



Bryant & Stratton College

Online RN to BSN

Nursing Program

Student Handbook

2021

Bryant & Stratton College
ONLINE RN to BSN Handbook 2021

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The information in this handbook is NOT A CONTRACT with students and is subject to change at any time without notice. Students will be notified via e-mail of policy changes to specific nursing policy and procedures. Questions regarding updates may be directed to the Program Director. If any information in this handbook conflicts with the State or Federal Statute, Rules, or Regulations, the State or Federal Statutes, Rules, or Regulations will control.

I. About the Nursing Program

This handbook was developed to provide faculty and students in the RN to BSN Online Nursing Program with information and answers to questions concerning the Nursing Program at Bryant & Stratton College. Included in this handbook:

- a. Program-specific information
- b. Academic policies and procedures relating to the RN to BSN Online Nursing Program

Students who deviate from the requirements and obligations set forth in this Handbook and in the Official Catalog are subject to appropriate action including suspension or dismissal from the College and release from the Nursing Program.

College Mission Statement

Bryant & Stratton College offers a personalized career education and experience leading to high-demand professions so graduates are prepared for their career and life pursuits.

College Vision Statement

Bryant & Stratton College will offer a personalized and customized career education and experience leading to high-demand professions so graduates adapt to 21st century career and life pursuits.

BSN Program Mission Statement

The mission of the baccalaureate nursing program is to provide quality nursing education and to facilitate the provision of quality healthcare in the region. The mission espouses a commitment to prepare graduates to provide safe, quality, humanistic, and holistic healthcare as professional nurses and lifelong learners.

BSN Program Philosophy

The baccalaureate nursing program subscribes to and functions within the mission of Bryant & Stratton College to deliver outcome-based nursing education and training through a flexible, contemporary, curriculum in a personalized environment with emphasis on authentic and experiential education.

Additionally, the philosophy of the baccalaureate nursing program is in accordance with the mission of the nursing program. The philosophy reflects standards of professional nursing guidelines for reform and innovation in nursing education and the collective beliefs and values of the nursing faculty. Beliefs and values related to professional nursing, person, health, environment, society, professional nursing education and professional role development, and teaching-learning practices, are interrelated and constitute the philosophy of the nursing Program.

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Professional Nursing: The faculty embraces the American Nurses Association (2016) contemporary definition of nursing. The definition includes the full range of the client's potential responses to health and illness that are of concern and highly valued when providing exceptional healthcare:

Nursing is the protection, promotion, and optimization of health and abilities, prevention of illness and injury, facilitation of healing, alleviation of suffering through the diagnosis and treatment of human response, and advocacy in the care of individuals, families, groups, communities, and population. (ANA, 2016)

As both an art and science, professional nursing incorporates patient/client advocacy, caring, cultural sensitivity, evidence-based outcome-oriented actions, and professional values, to assist the patient/client toward adaptation, self-care, and equilibrium. The faculty affirms that altruism, autonomy, human dignity, integrity, mercy, and social justice exemplify the caring component of professional nursing and guide the nurse's ethical behavior in patient/client care.

Professional nursing also encompasses the application of knowledge from both the arts and sciences in the care for diverse populations across the life-span and health-illness continuum. Professional nurses facilitate health and healing and provide safe, quality, and exceptional healthcare through critical thinking, clinical judgment, and clinical reasoning processes.

Person: As members of the global society, people are endowed with intellects and capabilities which direct them toward uniqueness, inherent worth, autonomy, and self-fulfillment. Striving toward equilibrium in ever-changing internal and external environments, the person is an open, adaptive, goal-oriented, and interpersonal system incorporating physical, psychological, interdependence, social, developmental, role, and spiritual spheres. People have rights, privileges, and responsibilities as members of a family, a community, and the global society. Influences such as urban and rural settings, economics, and cultural, ethnic, spiritual, family, and religious influences affect people.

People are holistic and worthy of compassionate, patient/client-centered nursing care that is based on respect for patient/client preferences, values, and needs. Consistent with the faculty's definition of professional nursing, the person in patient/client-centered nursing may be an individual, family, group, community, or population, across the life span, and across healthcare environments. When providing patient/client-centered healthcare, the nurse facilitates nurse-patient/client partnerships whereby the patient/client and nurse collaborate and share responsibility for healthcare decision making, as appropriate.

The person (patient/client; consumer; resident) is the recipient of nursing care and may be an individual, family, group, aggregate, community, or population. The person may "function in independent, interdependent, or dependent roles, and may seek or receive nursing interventions related to disease prevention, health promotion, or health maintenance, as well as illness and end-of-life" (AACN, 2008, p. 38) while maintaining the locus of control.

Health is a vibrant, dynamic state which fluctuates within a health-illness continuum with the individual's optimal level of health as the goal and in which the potential of a person is realized to the fullest extent possible. Health is a human experience that is often expressed in terms of wellness and illness and may occur in the presence or absence of disease or injury. Each person perceives health in a unique manner, according to developmental stage, cultural context, spirituality, preferences, and health literacy.

The professional nurse focuses on the following constructs of health, across the life span, at the individual and population levels including vulnerable populations: health promotion; prevention; acute and chronic health needs; elimination of health disparities; disease management; injury prevention; risk reduction; the relationship of genetics and genomics to health and illness; health determinants including environmental assessments of health and illness parameters; and educating patient/clients and caregivers about these same constructs of health.

Students must be prepared to assume new roles in health education, wellness, prevention, and disease management as the capability of predicting future health problems becomes more of a reality with advances in science and technology.

Environment: Unique responses by the person to constant interaction with their internal and external environments result in varying degrees of health. The nurse practices from a holistic perspective related to assessment of the person's responses to the environments. The environment reflects two, interrelated dimensions: the internal and external environment. The internal environment comprises all dimensions of the person including the person's mind, body, spirit, and emotions. The external environment is everything outside the person and comprises multiple dimensions that affect the person including the complex, ever-changing, healthcare environment. "Because professional nurses are the human link between the patient/client and the complex healthcare environment, they must provide compassionate care informed by a scientific base of knowledge, including current evidence from research" (AACN, 2008, p. 29). The patient/client must continually adapt to changes in the internal and/or external environments.

The practice of nursing in a global, diverse society mandates that nursing education programs prepare the student to develop the knowledge, skills, and attitudes to practice professional nursing in a multicultural environment with the ability to collaborate with members of interdisciplinary healthcare teams from diverse backgrounds. An ongoing goal for professional nursing and the benchmark for quality healthcare is the provision of safe, quality, and culturally-sensitive nursing care for patient/clients across the lifespan, during all transitions of care and across the continuum of healthcare environments.

Society is a system that provides the framework for human behavior and expectations and includes all physical, psychological, cultural, ethical, and spiritual elements that provide a framework for interactions to address the person's needs and goals. The person is an integral part of society and also a member of a family, group, community, and population. Society's structure and diverse cultures influence a person's behavior. The person's socialization and response to health and illness reflects the learned behaviors from their culture, exposures, and learned responses. The professional nurse must understand cultural impacts and be prepared to individualize care provided to diverse populations.

The faculty affirms the beliefs and tenets related to the value-added dimension that the nursing profession offers to society as presented in *Nursing's Social Policy Statement: The Essence of the Profession* (ANA, 2010).

Professional Nursing Education builds upon and integrates the arts, sciences, and humanities with nursing science to facilitate acquisition and refinement of knowledge, beliefs, values, attitudes, and skills reflected in cognitive, affective, and psychomotor domains. Based on a philosophical foundation of valuing student success and supporting professional role development, the concepts and theories from nursing and related disciplines form the structure of the nursing curriculum.

To fulfill the mission of providing quality healthcare, the faculty believes that it is imperative for the nursing curriculum to be in alignment with on-going changes in science and technology, shifting population demographics, emerging healthcare needs of contemporary society, and changes in professional nursing practice and practice environments.

Professional Roles: Professional nursing education prepares the student to practice as a professional nurse in diverse roles and practice settings. Consistent with *The Essentials for Baccalaureate Education for Professional Nursing Practice* (AACN, 2008, p. 35), the faculty believes that the following roles are relevant for the baccalaureate-prepared generalist nurse:

- Provider of care (evaluate client changes and progress over time; develop a beginning proficiency and efficiency in delivering safe care)
- Designer/manager/coordinator of care (manage care transitions; be an active participant on the interprofessional team; identify system issues; develop working skills in delegation, prioritization, and oversight of care)
- Member of a profession (evaluate one's practice; assume responsibility for supporting the profession)

Professionalism encompasses the values, formation of professional roles, and images of the nurse. Values have their basis in understanding the ethical, legal, and regulatory guidelines defined by the profession and society as a whole. The expectation of the nurse is to contribute to both the profession and professional development of self by using critically reviewed research to define evidence-based practice and to practice lifelong learning.

Teaching-Learning Practices: Teaching is a reciprocal exchange of knowledge, beliefs, values, attitudes, and skills that promotes lifelong learning. Teaching is the facilitation of mutual learning that requires collaboration, sharing experiences, and creating a stimulating and dynamic educational environment that fosters critical thinking. Learning is the outcome of teaching that is a reflection of cognitive, affective, and psychomotor domains.

Effective teaching/learning practices consider the needs of the learner, builds\ on prior learning and predetermined standards of academic rigor, and seek to advance growth through experiences that promote a sense of excitement, curiosity, creativity, and discovery. These practices further the learner's sense of valuing their own accountabilities and responsibilities for learning, and partner with and support the learner's individual efforts to achieve expected learning outcomes.

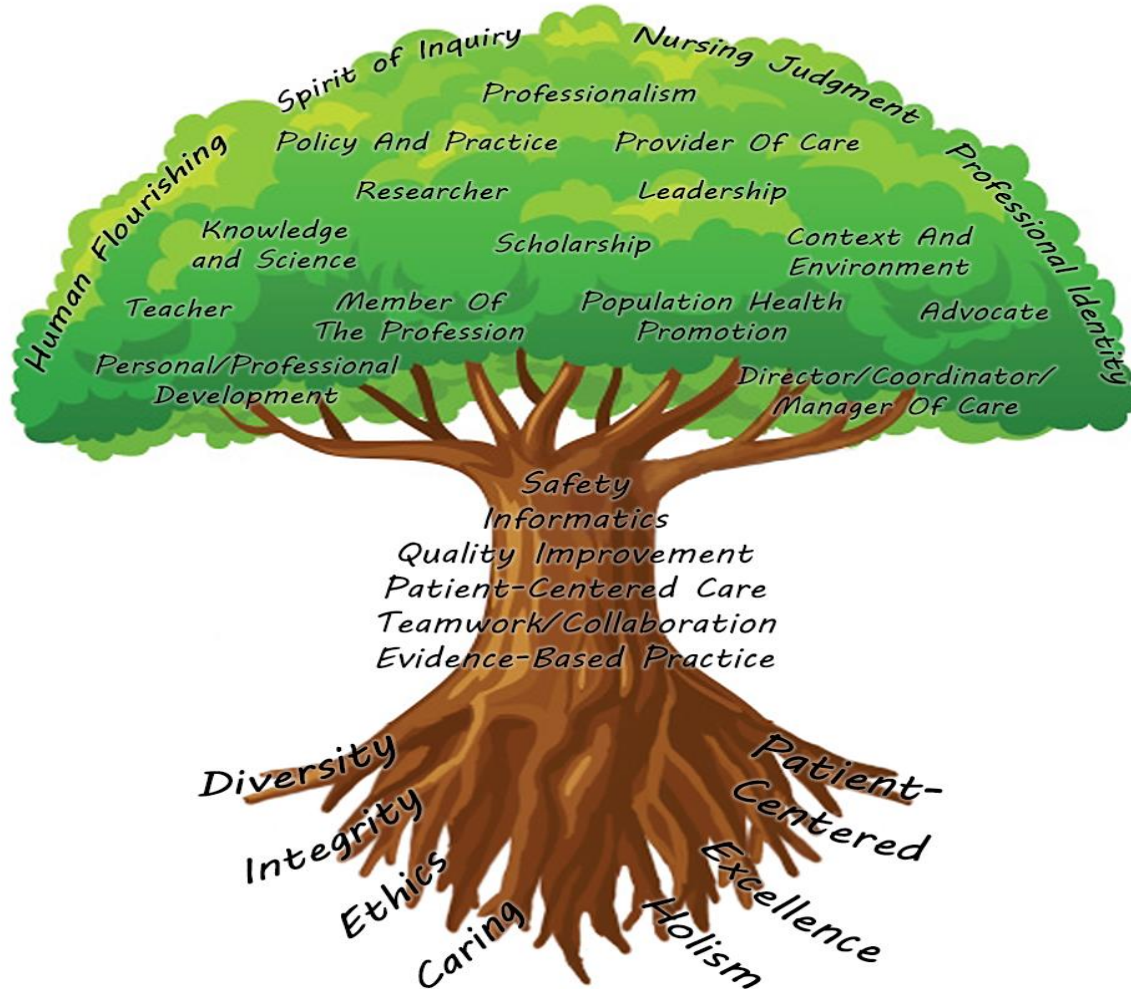
CONCEPTUAL FRAMEWORK

The nursing faculty designed the BSN program with a philosophy and conceptual framework which support contemporary evidence-based nursing practice focused on quality and safety. The conceptual framework of the BSN program at Bryant & Stratton College is derived from three major components:

1. The Essentials of Baccalaureate Education for Professional Nursing Practice (American Association of Colleges of Nursing, 2008).
2. Quality and Safety Education for Nurses (QSEN)
3. NLN Competencies for Baccalaureate Programs in Nursing (NLN, 2010)

To serve as a visual guide, the BSN Organizing Framework has been developed to illustrate the integrative process of the conceptual framework at Bryant & Stratton College.

Bryant & Stratton College BSN Organizing Framework



At the root of nursing practice lies the core values of nursing (NLN, 2010) which include diversity, integrity, ethics, caring, holism, excellence, and patient-centeredness. These core values embody the work of the profession of nursing in all areas of practice.

Quality and Safety Education for Nurses includes six competencies essential to creating a safe and effective health care environment. These competencies form the stem, support the framework, and also provide for the reciprocal nature of the incorporation of the core values and the baccalaureate essentials. The competencies of QSEN include safety, informatics, quality improvement, patient-centered care, teamwork and collaboration, and evidence-based practice. The QSEN competencies are reflected in the core values and they provide support for the NLN integrating concepts and the baccalaureate essentials.

The BSN organizing framework depicts a tree encompassing the conceptual framework components. The leaves of a tree individually accomplish their function of providing nutrients and energy, while collectively,

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the branches and leaves create a rich environment for survival, relationships with each other, and growth of the entire tree.

Similarly, the Essentials of Baccalaureate Education (AACN, 2008) and the NLN integrating concepts (NLN, 2010) provide the fruitful energy of nursing practice, are harmonious, and create the extension of the core values which are essential to safe and effective nursing practice. The NLN integrating concepts include context and environment, knowledge and science, personal/professional development, quality and safety, relationship centered care, and teamwork. These concepts are congruent with the QSEN competencies and the core values of nursing practice. The Essentials of Baccalaureate Education reinforce concepts such as patient-centered care, interprofessional teams, evidence-based practice, quality improvement, patient safety, informatics, clinical reasoning/critical thinking, genetics/genomics, cultural sensitivity, professionalism, and nursing practice across the lifespan in providing quality patient care (American Association of Colleges of Nursing, 2008).

Three main roles of the baccalaureate nurse include the member of profession, provider of care, and the director/coordinator/manager of care. Expected outcomes for graduates of Bryant & Stratton BSN Program contain the following nine “Essentials:”

Essential I: Liberal Education for Baccalaureate Generalist Nursing Practice

Essential II: Basic Organizational and Systems Leadership for Quality Care and Patient Safety

Essential III: Scholarship for Evidence Based Practice

Essential IV: Information Management and Application of Patient Care Technology

Essential V: Health Care Policy, Finance, and Regulatory Environments

Essential VI: Interprofessional Communication and Collaboration for Improving Patient Health

Outcomes

Essential VII: Clinical Prevention and Population Health

Essential VIII: Professionalism and Professional Values

Essential IX: Baccalaureate Generalist Nursing Practice (American Association of Colleges of Nursing, 2008).

The BSN curriculum was designed with three contemporary, relevant, and thorough representations of strong student preparation for the profession of nursing, the provision of high quality nursing care, and the anticipation of the future evolution of nursing roles. The ultimate goal is the achievement of the competencies Human Flourishing, Spirit of Inquiry, Nursing Judgment, and Professional Identity (NLN, 2010) which are embedded within and congruent with the BSN program student learning outcomes.

Program Student Learning Outcomes

1. Employ the nursing process to implement comprehensive, safe, diverse, culturally effective patient-centered care across the lifespan in all health care settings.
2. Demonstrate integration of knowledge, skills, professional attitude, through the use of critical thinking, best current evidence, and clinical judgment in providing care to individuals, groups, and communities with a variety of healthcare needs.
3. Practice within the ethical, legal, and regulatory frameworks of nursing, health care, and its related agencies assuming they have no past conduct or convictions which prevent such practice.
4. Fulfill the roles of the baccalaureate nurse generalist as provider of direct and indirect care, advocate, collaborator designer/manager/coordinator of care, and member of the profession.
5. Construct a framework which promotes lifelong learning essential to continuous professional development and tolerance for the unpredictable and ambiguous nature of the healthcare system.
6. Employ information literacy skills through the effective use of informatics to communicate, manage knowledge, mitigate errors, and support decision-making.
7. Utilize appropriate current technology and resources to locate and evaluate information needed to accomplish a goal, and then communicate findings in visual, written and/or oral formats. *
8. Transfer knowledge, skills and behaviors acquired through formal and informal learning and life experiences to new situations. *
9. Employ strategies for reflection on learning and practice in order to adjust learning processes for continual improvement. *
10. Follow established methods of inquiry and mathematical reasoning to form conclusions and make decisions. *
11. Participate in social, academic, and professional communities for individual growth and to function as a citizen of a multicultural world. *

* Institutional Outcome

II. RN to BSN Program Entry and Non-Academic Requirements

1. Complete and submit to the nursing program director for consideration:
 - o Eapplication
 - o Acceptance of RN-BSN program disclosure
 - o Transcripts of post-secondary educational experience. If transcripts are necessary to evaluate credit, applicants must provide the transcripts confirming earned credit from a regionally or nationally accredited college. These documents must be a part of the applicant's application packet before consideration of a candidate's application is made. Official transcript(s) must be received by the end of the first semester.
 - o HS transcripts or GED will be required.
 - o A copy of legal picture ID
2. An interview with a bachelor program administrator may be scheduled as part of acceptance and prior to acceptance.

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3. Applicants interested in taking courses through Online Education must meet certain technology requirements, including hardware and software, in order to be successful. Applicants must read and accept the technology agreement which outlines the necessary requirements for acceptance into the online course. The minimal requirements can be found on the College website.
4. Student must have an active unencumbered RN license from the state they practice for the duration of the program and reviewed by the Nursing Program Director;
5. Student must come from a Board of Nursing approved program;
6. Diploma hospital nursing courses will be considered if they meet 80% content match to our syllabi;
7. Diploma hospital non-nursing courses will not be considered because they are not credit bearing;
8. Additional requirements for the Nursing Program can include:
 - a. Health history and examination by a physician with proof of vaccinations and Tuberculin Skin tests.
 - b. CPR Certification that is valid throughout the term of the Nursing Program.
 - c. Current health care insurance coverage.
 - d. Background Record Checks
 - e. Fingerprints submitted to the Federal Bureau of Investigation (FBI) and/or Ohio State Bureau of Criminal Identification and Investigation (BCII)
 - f. Drug screening

Disclosure:

The RN-BSN Program is designed for RN graduates who have passed the RN-N.C.L.E.X. and earned licensure. Admission requirements for the RN-BSN program are provided in the Official Catalog. Applicants must provide proof of an unencumbered and active RN license in the state in which they practice during the application process, and any time renewal of such license is obtained during their enrollment in the program. Applicants are advised that this program includes a practice experience component that may be completed in a live healthcare environment. Compliance with the requirements of any agencies/healthcare facilities utilized for completion of this component will be necessary and such compliance may include, but not be limited to, health history and examination by a physician with proof of vaccinations and Tuberculin skin tests, valid CPR certification, proof of current health care insurance coverage, background checks, fingerprint screening(s) and/or drug testing.

Any student whose background check generates an unfavorable report is required to sign the Bryant & Stratton College Background Check Acknowledgement.

The purpose of these requirements is to:

1. Comply with State law.
2. Comply with clinical affiliates who require a student background check as a condition of their contract.
3. Promote and protect patient/client safety.

FEDERAL LAW

In addition to state laws, federal law mandates criminal record checks with respect to work in certain facilities or settings that receive federal funding. For example, the 2010 Patient Protection and Affordable Care Act (42 U.S.C. § 1320a-71) requires the Secretary of Health and Human Services to carry out a

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nationwide program for states to conduct national and statewide criminal background checks for direct patient access employees of nursing facilities and other providers.

Professional Appearance

The student must be clean, neat, and in compliance with the agency dress code for practice experiences. Business casual may be appropriate for most practice experiences.

III. Academic Policies and Procedures

Transfer Credit and Proficiency Credit

General Transfer Credit Policy

Bryant & Stratton College accepts credits from other accredited colleges, universities, post-secondary institutions, and American Council on Education (ACE) recommended programs for college credit, if the following criteria are met:

- a. The transfer course content must meet or exceed the educational outcomes of the course in the Bryant & Stratton College curriculum.
- b. Official college transcripts or training program/certification documentation for the transfer courses must be received along with the completed transfer request by the end of the student's first semester of enrollment at Bryant & Stratton College.
- c. The applicant earned a grade of C or better in the course. [See additional information in **Nursing Program** below.]
- d. The length of time elapsed since the transfer course credit has not rendered the course obsolete as to the utility of the knowledge in the field of study or the application of technology. [See additional information in **Nursing Program** below.]

General Credit by Examination Policy

- a. Credit by examination is a process that employs rigorous assessments that require students to meet all of the established competencies and outcomes for the award of credit for a select group of courses at Bryant & Stratton College.
- b. Prior Learning Assessments (PLAs) are available to all campus-based students for select courses in the degree plan, or liberal arts course series.
- c. It is recommended that PLAs be completed by the end of the first term of enrollment.
- d. Students must earn a grade of 70% or better on any Bryant & Stratton College PLA in order to earn credit for the related course. [See additional information in **Nursing Program** below.]
- e. PLAs may be taken only once in a subject and must be taken before the student enrolls in the related course. [See additional information in **Nursing Program** below.]
- f. Students who receive the grade **W** in a course *may not* complete the related PLA, nor may students complete a PLA while they are enrolled in the related course or after they have failed the related course.
- g. For individuals with experience in the armed forces of the United States, or in the National Guard or in a reserve component, refer to the *Official Catalog* for the SOCNAV/SOCAD opportunities for earning transfer credit.

Nursing Program Transfer and Credit by Examination Policy:

Non-clinical nursing and biology courses will transfer into the Nursing Program as long as they meet the requirements in the Bryant & Stratton College transfer policy, stated above, and additionally meet the following conditions:

- The grade for the course is a **“C” or better**

RN-BSN Completion Option Students

Upon admission, RN-BSN option students' transcripts are evaluated for maximum transfer credit and are advised on an individual basis. Students must satisfy all requirements of the BSN Generalist degree plan in order to receive the Bachelor of Science in Nursing Degree. Students may transfer up to 32 lower division nursing credits. Liberal arts and Biology courses may transfer into the BSN program as long as the courses meet the transfer credit policy requirements for Bryant & Stratton College.

Students may be awarded up to 91 credits (75% of the degree plan).

In Virginia, students may be awarded up to 85 credits (70% of the degree plan) as per the State Council of Higher Education in Virginia.

The process by which policies are changed and communicated to students

Students will be notified of new policies or changes to present specific nursing policy and procedures via e-mail by the Nursing Program Director. These will also be included in the *Student Handbook* during annual revision of the catalog and handbooks.

Course Grading Scale

The grading scale for the nursing courses is not consistent with all other Bryant & Stratton College programs (A=90%-100%; %; B+=85%-89%; B=80%-84%; C+=75%-79%; C=70%-74%; F=69% or less; I=Incomplete; W=Withdrawal).). The D+ grade is not used in the nursing program with the exception of all liberal arts courses that are not major requirements. Student learning will be evaluated using multiple assessment measures: written work or research papers, individual and group projects, etc. Refer to the instructor's supplemental syllabus for further explanation of assessment measures for individual courses. Syllabi may be revised as needed throughout the term.

Academic Advisors

- a. Faculty advisors may be assigned to nursing students on an as-needed basis.
- b. The Program Director and Nursing Administrative team are available to discuss grades, academic plans or problems, course changes, etc. Students are encouraged to confer with all the resources available as academic problems, conflicts, or concerns arise.
- c. All faculty are available to discuss academic plans or problems, course changes etc. for their specific course (s)
- d. The Dean of Instruction and the Dean of Student Services are also available to advise students as issues arise.

Academic Progression through the Nursing Program

Acceptable Achievement in Nursing Courses

Students must achieve a grade of C or better. A minimum grade point average (GPA) of 2.0 must be maintained to progress through the nursing courses.

Grade Appeal

The instructor for the course is responsible for assigning grades. If there is disparity between the opinions of the instructor and the student regarding an assigned grade, the student may challenge the grade by following the grade appeal procedures as outlined in the Official Catalog. A student receiving a failing grade for unethical or unsafe conduct who nonetheless otherwise meets satisfactory academic progress requirements may be released from the Nursing Program yet may continue within the College in a different program at the discretion of the College. Such a student, however, may be subject to the College's disciplinary process for violation of the Code of Conduct as described in the Official Catalog.

Non-Grade-Related Grievance Process

For matters not related to grade challenges, students should follow the established Bryant & Stratton College Grievance Procedures, found in the *Official Catalog*.

Program Jeopardy Status

A student who earns **one** non-passing grade (F) or a withdrawal (W) from a NURS or BIOL course is placed on program jeopardy status and remains in such status until the student completes the program.

Students who fall below a 2.0 grade point average (CGPA) will be placed on program jeopardy status for one semester with the opportunity to get back in good standing.

Program Jeopardy Status is distinct from academic probation as set forth in the College *Official Catalog's* description of the College's satisfactory academic progress policy. A student may be in Program Jeopardy Status in the Nursing Program yet may be maintaining satisfactory academic progress at the College. Such a student will be in jeopardy of being released from the Nursing Program but may not necessarily be on academic probation.

Release from the Nursing Program

Students will be released from the Nursing Program for any one of the following reasons with no eligibility to re-enter the Nursing Program:

- a. Student earns a total of two non-passing grades (F) or withdrawal (W) in any NURS course, whether the non-passing grades are earned in the same course or two different courses and regardless of the semester in which the two non-passing grades are earned;**
- b. Students earns a total of two non-passing grades (F) or withdrawal (W) in any BIOL course, whether the non-passing grades are earned in the same course or two different courses and regardless of the semester in which the two non-passing grades are earned;**
- c. Student falls below the minimum 2.0 (CGPA) and does not get back in good standing in the subsequent semester; or**
- d. Student engages in unethical or unsafe conduct while providing patient care.**

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Students who earn the two non-passing grades or engaged in unethical or unsafe conduct as described in paragraphs a., b, or d. in one semester will be released from the Nursing Program and will not be provided the benefit of program jeopardy status.

Students must also maintain the quantitative component of the College's satisfactory academic progress toward completion of their studies in order to remain in good academic standing and remain enrolled at the College. The academic standards for the Nursing Program have different levels of performance that, augment and supersede the measuring points and requirements outlined in *the Official Catalog*, and are used to evaluate a student's ability to progress in the Nursing Program.

Re-Entry to the Nursing Program

Students may petition for re-entry to the Nursing Program if they have voluntarily withdrawn from the Nursing Program.

Re-entry is considered on a space-available basis. Students must apply for re-entry in writing to the Program Director prior to the start of the semester. The application letter must include:

- a. The last semester attended
- b. The reason for dismissal or withdrawal
- c. The semester in which the student wishes to return
- d. The course(s) he or she intends to take
- e. Transcripts and grades for any courses taken while out of the Nursing Program
- f. What plans or changes the student has made to ensure retention and success if re-admitted

The request will be reviewed by the Program Director within 7 days of receipt. The student's prior academic and clinical performance and any other pertinent information will be reviewed. If approval for re-entry to the Nursing Program is granted, the student will resume the Nursing Program at a point of entry determined by the Program Director on a space available basis. The student will follow the current catalog courses to complete his/her degree.

Completion of the Nursing Programs

Nursing students must:

- a. Pass all courses with the minimum grade required.
- b. Earn 122 credits for the BSN and meet all other applicable Bryant & Stratton College requirements. See the *Official Catalog* for details.
- c. Meet the stated criteria found in this Handbook.
- d. Complete graduation petitions during the final semester of study. An administrative graduation fee is assessed for each student and covers the cost of caps and gowns.
- e. Take part in a Graduate Transitional Interview.

Supervision of a Student in Practice Experiences

Preceptors may be used for specialized practice experiences and are approved by the nursing program to meet particular course objectives and enhance the variety of practice experiences for the student.

Safe Nursing Practice Definition

Safe nursing practice is essential to all clinical courses. Safe nursing practice is defined as the application of scientific principles and nursing theory in performing nursing care. Care is provided in a reasonable and prudent manner providing for the welfare and protecting the well-being of the client. Safe practice implies that the student can demonstrate awareness of the potential effect of actions and decisions. Such actions and decisions shall not endanger the integrity of the client.

Unsafe Practice Procedures

Safe practice is an essential requirement for progression to the next course and will be judged by the clinical support personnel. A student who engages in unsafe practice will receive an unsatisfactory grade for the clinical portion of the course, resulting in a grade of "F" for the course. Documentation of unsafe practice will be formulated by faculty and discussed with and signed by students. Faculty will determine if the student is to be dismissed for the day or the remaining portion of the course. In addition, unsafe practice may result in release of the student from the Nursing Program.

Professional Student Conduct

The Nursing Program Director and faculty will implement policies related to student conduct that incorporate the standards for safe nursing care, including but not limited to the following:

- a. A student shall, in a complete, accurate, and timely manner, report and document nursing assessments or observations, the care provided by the student for the client, and the client's response to that care.
- b. A student shall, in an accurate and timely manner, report to the appropriate practitioner errors in or deviations from the current valid order.
- c. A student shall not falsify any client record or any other document prepared or utilized in the course of, or in conjunction with, nursing practice. This includes, but is not limited to, case management documents or reports or time records, reports, and other documents related to billing for nursing services.
- d. A student shall implement measures to promote a safe environment for each client.
- e. A student shall delineate, establish, and maintain professional boundaries with each client.
- f. At all times when a student is providing direct nursing care to a client the student shall:
 - i. Provide privacy during examination or treatment and in the care of personal or bodily needs; and
 - ii. Treat each client with courtesy, respect, and with full recognition of dignity and individuality.
- g. A student shall practice within the appropriate scope of practice as set forth in the Board of Nursing standards.
- h. A student shall use universal blood and body fluid precautions
- i. A student shall not:
 - i. Engage in behavior that causes or may cause physical, verbal, mental, or emotional abuse to a client;
 - ii. Engage in behavior toward a client that may reasonably be interpreted as physical, verbal, mental, or emotional abuse.
- j. A student shall not misappropriate a client's property or:
 - i. Engage in behavior to seek or obtain personal gain at the client's expense;
 - ii. Engage in behavior that may reasonably be interpreted as behavior to seek or obtain personal gain at the client's expense;

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- iii. Engage in behavior that constitutes inappropriate involvement in the client's personal relationships; or
- iv. Engage in behavior that may reasonably be interpreted as inappropriate involvement in the client's personal relationships.
- v. Accept any gifts from patients or clients.

For the purpose of this paragraph, the client is always presumed incapable of giving free, full, or informed consent to the behaviors by the student set forth in this paragraph.

k. A student shall not:

- i. Engage in sexual conduct with a client;
- ii. Engage in conduct in the course of practice that may reasonably be interpreted as sexual;
- iii. Engage in any verbal behavior that is seductive or sexually demeaning to a client;
- iv. Engage in verbal behavior that may reasonably be interpreted as seductive, or sexually demeaning to a client.

For the purpose of this paragraph, the client is always presumed incapable of giving free, full, or informed consent to sexual activity with the student.

- l. A student shall not, regardless of whether the contact or verbal behavior is consensual, engage with a patient of the student in any of the following:
 - i. Sexual contact
 - ii. Verbal behavior that is sexually demeaning to the patient or may be reasonably interpreted by the patient as sexually demeaning.
- m. A student shall not self-administer or otherwise take into the body any dangerous drug, in any way not in accordance with a legal, valid prescription issued for the student.
- n. A student shall not habitually indulge in the use of controlled substances, other habit-forming drugs, or alcohol or other chemical substances to an extent that impairs ability to practice.
- o. A student shall not have impairment of the ability to practice according to acceptable and prevailing standards of safe nursing care because of habitual or excessive use of drugs, alcohol, or other chemical substances that impair the ability to practice.
- p. A student shall not have impairment of the ability to practice according to acceptable and prevailing standards of safe nursing care because of a physical or mental disability. As required by Federal and State law, appropriate and reasonable accommodations will be made to students with qualifying disabilities if requested according to Bryant & Stratton College procedures set forth in the *Official Catalog*;
- q. A student shall not assault or cause harm to a patient or deprive a patient of the means to summon assistance;
- r. A student shall not obtain or attempt to obtain money or anything of value from a patient;
- s. A student shall not have been adjudicated by a probate court of being mentally ill or mentally incompetent, unless restored to competency by the court.
- t. A student shall not aid and abet a person in that person's practice of nursing without a license, practice as a dialysis technician without a certificate issued by the Board, or administration of medications as a medication aide without a certificate issued by the Board.
- u. A student shall not prescribe any drug or device to perform or induce an abortion, or otherwise perform or induce an abortion;
- v. A student shall not assist suicide

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A student shall not submit or cause to be submitted any false, misleading or deceptive statements, information, or document to Bryant & Stratton College, its faculty or preceptors, or to the Board.

Substance Abuse

Bryant & Stratton College requires that nursing students at all times be capable of providing safe and effective patient care. To that end, the College is committed to a substance-free workplace and environment. This means that nursing students must not be impaired by any substances during any part of the Nursing Program, including classroom work, laboratory assignments, and clinical settings in which the nursing students participate. Therefore, any situation where a student's ability or performance is impaired by drugs or alcohol will be dealt with in the following manner:

- a. Suspicion of substance use will warrant drug testing; all associated fees will be at the expense of the student. Drug testing results will be due within 24 hours to the Nursing Program Director or designee.
- b. The campus director or academic manager may warn, suspend, or dismissed from school any student for violation of the Code of Conduct as detailed in the *Official Catalog*. Such students will be ineligible to receive any refund of tuition.
- c. The action taken against any student will be based upon the severity of the infraction.
- d. Each case will be handled and determined on an individual basis and will be completely documented and filed in the student's academic file.
- e. All accused students will be afforded the right of challenge the action under the procedures set forth in the *Official Catalog*. However, clinical facilities may, without a hearing, bar the participation of a student who has tested positive in a drug screen or manifested impairment at a clinical facility.

Student Conduct hearings at Bryant & Stratton College are bound by the published guidelines in the *Official Catalog*.

Reasons to Suspect Impairment Include, But Are Not Limited To:

- a. Alcohol on the breath or order of alcohol
- b. Flushed face and/or bloodshot eyes
- c. Tremors of the hands
- d. Unsteady gait
- e. Patterned absenteeism
- f. Frequent breaks or disappearance
- g. Repeated tardiness
- h. Memory lapses, difficulty concentrating, confusion
- i. Lack of coordination/dexterity
- j. Slurred or incoherent speech
- k. Deterioration of appearance
- l. Dilation or constricted pupils
- m. Anger, hostility, irritability, mood swings, agitation
- n. Presence of drug paraphernalia
- o. Drowsiness and sleepiness

Student Conduct

Students should conduct themselves in a manner consistent with the College's educational mission. College disciplinary proceedings may be instituted against a student charged with conduct that

potentially violates either criminal law and/or the Student Code of Conduct. Students should refer to the *Official Catalog* for a detail description of the Student Code of Conduct and disciplinary hearings. Students should be respectful and professional at all times in any communication including social media.

Statement of Confidentiality

All information that a student learns about a patient/client while providing care is private and confidential. This information is not to be shared with anyone except an instructor and those members of the health team directly involved with the care of the patient/client. The right of privacy is paramount; therefore, confidential information about the patient acquired from any source is to be safeguarded.

- The student shall access patient information only for purposes of patient care or for otherwise fulfilling the student's assigned clinical responsibilities, and shall not disseminate patient information for purposes other than patient care or for otherwise fulfilling the student's assigned clinical responsibilities through social media, texting, emailing or any other form of communication.
- To the maximum extent feasible, identifiable patient health care information shall not be disclosed by a student unless the patient has consented to the disclosure of identifiable patient health care information. A student shall report individually identifiable patient information without written consent in limited circumstances only and in accordance with an authorized law, rule, or other recognized legal authority.
- The student shall not use social media, texting, emailing, or other forms of communication with, or about a patient, for non-health care purposes or for purposes other than fulfilling the student's assigned clinical responsibilities.

With the nurse-patient relationship based on trust, the client's welfare and reputation can be jeopardized by inappropriate disclosure and the nurse-client relationship destroyed. Students are expected without exception to observe the patient/client's right to privacy. Serious consequences such as release from the Nursing Program may result if the student fails to maintain this privacy. Students are reminded that confidentiality has legal and ethical implications and that an inappropriate break of confidentiality may expose the student to liability.

Student Illness or Injury Policy

For the protection of students, patients, clinical personnel and faculty, the following policies must be adhered to:

1. Any student with an injury or illness involving a potential communicable disease which will impact the student's ability to safely provide patient care will be required to furnish a clearance statement from a health care provider. The letter must be reviewed by the program director prior to the student's return to the clinical setting.

2. Any student being treated by a doctor with any other injury, illness, or condition (including a student in late pregnancy) will be required to furnish a clearance statement from a health care provider. Letters from health care providers must include specific limitations or restrictions as well as a statement defining classroom and clinical activities allowed. Students are **not** permitted to attend clinical with restrictions that could impede the student's ability to safely provide patient care. Any such restrictions or limitations must be followed up by a written release from the physician before returning to full activity.

3. In all circumstances, students **must** be able to meet the learning objectives, with consideration of the restrictions stipulated by the health care provider, to remain in good standing in the Nursing Program.

PLEASE NOTE: The faculty of the nursing education department may require an additional written medical clearance to ensure student and patient safety.

Accidental Exposure

Bryant & Stratton College nursing students may participate in practice experiences in health care facilities. Therefore, in the event of accidental exposure injuries, the faculty and students will follow the policy of the facility where the incident occurs. Bryant & Stratton College/Clinical Facility assumes no responsibility for the cost of testing in accidental exposure injury.

Student Health and Counseling Services

Bryant & Stratton College does not provide Student Health Services or Counseling Services.

Students who need these services may meet with student services personnel to review available community resources.

Bryant & Stratton College provides career counseling for all current students and graduates of all Bryant & Stratton College programs. Students needing career counseling should contact the Career Services

Department on campus to schedule an appointment. Bryant & Stratton College does not provide student health insurance.

Fees and Expenses

The tuition charges and associated fees for the Nursing Program are established for the system of Bryant & Stratton College and are consistent for programs at all campuses conferring the degree. The tuition and fees are published in the *Official Catalog*.

Student Complaints

Bryant & Stratton College prides itself in providing a positive experience for all students. In the event you become dissatisfied with any aspect of your educational experience, you have the right to post a formal complaint. To register a formal complaint you should adhere to the following procedure.

1. Prepare a written complaint describing the nature of the problem, the date of occurrence, and your student identification number. You can mail, e-mail, or submit a paper copy of your complaint. Send this formal complaint to the program director or manager of the appropriate department. If your concern does not relate to a specific department, address your complaint to the Dean of Instruction or the Grievance Coordinator.
2. You will receive a return message within 5 business days, confirming that your complaint has been received.
3. Within 10 business days of receipt of the complaint, you will receive an official response from the program director, manager, or campus designate. The response may include a scheduled meeting, resolution action, or referral to a committee
4. All formal complaints are retained as part of the student files.
5. If you are dissatisfied with the response or resolution, you may submit your concern to the Campus Director.

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Student Acknowledgement of Handbook

Students must sign the form on the following page acknowledging that they read the handbook. Please scan and submit the signed acknowledgement to the course instructor by the third week of the semester.

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RN-BSN Curriculum Plan

SEMESTER 1	Course Number	Course Name	Prerequisites/ Co-requisites	Theory Clock Hours	Laboratory Clock Hours	Clinical Clock hours	Total Course Hours
3	NURS 300	Health Assessment and Interpersonal Communication	BIOL 113; BIOL 213	30	45	0	75
3	NURS 306	Transition to Professional Nursing		45	0	0	45
3	MATH 309	Statistics	Lower Division MATH course	45	0	0	45
3	PSYC 310	Organizational Psychology & Communication	Lower Division PSYCH course	45	0	0	45
3	Upper Liberal Arts Elective			45	0	0	45
SEMESTER 2	Course Number	Course Name	Prerequisites/ Co-requisites	Theory Clock Hours	Lab Clock Hours	Clinical Clock hours	Total Course Hours
3	NURS 302	Gerontological Nursing		30	0	45	75
3	NURS 310	Transcultural Nursing		45	0	0	45
3	NURS 407	Nursing Research		45	0	0	45
3	SOSC 301	Interpersonal Relationships and Group Dynamics		45	0	0	45
3	PHIL 310	Logic and Reasoning		45	0	0	45
SEMESTER 3	Course Number	Course Name	Prerequisites/ Co-requisites	Theory Clock Hours	Lab Clock Hours	Clinical Clock hours	Total Course Hours
3	NURS 403	Nursing Management and Leadership		45	0	0	45
4	NURS 404	Nursing in the Community		45	0	45	90
5	NURS 471	Practicum and Capstone Project	Final term	45	0	90	165

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3	Nursing Elective			45	0	0	45
Total Clock Hours				600	45	180	
Total Program Clock Hours							825

Student Acknowledgement of Handbook

I, _____, acknowledge that I have entered the College website and read the Nursing Program Student Handbook for **2021** and the current Bryant & Stratton College Catalog.

I understand that it is my responsibility to know the contents of the Student Handbook and the Catalog and that it is my responsibility to refer to these publications as the need arises. I also understand that it is my obligation to periodically review the Student Handbook and the Catalog and to look for changes. I also understand that it is my obligation to view updates to the Student Handbook and Catalog upon notice of amendments.

I agree to be bound by the requirements, standards, policies, and procedures set out in the Student Handbook and the Catalog and any amendments to them.

I understand that I will be held accountable for deviation from the requirements and obligations set forth in the Student Handbook and Catalog and that such deviation may result in disciplinary action taken against me including suspension, release from the Nursing Program, or dismissal from Bryant & Stratton College.

I understand that neither the Nursing Program Student Handbook nor the Catalog is a contract or an offer of a contract and that I should not consider them as such. I also understand that the Student Handbook and the Catalog are subject to change at any time without notice. Questions regarding updates may be directed to the Nursing Program Director. If any information in the Student Handbook or Catalog conflicts with the State or Federal Statute, Rules, or Regulations, the State or Federal Statutes, Rules, or Regulations will control.

Student's Name Printed _____

Signature _____

Date _____