bluefield University'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 University'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 and PMHNP students will graduate meeting upon completion of 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 750 meets the requirements for FNP and PMHNP and 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 in their respective area which may be for Nurse Educator (CNE) by the NLN, the Certified Nurse Manager and Leader exam

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

Assumptions Related to Nursing Education
1. Curricula must be viewed by adult learners as having professional and personal relevance.
2. Learning standards are constantly evolving 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
The similarities of the three tracks will include the concepts of: 1. Interdiciplinary/Interprofessional; 2. Therapeutic techniques for communication; 3. Epidemiology; 4. Diversity, equality, inclusion, and belonging; 5. Telehealth; 6. Social determinates of health; 7. Behavioral health; 8. Core competencies integrating behavioral health and primary care; and, 9. Cultural competencies.

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 interdisciplinary/interprofessional practice critically analyzing data to provide best outcomes including social determinants of health. And to maximize DEIB – diversity, equity, inclusion, and belonging.
2. Demonstrate leadership roles, servant leadership, and lifelong learning by implementing quality improvement initiatives with an interdisciplinary/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 interdisciplinary/interprofessional team.
4. Apply clinical/educational investigative skills to improve health/educational outcomes, including epidemiology.
5. Utilizes sound research information retrieved from technology systems to influence complex decision making to improve health care or with telehealth provide another mode of delivery of health care.
6. Analyze ethical, legal, and social factors influencing policy development (as social determinants of health) and behavioral health core competencies that are integrated into primary care and then contribute to policy development and evaluate the impact of policy.
7. Critically examine the development of health care systems or educational systems that assesses and deliver the needs of culturally diverse populations with equality, inclusion, and belonging for all involved in the healthcare team and beyond.
8. Pass their certifying exam.

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

Family Nurse Practitioner and 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.

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 problems, issues, or trends.

3. Support research and its utilization in the delivery of healthcare.
4. Provide consultation to influence change.
5. Demonstrate competence in all aspects of developing, delivering, and evaluating quality educational experiences.

(Based on ANA Scope and Standards of Practice (4th Edition) 4th). AACN ; AACN, 2011, and 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 focuses 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:

Course	Title	Credit Hours
NUR 5003	Foundations for Advanced Practice	3
NUR 5022	Advanced Nursing Research Strategies I	2
NUR 5103	Advanced Pathophysiology Across the Lifespan	3
NUR 5113	Advanced Pharmacology Across the Lifespan	3
NUR 5112	Advanced Health Assessment Across the Lifespan Didactic	2
NUR 5111	Advanced Health Assessment Across the Lifespan Practicum	1
NUR 5013	Health Care Informatics	3
NUR 5021	Advanced Nursing Research Strategies II	1
NUR 5043	Health Promotion and Disease Prevention in Diverse Populations Across the Lifespan	3
NUR 5032	Advanced Nursing Research Analysis	2
NUR 5011	Research Sustaining	1
NUR 5053	Financial, Ethics, Organizational Behavior, & Health Policy Management	3
NUR 5061	Capstone	1
Total:		**28**

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

Course	Title	Credit Hours
NUR 5123	Primary Care of Infants, Children, and Adolescents Didactic	3
NUR 5143	Primary Care of Infants, Children, and Adolescents Practicum	3
NUR 5133	Primary Care of Adults in Families Didactic	3
NUR 5153	Primary Care of Adults in Families Practicum	3
NUR 5144	Primary Care Across the Lifespan Practicum	4

NUR 5042	Transition into Leadership for the Advanced Practice Nurse	2
Total Program Units:		**18**

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).

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

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).

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

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

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 University 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 E, and any required health forms of the institution). Students must comply with individual requirements of clinical sites.

Clinical Placement for Leadership/Education Students
Practical for Leadership/Education students are arranged by the student in collaboration with faculty. Students should consider clinical practice opportunities to have experiences that might not otherwise be available. Students are strongly discouraged from doing a 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 E completed that apply.

Sustaining 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 compete 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 Bluefield Central for approval. These forms are available online on the Bluefield University 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 of the receiving program prior to the existing program 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 BU policies and procedures institutionally approved for online learning.

Master of Science in Nursing
Family Nurse Practitioner Full-time Curriculum Progression Sheet

Master of Science in Nursing, Curriculum for Family Nurse Practitioner

Semester I

NUR 5003	Foundations for Advanced Practice	3 credit hours
NUR 5022	Advanced Nursing Research Strategies I	2 credit hours
NUR 5103	Advanced Pathophysiology Across the Lifespan	3 credit hours
NUR 5113	Advanced Pharmacology Across the Lifespan	3 credit hours

Semester II

NUR 5013	Health Care Informatics	3 credit hours
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 5043	Health Promotion and Disease Prevention in Diverse Populations Across the Lifespan	3 credit hours
NUR 5021	Advanced Nursing Research Strategies II	1 credit hour

Semester III

NUR 5032	Advanced Nursing Research Analysis	2 credit hours
NUR 5123	Primary Care of Infants, Children, and Adolescents Didactic	3 credit hours
NUR 5143	Primary Care of Infants, Children, and Adolescents Practicum	3 credit hours

Semester IV

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

Semester V

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

This sequence is based on an August start. The sequence may differ if the student starts in a different semester. NUR 5011 may not be required for students who start 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 5311 per semester until project completion.

* First clinical course.

Master of Science in Nursing
Family Nurse Practitioner Part-time Curriculum Progression Sheet*

Semester I

NUR 5113	Advanced Pharmacology Across the Lifespan	3 credit hours
NUR 5103	Advanced Pathophysiology Across the Lifespan	3 credit hours

Semester II

NUR 5013	Health Care Informatics	3 credit hours
NUR 5112	Advanced Health Assessment Across the Lifespan Didactic	2 credit hours
**NUR 5111	Advanced Health Assessment Across the Lifespan Practicum	1 credit hours

Semester III

NUR 5003	Foundations for Advanced Practice	3 credit hours
NUR 5022	Advanced Nursing Research Strategies I	2 credit hours

Semester IV

NUR 5053	Financial, Ethics, Organizational Behavior, & Health Policy Management	3 credit hours
NUR 5021	Advanced Nursing Research Strategies II	1 credit hours

Semester V

NUR 5043	Health Promotion and Disease Prevention in Diverse Populations Across the Lifespan	3 credit hours
NUR 5123	Primary Care of Infants, Children, and Adolescents Didactic	3 credit hours
NUR 5032	Advanced Nursing Research Analysis	2 credit hours

Semester VI

NUR 5133	Primary Care of Adults in Families Didactic	3 credit hours
NUR 5143	Primary Care of Infants, Children, and Adolescents Practicum	3 credit hours

Semester VII

NUR 5153	Primary Care of Adults in Families Practicum	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 5144	Primary Care Across the Lifespan Practicum	4 credit hours
		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 5311 per semester until project completion.
** First clinical course.

Master of Science in Nursing
Leadership/Education Full-time Curriculum Progression Sheet

Semester I
NUR 5003	Foundations for Advanced Practice	3 credit hours
NUR 5022	Advanced Nursing Research Strategies I	2 credit hours
NUR 5103	Advanced Pathophysiology Across the Lifespan	3 credit hours
NUR 5113	Advanced Pharmacology Across the Lifespan	3 credit hours

Semester II
NUR 5013	Health Care Informatics	3 credit hours
NUR 5021	Advanced Nursing Research Strategies II	1 credit hour
NUR 5043	Health Promotion and Disease Prevention in Diverse Populations Across the Lifespan	3 credit hours
NUR 5112	Advanced Health Assessment Across the Lifespan Didactic	2 credit hours
*NUR 5111	Advanced Health Assessment Across the Lifespan Practicum	1 credit hour

Semester III
NUR 5032	Advanced Nursing Research Analysis	2 credit hours
NUR 5303	Management Theory & Leadership	3 credit hours
NUR 5203	Strategies for Curriculum and Evaluation	3 credit hours

Semester IV
NUR 5223	Strategies for Effective Instruction	3 credit hours
NUR 5323	Seminar in Leadership	3 credit hours
NUR 5011	Research Sustaining	1 credit hour

Semester V
NUR 5053	Financial, Ethics, Organizational Behavior, & Health Policy Management	3 credit hours
NUR 5061	Capstone	1 credit hour
NUR 5232	Practicum in Teaching	2 credit hours
NUR 5332	Practicum in Leadership	2 credit hours
		44 total hours

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 5311 per semester until project completion. *First clinical course.

Master of Science in Nursing
Leadership/Education Part-time Curriculum Progression Sheet*

Semester I

NUR 5003	Foundations for Advanced Practice	3 credit hours
NUR 5022	Advanced Nursing Research Strategies I	2 credit hours

Semester II

NUR 5013	Health Care Informatics	3 credit hours
NUR 5021	Advanced Nursing Research Strategies II	1 credit hour
NUR 5112	Advanced Health Assessment Across the Lifespan Didactic	2 credit hours
**NUR 5111	Advanced Health Assessment Across the Lifespan Practicum	1 credit hour

Semester III

NUR 5032	Advanced Nursing Research Analysis	2 credit hours
NUR 5103	Advanced Pathophysiology Across the Lifespan	3 credit hours

Semester IV

NUR 5043	Health Promotion and Disease Prevention in Diverse Populations Across the Lifespan	3 credit hours
NUR 5053	Financial, Ethics, Organizational Behavior, & Health Policy Management	3 credit hours
NUR 5011	Research Sustaining	1 credit hour

Semester V

NUR 5303	Management Theory & Leadership	3 credit hours
NUR 5203	Strategies for Curriculum and Evaluation	3 credit hours

Semester VI

NUR 5323	Seminar in Leadership	3 credit hours
NUR 5223	Strategies for Effective Instruction	3 credit hours
NUR 5113	Advanced Pharmacology Across the Lifespan	3 credit hours

Semester VII

NUR 5232	Practicum in Teaching	2 credit hours
NUR 5332	Practicum in Leadership	2 credit hours
NUR 5061	Capstone	1 credit hour

44 total hours

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 5311 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

NUR 5003	Foundations for Advanced Practice	3 credit hours
NUR 5022	Advanced Nursing Research Strategies I	2 credit hours
NUR 5103	Advanced Pathophysiology Across the Lifespan	3 credit hours
NUR 5113	Advanced Pharmacology Across the Lifespan	3 credit hours
NUR 5401	Theory and Practice in Addictions Care	1 credit hour

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 5013	Health Care Informatics	3 credit hours
NUR 5021	Advanced Nursing Research Strategies II	1 credit hour
NUR 5043	Health Promotion and Disease Prevention in Diverse Populations Across the Lifespan	3 credit hours

Semester III

NUR 5032	Advanced Nursing Research Analysis	2 credit hours
NUR 5404	Foundations of Advanced Practice Psychiatric Mental Health: Theory, l Management of Psychiatric Disorders	4 credit hours
NUR 5414	Diagnostic and Psychopharmacological Strategies	4 credit hours

Semester IV

NUR 5042	Transition into Leadership for the Advanced Practice Nurse	2 credit hours
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 5011	Research Sustaining	1 credit hour

Semester V

NUR 5061	Capstone	1 credit hour
NUR 5053	Financial, Ethics, Organizational Behavior, & Health Policy Management	3 credit hours
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

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 5311 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,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 5311 per semester until project completion.
* First clinical course.

Family Nurse Practitioner Student Progression Record

Date Admitted: _____

Date Graduated: _____

STUDENT: _____   ADVISOR: _____

ID# _____   **CREDITS REQUIRED: 46**

COURSE #	TITLE	SEMESTER	CR	GRADE
NUR 5003	Foundations for Advanced Practice		3	
NUR 5022	Advanced Nursing Research Strategies I		2	
NUR 5103	Advanced Pathophysiology Across the Lifespan		3	
NUR 5113	Advanced Pharmacology Across the Lifespan		3	
NUR 5013	Health Care Informatics		3	
NUR 5112	Advanced Health Assessment Across the Lifespan Didactic		2	
NUR 5111	Advanced Health Assessment Across the Lifespan Practicum		1	
NUR 5043	Health Promotion and Disease Prevention in Diverse Populations Across the Lifespan		3	
NUR 5021	Advanced Nursing Research Strategies II		1	
NUR 5032	Advanced Nursing Research Analysis		2	
NUR 5123	Primary Care of Infants, Children, and Adolescents Didactic		3	
NUR 5143	Primary Care of Infants, Children, and Adolescents Practicum		3	
NUR 5053	Financial, Ethics, Organizational Behavior, & Health Policy Management		3	
NUR 5011	Research Sustaining		1	
NUR 5133	Primary Care of Adults in Families Didactic		3	
NUR 5153	Primary Care of Adults in Families Practicum		3	
NUR 5061	Capstone		1	
NUR 5144	Primary Care Across the Lifespan Practicum		4	
NUR 5042	Transition into Leadership for the Advanced Practice Nurse		2	

Leadership/Education Student Progression Record

Date Admitted: _____

Date Graduated: _____

STUDENT: _____   **ADVISOR: _____**

ID# _____   **CREDITS REQUIRED: 44**

COURSE #	TITLE	SEMESTER	CR	GRADE
NUR 5003	Foundations for Advanced Practice		3	
NUR 5022	Advanced Nursing Research Strategies I		2	
NUR 5103	Advanced Pathophysiology Across the Lifespan		3	
NUR 5113	Advanced Pharmacology Across the Lifespan		3	
NUR 5013	Health Care Informatics		3	
NUR 5021	Advanced Nursing Research Strategies II		1	
NUR 5043	Health Promotion and Disease Prevention in Diverse Populations Across the Lifespan		3	
NUR 5112	Advanced Health Assessment Across the Lifespan Didactic		2	
NUR 5111	Advanced Health Assessment Across the Lifespan Practicum		1	
NUR 5032	Advanced Nursing Research Analysis		2	
NUR 5303	Management Theory & Leadership		3	
NUR 5203	Strategies for Curriculum and Evaluation		3	
NUR 5053	Financial, Ethics, Organizational Behavior, & Health Policy Management		3	
NUR 5011	Research Sustaining		1	
NUR 5323	Seminar in Leadership		3	
NUR 5223	Strategies for Effective Instruction		3	
NUR 5061	Capstone		1	
NUR 5232	Practicum in Teaching		2	
NUR 5332	Practicum in Leadership		2	

Psychiatric Mental Health Student Progression Record

Date Admitted: _____

Date Graduated: _____

STUDENT: _____   ADVISOR: _____

ID# _____   **CREDITS REQUIRED: 51**

COURSE #	TITLE	SEMESTER	CR	GRADE
NUR 5003	Foundations for Advanced Practice			
NUR 5022	Advanced Nursing Research Strategies I		2	
NUR 5103	Advanced Pathophysiology Across the Lifespan		3	
NUR 5113	Advanced Pharmacology Across the Lifespan		3	
NUR 5013	Health Care Informatics		3	
NUR 5112	Advanced Health Assessment Across the Lifespan Didactic		2	
NUR 5111	Advanced Health Assessment Across the Lifespan Practicum		1	
NUR 5043	Health Promotion and Disease Prevention in Diverse Populations Across the Lifespan		3	
NUR 5021	Advanced Nursing Research Strategies II		1	
NUR 5032	Advanced Nursing Research Analysis		2	
NUR 5053	Financial, Ethics, Organizational Behavior, & Health Policy Management		3	
NUR 5011	Research Sustaining		1	
NUR 5061	Capstone		1	
NUR 5042	Transition into Leadership for the Advanced Practice Nurse		2	
NUR 5404	Foundations of Advanced Practice Psychiatric Mental Health: Theory, Non-Pharmacological Management of Psychiatric Disorders		4	
NUR 5414	Diagnostic and Psychopharmacological Strategies		4	
NUR 5403	Advanced Practice Psychiatric Mental Health Nursing Seminar I		3	
NUR 5413	Advanced Practice Psychiatric Mental Health Nursing Practicum I		3	
NUR 5401	Theory and Practice in Addictions Care		1	
NUR 5423	Advanced Practice Psychiatric Mental Health Nursing Seminar II		3	
NUR 5433	Advanced Practice Psychiatric Mental Health Nursing Practicum II		3	

Standards 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 University 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

American Association of Colleges of Nursing. (2008) *The Essentials of Baccalaureate Education for Professional Nursing Practices.* Washington, DC: American Association of College of Nursing.

American Association of Colleges of Nursing. (2011). *The Essentials of Master's Education for Professional Nursing Practice.* Washington, DC: Author.

American Nurses Association. (2015). *Code of Ethics for nurses with interpretive statements*. Silver Spring, MD: American Nurses Association.

American Nurses Association. (2015). *Scope and Standards of Practice* (3rd ed.). Silver Spring, MD: American Nurses Association.

Appendix A
School of Nursing Bluefield University
INFORMED CONSENT

I, _____

(Name)

have received a copy of the *School of Nursing Student Handbook (2022-2023)* prepared by the Bluefield University 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 University 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 University Academic Catalog* and the *Bluefield University Student Handbook*.

Members of the nursing faculty have discussed the following areas with me. I understand the items below and agree to abide by the rules and policies of the Bluefield University School of Nursing.

1. I am aware that the requirements of the School of Nursing are contained in the SON Student Handbook, including information about the path to degree, clinical study, and the comprehensive examination.

2. I understand that as an undergraduate student at Bluefield University I must maintain at least a 2.7 cumulative GPA, a 2.7 GPA on my Plan of Studies courses, and earn no lower than a C in any individual Plan of Studies classes. I understand that as a graduate student at Bluefield University I must maintain at least a 3.0 cumulative GPA, a 3.0 GPA on my Plan of Studies courses, and earn no lower than a B- in any individual Plan of Studies classes. As a student at BU, it is my responsibility to know, understand, and abide by the Honor Code to avoid plagiarism and uphold academic honesty.

3. It is my responsibility to meet with an advisor during my initial semester (or before 12 semester hours) to develop a Plan of Study for my degree program. The Plan of Study form must be

submitted for approval. Requests for transfer of credits must be made in writing and be accompanied with supporting documentation (i.e. official transcripts, syllabus, graded assignments). It is also my responsibility to meet with my advisor every semester thereafter and to bear the responsibility of my academic progression.

4. In order to successfully complete the Nursing Program at Bluefield University, I will be expected to demonstrate academic competence, nursing skills, and personal characteristics appropriate for a nurse-in-training, including practicing in a professional and ethical manner, and establishing appropriate relationships with patients to facilitate patient progress. Failure to attain such competencies, skills, and characteristics may result in my remediation, which may include being required to repeat course work; to obtain personal counseling; or my dismissal from the Program.

5. I understand that my performance in the Nursing Program will be reviewed and evaluated on a continual basis by SON faculty members. The evaluation will be based on academic knowledge, practitioner competencies, personal characteristics, and professional decorum. I am expected to successfully complete all academic courses, all clinical experiences, a comprehensive examination, and conform to the ethical standards of the American Nurses Association and the National Organization of Nurse Practitioner Faculties. I understand that my judgment and character reflect on the School of Nursing, and I will strive to exemplify professional decorum as a nurse-in-training. In addition, my learning and professional activities will be evaluated by characteristics including, but not limited by, the following:
     a. Display good listening skills.
     b. Respect divergent points of view.
     c. Express thought/knowledge effectively.
     d. Demonstrate realistic expectation of self.
     e. Show developed sense of self-awareness regarding skills and talents.
     f. Demonstrate an ability to develop and sustain rapport with all genders.
     g. Use personal power and authority appropriately.
     h. Work collaboratively with others.
     i. Demonstrate an ability to articulate one's feelings.
     j. Demonstrate an awareness of cultural, gender, and spiritual issues.
     k. Demonstrate the ability to receive, give, and integrate feedback.
     l. Demonstrate appropriate boundaries sexual, ethical, and professional.
     m. Exhibit ability to take responsibility for one's actions.
     n. Interact appropriately with authority.
     o. Demonstrate appropriate in-class behavior.
     p. Contribute to a positive classroom environment.
     q. Exhibit dependable behaviors with regards to assignments, group activities, and attendance.

6. I understand that the Nursing Program encourages self-growth and requires participation in experientially-based courses. Self-disclosures will not be used as a basis for grading in these courses; however, should I disclose information indicating impairment or the potential for harm to clients, I understand my supervisors, faculty, and/or colleagues are ethically required to take steps to protect my patients. I may be required to repeat course work; to obtain counseling at my own expense; or to terminate my enrollment in the Nursing Program.

7. I am aware that I must complete clinical hours as specified for my program. Throughout my enrollment in clinical studies, I understand that it is my responsibility to carry liability insurance. The clinical course meetings will be held via synchronous online meetings as well as on-campus face-to-face meetings.

8. Depending on the program during the clinical courses, in addition to coursework, it is highly recommended that I not be employed more than 20 hours per week in addition to the clinical courses.

9. Proficiency as a nurse is expected for the successful completion of the Nursing Program at Bluefield University. Regular evaluations of my progress will be provided during clinical courses. If I fail to meet performance standards in these courses or behave in an unprofessional or unethical manner, I may be required to repeat course work; to obtain personal counseling at my own expense, or may be dismissed from the Nursing Program.

10. I will be expected to successfully complete all required courses in my field of study. If I do not meet this requirement as outlined in the handbook, I will be terminated from the Program.

11. I understand that I must receive a passing score on all comprehensive final exams (if applicable).

12. The completion of a degree in nursing does not guarantee any certification or licensure. I understand that these credentials are confirmed by different agencies and may have requirements different from those of the Nursing Program at Bluefield University.

I have read and understood the Informed Consent and agree to abide by the conditions contained herein.

_____
Printed Name

_____   _____
Student Signature   Date

_____   _____
Witness Signature   Date

_____   _____
Program Director Signature   Date

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.

MSN Students:
Please return a signed copy of this form during your orientation session.

Also, all students must sign Appendix A and Appendix F (found at the end of the handbook) and provide the signed documents to faculty or fax them.

Appendix B
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 University expects its students to exemplify a high standard of behavior and personal values. Bluefield University expects our students to honor the following core values:

1. Practice academic integrity

Bluefield University 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 University documents, records, identification, or property.
- respect for the University's academic traditions of honesty, freedom of expression, and open inquiry;"

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

Please email completed form to: academics@bluefield.edu

Appendix C
Bluefield University School of Nursing School Technical Standards

One of the purposes of Bluefield University School of Nursing (BU 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 BU 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 University Disability Services Office for more information if you think you may need accommodation. Location:

Capacity	Standard	Examples
Hearing	Students must have auditory ability sufficient to hear normal conversation and make fine discriminations in sound.	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.
Vision	Students must have visual ability sufficient for observation, assessment, and performance of safe nursing care.	Observe client responses, discriminate color changes, accurately read measurements on equipment, read medication labels.
Tactile Ability	Students must have tactile ability sufficient for physical assessment, inclusive of size, shape, temperature, and texture.	Perform function of physical assessment and those related to therapeutic interventions. Perform palpations e.g. pulse. Perform functions of physical examination.
Physical Endurance	Students must possess physical endurance sufficient to complete assigned periods of clinical care.	Sustain repetitive movements (e.g. CPR), maintain physical tolerance (e.g. work entire shift) tolerate long periods of standing and sitting.
Strength and Mobility	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.	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).
Fine Motor Skills	Students must possess fine motor skills sufficient to perform psychomotor skills integral to client care.	Safely manipulate small equipment, such as syringes, vials, ampules, and medication packages; accurately chart on graphics and other flow sheets.
Communication	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 members of the health care team. They must be able to speak, read and write in English.	Give oral reports, read graphs, negotiate interpersonal conflict, read and understand English printed documents, obtain and document client information.

Intellectual and Cognitive	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.	Respond appropriately in emergency situations with sustained attention, process information accurately, thoroughly, and quickly to prioritize task, perform math computations for medication dosage calculation.
Emotional Stability	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.	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.

Appendix D
Bluefield University 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 University must realize that they represent both the university 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 University 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 University, 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:
- o   Virginia State Board of Nursing Regulations.
- o   American Nurses Association Code of Ethics for Nurses (ANA, 2015).
- o   The ICN Code of Ethics.
- o   American Nurses Association Scope and Standards of Practice.
- o   CCNE Accreditation Standards.
- o   Bluefield University Code of Student Conduct and Honor Code.

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

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 University 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 University 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 university 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 University. 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 University 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, but not limited to, the following reasons:

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

A student may be removed from the <u>clinical site</u> 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 (undergraduate) or a "B" or better (graduate) in each nursing course.
3. Failure to maintain an overall cumulative GPA of 2.7 or better (undergraduate) and an overall cumulative GPA of 3.0 or better (graduate).
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 Registered Professional 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 University. 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
American Nurses Association (2015). Code of ethics for nurses and interpretive statements.
Available from www.ana.org; View only version:
http://nursingworld.org/DocumentVault/Ethics-1/Code-of-Ethics-for-Nurses.html

National Council of State Boards of Nursing (2014). Professional boundaries: A nurse's guide to the importance of appropriate professional boundaries. Available at: www.ncsbn.org.
https://www.ncsbn.org/ProfessionalBoundaries_Complete.pdf

National Student Nurses' Association, Inc. (2017). Code of ethics. Available at http://www.nsna.org/nsna-code-of-ethics.html

Bluefield University (2022). Bluefield University School of Nursing Student Handbook.

Appendix E
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 University School of Nursing. **Students are responsible for the accuracy of this information. Omitted or inaccurate information will be considered a violation of the Bluefield University Honor Code and can result in a student's dismissal from the program.**

Student's Name:_____ Date of Exam:_____/_____/_____

Height _____ Weight _____ BP _____ Pulse _____ Hearing: Right _____ Left _____

Vision: Without glasses: Right 20/_____ Left 20/_____ With glasses: Right 20/_____ Left 20/_____

Color vision normal _____ yes _____ no

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

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 University School of Nursing
3000 College Avenue
Bluefield, VA 24605
Fax: (276) 326 – 4462

Appendix F
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 understands 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 hand book 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**
5. **Netiquette: A Guide for Professional E-Mail**
6. **SON Cell Phone Policy**
7. **SON Recording Policy**
8. **Professionalism Policy**
9. **Clinical Dress Code Guidelines**
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 G
Bluefield University School of Nursing
Report of Accident/Incident/Safety Condition

1. INFORMATION REPORTED BY:
Name: _____

☐Faculty member   ☐Staff member   ☐ Student   ☐ Visitor

Date: _____/_____/_____ Event involved: ☐ Accident   ☐ Incident   ☐ Safety Condition   Time:_____

PERMANENT RESIDENCE INFORMATION:
Address: Street _____ City _____ State _____ Zip_____
Phone: (_____) _____ Cell Phone: (_____) _____ E-mail: _____

CAMPUS RESIDENCE/WORK INFORMATION (if applicable):
Building: _____ Room:_____ Campus Phone: _____Campus email:_____

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

Seek medical attention?   ☐ Yes (if YES go to line 2.a)   ☐ No (check one)
   2.a Care Provider Name: _____ Phone: (_____)_____
Person 2 Name: _____ Phone: (_____)_____

Seek medical attention?   ☐ Yes (if YES go to line 2.b)   ☐ No (check one)
   2.b Care Provider Name: _____ Phone: (_____)_____
Person 3 Name: _____ Phone: (_____)_____

Seek medical attention? ☐Yes (if YES go to line 2.c)   ☐ No
   2.c Care Provider Name: _____ Phone: (_____)_____

3. PROPERTY DAMAGE (if applicable)

Was there property damage? ☐ Yes (if YES describe) ☐ No
Damage Description:_____
_____
_____
_____

4. WITNESSES (if applicable)
Witness No. 1 Name: _____ Phone: (_____)_____
Witness No. 2 Name: _____ Phone: (_____)_____

5. EVENT DETAILS
Event Date: _____/_____/_____Location:_____
Description:_____
_____
_____

6. REPORTING (if applicable)
Did you report the event?   ☐ Yes (go to line 6a.) ☐ No (go to line 6.b)
6a. Reported to: Name_____ Phone: (____)_____
6b. If you did not report this event explain why: _____
_____
_____
_____

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

I certify that all the above is true and correct to the best of my knowledge:
Signed: _____Date:_____
*If more than three persons were injured, continue by completing information on a separate piece of paper. Send this form and any
attachments to: **Bluefield University 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 University School of Nursing
Report of Accident/Incident/Safety Condition

5. EVENT DETAILS (continued)

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(**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 University**

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. https://mybu.bluefield.edu/ics/ (You will need to login to access the ACE site on the left-hand side of the screen). 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 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.