

DEPARTMENT OF NURSING

403 South Michigan Ave.

Chicago, IL 60605

Nursing

Bachelor of Science (BSN)

STUDENT HANDBOOK

2020-2021

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Dear Students!

Welcome to the Nursing Program at Roosevelt University! The faculty and staff are excited to have you here. The past years in healthcare have shown the importance of a well-trained nurse and this rigorous program will prepare you to practice successfully in the profession of nursing. This handbook will orient you to the policies and the procedures used in the BSN program for didactic and lab courses and clinical experiences. Prospective students and students enrolled in the program should carefully read the material and ask the faculty for clarification on any policy and procedures that are unclear. Students also should become familiar with the Roosevelt University (RU) policies in the RU Academic Catalog. You can find the current version here: <https://catalog.roosevelt.edu/undergraduate/>

We are here to assist you as you begin your course of study at Roosevelt. Please feel free to ask faculty for assistance as we want to help you to be successful in every possible way!

Sincerely,

Cynthia M. Gonzalez, MSN, APRN, OCNS-C, CMSRN
Nursing Program Director
Roosevelt University
College of Science, Health and Pharmacy
403 South Michigan Ave., Chicago IL 60605
[\(312\) 341-3500](tel:3123413500)

Accreditation: Commission on Collegiate Nursing Education (CCNE)

The baccalaureate degree program in Nursing at Roosevelt University IL is accredited by the Commission on Collegiate Nursing Education (CCNE).

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

BSN Program Mission

The nursing program at Roosevelt is grounded in commitment to social justice and caring for the patient's welfare. Healthcare globalization and varied populations mean that diversity, equity and inclusion is needed by nurses in order to provide high quality, safe care. By advancing educational access for a multi-cultural population of students, our Baccalaureate Nursing Program contributes to building a nursing workforce that meets the healthcare needs of cross-cultural communities. We stand ready to recruit, collaborate, and support a diverse group of students to meet society's need for nursing professionals. Our graduates are educated with strong healthcare values, respecting and reflecting the patient populations they serve. This improves the quality of care and accessibility to individual health care needs.

BSN Program Description

The Bachelor of Science in Nursing Degree program will prepare students for professional careers in the Healthcare field as Registered Nurses (RNs). Students will earn a Bachelor of Science in Nursing degree (BSN). This program prepares students to become registered nurses by taking the NCLEX-RN exam and obtaining licensure from the Illinois Department of Financial & Professional Regulation (IDFPR), and meets crucial national, state, and local needs for Baccalaureate prepared nursing professionals.

In addition to the required RU general education CORE, program coursework covers general sciences for the profession [life sciences, anatomy and physiology, chemistry organic biochemistry, microbiology, pathophysiology and pharmacology] as well as healthcare specific courses [clinical nutrition, global health and healthcare ethics]. introductory and advanced professional courses address the fundamentals of nursing care, mental health, maternal care, pediatrics, adult and critical care.

The Nursing Professional

Roles for the Baccalaureate Generalist Nurse

Baccalaureate Generalist nurses are providers of direct and indirect care. In this role, nurses are patient advocates and educators. Historically, the nursing role has emphasized partnerships with patients – whether individuals, families, groups, communities, or populations – in order to foster and support the patient's active participation in determining healthcare decisions. Patient advocacy is a hallmark of the professional nursing role and requires that nurses deliver high quality care, evaluate care outcomes, and provide leadership in improving care.

Changing demographics and ongoing advances in science and technology are a reality of healthcare practice. The generalist nurse provides evidence-based care to patients within this changing environment. This clinician uses research findings and other evidence in designing and implementing care that is multi-dimensional, high quality, and cost effective. The generalist nurse also is prepared for the ethical dilemmas that arise in practice and will be able to make and assist others in making decisions within a professional ethical framework. Understanding advances in science and technology and the influence these advances have on health care and individual well-being is essential. Understanding patients and the values they bring to the healthcare relationship is equally important.

The generalist nurse practices from a holistic, caring framework. Holistic nursing care is comprehensive and focuses on the mind, body, and spirit, as well as emotions. The generalist nurse recognizes the important distinction between disease and the individual's illness experience. Assisting patients to understand this distinction is an important aspect of nursing. In addition, nurses recognize that

determining the health status of the patient within the context of the patient's values is essential in providing a framework for planning, implementing, and evaluating outcomes of care.

The generalist nurse provides care in and across all environments. Nurses focus on individual, family, community, and population health care, as they monitor and manage aspects of the environment to foster health.

Baccalaureate generalist nurses are designers, coordinators, and managers of care. The generalist nurse, prepared at the baccalaureate degree level, will have the knowledge and authority to delegate tasks to other healthcare personnel, as well as to supervise and evaluate these personnel. As healthcare providers who function autonomously and interdependently within the healthcare team, nurses are accountable for their professional practice and image, as well as for outcomes of their own and delegated nursing care. Nurses are members of healthcare teams, composed of professionals and other personnel that deliver treatment and services in complex, evolving healthcare systems. Nurses bring a unique blend of knowledge, judgment, skills, and caring to the healthcare team.

Baccalaureate generalist nurses are members of the profession and in this role are advocates for the patient and the profession. The use of the term "professional" implies the formation of a professional identity and accountability for one's professional image. As professionals, nurses are knowledge workers who use a well delineated and broad knowledge base for practice. Professional nursing requires strong critical reasoning, clinical judgment, communication, and assessment skills. The professional nurse also requires the development and demonstration of an appropriate set of values and ethical framework for practice. As advocates for high quality care for all patients, nurses are knowledgeable and active in the policy processes defining healthcare delivery and systems of care. The generalist nurse also is committed to lifelong learning, including career planning, which increasingly will include graduate level study.

The Essentials of Baccalaureate Education for Professional Nursing Practice (2008)

<https://www.aacnnursing.org/Portals/42/Publications/BaccEssentials08.pdf>

Program Objectives

After completion of the BSN Program, the student will be able to:

1. Practice competent, patient-centered professional nursing care for a diverse group of individuals and populations across the health continuum in a variety of settings.
2. Utilize critical thinking, evidence-based practice and research findings in professional nursing practice within established ethical and legal boundaries.
3. Demonstrate cultural competence, caring, and collaboration with the healthcare team to meet the client's needs.
4. Communicate effectively in writing, orally and electronically with patients, patients' families, and members of the interdisciplinary healthcare team.
5. Commit to lifelong learning through participation in activities of the nursing profession that benefits the global community

Program Assessment Outcomes

1. Nursing clinical evaluations
 - 90% of student clinical evaluations will achieve an overall pass rating of meets or exceeds all outcomes.
2. HESI evaluation
 - 80% of graduates will pass the HESI exit exam with a minimum score of 850 AND 78%
3. BSN students will pass the NCLEX-RN exam
 - 80 % or more of students' will pass the initial NCLEX-RN exam.
4. BSN Student Employment Rate
 - 70% of our program graduates will be employed within 12 months of graduation.
5. Program Retention
 - 80% or more of our students will be retained in the nursing program.

Nursing Program Philosophy

By advancing educational access for a diverse population of students, our Baccalaureate Nursing Program contributes to a diverse nursing workforce to meet the healthcare needs of culturally and ethnically diverse populations. We stand ready to recruit, work together, and support a diverse group of nursing students to meet society's need for diverse nursing professionals. Our Nursing Program is designed to function in accord with the Mission Statement of Roosevelt University (RU). This program combines Liberal Arts and Career Management with nursing education.

Education occurs in a diverse, stimulating environment that develops critical thinking skills in the application of the nursing process while utilizing evidence-based learning principles. Emphasis is placed on life-long learning and use of evidence-based best practices. Our Faculty consists of expert practitioners who utilize a variety of learning strategies to capture the varied student learning styles.

Metaparadigm Concepts (*adopted from Jean Watson's Human Theory of Caring*)

- ***Human Beings***

A human is a complex being, holistic in nature but uniquely diverse. With physical, psychosocial, spiritual, economic and cultural needs, each person has the potential for growth across the lifespan. Complex interpersonal structures and distinctive perceptions of individual rights and responsibilities also characterize humans. The individual is in constant interaction with the environment.

- ***Environment***

Each person is impacted by multi-dimensional factors both internal and external. These factors influence the individual's beliefs, values and choices that affect health. The environment can be frustrating and fast-paced and is often technology-driven. It is also characterized by a number of challenges such as time constraints, familial obligations and financial considerations.

- ***Health***

Health is both a personal and universal concept; personal in the sense that there are societal/cultural perceptions of what constitutes health. The quality of one's life is directly impacted by one's state of health. When one's needs are not met and the quality of one's life is threatened, health becomes altered and illness can result. Access to information, resources and care also influences health status.

- ***Nursing***

The practice of nursing is client-focused and directed toward ensuring individual needs are met. It is a caring process characterized by critical thinking, which is operationalized through the nursing process. Evidence-based it ensures professional standards are met and outcomes are achieved.

Professional nursing seeks to ensure that the individual is approached holistically through open communication that recognizes the importance of the individuals' autonomy. Nurses act as client advocates and incorporate family, the management of groups of clients and community into their care. Knowledge and skill characterize the nurse's practice.

- ***Learning***

Within a dynamic, collaborative and interdisciplinary environment that is supported by a strong technological infrastructure, the individual prepares to assume a professional role characterized by competence, intellectual inquiry and accountability. General education courses support the acquisition of nursing knowledge and encourage cultural development. A curriculum that acknowledges individual lifestyles and celebrates diversity provides remediation, mentoring and schedules that accommodate work. The curriculum also emphasizes entry-level practice in acute and long-term care settings. Individual learning styles are accommodated through instructional strategies designed to facilitate learning in both a client-nurse relationship and in a teacher-student relationship. Faculty who are expert practitioners, promote participatory learning and encourage students to take responsibility for their own learning. They also value the learner through caring behaviors that promote competence and confidence. The BSN graduate always acts in concert with legal/ethical principles and incorporates the principles of lifelong learning and professional growth into their education. The practice of nursing is client-focused and directed toward ensuring individual needs are met. It is a caring process characterized by critical thinking, which is operationalized through the nursing process. Evidence-based it ensures professional standards are met and outcomes are achieved. Professional nursing seeks to ensure that the individual is approached holistically through open communication that recognizes the importance of the individuals' autonomy. Nurses act as client advocates and incorporate family, the management of groups of clients and community into their care. Knowledge and skill characterize the nurse's practice.

NCLEX-RN

Illinois RNs are licensed by the Illinois Department of Financial & Professional Regulation.

The Application Process and NCLEX-RN:

After graduation, a candidate will apply for examination and licensing. The candidate can do this online; the application and \$91 fee is remitted to an outside agency, Continental Testing Services (<http://www.continentaltesting.net/EntityProfession.aspx?Entity=10>). It is also possible to use a paper application (<https://www.idfpr.com/profs/Nursing.asp>).

A candidate needs to submit proof of graduation before they can be authorized to take the exam. An official transcript will eventually be required, but if it's not available yet, the candidate can hasten the process by providing documentation from the nursing program.

Fingerprints are required unless the candidate is already licensed as an LPN. This is a step that a candidate can take in advance – but not too far in advance. The fingerprints must be done in the 60-day period before application. In-state candidates should utilize a vendor approved by the Illinois Department of State Police.

There is a separate exam registration process (<https://www.ncsbn.org/nclex.htm>). This involves an additional \$200 fee.

An Illinois candidate who receives official word that they have passed the licensing exam may practice under appropriate supervision as a “license pending” nurse. The applicant cannot do so, however, until they receives a letter authorizing them to.

Illinois candidates for RN license by examination must pass the licensing exam within three years of the time they first apply to the Board. Otherwise they will be required to do two additional years of nursing school (essentially repeating their education).

Nursing Professional Code of Ethics

American Nurses Association Code of Ethics for Nurses

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 health care.

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 principle of social justice into nursing and health policy.

American Nurses Association, *Code of Ethics for Nurses with Interpretive Statements*, Washington, D.C.: American Nurses Publishing, 2015

Professional Nursing Standards and Guidelines

Professional nursing standards and guidelines are statements of expectations that provide a framework for professional nursing behavior and are developed by the professional nursing community. The Department of Nursing at RMUI University uses the following documents as a framework for professional nursing behavior.

- American Association of Colleges of Nursing. (2008). *The Essentials of Baccalaureate education for professional nursing practice*. Washington, DC: AACN. Retrieved from <http://www.aacn.nche.edu/Education/pdf/BaccEssentials98.pdf>
- National League for Nursing. (2010). *Outcomes and Competencies for Graduates of Practical/Vocational, Diploma, Associate Degree, Baccalaureate, Master’s, Practice Doctorate, and Research Doctorate Programs in Nursing*. New York: Author.

School of Nursing Program Goals and Outcomes

Goal I: Practice holistic care with consideration of the physical, psychosocial, spiritual, economic and cultural needs of a diverse population.

Student Outcomes:
1. Implement one’s role as a professional nurse by collecting and analyzing physical, psychosocial, spiritual, and cultural data in a variety of healthcare settings.
2. Apply principles of culturally competent care throughout implementation of the nursing process.

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| 3. Incorporate culturally sensitive information and care to promote health and adaptation across the lifespan. |
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Goal II: Employ the nursing process utilizing multiple methods of reasoning to provide safe care, with an emphasis on positive outcomes for the patient.

Student Outcomes:

- | |
|---|
| 1. Utilize critical thinking and evidence-based practice in application of the nursing process. |
| 2. Implement action to promote safe care and optimal health. |
| 3. Acts as a patient educator and advocate for healthy responses in patients. |
| 4. Prioritize nursing diagnosis in caring for clients. |

Goal III: Apply new knowledge from the sciences, evaluate emerging concepts and use increased accessibility to information to facilitate the implementation of care.

Student Outcomes:

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|--|
| 1. Seek best practices based on current evidence and implement changes to minimize safety risks. |
| 2. Integrate knowledge from nursing and social sciences to plan and provide quality care. |
| 3. Evaluate patient care processes and outcomes with the goal of continuous quality improvement in patient care. |
| 4. Recognize the importance of nursing research to advance the practice of nursing. |

Goal IV: Implement effective interpersonal and interdisciplinary communication with patients, families, groups of patients, members of the healthcare team and the community.

Student Outcomes:

- | |
|---|
| 1. Demonstrate concise and accurate verbal and written reports on the client's status. |
| 2. Establish a therapeutic and caring relationship with clients using appropriate communication skills. |
| 3. Demonstrate proficiency in effective professional communication. |
| 4. Utilize a variety of contexts to communicate with clients, their families, and other members of the healthcare team. |

Goal V: Demonstrate behaviors that adhere to professional practice standards within legal/ethical parameters, and assume responsibility for one's own actions and professional development.

Student Outcomes:

- | |
|---|
| 1. Exhibit behaviors and characteristics congruent with the professional role of a nurse. |
|---|

2. Practice within the ethical, legal and regulatory framework of nursing and the professional standards of nursing.
3. Demonstrate accountability for nursing care given by self and/or delegated to others.
4. Utilize a process of self-evaluation that fosters personal and professional growth and contributes to life-long learning.

Congruence of Baccalaureate Expected Student Learning outcomes with AACN Essentials of Baccalaureate Education for Professional Nursing Practice

The BSN Program Goals and Objectives were revised based on the NLN BSN Competencies and the AACN *Essentials of Baccalaureate Education for Professional Nursing Practice*. A range of learning activities and assignments are utilized across courses to ensure that students are prepared for the generalist nursing practice roles. The following illustrates the mapping of the School of Nursing Program Outcomes to the AACN Professional Standards and Guidelines.

AACN BSN Essentials	RU Course	BSN Goals/Outcomes
<p>Essential I: Liberal Education for Baccalaureate Generalist Nursing Practice</p>	<p>FYS 101 First Year Success Course or TRS 101 Transfer Success</p> <p>ENG 101 Composition: Critical Reading and Writing</p> <p>ENG 102 Composition II: Academic Research</p> <p>COMM 101 Public Speaking</p> <p>HUMANITIES AND FINE AND PERFORMING ARTS: 9 credits from African American Studies, Art History, English, History, Languages, Music, Philosophy, Theatre, Communication, and Women’s and Gender Studies</p> <p>SOCIAL SCIENCE: 9 credits from African American Studies, Anthropology, Economics, History, Journalism, Philosophy, Political Science, Psychology, Sociology and Women’s and Gender Studies</p> <p>IDEAS ACROSS DISCIPLINES: 3 credits from coursework categorized as Ideas Across Disciplines</p>	<p>Goal III: Apply new knowledge from the sciences, evaluate emerging concepts and used increased accessibility to information to facilitate the implementation of care.</p> <ul style="list-style-type: none"> Outcome 2: Integrate knowledge from nursing and social sciences to plan and provide quality care. Outcome 4: Recognize the importance of nursing research to advance the practice of nursing.

	<p>EXPERIENTIAL LEARNING: 6 credits from coursework categorized as Experiential Learning</p> <p>AHS 120 Life Science Biology</p> <p>AHS 130 Human Anatomy & Physiology I</p> <p>AHS 131 Human Anatomy & Physiology II</p> <p>AHS 133 Chemistry for Health Sciences</p> <p>AHS 154 Microbiology for Healthcare</p> <p>AHS 191 Pharmacology for Nursing</p> <p>AHS 233 Organic Biochemistry</p> <p>AHS 260 Clinical Nutrition</p> <p>AHS 280 Clinical Pathophysiology</p> <p>ALH 119 Introduction to Medical Terminology</p> <p>HCA 353 Ethical and Legal</p> <p>HCA 300 Global Health</p> <p>MATH 170 Math Nursing</p> <p>MATH 217 Elementary Statistics</p> <p>NURS 310 Research Methods for Healthcare</p>	
AACN BSN Essentials	RU Course	BSN Goals/Outcomes

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

**NURS 335 Nursing Management
& Leadership**

HCA 353 Ethical and Legal

HCA 300 Global Health

(Theory, Lab, & Clinical Rotation)

- **NURS 200 Introduction to Health Assessment & Basic Nursing Skills**
- **NURS 230/231 Fundamentals of Nursing**
- **NURS 270/ 271 Psychiatric Nursing**
- **NURS 280/281 Medical Surgical Nursing I**
- **NURS 290/291 Nursing of Childbearing and Childbearing Families**
- **NURS 320/321 Medical Surgical Nursing II**
- **NURS 340/341 Medical Surgical Nursing III**
- **NURS 360/361 Medical Surgical Nursing IV**
- **NURS 350 Community Nursing**

Goal II: Employ the nursing process utilizing multiple methods of reasoning to provide safe care, with an emphasis on positive outcomes for the patient:

- **Outcome 1: Utilize critical thinking and evidence-based practice in application of the nursing process.**
- **Outcome 2: Implement Action to promote safe care and optimal health.**
- **Outcome 3: Act as a patient educator and advocate for healthy responses in patients.**
- **Outcome 4: Prioritize nursing diagnosis in caring for clients.**

<p>Essential III: Scholarship for Evidence Based Practice</p>	<p>NURS 335 Nursing Management & Leadership</p> <p><i>(Theory, Lab, & Clinical Rotation)</i></p> <ul style="list-style-type: none"> • NURS 200 Introduction to Health Assessment & Basic Nursing Skills • NURS 230/231 Fundamentals of Nursing • NURS 270/ 271 Psychiatric Nursing • NURS 280/281 Medical Surgical Nursing I • NURS 290/291 Nursing of Childbearing and Childbearing Families • NURS 310 Research Methods for Healthcare • NURS 320/321 Medical Surgical Nursing II • NURS 340/341 Medical Surgical Nursing III 	<p>Goal III: Apply new knowledge from the sciences, evaluate emerging concepts and used increased accessibility to information to facilitate the implementation of care.</p> <ul style="list-style-type: none"> • Outcome 1: Seek best practices based on current evidence and implement changes to minimize safety risks. • Outcome 2: Integrate knowledge from nursing and social sciences to plan and provide quality care. • Outcome 3: Evaluate patient care processes and outcomes with the goal of continuous quality improvement in patient care. • Outcome 4: Recognize the importance of nursing research to advance the practice of nursing.

	<ul style="list-style-type: none"> • NURS 360/361 Medical Surgical Nursing IV • NURS 350 Community Nursing 	
AACN BSN Essentials	RU Course	BSN Goals/Outcomes
<p>Essential IV: Information Management and Application of Patient Care Technology</p>	<p>NURS 335 Nursing Management & Leadership</p> <p><i>*All Field Experience* (Meditech, EPIC, Power Chart, etc.)</i></p> <ul style="list-style-type: none"> • NURS 200 Introduction to Health Assessment & Basic Nursing Skills • NURS 230/231 Fundamentals of Nursing • NURS 270/ 271 Psychiatric Nursing • NURS 280/281 Medical Surgical Nursing I • NURS 290/291 Nursing of Childbearing and Childbearing Families • NURS 320/321 Medical Surgical Nursing II • NURS 340/341 Medical Surgical Nursing III • NURS 360/361 Medical Surgical Nursing IV • NURS 350 Community Nursing 	<p>Goal III: Apply new knowledge from the sciences, evaluate emerging concepts and used increased accessibility to information to facilitate the implementation of care.</p> <ul style="list-style-type: none"> • Outcome 1: Seek best practices based on current evidence and implement changes to minimize safety risks. • Outcome 2: Integrate knowledge from nursing and social sciences to plan and provide quality care. • Outcome 3: Evaluate patient care processes and outcomes with the goal of continuous quality improvement in patient care. • Outcome 4: Recognize the importance of nursing research to advance the practice of nursing.
<p>Essential V: Healthcare Policy, Finance, and Regulatory Environments</p>	<p>HCA 353 Ethical and Legal</p> <p>HCA 300 Global Health</p> <p>NURS 100 Foundations of Professional Nursing</p> <p>NURS 335 Nursing Management & Leadership</p>	<p>Goal V: Demonstrate behaviors that adhere to professional practice standards within legal/ethical parameters, and assume responsibility for one’s own actions and professional development.</p> <ul style="list-style-type: none"> • Outcome 1: Exhibit behaviors and characteristics congruent with the professional role of a nurse.

	<p style="text-align: center;">*All Field Experience*</p> <ul style="list-style-type: none"> • NURS 200 Introduction to Health Assessment & Basic Nursing Skills • NURS 230/231 Fundamentals of Nursing • NURS 270/ 271 Psychiatric Nursing • NURS 280/281 Medical Surgical Nursing I • NURS 290/291 Nursing of Childbearing and Childbearing Families • NURS 320/321 Medical Surgical Nursing II • NURS 340/341 Medical Surgical Nursing III • NURS 360/361 Medical Surgical Nursing IV • NURS 350 Community Nursing 	<ul style="list-style-type: none"> • Outcome 2: Practice within the ethical, legal and regulatory framework of nursing and the professional standards of nursing. • Outcome 3: Demonstrate accountability for nursing care given by self and/or delegated to others. • Outcome 4: Utilize a process of self-evaluation that fosters personal and professional growth and contributes to life-long learning.
AACN BSN Essentials	RU Course	BSN Goals/Outcomes
<p><u>Essential VI:</u></p> <p>Interprofessional Communication for Improving Patient Health Outcomes</p>	<p>NURS 335 Nursing Management & Leadership</p> <p style="text-align: center;"><i><u>(Theory, Lab, & Clinical Rotation)</u></i></p> <ul style="list-style-type: none"> • NURS Foundations of Professional Nursing • NURS 230/231 Fundamentals of Nursing • NURS 270/ 271 Psychiatric Nursing • NURS 280/281 Medical Surgical Nursing I • NURS 290/291 Nursing of Childbearing and Childbearing Families • NURS 320/321 Medical Surgical Nursing II 	<p>Goal IV: Implement effective interpersonal and interdisciplinary communication with patients, families, groups of patients, members of the healthcare team and the community.</p> <ul style="list-style-type: none"> • Outcome 1: Demonstrate concise and accurate verbal and written reports on the client’s status. • Outcome 2: Establish a therapeutic and caring relationship with clients using appropriate communication skills. • Outcome 3: Demonstrate proficiency in effective professional communication. • Outcome 4: Utilize a variety of contexts to communicate

	<ul style="list-style-type: none"> • NURS 340/341 Medical Surgical Nursing III • NURS 360/361 Medical Surgical Nursing IV • NURS 350 Community Nursing 	<p>with clients, their families, and other members of the healthcare team.</p>
<p>Essential VII: Clinical Prevention and Population Health</p>	<p>HCA 353 Global Health</p> <p>NURS 100 Foundations of Professional Nursing</p> <p>NURS 335 Nursing Management & Leadership</p> <p>AHS 260 Clinical Nutrition</p> <p><i>(Theory, Lab, & Clinical Rotation)</i></p> <ul style="list-style-type: none"> • NURS 350 Community Nursing 	<p>Goal I: Practice holistic care with consideration of the physical, psychosocial, spiritual, economic and cultural needs of a diverse population.</p> <ul style="list-style-type: none"> • Outcome 1: Implement one’s role as a professional nurse by collecting and analyzing physical, psychosocial, spiritual, and cultural data in a variety of healthcare settings. • Outcome 2: Apply principles of culturally competent care throughout implementation of the nursing process. • Outcome 3: Incorporate culturally sensitive information and care to promote health and adaptation across the lifespan.
<p>AACN BSN Essentials</p>	<p>RU Course</p>	<p>BSN Goals/Outcomes</p>
<p>Essential VIII: Professionalism and Professional Values</p>	<p>NURS 100 Foundations of Professional Nursing</p> <p>NURS 335 Nursing Management & Leadership</p> <p><i>(Theory, Lab, & Clinical Rotation)</i></p> <ul style="list-style-type: none"> • NURS 350 Community Nursing <p><i>*Professional values integrated into every course*</i></p>	<p>Goal V: Demonstrate behaviors that adhere to professional practice standards within legal/ethical parameters, and assume responsibility for one’s own actions and professional development.</p> <ul style="list-style-type: none"> • Outcome 1: Exhibit behaviors and characteristics congruent with the professional role of a nurse. • Outcome 2: Practice within the ethical, legal and regulatory framework of nursing and the professional standards of nursing. • Outcome 3: Demonstrate accountability for nursing care

		<p>given by self and/or delegated to others.</p> <ul style="list-style-type: none"> • Outcome 4: Utilize a process of self-evaluation that fosters personal and professional growth and contributes to life-long learning.
<p>Essential IX: Baccalaureate Generalist Nursing Practice:</p>	<p>NURS 335 Nursing Management & Leadership</p> <p><i><u>(Theory, Lab, & Clinical Rotation)</u></i></p> <ul style="list-style-type: none"> • NURS 100 Foundations of Professional Nursing • NURS 230/231 Fundamentals of Nursing • NURS 270/ 271 Psychiatric Nursing • NURS 280/281 Medical Surgical Nursing I • NURS 290/291 Nursing of Childbearing and Childbearing Families • NURS 320/321 Medical Surgical Nursing II • NURS 340/341 Medical Surgical Nursing III • NURS 360/361 Medical Surgical Nursing IV • NURS 350 Community Nursing 	<p>Goal I: Practice holistic care with consideration of the physical, psychosocial, spiritual, economic and cultural needs of a diverse population.</p> <ul style="list-style-type: none"> • Outcome 1: Implement one's role as a professional nurse by collecting and analyzing physical, psychosocial, spiritual, and cultural data in a variety of healthcare settings. • Outcome 2: Apply principles of culturally competent care throughout implementation of the nursing process. • Outcome 3: Incorporate culturally sensitive information and care to promote health and adaptation across the lifespan.

AACN BSN Essentials	RU Course	BSN Goals/Outcomes
<p>Essential I: Liberal Education for Baccalaureate Generalist Nursing Practice</p>	<p>FYS 101 First Year Success Course or TRS 101 Transfer Success</p> <p>ENG 101 Composition: Critical Reading and Writing</p>	<p>Goal III: Apply new knowledge from the sciences, evaluate emerging concepts and used increased accessibility to information to facilitate the implementation of care.</p>

	<p>ENG 102 Composition II: Academic Research</p> <p>COMM 101 Public Speaking</p> <p>HUMANITIES AND FINE AND PERFORMING ARTS: 9 credits from African American Studies, Art History, English, History, Languages, Music, Philosophy, Theatre, Communication, and Women’s and Gender Studies</p> <p>SOCIAL SCIENCE: 9 credits from African American Studies, Anthropology, Economics, History, Journalism, Philosophy, Political Science, Psychology, Sociology and Women’s and Gender Studies</p> <p>IDEAS ACROSS DISCIPLINES: 3 credits from coursework categorized as Ideas Across Disciplines</p> <p>EXPERIENTIAL LEARNING: 6 credits from coursework categorized as Experiential Learning</p> <p>AHS 120 Life Science Biology</p> <p>AHS 130 Human Anatomy & Physiology I</p> <p>AHS 131 Human Anatomy & Physiology II</p> <p>AHS 133 Chemistry for Health Sciences</p> <p>AHS 154 Microbiology for Healthcare</p> <p>AHS 191 Pharmacology for Nursing</p> <p>AHS 233 Organic Biochemistry</p> <p>AHS 260 Clinical Nutrition</p> <p>AHS 280 Clinical Pathophysiology</p> <p>ALH 119 Introduction to Medical Terminology</p> <p>HCA 353 Ethical and Legal</p> <p>HCA 300 Global Health</p>	<ul style="list-style-type: none"> • Outcome 2: Integrate knowledge from nursing and social sciences to plan and provide quality care. • Outcome 4: Recognize the importance of nursing research to advance the practice of nursing.
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	<p>MATH 170 Math Nursing</p> <p>MATH 217 Elementary Statistics</p> <p>NURS 310 Research Methods for Healthcare</p>	
AACN BSN Essentials	RU Course	BSN Goals/Outcomes
<p><u>Essential II:</u> Basic Organizational and Systems Leadership for Quality Care and Patient Safety</p>	<p>NURS 335 Nursing Management & Leadership</p> <p>HCA 353 Ethical and Legal</p> <p>HCA 300 Global Health</p> <p><i><u>(Theory, Lab, & Clinical Rotation)</u></i></p> <ul style="list-style-type: none"> • NURS 200 Introduction to Health Assessment & Basic Nursing Skills • NURS 230/231 Fundamentals of Nursing • NURS 270/ 271 Psychiatric Nursing • NURS 280/281 Medical Surgical Nursing I • NURS 290/291 Nursing of Childbearing and Childbearing Families • NURS 320/321 Medical Surgical Nursing II • NURS 340/341 Medical Surgical Nursing III • NURS 360/361 Medical Surgical Nursing IV • NURS 350 Community Nursing 	<p>Goal II: Employ the nursing process utilizing multiple methods of reasoning to provide safe care, with an emphasis on positive outcomes for the patient:</p> <ul style="list-style-type: none"> • Outcome 1: Utilize critical thinking and evidence-based practice in application of the nursing process. • Outcome 2: Implement Action to promote safe care and optimal health. • Outcome 3: Act as a patient educator and advocate for healthy responses in patients. • Outcome 4: Prioritize nursing diagnosis in caring for clients.

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<p>Essential III: Scholarship for Evidence Based Practice</p>	<p>NURS 335 Nursing Management & Leadership</p> <p><i><u>(Theory, Lab, & Clinical Rotation)</u></i></p> <ul style="list-style-type: none"> • NURS 200 Introduction to Health Assessment & Basic Nursing Skills • NURS 230/231 Fundamentals of Nursing • NURS 270/ 271 Psychiatric Nursing • NURS 280/281 Medical Surgical Nursing I • NURS 290/291 Nursing of Childbearing and Childbearing Families • NURS 310 Research Methods for Healthcare • NURS 320/321 Medical Surgical Nursing II • NURS 340/341 Medical Surgical Nursing III 	<p>Goal III: Apply new knowledge from the sciences, evaluate emerging concepts and used increased accessibility to information to facilitate the implementation of care.</p> <ul style="list-style-type: none"> • Outcome 1: Seek best practices based on current evidence and implement changes to minimize safety risks. • Outcome 2: Integrate knowledge from nursing and social sciences to plan and provide quality care. • Outcome 3: Evaluate patient care processes and outcomes with the goal of continuous quality improvement in patient care. • Outcome 4: Recognize the importance of nursing research to advance the practice of nursing.

	<ul style="list-style-type: none"> • NURS 360/361 Medical Surgical Nursing IV • NURS 350 Community Nursing 	
AACN BSN Essentials	RU Course	BSN Goals/Outcomes
<p>Essential IV: Information Management and Application of Patient Care Technology</p>	<p>NURS 335 Nursing Management & Leadership</p> <p><i>*All Field Experience* (Meditech, EPIC, Power Chart, etc.)</i></p> <ul style="list-style-type: none"> • NURS 200 Introduction to Health Assessment & Basic Nursing Skills • NURS 230/231 Fundamentals of Nursing • NURS 270/ 271 Psychiatric Nursing • NURS 280/281 Medical Surgical Nursing I • NURS 290/291 Nursing of Childbearing and Childbearing Families • NURS 320/321 Medical Surgical Nursing II • NURS 340/341 Medical Surgical Nursing III • NURS 360/361 Medical Surgical Nursing IV • NURS 350 Community Nursing 	<p>Goal III: Apply new knowledge from the sciences, evaluate emerging concepts and used increased accessibility to information to facilitate the implementation of care.</p> <ul style="list-style-type: none"> • Outcome 1: Seek best practices based on current evidence and implement changes to minimize safety risks. • Outcome 2: Integrate knowledge from nursing and social sciences to plan and provide quality care. • Outcome 3: Evaluate patient care processes and outcomes with the goal of continuous quality improvement in patient care. • Outcome 4: Recognize the importance of nursing research to advance the practice of nursing.
<p>Essential V: Healthcare Policy, Finance, and Regulatory Environments</p>	<p>HCA 353 Ethical and Legal</p> <p>HCA 300 Global Health</p> <p>NURS 100 Foundations of Professional Nursing</p> <p>NURS 335 Nursing Management & Leadership</p>	<p>Goal V: Demonstrate behaviors that adhere to professional practice standards within legal/ethical parameters, and assume responsibility for one’s own actions and professional development.</p> <ul style="list-style-type: none"> • Outcome 1: Exhibit behaviors and characteristics congruent with the professional role of a nurse.

	<p style="text-align: center;">*All Field Experience*</p> <ul style="list-style-type: none"> • NURS 200 Introduction to Health Assessment & Basic Nursing Skills • NURS 230/231 Fundamentals of Nursing • NURS 270/ 271 Psychiatric Nursing • NURS 280/281 Medical Surgical Nursing I • NURS 290/291 Nursing of Childbearing and Childbearing Families • NURS 320/321 Medical Surgical Nursing II • NURS 340/341 Medical Surgical Nursing III • NURS 360/361 Medical Surgical Nursing IV • NURS 350 Community Nursing 	<ul style="list-style-type: none"> • Outcome 2: Practice within the ethical, legal and regulatory framework of nursing and the professional standards of nursing. • Outcome 3: Demonstrate accountability for nursing care given by self and/or delegated to others. • Outcome 4: Utilize a process of self-evaluation that fosters personal and professional growth and contributes to life-long learning.
AACN BSN Essentials	RU Course	BSN Goals/Outcomes
<p><u>Essential VI:</u></p> <p>Interprofessional Communication for Improving Patient Health Outcomes</p>	<p>NURS 335 Nursing Management & Leadership</p> <p style="text-align: center;"><i><u>(Theory, Lab, & Clinical Rotation)</u></i></p> <ul style="list-style-type: none"> • NURS Foundations of Professional Nursing • NURS 230/231 Fundamentals of Nursing • NURS 270/ 271 Psychiatric Nursing • NURS 280/281 Medical Surgical Nursing I • NURS 290/291 Nursing of Childbearing and Childbearing Families • NURS 320/321 Medical Surgical Nursing II 	<p>Goal IV: Implement effective interpersonal and interdisciplinary communication with patients, families, groups of patients, members of the healthcare team and the community.</p> <ul style="list-style-type: none"> • Outcome 1: Demonstrate concise and accurate verbal and written reports on the client’s status. • Outcome 2: Establish a therapeutic and caring relationship with clients using appropriate communication skills. • Outcome 3: Demonstrate proficiency in effective professional communication. • Outcome 4: Utilize a variety of contexts to communicate

	<ul style="list-style-type: none"> • NURS 340/341 Medical Surgical Nursing III • NURS 360/361 Medical Surgical Nursing IV • NURS 350 Community Nursing 	with clients, their families, and other members of the healthcare team.
Essential VII: Clinical Prevention and Population Health	<p>HCA 353 Global Health</p> <p>NURS 100 Foundations of Professional Nursing</p> <p>NURS 335 Nursing Management & Leadership</p> <p>AHS 260 Clinical Nutrition</p> <p><i>(Theory, Lab, & Clinical Rotation)</i></p> <ul style="list-style-type: none"> • NURS 350 Community Nursing 	<p>Goal I: Practice holistic care with consideration of the physical, psychosocial, spiritual, economic and cultural needs of a diverse population.</p> <ul style="list-style-type: none"> • Outcome 1: Implement one’s role as a professional nurse by collecting and analyzing physical, psychosocial, spiritual, and cultural data in a variety of healthcare settings. • Outcome 2: Apply principles of culturally competent care throughout implementation of the nursing process. • Outcome 3: Incorporate culturally sensitive information and care to promote health and adaptation across the lifespan.
AACN BSN Essentials	RU Course	BSN Goals/Outcomes
Essential VIII: Professionalism and Professional Values	<p>NURS 100 Foundations of Professional Nursing</p> <p>NURS 335 Nursing Management & Leadership</p> <p><i>(Theory, Lab, & Clinical Rotation)</i></p> <ul style="list-style-type: none"> • NURS 350 Community Nursing <p><i>*Professional values integrated into every course*</i></p>	<p>Goal V: Demonstrate behaviors that adhere to professional practice standards within legal/ethical parameters, and assume responsibility for one’s own actions and professional development.</p> <ul style="list-style-type: none"> • Outcome 1: Exhibit behaviors and characteristics congruent with the professional role of a nurse. • Outcome 2: Practice within the ethical, legal and regulatory framework of nursing and the professional standards of nursing. • Outcome 3: Demonstrate accountability for nursing care

		<p>given by self and/or delegated to others.</p> <ul style="list-style-type: none"> • Outcome 4: Utilize a process of self-evaluation that fosters personal and professional growth and contributes to life-long learning.
<p>Essential IX: Baccalaureate Generalist Nursing Practice:</p>	<p>NURS 335 Nursing Management & Leadership</p> <p><i><u>(Theory, Lab, & Clinical Rotation)</u></i></p> <ul style="list-style-type: none"> • NURS 100 Foundations of Professional Nursing • NURS 230/231 Fundamentals of Nursing • NURS 270/ 271 Psychiatric Nursing • NURS 280/281 Medical Surgical Nursing I • NURS 290/291 Nursing of Childbearing and Childbearing Families • NURS 320/321 Medical Surgical Nursing II • NURS 340/341 Medical Surgical Nursing III • NURS 360/361 Medical Surgical Nursing IV • NURS 350 Community Nursing 	<p>Goal I: Practice holistic care with consideration of the physical, psychosocial, spiritual, economic and cultural needs of a diverse population.</p> <ul style="list-style-type: none"> • Outcome 1: Implement one's role as a professional nurse by collecting and analyzing physical, psychosocial, spiritual, and cultural data in a variety of healthcare settings. • Outcome 2: Apply principles of culturally competent care throughout implementation of the nursing process. • Outcome 3: Incorporate culturally sensitive information and care to promote health and adaptation across the lifespan.

*AACN Essentials of Baccalaureate education for professional nursing practice
within the RU Nursing Program Curriculum*

Essential I:

RU liberal arts curriculum builds a foundation for the nursing program courses. Students complete the required general education courses and expand their knowledge base. Students who fail to receive a

passing grade of 70% or higher in the required general education courses do not progress in the nursing program.

Essential II:

RU students are required to complete clinical facility safety and emergency procedures prior to starting clinical rotation. Students are required to obtain a 90% or higher on the dosage and calculation exam administered the first day of the following courses: NURS 230, NURS 270, NURS 280, NURS 290, NURS 320, NURS 340, and NURS 360. Any student who fails to achieve the benchmark is not permitted to participate in medication administration and required to complete mandatory remediation. Students are offered a different dosage and calculation exam week 2 of the course and required to pass with a 90% or higher score. If the student fails to achieve a 90% or higher on the 2nd attempt, student is required to complete additional remediation and allowed a 3rd and final attempt. Any student who fails to achieve a 90% or higher on the 3rd/final attempt will fail the clinical course and not progress through the program.

Essential III:

RU students demonstrate ability to translate current evidence into practice through their individual and/or group poster presentations in NUR 100, NURS 310 (Research), and NUR 350. Students work individually in NUR 100 to conduct a research critique using EBP framework.

Essential IV:

RU students utilize electronic health records (EHR) and health information systems (HIT) during clinical rotations. Students demonstrate ability to manage information and technology through their use of EPIC, MEDITECH, and POWERCHART at various clinical sites. Prior to clinical rotations students are required to demonstrate proficiency through online hospital training and orientation.

Essential V:

RU Students demonstrate proficiency in healthcare policy, finance, and regulatory environment in the classroom and clinical settings. Students complete case studies, activities, papers, and exams in NURS 100, NURS 335, and NURS 310. Students are required to demonstrate proficiency for clinical outcome 5) Manage physical, fiscal, and human resources to achieve quality, cost and effective outcomes.

Essential VI:

RU students participate in simulation scenarios focusing on inter-professional communications in the following courses: NURS 271, NURS 281, NURS 291, NURS 321, NURS 341, and NURS 361. Simulations are not videotaped, but include faculty debriefing immediately after the exercise. We hope to build more activities into the curriculum across all courses.

Essential VII:

RU students work with clinical agencies as part of NURS 350, Community Nursing, to develop a Health Promotion projects for at risk populations in the community. Students are required to complete the following: Diet Education Plan, Culturally Competent Guide, Diabetic Teaching Assessment, and Proposal for Senior Health Fair Day in an underserved community. Students use the Public Health Wheel (Hunt, 2013) for program planning; this incorporates the nursing process and public health principles.

Essential VIII:

RU introduce and require all nursing students to adhere to the Code of Ethics and Professional Standards and Guidelines as outlined in the handbook, program nursing outcomes, and nursing syllabi. Students who fail to adhere to the professional standards and values as outlined are subject to disciplinary action, which may include: verbal reprimand, write up, social or academic probation, suspension, and expulsion. Refer to plagiarism and student integrity as outlined in the student handbook.

Essential IX:

RU students must receive a passing grade in all clinical course evaluations in order to progress within the program. Students are provided with case studies, laboratory assignments, and classroom activities in each course that emphasizes the knowledge, skills, and attitudes specific to the clinical specialty. A rating of < 3 in any criterion results in failure of the clinical course. Students who fail the clinical portion of the course do not progress through the program and are required to repeat the entire course if readmission to the program is permitted.

**Nursing Program expected Clinical Outcomes
BSN Generalist Nursing Student**

The table below illustrates the clinical outcomes relationship to the AACN Essentials of Baccalaureate education for professional nursing practice and the School of Nursing Program outcomes.

Relationship of the BSN Program Clinical Outcomes, School of Nursing (SON) outcomes, and <i>Essentials of Baccalaureate Education for Professional Nursing Practice (AACN, 2008)</i>		
Clinical Evaluation Outcome(s) <i>- N230, N270, N280, N290, N320, N340, N420</i>	AACN BSN Essentials	School of Nursing Outcomes <i>(Based on RU Curriculum Map)</i>
1. Practice theory guided evidenced based nursing care	<p>Essential III: Scholarship for Evidence Based Practice</p> <p>Essential I: Liberal Education for Baccalaureate Generalist Nursing Practice</p>	<p>Goal III: Apply new knowledge from the sciences, evaluate emerging concepts and used increased accessibility to information to facilitate the implementation of care.</p> <ul style="list-style-type: none"> • Outcome 1: Seek best practices based on current evidence and implement changes to minimize safety risks. • Outcome 2: Integrate knowledge from nursing and social sciences to plan and provide quality care. • Outcome 3: Evaluate patient care processes and outcomes with the goal of continuous quality improvement in patient care. • Outcome 4: Recognize the importance of nursing research to advance the practice of nursing
1. Program demonstrates clinical reasoning in the delivery and management of client centered care	<p>Essential I: Liberal Education for Baccalaureate Generalist Nursing Practice</p> <p>Essential IX: Baccalaureate Generalist Nursing Practice:</p>	<p>Goal III: Apply new knowledge from the sciences, evaluate emerging concepts and used increased accessibility to information to facilitate the implementation of care.</p>

		<ul style="list-style-type: none"> • Outcome 2: Integrate knowledge from nursing and social sciences to plan and provide quality care. • Outcome 4: Recognize the importance of nursing research to advance the practice of nursing. <p>Goal I: Practice holistic care with consideration of the physical, psychosocial, spiritual, economic and cultural needs of a diverse population.</p> <ul style="list-style-type: none"> • Outcome 1: Implement one’s role as a professional nurse by collecting and analyzing physical, psychosocial, spiritual, and cultural data in a variety of healthcare settings. • Outcome 2: Apply principles of culturally competent care throughout implementation of the nursing process. • Outcome 3: Incorporate culturally sensitive information and care to promote health and adaptation across the lifespan.
<p>1. Promotes the spiritual dimensions of health.</p>	<p>Essential IX: Baccalaureate Generalist Nursing Practice:</p>	<p>Goal I: Practice holistic care with consideration of the physical, psychosocial, spiritual, economic and cultural needs of a diverse population.</p> <ul style="list-style-type: none"> • Outcome 1: Implement one’s role as a professional nurse by collecting and analyzing physical, psychosocial, spiritual, and cultural data in a variety of healthcare settings. • Outcome 2: Apply principles of culturally competent care throughout implementation of the nursing process. • Outcome 3: Incorporate culturally sensitive information and care to promote health and adaptation across the lifespan.

<p>1. Exemplify value-based caring while meeting the health care needs of a diverse and changing society</p>	<p>Essential VII: Clinical Prevention and Population Health</p>	<p>Goal I: Practice holistic care with consideration of the physical, psychosocial, spiritual, economic and cultural needs of a diverse population.</p> <ul style="list-style-type: none"> • Outcome 1: Implement one’s role as a professional nurse by collecting and analyzing physical, psychosocial, spiritual, and cultural data in a variety of healthcare settings. • Outcome 2: Apply principles of culturally competent care throughout implementation of the nursing process. • Outcome 3: Incorporate culturally sensitive information and care to promote health and adaptation across the lifespan
<p>1. Manage physical, fiscal, and human resources to achieve quality, cost and effective outcomes.</p>	<p>Essential V: Healthcare Policy, Finance, and Regulatory Environments</p>	<p>Goal V: Demonstrate behaviors that adhere to professional practice standards within legal/ethical parameters, and assume responsibility for one’s own actions and professional development.</p> <ul style="list-style-type: none"> • Outcome 1: Exhibit behaviors and characteristics congruent with the professional role of a nurse. • Outcome 2: Practice within the ethical, legal and regulatory framework of nursing and the professional standards of nursing. • Outcome 3: Demonstrate accountability for nursing care given by self and/or delegated to others. • Outcome 4: Utilize a process of self-evaluation that fosters personal and professional growth and contributes to life-long learning.
<p>1. Communicate effectively and appropriately.</p>	<p>Essential VI: Interprofessional Communication for Improving Patient Health Outcomes</p>	<p>Goal IV: Implement effective interpersonal and interdisciplinary communication with patients, families, groups of patients, members of the healthcare team and the community.</p>

	<p>Essential IV: Information Management and Application of Patient Care Technology</p>	<ul style="list-style-type: none"> • Outcome 1: Demonstrate concise and accurate verbal and written reports on the client’s status. • Outcome 2: Establish a therapeutic and caring relationship with clients using appropriate communication skills. • Outcome 3: Demonstrate proficiency in effective professional communication. • Outcome 4: Utilize a variety of contexts to communicate with clients, their families, and other members of the healthcare team. <p>Goal III: Apply new knowledge from the sciences, evaluate emerging concepts and used increased accessibility to information to facilitate the implementation of care.</p> <ul style="list-style-type: none"> • Outcome 1: Seek best practices based on current evidence and implement changes to minimize safety risks.
<p>1. Provide Leadership in the design, delivery, management, and evaluation of health care</p>	<p>Essential II: Basic Organizational and Systems Leadership for Quality Care and Patient Safety</p>	<p>Goal II: Employ the nursing process utilizing multiple methods of reasoning to provide safe care, with an emphasis on positive outcomes for the patient:</p> <ul style="list-style-type: none"> • Outcome 1: Utilize critical thinking and evidence-based practice in application of the nursing process. • Outcome 2: Implement Action to promote safe care and optimal health. • Outcome 3: Act as a patient educator and advocate for healthy responses in patients. • Outcome 4: Prioritize nursing diagnosis in caring for clients.
<p>1. Advocate for clients, society and the nursing profession.</p>	<p>Essential II: Basic Organizational and Systems Leadership for Quality Care and Patient Safety</p> <p>Essential VIII: Professionalism and Professional Values</p>	<p>Goal II: Employ the nursing process utilizing multiple methods of reasoning to provide safe care, with an emphasis on positive outcomes for the patient:</p> <ul style="list-style-type: none"> • Outcome 2: Implement Action to promote safe care and optimal health.

		<ul style="list-style-type: none"> • Outcome 3: Act as a patient educator and advocate for healthy responses in patients. <p>Goal V: Demonstrate behaviors that adhere to professional practice standards within legal/ethical parameters, and assume responsibility for one’s own actions and professional development.</p> <ul style="list-style-type: none"> • Outcome 1: Exhibit behaviors and characteristics congruent with the professional role of a nurse. • Outcome 2: Practice within the ethical, legal and regulatory framework of nursing and the professional standards of nursing. • Outcome 3: Demonstrate accountability for nursing care given by self and/or delegated to others.
<p>1. Incorporate the values of the nursing profession in practice.</p>	<p>Essential VIII: Professionalism and Professional Values</p>	<p>Goal V: Demonstrate behaviors that adhere to professional practice standards within legal/ethical parameters, and assume responsibility for one’s own actions and professional development.</p> <ul style="list-style-type: none"> • Outcome 1: Exhibit behaviors and characteristics congruent with the professional role of a nurse. • Outcome 2: Practice within the ethical, legal and regulatory framework of nursing and the professional standards of nursing. • Outcome 3: Demonstrate accountability for nursing care given by self and/or delegated to others. • Outcome 4: Utilize a process of self-evaluation that fosters personal and professional growth and contributes to life-long learning.

BSN Program Essential Functions

In order for safe nursing practice to occur and for students to be qualified to participate in and complete the Nursing program, all nursing students must be able to perform the following essential functions. The program will provide qualified disabled students with reasonable accommodations that are necessary to enable them to meet the nursing care standards required of them. The American Association of Colleges of Nursing (AACN) and the National Council of State Boards (NCSBN) have defined a thorough list of competencies necessary for the professional practice of nursing.

These competencies were defined from an extensive study of practicing nurses and can be defined in general terms as:

1. Ability to see, hear, touch, smell, and distinguish colors.
2. Oral and writing ability with accuracy, clarity, and efficiency.
3. Manual dexterity, gross and fine movements.
4. Ability to learn, think critically, analyze, assess, solve problems, and utilize judgement.
5. Emotional stability and ability to accept responsibility and accountability.

All educational programs are dedicated to principles of non-discrimination. This includes a commitment not to discriminate against qualified disabled applicants and students. If a student cannot perform the function in the manner indicated, he or she will not necessarily be precluded from participating in the program, but will need to be able to perform the essential functions with or without reasonable accommodation. Specific functional abilities for nursing students are identified below.

Functional Ability	Standard	Examples of Required Activities
Cognitive/Conceptual Abilities	<p>The student must be able to thoroughly, efficiently and reliably:</p> <ul style="list-style-type: none"> • Recall information from reading material, lecture, discussion, patient evaluation; • Interpret information from reading material, lecture, discussion, and patient evaluations. • Apply information from reading material, lecture, discussion, patient evaluation; • Analyze information from reading material, lecture, discussion, and patient evaluations. • Synthesize information from reading material, lecture, discussion, and patient evaluations. • Evaluate or form judgments about information from reading material, lecture, discussion, and patient evaluations. • Ability to react effectively in an emergency situation. • Ability to gather data, to develop a plan of action, establish priorities and monitor and evaluate treatment plans and modalities. 	<ul style="list-style-type: none"> • Calculates accurate medication dosage given specific patient parameters. • Analyzes and synthesizes data and develop an appropriate plan of care. • Collect, prioritize needs and data. • Recognize an emergency situation and respond effectively to safeguard the patient. • Transfer knowledge from one situation to another. • Accurately process information on medication containers, and medication records. • Understand medical records and policy and procedure manuals.
Affective/Interpersonal/Emotional /Behavioral	<p>The student must be able to:</p> <ul style="list-style-type: none"> • Establish professional, trusting, empathetic relationships with a variety of individuals. • Demonstrate respect and engage in non-judgmental interactions regardless of individuals' life-styles and cultures. • Accomplish work effectively in groups. • Meet externally determined deadlines. • Be present at required activities in classroom, lab and clinical settings. • Attend to cognitive, communication and psychomotor tasks for as long as four, and up to eight hours at a time. • Ability to work constructively in stressful and changing environments with the ability to modify behavior in response to constructive criticism. 	<ul style="list-style-type: none"> • Establish rapport with patients/clients and colleagues. • Work with teams and workgroups. • Emotional skills sufficient to remain calm in an emergency situation. • Skills sufficient to demonstrate good judgment based on diagnosis. • Adapt to environmental changes.

	<ul style="list-style-type: none"> Capacity to demonstrate ethical behavior, including adherence to the professional nursing and student code. 	
Sensory Abilities	<p>The student must be able to:</p> <ul style="list-style-type: none"> Have sensory/perceptual ability to monitor and assess clients. 	<ul style="list-style-type: none"> Sensory abilities sufficient to hear alarms, and auscultatory sounds. Visual acuity to read calibrations, assess color such as cyanosis, pallor or redness. Tactile ability to feel pulses, temperature, and palpate veins. Olfactory ability to detect smoke or noxious odor.

Adopted from:

Davidson, S. (1994) The Americans with disabilities act and essential function in nursing Programs, Nurse Educator, 19(2), 31-34.

Data adapted from "A Validation Study: Functional Abilities Essential for Nursing Practice" by Carolyn J. Yocom, National Council of State Boards of Nursing.

National Council of State Boards of Nursing website for more information:

http://www.ncsbn.org/regualtion/nursingpractice_nursing_practice_licensing.asp

Students with documented disabilities who may require accommodation to meet these essential functions should contact the Office of Student Affairs/ Director of Student Services and Special Programs for assistance.

BSN Program Curriculum

Summary of Degree Requirements

Semester Hours

Science Specialization & Non-Nursing Support:

39 credit hours

AHS 120	Life Science Biology
AHS 130	Human Anatomy & Physiology 1
AHS 131	Human Anatomy & Physiology 2
AHS 133	Chemistry for Health Sciences
AHS 154	Microbiology
AHS 191	Pharmacology
AHS 233	Organic Bio Chemistry
AHS 260	Clinical Nutrition
AHS 280	Clinical Pathophysiology
ALH 119	Medical Terminology
HCA 300	Global Health
HCA 353	Ethical & Legal
MATH 217	Elementary Statistics

General Education Core:

40 credits hours

Nursing & Clinical Rotations:

56 credit hours

NURS 100	Professional Nursing
NURS 200	Health Assessment
NURS 230	Nursing Fundamentals
NURS 231	Fundamental Nursing Assessment
NURS 270	Psychiatric/Mental Health Nursing
NURS 271	Nursing Assessment 1
NURS 280	Adult Medical/Surgical Nursing 1
NURS 281	Nursing Assessment 2
NURS 290	Nursing of Childbearing & Childrearing Families

NURS 291	Nursing Assessment 3
NURS 310	Research Methods in Healthcare
NURS 320	Adult Medical/Surgical Nursing 2
NURS 321	Nursing Assessment 4
NURS 340	Adult Medical/Surgical Nursing 3
NURS 341	Nursing Assessment 5
NURS 260	Adult Medical/Surgical Nursing 4
NURS 361	Nursing Assessment 6
NURS 335	Nursing Management & Leadership
NURS 350	Community Nursing
NURS 395	Research Methods in Healthcare

Bachelor Degree Requirements Met

135 credit hours

Nursing & Science Course Descriptions

NURS 100 Professional Nursing 1

3 Semester Hours

This course introduces students to current issues in health care and the exploration of current issues in health care. Historical and social perspectives are explored and the legal and ethical underpinnings of practice are analyzed. The health care delivery system, health policy, politics and workforce issues as well as research in nursing are also analyzed. A critical thinking approach focuses the student on generating new thoughts, insights and beliefs. Additionally, students will begin to explore HESI exam questions and learn how to begin early preparation towards the NCLEX exam.

NURS 200 Introduction to Health Assessments & Basic Nursing Skills

1.5 Semester Hours

This course provides opportunities to develop core competencies necessary to meet the needs of individuals throughout the lifespan in a safe, legal, and ethical manner. The role of the nurse as a member of the health care team is emphasized. Students are introduced to the basic concepts of client needs, safety, communication, critical, ethical-legal, transcultural diversity, nursing history, and the program's philosophy of nursing. Additionally, this course introduces psychomotor nursing skills needed to assist individuals in meeting essential human needs. Skills necessary for maintaining microbial, physical, and psychological safety are introduced along with skills needed in therapeutic interventions. At the conclusion of this course, the student should demonstrate competency in performing basic nursing skills. (Prerequisites: MATH 170, AHS 191, AHS 130, AHS 131)

NURS 230 Nursing Fundamentals

4 Semester Hours

This course introduces classic nursing principles that underpin future clinical practice. Principles include such things as comfort measures, assistance with daily living activities, environmental concerns, positioning and transporting, asepsis and sterile technique, medication administration, intrusive therapies and use of the nursing process with particular emphasis on the intervention component. Concepts related to nursing fundamentals and nursing care is integrated throughout the course. The campus laboratory and clinical settings will afford practical experience in application of the principles and skills taught in the theory portion of this class. Students will be expected to demonstrate beginning competency in application of the nursing process.

Each student will gain experience in a geriatric senior living facility. The clinical portion of their course will prepare students for active participation in delivery of healthcare to the geriatric client. Each student

will perform designated nursing skills after having successfully demonstrated them in nursing skills laboratory. (Prerequisites: AHS 131, SCI 192, MATH 170)

NURS 231 Fundamental Nursing Assessment

1.5 Semester Hours

This lab consists of a series of activities and assessments to assist you in achieving the outcomes/objectives for the course. Each week you will complete various combinations of online assignments, activities, readings, etc. Instructional strategies that may be used include: lecture, discussion, demonstration, media resources (YouTube and others), role playing, simulation, team-based learning strategies, audio-visual aids, computer assisted instruction, case studies, and return demonstration. Each student must demonstrate proficiency in the nursing skills lab before they can perform it on a client in the clinical setting. (Prerequisites: AHS 131, SCI 192, MATH 170)

NURS 270 Psychiatric/Mental Health Nursing

4 Semester Hours

This nursing course focuses on the application of psychiatric/mental health nursing concepts for culturally diverse clients from age 18 up to, and including the geriatric years. Theoretical content includes interpersonal relationship theory, pharmacology, psychopathology, pathophysiology, as well as cognitive, behavioral, and biologic theories. The nursing process will be utilized with consideration of psychopathology. Legal, ethical, and critical thinking concepts specific to psychiatric/mental health nursing are covered in depth.

Each student will gain clinical experience in an inpatient psychiatric/behavioral health setting. The clinical portion of this course will prepare student to effectively care for clients with a variety of mental health disorders. Emphasis will be on continual assessment of patient responses and safety. Students will integrate contemporary concepts and evidence-based practice to foster growth in knowledge and clinical competencies as a professional nurse. (Prerequisites: NURS 230, NURS 231)

NURS 271 Nursing Assessment 1

1.5 Semester Hours

The psychiatric mental health nursing simulation lab experiences will be focused on the goals of 1) creating scenarios to enhance critical thinking and judgment; 2) evaluating student performance in a controlled environment; and 3) increasing students' self-confidence in clinical practicum. The lab experiences will include case studies, client (mannequin) situations in practical application, and reflective individual and group assignments. (Prerequisites: NURS 230, NURS 231)

NURS 280 Adult Medical/Surgical Nursing 1

4 Semester Hours

The didactic portion of this course focuses on the nurse's role in caring for clients with the following complex health care problems: fluid and electrolyte imbalance, perioperative care, oxygenation, and tissue perfusion. Further, students will be introduced to the nurses role in the preoperative, perioperative and postoperative area. The student will learn to apply the nursing process to identify acute and chronic alterations in the gastrointestinal systems including: non-inflammatory and inflammatory bowel disorders, alterations in fecal elimination. Through advanced reasoning, synthesis, and application of evidence-based care, students will obtain the knowledge and skills to coordinate, and evaluate priorities of comprehensive care of the adult client with acute and chronic health care diseases and disorders. Emphasis throughout the course is placed on prevention, management of care, and treatment modalities. In this course, students will have expanded opportunities to use the nursing process and clinical reasoning to guide care planning decisions for hospitalized clients. The clinical portion of this course will prepare

students to effectively care for clients with fluid and electrolyte imbalances and/or alterations in, oxygenation, tissue perfusion, and gastrointestinal disorders. Students will integrate contemporary concepts and evidence-based practice to foster growth in knowledge and clinical competencies as a professional nurse. (Prerequisites: NURS 230, NURS 231)

NURS 281 Nursing Assessment 2

1.5 Semester Hours

The fluid and electrolyte imbalance and alterations in oxygenation, tissue perfusion, nutrition digestive and hemodynamics simulation lab experiences will be focused on the goals of: 1) prevention of fluid and electrolyte imbalance; 2) management of fluid and electrolyte imbalance and alterations in tissue perfusion 3) practice of skills used in perioperative and postoperative care; 4) prevention of gastrointestinal and respiratory disorders; 5) management of alterations in lung and fecal disorders; 6) practice of skills used in the assessment and management of respiratory and gastrointestinal disorders; and 7) use of patient education to assist clients and families in the management of impairments associated with the respiratory and gastrointestinal system. The lab experiences will include case studies, client (mannequin) situations in practical application, and reflective individual and group assignments. (Prerequisites: NURS 230, NURS 231)

NURS 290 Nursing of Childbearing & Childrearing Families

4 Semester Hours

The theory portion of this course focuses on the nursing care of women throughout the prenatal, antepartum, intrapartum and postpartum periods of pregnancy. Physiological, sociocultural and ethical concepts are explored. Risks, complications and appropriate nursing care are also to be discussed. Care of the neonate is addressed including possible complex outcomes of both term and preterm infants. Each student will also participate in the clinical setting gaining experience in both the labor and delivery and mother-baby aspects of care in an inpatient setting. This portion of the course will help further their grasp of this specialty and enhance their skills and understanding. Students will utilize their knowledge from theory and past clinical sites to promote growth in a new environment. (Prerequisites: NURS 280, NURS 281)

NURS 291 Nursing Assessment 3

1.5 Semester Hours

The lab component of this course will provide the ability to learn and practice hands-on nursing care with the use of a simulation mannequin. Different scenarios involving possible complications of labor and delivery will be applied. Case studies will be utilized to help the student develop critical thinking and reasoning skills in which they will analyze individually and as a group. These opportunities will help the student increase their confidence and facilitate the learning process in addition to their experiences in the clinical setting. (Prerequisites: NURS 280, NURS 281)

NURS 320 Adult Medical/Surgical Nursing 2

4 Semester Hours

The didactic portion of this course focuses on the nurse's role in caring for adult clients with cardiac, hemodynamic and endocrine disorders. Through advanced reasoning, synthesis, and application of evidence-based care, students will obtain the knowledge and skills to coordinate, and evaluate priorities of comprehensive care of the adult client with acute and chronic health care diseases and disorders.

Emphasis throughout the course is placed on prevention, management of care, and treatment modalities. In this course, students will have expanded opportunities to use the nursing process and clinical reasoning to guide care planning decisions for hospitalized clients. The clinical portion of this course will prepare students to effectively care for clients with cardiac, hemodynamic and endocrine impairments. Students

will integrate contemporary concepts and evidence-based practice to foster growth in knowledge and clinical competencies as a professional nurse. (Prerequisites: NURS 280, NURS 281)

NURS 321 Nursing Assessment 4

1.5 Semester Hours

The simulation lab experiences will be focused on the goals of: 1) identification of hemodynamic deficiencies; 2) management of cardiac and endocrine disorders; and 3) use of patient education to assist clients and families in the management of cardiac, endocrine and diabetic disorders. The lab experiences will include case studies, client (mannequin) situations in practical application, and reflective individual and group assignments. (Prerequisites: NURS 280, NURS 281)

NURS 340 Adult Medical/Surgical Nursing 3

4 Semester Hours

The didactic portion of this course focuses on the nurse's role in caring for adult clients with renal, neurologic, oncologic and end of life care issues. The student will learn to apply the nursing process to identify acute and chronic alterations in the renal/urinary system, and neurological and/or sensory disorders. Students will evaluate diverse client populations with a variety of neurological impairments, such as spinal cord injuries, traumatic brain injuries, and peripheral and central nervous system disorders. Additional assessment of systems including: alterations in urinary elimination, acute and chronic renal failure, oncologic staging, emergencies and alterations grief, loss and end-of-life issues. Through advanced reasoning, synthesis, and application of evidence-based care, students will obtain the knowledge and skills to coordinate, and evaluate priorities of comprehensive care of the adult client with acute and chronic health care diseases and disorders. Emphasis throughout the course is placed on prevention, management of care, and treatment modalities.

In this course students will have expanded opportunities to use the nursing process and clinical reasoning to guide care planning decisions for hospitalized clients. The clinical portion of this course will prepare students to effectively care for clients with renal, urinary, neurological and/or sensory and oncologic disorders. The student will learn to apply the nursing process to identify alterations in urinary elimination, acute/chronic renal failure, and alterations in neurologic and or sensory disorders and end of life care. Students will integrate contemporary concepts and evidence-based practice to foster growth in knowledge and clinical competencies as a professional nurse. (Prerequisites: NURS 320, NURS 321)

NURS 341 Nursing Assessment 5

1.5 Semester Hours

The renal/urinary, neurological and/or sensory impairment, oncologic and end of life care simulation lab experiences will be focused on the goals of: 1) prevention of renal/urinary disorders; 2) management of alterations in renal/urinary elimination, neurological injuries and end of life care; 3) practice of skills used in the assessment and management of urinary, and neurologic disorders; and 4) use of patient education to assist clients and families in the management of impairments associated with the renal/urinary, neurologic, oncologic disorders and use of patient education to assist clients and families in grief, loss, and end-of-life issues. The lab experiences will include case studies, client (mannequin) situations in practical application, and reflective individual and group assignments. (Prerequisites: NURS 320, NURS 321)

NURS 360 Adult Medical/Surgical Nursing 4

4 Semester Hours

The didactic portion of this course will focus on the care of clients with immune, musculoskeletal, hearing

and visual and integumentary disorders. Students will have diverse client populations with a variety of immunological, musculoskeletal, and integumentary impairments, such as post-operative fracture and total joint replacement care, wound care and care of patients with immune disorders. Students will also have clients with hearing and visual impairments. Emphasis will be on the use of critical thinking, clinical reasoning, and ethical principles to provide safe and high quality care. The student is expected to integrate previous learning to assist these clients in achieving optimal functioning. oxygenation and perfusion principles to burn clients will also be addressed.

Each student will gain clinical experience in an inpatient setting. The clinical portion of this course will prepare students to effectively care for high acuity musculoskeletal and immunologically compromised clients and their families. Students will integrate contemporary concepts and evidence-based practice to foster growth in knowledge and clinical competencies as a professional nurse. (Prerequisites: NURS 340, NURS 341)

NURS 361 Nursing Assessment 6

1.5 Semester Hours

The musculoskeletal, immunological and integumentary simulation lab experiences will be focused on the goals of: 1) management of the complex musculoskeletal and immunologically impaired client; 2) practice of skills used typically in emergency care; and 3) use of patient education to assist these clients and their families to achieve optimal functioning and self-care maintenance. The lab experiences will include case studies, client (mannequin) situations in practical application, and reflective individual and group assignments. (Prerequisites: NURS 340, NURS 341)

NURS 335 Nursing Management & Leadership

3 Semester Hours

The didactic portion of this course focuses on leadership theories, skills, and techniques used in the nursing profession to deliver high-quality patient care in a variety of settings. The aim is to apply appropriate leadership, management, and communication skills to situations involving different stakeholders in a health care setting. Students learn evidence-based leadership skills as a core competency in nursing to improve quality in patient care and strengthen nursing as a profession. (Prerequisites: NURS 320, NURS 321)

NURS 350 Community Nursing

4 Semester Hours

The didactic portion of this course will serve as a foundation in providing culturally competent healthcare to individuals, families, and communities. Health management strategies such as individual cases, disease prevention, health promotion, and population-based approaches will be examined within a global perspective. Health promotion topics such as epidemiology, health disparities, healthcare access, available resources, healthcare costs, and quality of care, healthcare policies, disease screening, and regulatory environments will be examined and discussed. Emphasis is placed on assessment, analysis of culturally competent care, and enhancing clinical reasoning through application of a variety of practical client situations.

Each student will gain clinical experience in a community-based organization. The clinical portion of this course will prepare students for active, responsible community participation as professional nurses in a global environment. Their role will be to positively impact the health of diverse communities through critical thinking, evidence-based practices, patient education, meaningful service, and support of the client(s), their families, and lay caregiver(s). (Prerequisites: NURS 320, NURS 321)

NURS 395 NCLEX Review**3 Semester Hours**

This course is a review of concepts required for licensure examination and entry into the practice of professional nursing. The NCLEX-RN test plan, assessment of knowledge deficits, and development of individual study plans, based on the results of previous HESI exams, will be utilized. This course will challenge students to apply their knowledge, skills, and understanding of critical concepts needed for entry level practice. NCLEX principles and concepts will be emphasized to prepare the student for success on the NCLEX examination. (Prerequisites: NURS 320, NURS 321, final quarter of nursing)

AHS 130 Human Anatomy & Physiology 1**3 Semester Hours**

This course for Nursing majors focuses on the fundamental principles of the structure, function and organization of the human body through the study of several major body systems including body orientation, cells and tissues, the integumentary, skeletal and cardiovascular, respiratory, digestive and urinary systems. Critical thinking based on the academic subject matter is emphasized. Medical terminology and pathophysiology for the systems are presented. This course includes a laboratory component.

AHS 131 Human Anatomy & Physiology 2**3 Semester Hours**

This course for nursing majors focuses on the fundamental principles of the structure, function and organization of the human body through the study of several major body systems including the reproductive, lymphatic, immune and endocrine muscular, nervous and special senses systems. Human development is discussed. Critical thinking based on the academic subject matter is emphasized. Medical terminology and pathophysiology for the systems are presented. This course includes a laboratory component. (Prerequisite: AHS 130)

AHS 133 Chemistry for Health Sciences**3 Semester Hours**

This course covers fundamental principles and laws of chemistry. Emphasis is placed upon the understanding of basic chemical processes, measurement, the states of matter, energy, the atom, molecules, chemical bonds and reactions, chemical equilibria and reaction rates. The student will explore the characteristics of gases, liquids, solids, acids, bases, solutions and colloids. Upon completion, students will be able to demonstrate an understanding of fundamental chemical laws and concepts. This course includes a laboratory component.

AHS 154 Microbiology for Healthcare Professionals**3 Semester Hours**

This microbiology course examines the relationship of control microbiological procedures. Surgical wound classification, stages of wound healing and factors influencing wound healing are studied. The processes of microbiological life are analyzed, as are diseases caused by microbes. This course includes a laboratory component.

AHS 191 Pharmacology**4 Semester Hours**

This course provides an introduction to the study and application of pharmacological principles, the classification of drugs, principles and practices of drug administration, mathematical systems and conversions, and professional responsibilities of the Registered Nurse in drug administration. Students will be introduced to commonly-prescribed psychotherapeutic, central nervous system stimulants and depressants, cardiac, circulatory, diuretic, fluids and electrolytes, and hormonal drugs. Analgesics, women's and men's health, gastrointestinal, vitamins/minerals, dermatologic, ophthalmic and optic drugs

will also be reviewed. Consumer safety, drug relations and poison will also be reviewed. (Prerequisite: MAT 170)

AHS 233 Organic Biochemistry

3 Semester Hours

This course presents the fundamentals of organic chemistry with emphasis in the sources, structure, and functional groups of organic compounds. Topics discussed include alkanes; alkenes; Alkynes; Benzene and its derivatives, alcohols; ethers; thiols; amines; aldehydes; and ketones. Biosynthetic pathways of carbohydrates, fatty acids, membrane lipids and amino acids are introduced. This course includes a laboratory component. (Prerequisite: AHS 133)

AHS 260 Clinical Nutrition

3 Semester Hours

A review of human nutrition science and fundamentals including individual nutrient needs, food choices, prevention of chronic disease, medical nutrition therapy and nutrition-related public health. (Prerequisites: AHS 133, AHS 120)

AHS 280 Clinical Pathophysiology

3 Semester Hours

This course focuses on the pathophysiology process of disease alteration, its etiology, clinical manifestations, diagnosis, prognosis, risk factors, and the principles of pathology underlying illness and injury to therapeutic nursing interventions and outcomes. Content builds on basic anatomy and physiology, microbiology, and chemistry content. (Prerequisites: AHS 130, AHS 131)

ALH 119 Medical Terminology

3 Semester Hours

Medical Terminology is a course that helps students understand the Greek-and Latin-based language of medicine and healthcare. Emphasis is placed upon word roots, suffixes, prefixes, abbreviations, symbols, anatomical terms, and terms associated with movements of the human body. This course also stresses the proper pronunciation, spelling, and usage of medical terminology.

HCA 300 Global Health

3 Semester Hours

This course will examine today's most critical global health issues and trends. Examination will be given to the socioeconomic, biological and environmental causes and consequences of diseases. Some of the topics covered will include: infectious diseases, nutrition, maternal health, non-communicable diseases, mental health and injuries.

HCA 353 Ethics & Legal

3 Semester Hours

This course will look at the ethical and legal issues that affect medical practitioners in a variety of professional settings. This course will provide a foundation for handling everyday challenges in the medical environment. Topic areas will include: credentialing, professional liability, medical malpractice, and end-of-life issues.

NURS 310 Research Methods for Healthcare

3 Semester Hours

This course focuses on pragmatic aspects of health science research. Evidence-based research is emphasized through critical review of levels of evidence and how it can be applied to student research. Topics include qualitative, quantitative, and mixed methods research designs, analyzing and interpreting data, and ethical considerations in research. (Prerequisites: MAT 217 or Statistics class and senior status)

Admission to the BSN Program

- Admission to the Nursing Program is based on a thorough review of each student's individual file, including results from high school, transfer of credit, ACT/SAT scores, and work experience.
- Typically, a minimum of a 2.5 GPA in high school, a 23 ACT Composite with a 23 Science and 21 Reading, or an 1200 SAT Composite, and a "C" or higher in high school math and science are required.
- Transfer Students who do not meet the typical ACT/SAT standard may take the TEAS-V exam and submit those scores, in which a minimum score of 67% or proficient is required for additional acceptance consideration.

Statement of Non-discrimination

Roosevelt University admits students of any race, ethnicity, color, age, sex, national origin, or with any disability to all the rights, privileges, and activities generally accorded or made available to students at Roosevelt University; and does not discriminate on the basis of race, ethnicity, color, age, sex, national origin or students with disabilities in administration of its educational policies, admissions policies, loan programs, placement services, housing, and other school-administered programs.

Upon request, the Office of Student Affairs will supply information concerning accessibility, elevator availability, parking arrangements, and housing to any student with a disability.

Nursing Department Equity Agreement

Through open, inclusive communication, all students will have the ability to express their differences in a respectful manner and not face personal negativity or disgust from other class members. With respect, each individual should have the ability to communicate their views, even if different from others in the same environment. All opinions and shared views will be respected within the classroom environment and will remain in this environment while learning. Conflict may become present in this environment and by allowing individual discussion and sharing of each point of view without criticism, we can all agree to disagree and accept that our differences and different points of view make each of us unique and create an environment of learning in a diverse population.

Special Accommodations

It is the goal of RU to ensure that all university services, activities, facilities, and privileges are accessible to qualified persons with disabilities in accordance with the Americans with Disabilities Act (ADA) of 1990 and Section 504 of the Rehabilitation Act of 1973.

Reasonable accommodations will be made on an individualized basis. It is the responsibility of persons with disabilities, however, to seek available services and make their needs known to the Director of Student Services/Special Programs at RU.

Students who believe they have a disability which might affect their academic performance at RU and require accommodations or auxiliary aids and services, should visit the Learning Commons to meet with the Director Learning Commons to discuss possible accommodations.

PROGRAM POLICIES AND PROCEDURES

Professionalism

Appearance, attitude and professional behavior are important elements of the student's preparation and professional success. Students are expected to dress, speak, and exhibit professional behavior at all times. When a student's appearance, behavior, and/or attitude are in opposition to the educational goals to which the University's academic programs and employment assistance are dedicated, the student's conduct may result in probation or dismissal. The consequences of such conduct are dependent on the seriousness of the offense that occurred, previous violations of policies and regulations by the student, and the attitude and cooperation of the student violator as determined by University administration.

Nursing Program Attendance Policies

It is essential that students of the RU nursing program experience meaningful learning in the classroom, lab and clinical area for minimum attainment of stated program competencies. In each nursing course, all learning activities have been planned to provide each student with optimum exposure to theoretical content and practical experience. To ensure each student has the opportunity to participate in each planned learning activity and demonstrate satisfactory competency, attendance at each course session is therefore essential. Students are expected to be on time for class, lab, and clinical activities. Promptness and attendance are expected professional behaviors.

RU does not distinguish between excused or unexcused absences. There are no approved vacations or absences. Please be aware that if you chose to miss class and then encounter unforeseen circumstances, it may result in dismissal from the program. Tardiness of more than 15 minutes will count as one absence.

*Nursing theory courses meet twice a week for one hour and fifteen minutes. One class absence has no direct grade penalty, two class absences equals failing the course and dismissal from the program.

*Tardiness and absences from clinical experiences result in students being unable to provide proper patient care. One clinical absence may be made up with an assignment topic due within a week of the absence, given by the clinical instructor. Two clinical absences equals dismissal from the program. The RU Clinical Faculty will evaluate any severe student illness and their ability to safely participate in a clinical experience should the need arise.

*Simulation lab experiences are once a week for one hour and thirty minutes and are important to measure skill competency and understanding. Students are allowed one lab absence although assignments and lab skills must be made up. Two absences from lab results in failing the course and dismissal from the program. The one make-up lab session, for any missed labs, will occur week ten following the final exam.

Measurement of Grade Maintenance

- Nursing students are required to pass a dosage and calculation exam (math test) with a score of 90%, earn a "pass" evaluation in their clinical setting, earn a theory grade of at least a C (78% or higher) and take the HESI exam in NURS 230, 270, 290, 360 and 395 with the score factored into their theory course grade in order to progress in the Nursing program.

- Nursing students must maintain a cumulative C (2.0) grade point average and a grade of C or above in every course taken at RU. Students who do not achieve this level of academic progress will be dismissed from the Program. A student may submit an application and appeal for re-admittance to the Nursing program one time; an appeal does not guarantee approval. There is only opportunity to appeal one time.

- For nursing students, a dosage and calculation exam (math test) will be given at the beginning of all NURS courses. A score of 90% or higher is required to pass in order to be cleared to pass medications in the clinical setting. If a student does not meet the 90% passing score, they are required to attend a one hour tutoring session with a nursing faculty member before taking a second exam. If they, again, do not achieve a passing score of 90%, they will be required to attend an additional two-hour tutoring session with a nursing faculty member before attempting the exam a third time. A failure to achieve the 90% passing score on a third attempt will make the student not clear to pass medication at the clinical site and the student can therefore not proceed to clinicals..
- A required part of the Nursing program is taking the HESI examinations. This occurs in NURS 230, 270, 290, 360 and 395. This exam is scheduled by the nursing faculty and taken on campus. Students are responsible for the cost of the examination, and re-examination, if necessary. An exam conversion score will be worth 20% of the overall NUR class grade (in NURS 230, 270, 290, and 360) as clarified below:
 - Each student will obtain a HESI score and a conversion score after taking the exam. The HESI score represents a composite number. This score reflects the ability to apply nursing concepts within specific content areas. The HESI score is also used to assess students' preparedness for the Nursing Licensure Examination (NCLEX). RU has determined that 850 is the minimal HESI benchmark score for a student to achieve, however, 900 is recommended and will be the benchmark on all HESI exams. The conversion score is a percentage score that considers the average difficulty of the exam items that were answered correctly. A HESI conversion score of at least 78% is set as the minimal passing benchmark score. RU Nursing faculty will use this score to contribute as 10% of the final grade in a specific Nursing course (in NURS 230, 270, 290, and 360). If a student fails to achieve a HESI score of at least 900, a student may re-take the exam a second time with the approval of the Nurse Administrator. This re-take may only be done with a minimum of 4 hours of tutoring remediation (more may be required based on the initial HESI exam score) through the HESI program as assigned and monitored by a Nursing faculty member. This re-take must occur within two weeks of the original exam. The new HESI score can then replace the first score, and if a grade change is warranted in the class, it may then be completed.
 - In NURS 395, students take the HESI exit examination, as the final exam. This course's entire class grade is reflective of the score received on the final exam and both a 78% conversion score and 900 composite score must be achieved in order to pass the course and have the nurse administrator sign their NCLEX application. A student who does not meet these scores, will be given an incomplete and allowed 5 weeks to remediate with an outside NCLEX Review Course pre-approved by the nurse administrator and attempt a 3rd HESI exit examination. Students must adhere to the plan put in place by the nurse administrator and sign a testing agreement. This additional test is paid for out-of-pocket from the student. Students who do not pass on the 3rd and final attempt will receive a F for NURS 395 and will need to re-apply and re-enroll in the course when it is offered again.

Nursing Course Grading

All nursing (NUR) courses utilize the grade scale below. Students must obtain a minimum of a 78% to progress through the program. There is no rounding of grades.

A= 93-100

B= 85-92

C= 78-84

D=68-77

F= 67 & below

Nursing Program Requirements

- Students must complete the entire nursing program within eight consecutive calendar years
- Students must complete all nursing courses within four consecutive calendar years and graduate, or must repeat the program in its entirety
- The nursing courses must be taken in the order prescribed in the curriculum plan
- Students must complete all examinations administered during the program, including HESI exams.
- Scores of the HESI Exit exam are an important indicator of a student's preparedness for the Nursing Licensure Exam (NCLEX-RN). In NURS 395, students take the HESI exit examination, as the final exam. This course's entire class grade is reflective of the score received on the final exam and both a 78% conversion score and 900 composite score must be achieved in order to pass the course and have the Nursing Program Director sign their NCLEX application. Any student, who does not meet these benchmark scores, will have an opportunity to retake the exam. If they are not successful the second time, completion of a third exam will occur after completion of an NCLEX review course. If unsuccessful, the student will need to re-apply and re-enroll in the course when it is offered again and successfully pass the examination in order to graduate from the program.
- Students are responsible for all HESI testing fees.
- Students are responsible for all written/verbal information that is shared in scheduled classes.
- Students must sign and adhere to the College Science, Health, & Pharmacy Policies and Procedures and Nursing Student Handbook. Failure to sign or violate the policies can result in the student being dismissed from the program.
- Professional behavior is expected of student both on and off campus. Students will conduct themselves in a professional manner at all times; this includes theory, clinical, and lab experiences.
- Students may not be on clinical units outside of scheduled clinical hours
- Students are responsible for transportation to a variety of clinical site locations both in the city and suburbs of Chicago.
- Prior to clinical experiences, each student must have a completed student health form including annual physical, immunization verification and titers, a drug screening, a criminal background check, two-step TB test, annual flu shot, BBP and current CPR provider level card.
- All students must show proof of health insurance prior to each clinical rotation.

Professional Dress for College of Nursing & Health Studies Students

Appropriate dress includes specific uniform. Nursing uniforms may be purchased through the University Bookstore. Students are also required to wear leather enclosed, rubber-soled shoes which can be purchased on their own. Students must wear clean uniforms to all nursing major and science classes and clinical/externship experiences. Therefore, it is recommended that students purchase at least two uniforms.

Additionally, the following are unacceptable:

- Wearing elaborate jewelry (e.g. bulky and large).
- Visible piercings, other than one small earring in ear lobes.
- Visible tattoos
- Excessive perfumes/colognes, elaborate hair styles, excessive cosmetics
- Chewing gum
- Long and artificial fingernails
- Smoking when in uniform
- Sandals, open-toe, heeled shoes

General Appearance, Hygiene & Manners:

- Personal hygiene must be maintained, i.e. oral, general skin care, and deodorant
- Shoes and clothes must be clean, ironed, and neatly worn at all times
- Hair must be secured so as not to fall forward
- Courtesy titles are to be used

Academic Integrity

All incidents of academic dishonesty are taken seriously and RU maintains a position of NO TOLERANCE on this issue. The Academic Integrity Policy and Appeals Procedure will be followed for any incident of academic dishonesty. The student(s) accused of academic dishonesty will be notified of the specific accusations by the faculty member. The student(s) will be given an opportunity to respond to the accusations and review the information used by the faculty member to make the accusations. Students may appeal the decision of the faculty member by following the Academic Integrity Policy and Appeals Procedure.

More information can be found in the RU Student Handbook.

Blackboard

Roosevelt University uses blackboard as the learning management system for all their courses, labs and clinicals.

Student Conduct in Classroom & Clinical Setting

This statement is to clarify behavioral expectations for our baccalaureate nursing students at RU. Nursing students are held to the same standards as professional nurses. Therefore, nursing students are required to demonstrate appropriate conduct in the classroom/clinical/lab setting or anywhere they are representing RU and the nursing profession.

Students will demonstrate patterns of professional behaviors which follow the legal and ethical codes of nursing. Students are to be accountable for their own actions and take responsibility for their own

learning. We are a diverse university and nursing students must treat others with etiquette and courtesy. Courtesy is based upon respect and mutual regard for one another.

Refer to the RU Student Handbook for additional information. The following are examples of behaviors that will result in disciplinary action:

1. Rude, demeaning and/or profane conversations/comments
2. Disrupting the classroom or lab or clinical setting by inappropriate behaviors
3. Bullying others
4. Intimidating or being aggressive to others
5. Recording in class, lab, or the clinical setting without express permission to do so
6. Violating HIPAA/confidentiality at the clinical site
7. Any cellphone use during class, lab, or clinical
8. Willful and wanton disregard to follow the policies and procedures of the university or clinical faculty
9. Comments that are derogatory toward a person's culture, race, age, gender, sexual identity, or socioeconomic status

Probation or Dismissal from Program

- Nursing students must maintain a cumulative C (2.0) grade point average and a grade of C or above in every course taken at RU. Students who do not achieve this level of academic progress will be dismissed from the Program. A student may submit an application and appeal for re-admittance to the Nursing Program one time; an appeal does not guarantee approval. There is only opportunity to appeal one time.
- For nursing students, a dosage and calculation exam (math test) will be given on the first day of all NURS lab courses. A score of 90% or higher is required to pass in order to be cleared to pass medications in the clinical setting. If a student does not meet the 90% passing score, they are required to attend a one-hour tutoring session with a nursing faculty member before taking a second exam. If they, again, do not achieve a passing score of 90%, they will be required to attend an additional two-hour tutoring session with a nursing faculty member before attempting the exam a third time. A failure to achieve the 90% passing score on a third attempt will make the student not clear to pass medication for the Quarter at the clinical site. This will cause the student to NOT earn a "pass" evaluation in their clinical setting and therefore not pass the associated nursing theory course.
- All nursing (NURS) carry weighted grades to which students must receive at least a 78% to pass with a C. There is no rounding of grades in any nursing course.
- Violation of student code of conduct. Behaviors listed under "social probation & dismissal conditions" in the RU Student Handbook are considered unacceptable.
- Failure to maintain academic integrity.
- Students who do not have or maintain a clear criminal background check or drug screen.
- Violation of patient confidentiality (HIPPA Act). Refer to HIPPA Compliance Policy listed below.

HIPPA Compliance Policy

Violating the Health Insurance Portability and Accountability Act (HIPAA), including the following but not limited to:

- collecting written information that identifies the patient by name
- obtaining records from the patient care unit without authorization
- discussing patients for purposes other than patient care or educational requirements
- discussing patients outside of the clinical or educational setting
- violating the Patient's Bill of Rights
- violating the Code of Ethics for the Licensed Practical or Registered Nurse

Health Insurance Portability and Accountability Act (HIPAA) Policy Right to Privacy:

The Health Insurance Portability and Accountability Act (HIPAA) provides federal protections for personal health information held by covered entities and gives patients an array of rights with respect to that information. However, the Privacy Rule is balanced so that it permits the disclosure of personal health information needed for patient care and other important purposes. Title I protects health insurance coverage for workers and their families when they change or lose their jobs. Title II requires the establishment of national standards for electronic health care transactions and national identifiers for providers, health insurance plans, and employers.

Protected Health Information:

Protected Health Information (PHI) is any information held by a covered entity which concerns health status, provision of health care, or payment for health care that can be linked to an individual.

Examples of PHI include the following (list is not inclusive):

- Names
- Dates (other than year) directly related to an individual (not DOB)
- Phone numbers
- Email addresses
- Social Security numbers
- Medical record numbers
- Health insurance beneficiary numbers
- Account numbers

Student's Responsibilities:

RU students will be expected to adhere to HIPAA's guidelines during their classroom and clinical experiences. Students have a legal and ethical responsibility to maintain patients' privacy, to not disclose any written, verbal, or electronic protected health information, and to identify themselves as nursing students to their patients.

Penalties:

Any student acting in violation of HIPAA policy will be subject to disciplinary action from both RU and law enforcement.

Students should be aware of the legal consequences for violating HIPAA that can be applied by federal law enforcement agencies such as:

- Deliberate release of PHI can result in up to a 1-year jail sentence & \$50,000 fine
- Accessing PHI under false pretenses can result in up to a 5-year jail sentence & \$100,000 fine
- Releasing PHI with intent to sell or use for commercial advantage can result in up to a 10-year jail sentence & \$250,000 fine

Clinical Assignments:

Forms shall not include patient identifiers that can be paired with a second identifier or information from the patient record or information on the assignment that could lead to knowledge of private patient information. This includes: patient names, initials, dates of birth, in some cases gender, and account numbers.

Students may not take photos of anything on the clinical unit, in a patient room, or from a computer screen. Copies of documents from the computerized record are not allowed. If patient information is needed for a plan of care the student may write notes that include the findings but not patient identifiers with the information.

Social Media:

Students are not allowed to post to any forms of social media that they are in a specific facility or participating in patient care during the clinical day. Photos are not to be posted to social media unless outside the facility and no identifiable names of facilities are in the photo or the posting.

Grievance/Appeal Procedures

Students are to follow the universities grievance policies and procedures as written in the RU Student Handbook.

Clinical Affiliates for BSN Program

Mount Sinai Hospital Medical Center

2750 W. 15th Place
Chicago, IL 60608

Schwab Rehabilitation Hospital

1401 S California Ave
Chicago, IL 60608

Northwestern Memorial Hospital

251 E Huron Street
Chicago, IL 60611

Weiss Memorial Hospital

4646 N. Marine Dr.
Chicago, IL 60640

Humboldt Park Health

1044 N. Francisco Ave.
Chicago, IL 60622

*clinical sites may be added or changed based on our needs and the hospital's ability to accommodate students

Placement at Clinical Sites

Placement of students into clinical sites depends upon the academic performance of the student, availability of clinical sites and completion of clinical clearance process. Students showing progression through the didactics and demonstrating sufficient skills, knowledge and professional behaviors will be assigned a clinical site. Clinical placement is conditional. If an admitted student's GPA falls below 2.0 and/or failure to maintain a grade of "C" in all courses results before the start of the clinical rotation, the student will not be allowed to progress to the clinical experience.

Students are responsible for transportation to a variety of clinical site locations both in the city and suburbs of Chicago. Clinical rotations will vary throughout the course of the program to provide students with diverse learning experiences.

Health Requirements and Background Check

When working with patients and samples an inherent risk of exposure to potential diseases and pathogens exists. All students are required to maintain health care coverage that is needed in case of accidents or mishaps during training.

Documentation of the following health care requirements is needed before a student can begin their clinical rotation. An incomplete medical record will lead to a delayed start. All physical health forms and immunization documents must be uploaded into our computerized immunization system.

Complete physical examination. Please contact your health care provider. All students must provide a copy of their health insurance card to the nursing program director.

- a. Immunizations- *TITERS ARE REQUIRED FOR MMR, HEP B, VARICELLA,*
 - Tdap (within 10 years)
 - MMR (2 MMR vaccines or positive titer)
 - Varicella (vaccine or positive titer) or health care provider documentation of varicella (chicken pox) or herpes zoster (shingles). Either of them are acceptable documentation for immunity.
 - Hepatitis B (3 vaccines and titer) (requires 3 doses to be completed over 6 months)
 - TB 2- Step or Quantiferon Gold (current within one month of clinical start date)
 - Flu shot (current within one month of clinical start date)
- b. Criminal background check
- c. Drug screen
- d. Current CPR certification
- e. Blood Borne Pathogens (BBP) training certification

Safe Practice Guidelines for Clinical Rotations

The guidelines below are to be followed for all hospitals and other sites where RU students go for patient experiences. It is up to each student to know what is allowed and not allowed by our program and communicate this as needed to staff and leaders in clinical settings.

Every nursing program has different policies and practices. Staff often do not recall the specifics for each. The RU student is responsible for compliance with these guidelines.

1. Students must be accompanied by instructor or staff nurse for all dressing changes, invasive procedures, and medications administered.
2. Students MAY NOT administer medications or draw blood samples from central venous catheters. This includes PICC lines. Central line dressings can be changed unless not permitted by the clinical site however the instructor or staff nurse must be with the student changing a central line dressing (including PICC lines).
3. Students may perform straight cath procedures or indwelling cath (Foley) insertions with an instructor or staff nurse unless not permitted by the clinical site. **Indwelling cath insertions are not allowed at NM.**
4. Students may administer medications in the presence of instructor or staff nurse (NUR 290 and above) with the exceptions of #5, 6, and 7 below. Students may not administer ANY medications without instructor or staff nurse. Never administer medications that someone else has taken from the wrapper or drawn up in a syringe.
5. Students may not administer IV PUSH medications.
6. Students may not administer HIGH ALERT MEDICATIONS:
 - a. Opioids/narcotics (exceptions at designated clinical sites with instructor present)
 - b. IV Heparin (subcutaneous with instructor or nurse)
 - c. IV insulin (subcutaneous with instructor or nurse)
 - d. IV electrolytes
 - e. Warfarin
 - f. Neuromuscular blocking agents
 - g. Sedative agents
 - h. Chemotherapy
7. Students may not administer investigative/research medications

Drug Testing Policy & Procedures

All drug testing must be scheduled and administered through the recommended RU contracted vendor.

Students should be aware that the clinical sites with which Roosevelt University contracts require successful completion of a drug/alcohol screen at least two weeks prior to participation in the first clinical. Testing positive may result in denial of the student's participation in the clinical due to university and clinical agency policy.

A positive result will be substantiated by a lab, or confirmation, test on the same sample. If consistent with the outcome of the initial test, the positive result may lead to disciplinary action up to, and including, dismissal from the program of study.

I understand the purpose of the policy is to provide a safe working environment for persons (patients, students, and clinical and school faculty/staff) and property. I hereby authorize any physician, laboratory, hospital, or medical professional retained by RU to conduct such screening and prove the results thereof to RU. I thereby release RU from any claim or liability arising from such tests, including, but not limited to, the testing procedure, the analysis, the accuracy of the analysis, or the disclosure of the results.

I also understand that I am subject to the terms of the general student disciplinary policy in the current Academic Bulletin and the RU Student Handbook, as well as, federal, state, and local laws regarding drugs and alcohol.

Illicit Drug Policies

Students enrolled in the Nursing Program are expected to follow Roosevelt University's Code of Student Conduct policy on alcohol and illicit substance use. This policy can be found in the Roosevelt University Student Handbook.

In addition, students enrolled in the Nursing Program are expected to follow the Program's alcohol and illicit substance policies. Drug screens are required prior to matriculation and throughout the Roosevelt University Nursing educational experience. Random drug screens may be conducted throughout the curriculum. Some rotation sites have additional drug screen requirements with which students must comply. Students will be notified when they have been selected for a drug screen via their official Roosevelt email and will be given detailed instructions on how to comply. All expenses associated with drug screens after matriculation are paid by the College unless a student tests positive for any illicit substances; in the event that a student tests positive, they are responsible for the cost of the test and any subsequent tests that are required.

Faculty and/or Preceptor Response to Suspected Intoxication

If a preceptor or faculty member observes or receives information that a student is using or may be under the influence of drugs or alcohol while in the classroom or at an experiential site, they must take the following steps and/or follow their institution-specific policy:

1. Contact the Associate Dean of Students and/or the Associate Dean of Experiential Education and Faculty in the College of Science, Health and Pharmacy.
2. Remove the student from the classroom or experiential site.
3. Meet with the student in private and inform them of the behavior or performance that has been observed. When possible, the faculty and/or preceptor should include another person in the meeting (e.g., another faculty member or clinician) to serve as an independent observer and witness. During the meeting, the faculty member or preceptor should ask the student to disclose all alcohol or drugs that they have taken.
4. The preceptor or the Associate Dean will call 911 for transportation for the student to the nearest hospital emergency department.

5. The student may be subjected to an immediate drug and alcohol screen. The student must sign a waiver permitting the release of the results of any drug/alcohol screen to the University. Refusal to sign the waiver will be considered as admission of a positive test. A diluted specimen result must be retested immediately or will be considered a positive test.
6. If the test is positive for drugs or alcohol, or if a student refuses testing or refuses to release the results of the tests to the College of Health, Science and Pharmacy, the student shall be subject to immediate suspension pending an investigation through the Office of Student Rights and Responsibilities.
7. If the test is negative, the student shall be referred to the Associate Dean of Students.
8. The faculty member or preceptor will document, in writing, the behavior(s) or the performance issue/concerns observed including dates, times and names of all parties involved. This written documentation must be provided to the College of Health, Science and Pharmacy. All written documentation and drug testing results are to be placed in the student's file.

Consequences of a Positive Test or Presumed Positive Test

1. Information obtained in drug screens may prohibit students from completing introductory or advanced practice experiences and thus may delay graduation or may result in dismissal from the program.
2. Students who do not consent to a drug screens, refuse to provide information necessary to conduct a drug screen, do not provide samples within the specified time frame, or provide false or misleading information or samples in regard to the drug screen will be treated as if a positive drug screen result was reported.
3. Failure to comply with a drug screening, positive test results and presumed positive test results are considered University Code of Conduct violations and are also a failure to meet the Technical Standards, and will be handled as described in this Handbook.

Students Liability Insurance

Malpractice insurance is provided by RU.

Roosevelt University IL
BSN Acknowledgement Form
Nursing Program

I have read and understood the material regarding the policies and procedures in the Roosevelt University IL BSN nursing program handbook.

I concur that I will comply with the outlined professional and academic policies and procedures.

I am able to comply with the Essential Functions of the BSN program.

I understand the clinical clearance guidelines, timeline and clinical placement process.

I will strive to develop the professional behaviors and attitudes while enrolled in the BSN program.

Student Signature _____

Program Director _____

Date _____