



**GRANITE STATE COLLEGE**

**RN TO BSN PROGRAM**

**STUDENT HANDBOOK 2017-2018**

Granite State College

RN to Bachelor of Science in Nursing Program (BSN)

Student Handbook 2017-2018

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The *RN to BSN Program Student Handbook* contains information and policies designed to guide your education and ensure fair and equal treatment for all students. This is just one of the policy resources available to you. You should also refer to the most recent editions of the *Granite State College Student Handbook*, the *College Catalog*, and the College's web site ([www.granite.edu](http://www.granite.edu)) for additional information.

## **General Policy Statement**

The RN to BSN program abides by policies expressed in the most recent edition of the *Granite State College Student Handbook*, the *Granite State College Undergraduate Catalog*, and the GSC syllabus template. These are available at the College's web site, [www.granite.edu](http://www.granite.edu) and or within the course documents. In addition, the program has developed the following information and policies specific to the nursing program, nursing practice, and/or required by clinical affiliates.

## **Mission of the RN to BSN Program**

The mission of the RN to BSN program at Granite State College is to provide Registered Nurses the opportunity to earn a Bachelor of Science Degree in nursing to expand their professional opportunities and meet the employment qualifications of the nurse of the future. The mission complements the mission of the College: "To expand access to public higher education to adults of all ages throughout the State of New Hampshire and beyond" with a specific focus of supporting the professional development of the Registered Nurse.

## **Philosophy of the RN to BSN Program**

The faculty believes that the RN to BSN nursing education curriculum should be reflective of the positions and standards of the following professional nursing organizations. The faculty values the work of these organizations for the delineation of important concepts to be incorporated in the development of the curriculum.

- *The Essentials of Baccalaureate Nursing Education*, American Association of Colleges of Nursing (2009)
- Commission on Collegiate Nursing Education (CCNE);
- American Nurses Association (ANA) Standards of Practice;
- ANA Code of Ethics;
- National League for Nursing (NLN);
- State nurse practice acts.

The faculty believes that each student of nursing has the capacity and ability to succeed. The learning environment is collegial, mutually respectful, and open to inquiry. Didactic content should be aligned with opportunities for application. Frequent opportunities for evaluation, including self-reflection, peer evaluation, and course and program evaluations foster students' awareness of their roles in the quest for quality throughout the health care system.

The faculty expects students to be pro-active and accountable for a high level of participation in their education. Once introduced to the learning resources of Granite State College and the RN to BSN curriculum, students are

expected to collaborate with faculty as they progress toward achieving course and program outcomes. Students are also expected to proactively identify gaps in their knowledge and seek additional learning opportunities as necessary. Students experiencing personal or academic difficulties should promptly inform faculty and seek additional coaching and assistance to promote their success.

The faculty believes that nursing education at the Bachelor of Science level must incorporate preparation in contemporary and evolving roles in nursing practice. Roles for which students are being prepared incorporate safe patient-centered care, ethical and legal behaviors, communication, safety, quality improvement, teamwork and collaboration, evidence-based practice, and informatics. The faculty expects that nursing students will reflectively apply knowledge, skills, and attitudes pertinent to each of these areas at growing levels of initiative, clinical judgment, interdependence, versatility, complexity, and mastery as they progress through the curriculum.

As educators and as professional nurses, faculty members recognize the significance of role modeling in the education of our students, and commit themselves without reservation to embodying legal, ethical, and professional standards in their work, as well as ongoing assessment and development of the Bachelor of Science in Nursing program.

## **Granite State College RN to BSN Program Information**

The RN to BSN program builds on students' prior knowledge and diverse learning experiences gained in prelicensure nursing education and real-world practice as foundations for further formal and informal development of the nurse as a professional and as an informed citizen.

Students admitted to the program are Registered Nurses with a diploma, an associate degree in nursing, and in some cases, education in other fields at bachelor's or master's levels, as well as diversity in scope of clinical practice. The RN to BSN program builds on students' prior learning that typically included life sciences, social sciences, humanities, and nursing theory and practice, and strives to avoid repetition of content. In addition to nursing courses dealing in depth with concepts not commonly included in pre-licensure education. The RN to BSN program also includes coursework pertaining to the health care system, interprofessional collaboration, policy, politics, law, and ethics. The major concepts presented at the BSN level include evidence-based practice, nursing care of populations including a focus on the aging population, genetics and genomics, informatics and technology, and leadership. The BSN program is capped by integration of previous learning and experience demonstrated by the student in the individualized Capstone Practicum.

The RN to BSN program is a 58 credit Bachelor of Science in Nursing Program that is responsive to the needs of traditional and non-traditional learners. The following characteristics partially describe the program:

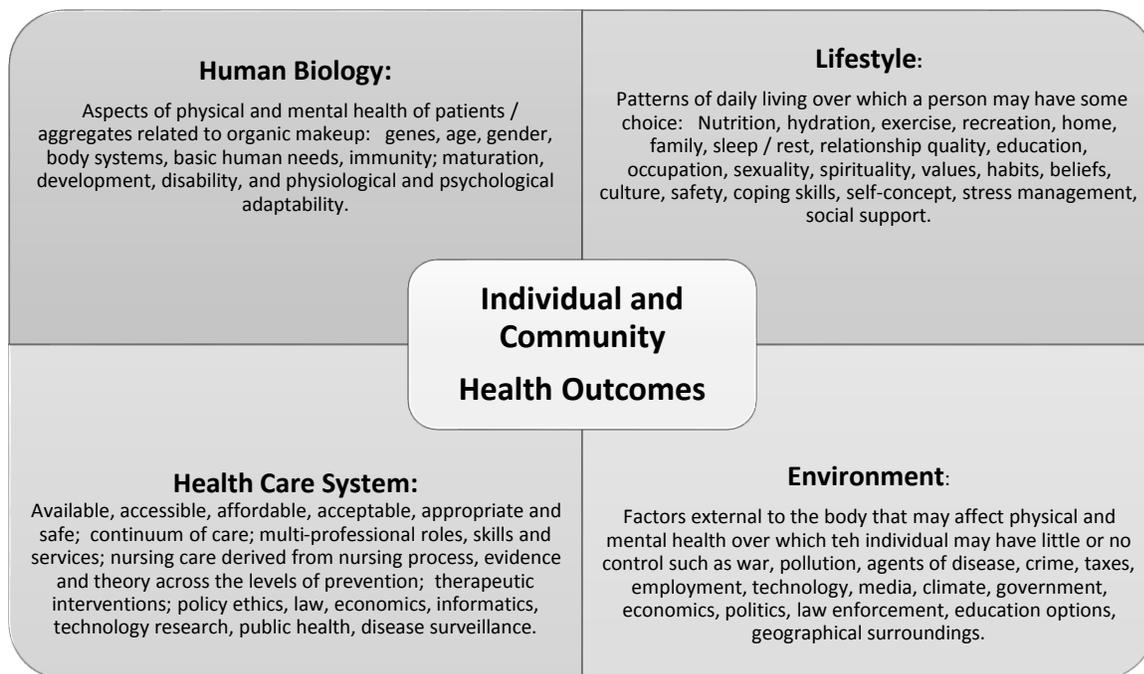
1. Based upon a general education foundation of arts and sciences
2. Framed by a model that reflects principles of systems theory, community health, epidemiology, and nursing knowledge
3. Rooted in the realities of contemporary nursing practice and demographic trends
4. Includes the concepts identified by the Institute of Medicine (<http://national-academies.org/>) and Quality and Safety Education for Nurses ([www.qsen.org](http://www.qsen.org)), which were then incorporated in AACN's *The Essentials* (2009): evidence-based practice, safety, quality improvement, technology, collaboration, teamwork, and leadership across the health care system.
5. Recognizes contemporary environmental cues to nursing roles of the future:
  - Practicing to one's fullest capacity
  - Increase in community-based care
  - Decreasing hospital stays
  - Need for health promotion to change people's health-compromising behaviors and lifestyle patterns
  - Caring for an aging population.
6. Oriented toward leadership roles in the care of individuals and aggregates including primary, secondary, and tertiary levels of intervention
7. Congruent with the RN to BSN program mission and philosophy and the mission of Granite State College.

## Organizational Framework

One of nurses' most important roles is the improvement of the public's health; the focus of nursing care may be an individual or an aggregate. Therefore, a framework is necessary that positions the nurse in the systemic milieu in which s/he will be functioning and that indicates the concepts that the nurse must study to optimize the health of the public and function within the contemporary health care system.

The program's framework can be depicted as a concept map that envisions nurses, the most numerous of health care providers, as a significant force for improving individual and community health outcomes (see Figure 1). The concept map was adapted from Dever's Epidemiologic Model (1991) which was derived in turn from the Health Field Model of LaLonde, (1974). Its adaptation for the GSC BSN program (Hayes, 2014) expanded the Health Care System quadrant to delineate the role of the nurse.

Figure 1: Epidemiologic Concept of Human Health and Nursing: Health Field Model for Nursing Education and Practice



The framework focuses the nurse—building on previous education and experience—on the interacting components of the Health Field Model as a comprehensive framework for understanding health, illness, and their correlates. With those concepts incorporated in the nursing process as essential foci guiding nursing education and practice, the nurse is prepared to intervene across the levels of prevention with a diverse population to optimize individual and community health.

## **Student Learning Outcomes**

The student program learning outcomes (PLOs) of the RN to BSN program reflect the AACN Essentials which incorporate the IOM recommendations and QSEN competencies and meet society's need for professional nurses with contemporary skills across the spectrum of health care venues. The program's learning outcomes are as follows:

1. Delivery of safe, competent, and compassionate care within frameworks of law and ethics to patients, families, and the diverse groups of a community.
2. Be productive citizens characterized by significant contributions to society that are enlightened by knowledge of health care policy and politics and how they affect health care and nursing practice.
3. Advocate locally and nationally for social justice and equity in healthcare accessibility and quality.
4. Use of a variety of technologies to intervene in health-related problems of individuals, families, communities, and within the health care system.
5. Identify, evaluate, apply and / or compile evidence from a variety of resources to apply to health-related problems of individuals, families, communities, and the health care system.
6. Collaborate as member and/or leader of teams characterized by effective communication and mutual respect that enhance the quality of health care services and their delivery.

The student learning outcomes for each course reflect the program learning outcomes. The learning outcomes of each course are pieces necessary to attain the program's overall outcomes.

## Course Descriptions and Student Learning Outcomes Across the Curriculum

<b>RN TO BSN Program</b>	<b>NUR 600 Enhancing Your Nursing Career – 2 Credits</b>	<b>NUR 602 Evidence-Based Nursing Care – 4 Credits</b>
<b>Program Learning Outcomes</b>	Course Description	Course Description
	Co-Requisites: CRIT 502 / Conducting Critical Inquiry; Math 504/ Statistics HLTC 550 / US Healthcare Systems HLTC 629 / Law and Ethics	Pre-Requisite - Statistics
The graduates of the Granite State College Bachelor of Science in Nursing Program will help to meet society’s need for a more highly educated nursing workforce. The graduate will possess competencies in the following areas:	This course provides the RN to BSN student the opportunity to explore the contemporary nursing issues related to the major concepts that form a basis for the program outcomes and the additional nursing courses. Nursing knowledge is gained through a combination of experiential, evidence based and classroom experiences. This course introduces the structure of evaluation and includes emphasis on evidence based practice, professional trends and an opportunity to explore potential capstone project ideas.  Course serves as a foundation to all NUR courses and is recommended to be taken just prior to NUR 602.	The contemporary nurse is continually faced with a wide variety of problems encountered in the care of patients. Thus the nurse must have a repertoire of problem-solving skills that is evidence-based and has been evaluated for safety and quality. Identification, evaluation, application, and/or compilation of evidence from a variety of resources to apply to health-related problems of individuals, families, communities, and the health care delivery system are essential tools of the contemporary nurse. Students will identify problems encountered in practice and find pertinent resources to assist in resolving them. The student will apply specific criteria to assess the quality of evidence, and as part of a team, will discuss whether it could be feasibly and ethically be applied to care of patients.
<b>Program Learning Outcomes</b>	<b>Learning Outcomes</b>	<b>Learning Outcomes</b>
<ol style="list-style-type: none"> <li>1. Delivery of safe, competent, and compassionate care within frameworks of law and ethics to patients, families, and the diverse groups of a community.</li> <li>2. Citizenship characterized by significant contributions to society that are enlightened by knowledge of health care policy and politics and how they affect health care and nursing practice.</li> <li>3. Advocacy locally and nationally for social justice and equity in healthcare accessibility and quality.</li> <li>4. Use of a variety of technologies to intervene in healthrelated problems of individuals, families, communities, and within the health care system.</li> <li>5. Identification, evaluation, application, and/or compilation of evidence from a variety of resources to apply to healthrelated problems of individuals, families, communities, and the health care system.</li> <li>6. Collaborate as member and/or leader of teams characterized by effective communication and mutual respect that enhance the quality of health care services and their delivery.</li> </ol>	<ol style="list-style-type: none"> <li>1. Describe the use of the Health Field Model in planning, implementing and evaluating health care.</li> <li>2. Analyze the current issues in society and healthcare affecting nursing education and practice including accreditation.</li> <li>3. Describe current trends in nursing education.</li> <li>4. Describe the development of contemporary nursing knowledge.</li> <li>5. Evaluate strengths and weakness of the major nursing and healthcare organizations</li> <li>6. Implement practices that meet the legal and ethical aspects related to patient contact during Experiential Learning</li> <li>7. Explore possibilities for the Capstone Project in NUR 655.</li> </ol>	<ol style="list-style-type: none"> <li>1. Develop an appreciation of the role of nursing research in contemporary health care.</li> <li>2. Differentiate among several different types of research commonly used by nurse scientists.</li> <li>3. Describe the steps of the nursing research process.</li> <li>4. Retrieve and analyze literature about a specific nursing problem.</li> <li>5. Appreciate the legal and ethical ramifications of conducting research.</li> <li>6. Critique a research article found in a peer-reviewed nursing journal.</li> <li>7. Discuss use of evidence in clinical practice.</li> <li>8. Assess potential barriers to applying evidence-based practice to a clinical problem.</li> </ol>

NUR 603 Nursing Care Of Populations – 4 Credits	NUR 604 Nursing Care of an Aging Population – 4 Credits
Course Description	Course Description
Pre-Requisite NUR 602	Pre-Requisite NUR 602
<p>This course expands the student’s focus from the care of individual patients to the care of aggregates. Aggregates may range from small to large, and include families, groups, communities, and the global population. Students will investigate the concept of community assessment and use a systems-based epidemiological model to organize data about health problems and populations at risk. Health challenges of specific diverse populations will be investigated along with resources for change within the community. Students will perform a problem-focused literature review about a selected problem and create a community-based plan of care. Students will also become familiar with public health resources and functions. Three clinical experiences are required: home health, community health, and health promotion.</p>	<p>One of the most significant demographic trends that will affect health care delivery in the near future is how to most effectively care for an aging population with a relatively small nursing work force and a changing/uncertain health care reimbursement system. Most care of the aging population is expected to be community-based and will emphasize prevention of life compromising events and enhance health-related coping skills of patients and their families. Students will focus on maximizing the function and comfort of the home-based population. Students will enhance their skills in the assessment of the elderly and in family assessment, participate in the home care experience, and evaluate the present local capacity to meet identified needs.</p>
<b>Learning Outcomes</b>	<b>Learning Outcomes</b>
<ol style="list-style-type: none"> <li>1. Explore varying roles of the nurse in the practice of community health.</li> <li>2. Contrast role and practice components in an institutional setting with those in the community.</li> <li>3. Discuss principles and issues in the care of families.</li> <li>4. Investigate selected global health problems.</li> <li>5. Use basic concepts of epidemiology to understand and manage health and health alterations.</li> <li>6. Use an epidemiologic framework to analyze and intervene in health problems of aggregates.</li> <li>7. Analyze the impact of cultural, socioeconomic, political, and environmental forces on the health of diverse aggregates.</li> <li>8. Explore resources for retrieving and/or gathering data pertinent to the health of a community and its components.</li> <li>9. Apply the nursing process to the care of aggregates.</li> <li>10. Compare assessment outcomes among communities and over a period of time, identifying trends and populations at risk.</li> <li>11. Apply concepts related to bringing about change to a community health problem</li> <li>12. Educate peers about a selected global health problem.</li> </ol>	<ol style="list-style-type: none"> <li>1. Recognize the reciprocal impact of changing demographics of the aging populations and current and future health care policy and funding.</li> <li>2. Use Evidence Based Practice for the assessment and care of older adults.</li> <li>3. Differentiate between expected physical and mental changes associated with aging and unexpected individualized pathological changes.</li> <li>4. Implement measures to maximize patient safety related to the Geriatric Syndromes.</li> <li>5. Integrate knowledge of the interaction of physical/mental changes of aging, multimorbidity, and the geriatric syndromes with membership on the health care team to adapt care for the older adult.</li> <li>6. Refine communication techniques to account for age related sensory changes of the older adult.</li> <li>7. Adapt medication administration for elders to provide safe drug use in the home and various levels of care.</li> <li>8. Provide pain management for older adults with regard to changes in physiology and current professional recommendations.</li> <li>9. Teach primary, secondary, and tertiary preventive strategies to patients and caregivers to maximize wellness while preventing functional decline.</li> <li>10. Relate the concepts of chronic disease, loss, suffering, caring nursing presence, and patient centered care when caring for older adults.</li> <li>11. Apply the Health Field Model in the assessment, intervention, and evaluation of care for elders ranging from healthy to frail elders across the various levels of care.</li> <li>12. Use assessment tools and communication techniques to identify and refer individuals experiencing potential or actual elder mistreatment.</li> <li>13. Identify common community resources for elder care and reduction of care-giver burden.</li> <li>14. Provide teaching and resources for disaster preparedness of elders living independently in the community.</li> <li>13. Advocate for the autonomy of the older adult in making personal decisions for daily living and care in the last stage of life including residence, treatment and advance directives.</li> </ol>

NUR 606 The Nurse as Leader – 4 Credits	NUR 607 Nursing Implications of Genetics and Genomics – 4 Credits	NUR 608 Informatics and Technology in Nursing Care – 4 Credits
Course Description	Course Description	Course Description
Pre-Requisite NUR 602	Pre-Requisite NUR 602	Pre-Requisite NUR 602
<p>The nurse of today and tomorrow must inevitably be a leader, whether at the bedside in assisting an individual patient toward enhanced health or leading health care organizations, public policy initiatives, and professional associations to maximize their contributions to the health of the nation. The nurse, as the most plentiful, versatile, and wide-spread of health care providers, must be prepared to develop and implement new visions and models of care delivery, applications of technology, stewardship of costly resources, evaluation and improvement of health care quality, and delivery of safe, effective health care in a variety of settings. The student will explore leadership theories and styles, evaluate appropriate application of several leadership approaches, practice the leadership role in a project to create a health-care related change, and offer collegial peer evaluation of classmates' work.</p>	<p>The human genome project has forever changed the understanding of human nature, health, illness, and approaches to patient care. During this course, topics will include current applications of genomic information and genetic interventions in health care. Students will learn to assess patients for possible genetic risk factors, genetic mutations occurring as a consequence of person-environment interaction, and specific health problems with known genetic bases. The nurse's role in assessment, case-finding, referral, and intervention will be emphasized. Students will also determine present regional applications of genetic medicine and familiarize themselves with existing community resources for assisting individuals with genetic issues.</p>	<p>The role of technology in health care will expand as various technologies evolve and become more available, and as evidence accumulates indicating their effectiveness in the delivery of health care. Nurses will be at the interface of humans and technology and will be accountable for safe, skilled, and ethical interventions. Nursing informatics, simulation as a way of practicing new skills safely, electronic methods for monitoring patients' changing conditions, "telemedicine", and electronic medical records are just a few of the tools that nurses will use in the delivery, documentation, and evaluation of health care.</p>
<b>Learning Outcomes</b>	<b>Learning Outcomes</b>	<b>Learning Outcomes</b>
<ol style="list-style-type: none"> <li>1. Organize interdisciplinary teamwork to produce highquality, cost-effective, safe, legal and ethical care of diverse patients and populations.</li> <li>2. Differentiate between leadership and management and function in each role appropriately and productively.</li> <li>3. Lead teams through the process of change.</li> <li>4. Create a culture of mutual respect, fairness, cooperation, and collaboration in the workplace</li> <li>5. Advocate for optimum care for patients and optimum work conditions for staff.</li> <li>6. Develop partnerships in and out of the organization to achieve strategic goals.</li> <li>7. Pro-actively recognize and guide teams through conflict to resolution.</li> <li>8. Manage staff, time, equipment, and budgets to meet goals efficiently and effectively.</li> <li>9. Select, develop, and evaluate staff in ways that empower and energize.</li> <li>10. Evaluate and recommend evidence-based strategies for practical application.</li> <li>11. Identify professional resources for implementing management and leadership roles.</li> <li>12. Value and practice strategies for personal health and career development.</li> </ol>	<ol style="list-style-type: none"> <li>1. Update previous knowledge of genetics and genomics with current science.</li> <li>2. Acquire essential nursing competencies for use in genetic-related care of diverse patients and families.</li> <li>3. Discuss legal, ethical, and social policy ramifications of current genetic applications in nursing and medicine.</li> <li>4. Assess family history and risk for genetic predispositions to health problems.</li> <li>5. Provide basic genetic counseling and referral to patients throughout the testing process.</li> <li>6. Understand the role of genetics in the genesis and treatment of cancer and other physical and mental illnesses.</li> <li>7. Use principles of health promotion to prevent or mitigate genetic predispositions and facilitate adaptation.</li> <li>8. Assess current local/regional and national health care practices in the use of genetic testing and interventions.</li> </ol>	<ol style="list-style-type: none"> <li>1. Explore how patient care technologies, information systems, and electronic communication devices serve to support safe nursing care</li> <li>2. Discuss the use of e-health and telehealth to deliver healthcare at a distance</li> <li>3. Conceptualize the role of Clinical Information System (CIS) documentation to achieve nurse-sensitive outcomes. Utilize appropriate terminology related to informatics in nursing</li> <li>4. Demonstrate skills in internet exploration and data review to enhance patient care</li> <li>5. Explore the role of information technology in improving patient care</li> <li>6. Consider the legal and ethical ramifications of using various technologies in the care of human beings Investigate the use of new technologies, including social networking tools and e-portfolios to enhance patient care</li> <li>7. Recognize the importance of workflow and care process redesign prior to implementation of new technology that changes nursing practice</li> <li>9. Evaluate site-specific computer programs</li> </ol>

NUR 650 Capstone Practicum – 6 Credits	NUR 655 Capstone Practicum – 4 Credits
Course Description	
Pre-Requisite NUR 602, 603, 604, 607, 608, 606	NUR 600, 602, 603, 604, 607, 608, 606
<p>This course offers the opportunity to develop and implement a personalized practicum related to a preferred role for future professional nursing practice. The experience will include a project designed to resolve an evidence-based problem or improve the quality of an aspect of nursing practice in the work place. The student will incorporate throughout the practicum the knowledge, skills, and enhanced professionalism acquired in the BSN program. The role of the faculty will be that of consultant. The project will be presented to a group of the student’s colleagues as well as in the peer group, and the student will elicit evaluation of his/her work from colleagues and peers. Using evaluation feedback, the student will hypothesize and present ways of improving the project’s quality.</p>	<p>This course offers the opportunity to develop and implement a personalized practicum related to a preferred role for future professional nursing practice. The experience will include a project designed to resolve an evidence-based problem or improve the quality of an aspect of nursing practice in the work place. The student will incorporate throughout the practicum the knowledge, skills, and enhanced professionalism acquired in the BSN program. The role of the faculty will be that of consultant. The project will be presented to a group of the student’s colleagues as well as in the peer group, and the student will elicit evaluation of his/her work from colleagues and peers. Using evaluation feedback, the student will hypothesize and present ways of improving the project’s quality.</p>
<b>Learning Outcomes</b>	
<ol style="list-style-type: none"> <li>1. Analyze the current issues in society and healthcare affecting nursing education and practice including accreditation.</li> <li>2. Describe current trends in nursing education.</li> <li>3. Describe the development of contemporary nursing knowledge.</li> <li>4. Evaluate strengths and weakness of the major nursing and healthcare organizations</li> <li>5. Implement practices that meet the legal and ethical aspects related to patient contact during Experiential Learning</li> <li>6. Propose and implement an individualized practicum with learning outcomes/goals leading to a preferred role for future professional nursing.</li> <li>7. Evaluate the degree to which the personal learning outcomes/goals are met by the individualized experience.</li> <li>8. Investigate additional preparation beyond the BSN that would further support performance in the preferred role.</li> <li>9. Support and encourage in practical ways the preferred developmental trajectory of peers in seminar and/or on Discussion Board.</li> <li>10. Develop and present an evidence-based project related to your practicum that has specified potential to improve safety, quality, cost-effectiveness, and/or patient care outcomes.</li> <li>11. Discuss the context of health care policy and politics and how they may affect the preferred role for future professional nursing practice.</li> <li>12. Identify targeted advocacy needed to ensure justice and equity in the distribution of services provided through the preferred role for future professional nursing practice.</li> <li>13. Describe the elements of informatics and technology needed to function well in the preferred professional nursing role.</li> </ol>	<ol style="list-style-type: none"> <li>1. Propose and implement an individualized practicum with learning outcomes/goals leading to a preferred role for future professional nursing.</li> <li>2. Evaluate the degree to which the personal learning outcomes/goals are met by the individualized experience.</li> <li>3. Investigate additional preparation beyond the BSN that would further support performance in the preferred role.</li> <li>4. Support and encourage in practical ways the preferred developmental trajectory of peers in seminar and/or on Discussion Board.</li> <li>5. Develop and present an evidence-based project related to your practicum that has specified potential to improve safety, quality, cost-effectiveness, and/or patient care outcomes.</li> <li>6. Discuss the context of health care policy and politics and how they may affect the preferred role for future professional nursing practice.</li> <li>7. Identify targeted advocacy needed to ensure justice and equity in the distribution of services provided through the preferred role for future professional nursing practice.</li> <li>8. Describe the elements of informatics and technology needed to function well in the preferred professional nursing role.</li> </ol>

## **Bachelor of Science in Nursing Program Requirements**

### **Admission Requirements**

Applicants seeking admission to the Bachelor of Science in nursing program must complete the GSC application procedure, which includes submission of all previously earned credits for evaluation of applicability to program requirements. Applicants must meet all general admission requirements of the College and provide evidence of a current Registered Nurse license in the state where they practice. Applicants are considered conditional admits until all requirements have been fulfilled.

New ADN graduates may take NUR 600 prior to passing NCLEX- RN®. No other NUR courses may be taken until the student is licensed. Statistics, if not included in previous education, is a pre-requisite for NUR 602. An applicant with a bachelor's or master's degree in another discipline will be required to take only the 30 credits of nursing courses, and Statistics if not already completed.

### **Health, Character, and Technical Standards for the BSN Program**

Technical standards have been established to inform the student of minimum standards needed to satisfactorily function in the program and ultimately succeed in the profession. Applicants who feel they may not be able to meet one or more of the technical standards listed should contact the Director to discuss individual cases. All academically qualified candidates will be considered for admission provided the technical standards for classroom and practice experiences can be met with reasonable accommodations. Subsequent evidence that a matriculated student is unable/unwilling to meet one or more of the standards, and thus unable to meet course objectives, may result in dismissal from the program.

The College must ensure that patients/clients of clinical affiliates are not placed in jeopardy by students during practice experiences. Therefore, students in practice experiences must demonstrate sufficient emotional stability to withstand the stresses, uncertainties, and rapidly-changing circumstances that characterize the responsibilities of patient/client care. Furthermore, the student is expected to have the emotional stability required to exercise sound judgment, accept direction and guidance from a supervisor, staff nurse, or faculty member, establish rapport, and maintain sensitive interpersonal relationships with patients, their families, agency staff, faculty, and classmates. Applicants must also be in good physical and mental health to meet program objectives. Participation in classes and practice experiences is expected. Technical standards are listed below:

- Sufficient hearing to assess patients' health, understand instructions, identify emergency signals, and engage in telephone conversation.
- Sufficient visual acuity to observe patients, interpret data, ensure a safe environment, and read fine print.
- Sufficient speech and language ability to read, express, comprehend, and exchange information and ideas in English verbally, non- verbally, and in writing, and to interact clearly and logically with patients, health care professionals, family members, faculty, and peers.

- Ability to work with frequent interruptions, to respond appropriately in emergencies or unexpected situations, and to cope with variations in workload and stress levels.
- Sufficient emotional intelligence to exhibit empathy and compassion, to maintain productive relationships in online, classroom, and clinical settings, and to integrate direction, instruction, and criticism into behavior.
- Sufficient strength, endurance, and motor coordination to participate in course requirements.
- Sufficient information technology skills to complete assignments according to program standards.
- Personal transportation to and from clinical experiences.
- Compliance with health and immunization requirements and criminal background check verification.

Students are required to complete vendor sponsored criminal background and tracking of health requirements for NUR 650 / NUR 655. Cost is the responsibility of the student and based upon the state of licensure. (Ranges of student cost varies by state – currently \$78 - \$150). More information will be provided upon registration for the specific course.

# Nursing Policies

## Criminal Background Check and Compliance Tracking for R.N. to B.S.N Practice Experience Courses Policy

Approved: 6 /15 / 2017

### **Purpose:**

Granite State College Nursing Program is committed to the safety of the patients served by our nursing students in their practice learning / experiential application of the course outcomes. In order to protect the patients we serve as students, Granite State College Nursing Program requires all students to participate in both criminal background checks and compliance tracking of health status, insurance and licensure.

### **Scope:**

This policy applies to all students enrolled in a Nursing course at Granite State College that require a practice experience as defined by the American Association of Colleges of Nursing (October 2012).

### **Policy:**

- Satisfactory results of a criminal background check are required to progress in the nursing course that requires practice experience. Criminal background check will be administrated by CastleBranch, Inc.
- All requirements set forth in the CastleBranch Compliance Tracker for Granite State College are required for students to progress in any nursing course that requires practice experience.
- Courses for the 2017-2018 Catalog Year and beyond that require practice experience are: ○ NUR 603 ○ NUR 650 ○ NUR 655
- Students will be provided information regarding costs and requirements when they are accepted into the R.N. to B.S.N Program.
- All requirements must be met to receive a passing grade on the applicable assignment and or course.
- The Program Director of the R.N. to B.S.N program will have oversight of this policy's implementation.
- Any student who is unable to complete these requirements must contact the R.N. to B.S.N Program Director to discuss options for verification.

## **Policy for All Practice Experiences in the RN to BSN Program**

**Approved: 6 /15 / 2017**

**Purpose:** To ensure that current and subsequent students will be welcomed by the hosting clinical agency and to clarify expectations for the student.

**Policy:**

- Students are expected to ascertain and comply with any requirements of a selected agency for participation in practice experiences.
- If the agency is not satisfied with the student's documentation of clinical requirements, the student may need to make other arrangements to complete the practice requirement. If unable to do so, the student will be unable to meet the course requirements and unable to proceed in the program.
- Students are expected to transport themselves in a timely fashion to the practice experience or agency.
- Students are expected to promptly notify a contact person at the agency when tardiness or absence appears likely or has become inevitable.
- Students must be prepared physically, cognitively, academically, and emotionally for practice experiences.
- Students with symptoms of an infectious process must defer their practice experience until they are well.
- Students are expected to adhere to the preferred dress code of the agency and wear a GSC RN to BSN program name tag when in the role of a GSC student.
- Students are expected to be licensed as a RN and adhere to the Nurse Practice Act in the state where the agency is located.
- Students are expected to adhere to the ANA Code of Ethics at all times.

**Confidentiality**

- Ensuring the confidentiality of all information about a patient is an ethical, moral, and legal requirement of healthcare professionals. The student must abide by all federal and state laws as well as institutional policies. These include but are not limited to Health Insurance Portability and Accountability Act (HIPAA) and clinical agency policies.
- Students should not be in possession of any documents containing identifiable information about any patient or institution.
- Disclosure or misuse of confidential information may subject the student to legal consequences, State Board of Nursing disciplinary action as well as dismissal from the Bachelor of Science in Nursing program.

## **Identification and Licensure Policy**

**Approved: 6 /15 / 2017**

**Purpose:** In the RN to BSN program, there will be several experiences designed to allow students to apply in practice what they are learning in the "classroom". During these practice experiences it is the priority of Granite State College to protect the public and for the students to professionally represent Granite State College.

**Policy:**

- Students must hold a current license in the state in which the experience is being conducted. The student must also always be identifiable as a Registered Nurse and a Granite State College Student. Prior to any clinical activities, students must obtain a name tag / badge. The badge identifies the student by name as a Registered Nurse in the state in which they are licensed. The badge must also identify the RN as a Granite State College Student.
- Students must select only clinical sites in a state(s) where they are licensed as a Registered Nurse and they must wear their Granite State College ID badge when at a health care facility or event in the role of a Granite State College RN to BSN Program student.

- Although a student may be an employee of a health care agency and also a student engaging in a practice experience there, clarity about the student vs. employee role must be maintained at all times. In some situations, it may be appropriate to use both employee identification and GSC RN to BSN identification to meet policy requirements of both institutions. However, a student may not function as an agency employee and GSC RN to BSN student simultaneously.

Please note that this badge is specifically for the purposes of completing requirements of the RN to BSN program courses.

### **Precepted Practicum Experiences Policy**

**Approved: 6 /15 / 2017**

**Purpose:** This policy is in place to provide guidelines and expectations for NUR 655 and NUR 650 for all RN to BSN students.

**Policy:**

1. The student must develop practicum goals and must pursue those goals under the guidance of GSC faculty and a preceptor\* through a formal agreement between the College, the agency, and the preceptor.
2. The precepted practicum experience includes all of the following:
  - a. A document specifying the terms of the practicum with dates and attachments, including the RN to BSN program syllabus, RN to BSN student's practicum goals, RN to BSN student's and preceptor's current resume, and/or any additional documentation required by the agency related to the proposed practicum.
  - b. A completed contract (form available from the Program Director)
  - c. Orientation for the preceptor by GSC faculty to include program's definition of the preceptor role, review of the syllabus for the specific course, course learning outcomes, RN to BSN student's practicum goals, roles of student, preceptor, and faculty, and the student's current level of education and experience.
  - d. Discussion among preceptor, RN to BSN student, and GSC faculty about learning experiences needed and mutual facilitation of the RN to BSN student's goal achievement.
  - e. Orientation of the RN to BSN student to the agency and nursing care unit by the preceptor.
  - f. Facilitation and guidance by the preceptor to the RN to BSN student in the learning activities needed to meet the student's practicum goals.
  - g. Formative and summative discussions among the RN to BSN student, preceptor, and GSC faculty regarding student's progress toward practicum goals.
  - h. Evaluation of the precepted experience at its conclusion by the student, preceptor and faculty.
  - i. Final evaluation of the RN to BSN student's practicum performance and assignment of a grade is a function of the GSC RN to BSN program faculty member.

\* A preceptor is an experienced practitioner who facilitates and guides students' clinical learning experiences in the preceptor's area of practice expertise. Preceptors must have a minimum of a Bachelor's Degree in Nursing.

## Program Requirements

### A. Nursing Requirements (30 credits)

Course Number	Title	Pre-req/Co-req	Credits
NUR 600	Enhancing Your Nursing Career	Math 504 or Statistics / Crit 502	2
NUR 602	Evidence-Based Nursing Care	NUR 600	4
NUR 603	Nursing Care of Populations	NUR 602	4
NUR 604	Nursing Care of an Aging Population	NUR 602	4
NUR 606	The Nurse as Leader	NUR 602	4
NUR 607	Nursing Implications of Genetics and Genomics	NUR 602	4
NUR 608	Informatics and Technology in Nursing Practice	NUR 602	4
NUR 650 / 655	Capstone Practicum	ALL NUR Courses	6 / 4
<b>Total Credits</b>			<b>30</b>

### B. Additional Requirements for RN to BSN Program (28 credits)

- Previously earned credits may be evaluated for transfer
- Statistics (3 or 4 cr.), if not previously taken, is a pre- or co-requisite with NUR 602; it is also recommended but not required that a nurse with a non-nursing bachelor's or master's degree take a course in basic statistics.

Course Number	Title	Pre-req/Co-req	Credits
MATH 504	Statistics (pre-requisite for NUR 602)		4
CRIT 502	Critical Thinking in the Major		4
HLTC 550	Emerging US Health Care System		4
HLTC 629	Law and Ethics for Health Care and Human Services		4
Sociology Elective (choose one)	Any Sociology		4
History/ Economics / American Government	Any History, Economics or American Government		4
General Elective	Student's Choice		4
<b>Total Credits</b>			<b>28</b>