



# COLORADO CHRISTIAN --- UNIVERSITY

School of Nursing  
and Health Professions

## **RN-BSN Student Handbook 2023-2024**

*This RN-BSN Student Handbook contains Information, policies and procedures for RN-BSN students. All RN-BSN Nursing Students are responsible for all information in the University Catalog, the College Handbooks and the RN-BSN Nursing Student Handbook. Failure to read the policies contained therein does not relieve the student of their responsibility. The School of Nursing reserves the right to change policies and procedures as appropriate. Students are notified in writing of all Nursing Student Handbook changes. Where appropriate, CAGS Nursing Students should refer to the CAGS Student Handbook. Failure to read policies contained in the handbook does not relieve the student of accountability to these policies.*

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**SECTION I**  
**COLORADO CHRISTIAN UNIVERSITY INFORMATION**

# Welcome

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Dear CCU RN-BSN Student,

I want to welcome you to Colorado Christian University's (CCU) nursing programs, offered to both students in the College of Undergraduate Studies (CUS) and to students in the College of Adult and Graduate Studies (CAGS). Our nursing Vision is:

To empower nurses to practice nursing as ministry.

We challenge students to become exceptionally compassionate and competent nurse leaders who impact their world and transform health care through the uniqueness of Christ-inspired nursing practice.



CCU offers a **Bachelor of Science in Nursing (BSN) Program** with two tracks:

- The BSN Pre-Licensure Program for students in CUS and CAGS
- The Post-Licensure RN-BSN for licensed RNs seeking the BSN degree.

CCU offers a **Master of Science in Nursing (MSN) Program** with two tracks:

- The Clinical Care Management in Adult & Geriatrics emphasis prepares graduates for Advanced Practice in the role of a Clinical Nurse Specialist (CNS)
- The Nursing Education emphasis prepares graduates to teach in academic or clinical professional development settings

CCU offers a **Doctor of Nursing Practice (DNP) Program** in Visionary Leadership. The DNP is a post master's clinical doctorate.

Nursing is an exciting and challenging profession. The art and science of Nursing blends intellectual inquiry, evidence-based practice, advanced technology and the heart of caring into professional practice. Here at CCU, nursing is a ministry of compassionate care for the whole person, in response to God's grace.

Consistent with the mission and purpose of the University, the CCU Nursing Programs comprise a Christ-centered community of learners and scholars who focus on academic excellence and professionalism through the integration of faith, learning, and practice. Nursing education at CCU prepares competent professionals who excel as moral leaders in the roles of servant, shepherd, steward, and scholar. The program embraces the truth of Scripture as the foundation for those who are called to the nursing profession and who view nursing as ministry.

I am honored that you have chosen to join us. May you be richly blessed by your faculty and patients as you serve Jesus in this exceptional profession we call "nursing."

With every blessing,

*Dr. Christine Lepianka PhD, RN*

Professor and Dean, School of Nursing and Health Professions

## School of Nursing & Health Professions: Faculty/Staff Directory

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Faculty and Staff	Email
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<b>Dr. Tammie Huddle</b> Assistant Professor, Assistant Director, RN-BSN Program	<a href="mailto:thuddle@ccu.edu">thuddle@ccu.edu</a>
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## Academic Calendar

<b>Bachelor of Science: Post Licensure Nursing (RN-BSN) Nursing Major Course Sequence (5 and 10-week courses)</b>	
<b>Semester 1</b>	
<b>Block 1</b>	NUR 308A: Transforming Care: Christian Vision for Nursing
<b>Block 2</b>	NUR 312A: Healthcare Informatics
<b>Block 3</b>	NUR 455A: Nursing Research and Evidence Based Practice
<b>Semester 2</b>	
<b>Block 1</b>	NUR 430A: Bioethics, Healthcare Policy and Advocacy
<b>Block 2-3</b>	NUR 474A: Population Health: Community Based Care**
<b>Semester 3</b>	
<b>Block 1</b>	NUR 480A: Christian Leadership in Nursing and Healthcare Organizations
<b>Block 2</b>	NUR 485A: Capstone Integration: Professional Transformation**

\*\*Clinical course with 1 credit (45 contact hours) of clinical practice experience including direct and indirect care.



**COLORADO CHRISTIAN UNIVERSITY**

*Grace and Truth*

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## **Colorado Christian University Mission**

### **Mission**

*Christ-centered higher education transforming students to impact the world with grace and truth.*

Colorado Christian University cultivates knowledge and love of God in a Christ-centered community of learners and scholars, with an enduring commitment to the integration of exemplary academics, spiritual formation, and engagement with the world. We envision graduates who think critically and creatively, lead with high ethical and professional standards, embody the character and compassion of Jesus Christ, treasure the gospel, and who thereby are prepared to impact the world in their callings. The Nursing Program mission reflects the mission of the university.

### **Christ-centered community**

Our community of interdependent students, faculty, and staff seek to honor and obey Jesus Christ, who is present in Spirit and speaks in Scripture, in order to advance God's purposes in the lives of every member.

### **Exemplary academics**

Our undergraduate and graduate curriculum integrates faith and learning in a scholarly environment that fosters critical and creative thinking, academic excellence, and professional competence.

### **Spiritual formation**

Our academic and student development programs cultivate a deep and enduring faith that affirms the authority of Scripture and embraces Christ as the authentic center of life.

### **Engagement with the world**

Our students experience and engage the world in ways that prepare leaders to serve and transform their professions, churches, and communities.

<https://www.ccu.edu/about/mission/>





**COLORADO CHRISTIAN UNIVERSITY**

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## **Colorado Christian University Strategic Priorities**

Colorado Christian University's Strategic Priorities were adopted by the CCU Board of Trustees to serve as a guiding compass for the University. They direct the implementation of CCU's long-established mission and vision, and provide context for our first priority – an enduring commitment to Jesus Christ and His Kingdom. The Strategic Priorities provide a point of convergence for every member of the CCU community and for every aspect of life at CCU, from how we teach and learn in the classroom to how we live with and serve others. The Nursing Program curriculum is designed to integrate the Strategic Priorities at the University.

### **Colorado Christian University Shall:**

- Honor Christ and share the love of Christ on campus and around the world
- Teach students to trust the Bible, live holy lives, and be evangelists
- Be a magnet for outstanding students and prepare them for positions of significant leadership in the church, business, government, and professions by offering an excellent education in strategic disciplines
- Teach students how to learn
- Teach students how to think for themselves
- Teach students how to speak and write clearly and effectively
- Give students significant opportunities to serve our Lord while they are at CCU and to help them develop a lifetime habit of such service
- Impact our culture in support of traditional family values, sanctity of life, compassion for the poor, Biblical view of human nature, limited government, personal freedom, free markets, natural law, original intent of the Constitution, and Western civilization
- Be seekers of truth
- Debunk "spent ideas" and those who traffic in them
- Ask God to multiply our time and ability to the glory of His great name
- Be a servant of the Church
- Become a great university

<https://www.ccu.edu/about/strategic-priorities/>



**COLORADO CHRISTIAN UNIVERSITY**

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## **Colorado Christian University College of Adult & Graduate Studies Mission Statement**

Colorado Christian University exists to produce graduates who think critically, live faithfully, and effectively impact their spheres of influence through a distinctive integration of academic achievement, character development, and spiritual formation. All programs in the College of Adult and Graduate Studies are designed for the adult learner and recognize the importance of honoring hard work and family commitments.

### **Our Vision**

To deliver transformational continuing, undergraduate, and graduate education to adults through the biblical renewing of minds by:

- Integrating faith, learning, and living into courses, through faculty, and through the delivery of high-quality services.
- Impacting families, churches, corporations/organizations, communities, and cultures through satisfied, educated students; committed, qualified faculty and staff; and strategic church and business partners.
- Fostering the development of a personal faith and Christian worldview leading to ethical behavior, service to others, and continuing personal renewal.
- Delivering education and services through formats and mediums that maximize quality, use of resources, and access for students wherever they are.

Additional CAGS Student Handbook information:

<https://www.ccu.edu/ccu/cags-student-handbook/>



# COLORADO CHRISTIAN UNIVERSITY

## School of Nursing and Health Professions

### School of Nursing Vision, Mission & Heritage

#### **Our Vision**

To empower nurses to practice nursing as ministry.

#### **Our Mission**

To prepare competent, compassionate, moral leaders who excel as servants, shepherds, stewards, and scholars to impact the profession and the world. We are a Christ-centered community of learners and scholars with a commitment to academic excellence and spiritual formation.

#### **CCU Nursing Program Heritage**

With nearly a one-hundred-year history of exceptional education, CCU began nursing programs in the fall of 2007. The Licensed Practical Nurse to Associate of Science in Nursing (LPN-ASN) program has given way to the statewide Pre-Licensure Bachelor of Science in Nursing (BSN) Program which began in January 2011. The online Registered Nurse to Bachelor of Science in Nursing (RN-BSN) Program, which began in January 2009, now enrolls students from across the nation. The Master of Science in Nursing Program began August, 2014 and the DNP program accepted its first cohort of students in the April of 2019. The first cohort of DNP Students, the first doctoral students in the university, graduated in May, 2021.

#### **Accreditation**

Colorado Christian University is regionally accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. The baccalaureate nursing curriculum meets the educational community's standards, Colorado Board of Nursing educational program standards, AACN Essentials, and the Colorado Nursing Articulation Model guidelines. The masters nursing curriculum meets the AACN Essentials and ANCC specialty certification standards. The baccalaureate degree program in Nursing, the master's degree program in Nursing and the Doctor of Nursing Practice degree program at Colorado Christian University are nationally accredited by the Commission on Collegiate Nursing Education (CCNE) at <http://www.ccneaccreditation.org/>,





# COLORADO CHRISTIAN UNIVERSITY

## School of Nursing and Health Professions

### Nursing Program Philosophy

The nursing faculty believes nursing is an evidence-based and practice-focused discipline. Nursing at CCU is grounded in the liberal arts and sciences, and Biblical truth. We believe that the curriculum is developed with ever increasing difficulty and complexity, emphasizing the health-illness continuum, care management and restoration in order to support safe, effective, and compassionate nursing practice. Faculty members facilitate the integration of faith, learning and professional practice in order to empower nurses to practice nursing as ministry.

As a Christ-centered educational program we support the professions' Code of Ethics for Nurses (American Nurses Association [ANA], 2015), Nursing's Social Policy Statement (ANA, 2010a), Nursing Scope and Standards of Practice (ANA, 2010b), and the educational competencies of the various levels of nursing education. We believe that we come to the preparation of nurses with an additional set of suppositions and intentions that give the graduate nurse in the practice of nursing greater purpose and meaning and a larger context of practice: nursing as ministry (Miller, 2002). We believe that education is a life-long transformation process in which our minds, behaviors and attitudes (cognitive, psychomotor and affective domains) are challenged by a search for knowledge and a quest for truth. Since we believe that all truth is God's truth, we integrate faith into learning and practice in order to instill passion in students through honest exploration, serious reflection, and intellectual inquiry (Dockery, 2006). In addition to innovative formats and delivery systems, we seek to encourage distinctively Christian thinking, beginning scholarship and spiritual formation.

The ultimate aim of CCU's nursing education program is to prepare nurses who are more like Christ on earth, living through His grace with a ministry of compassionate care for the whole person, encompassing spiritual care, demonstrating moral leadership, fostering optimum health and bringing comfort in suffering and death for anyone in need (Shelly & Miller, 2006; Willard, 2006). An outflow of this focus is to reach beyond our immediate vicinity and be globally engaged as servants, stewards, shepherds, and scholars in the concern for availability, accessibility, cost, and quality of nursing care to patients, families, communities, and global populations.

The metaparadigm concepts for nursing are person, nursing, caring, health and environment. The School of Nursing supports and embraces the CCU statement of faith as set forth by the University, and integrates these tenants into the metaparadigm of nursing. The Holy Scriptures and a personal faith in Jesus Christ empower the nurse to interpret knowledge and practice the profession as a means of allowing faith to inform and shape the person of the nurse and the practice of professional nursing. Faculty members facilitate the integration of faith, learning and professional practice in order to prepare nurses to make a difference in the world. The metaparadigm of nursing in the context of a Biblical worldview is further explained here.

**Person or Personhood** is the result of the creative work of the living, relevant God. The intended purpose of this creative work is to be His image-bearer reflecting His character and nature to the world around us (Crist, 2000). We believe in the sanctity of life for all human beings at all stages of existence. We believe that God has designed persons to live independently,

interdependently and dependently. Through cooperation with His purposes, we are empowered to author our purpose in life, our God-inspired life story, and to influence the world around us.

**Professional nursing** is a scientific practice-based discipline and a sacred calling, oriented toward human good and healing. We believe nursing to be powered by moral good with certain values and standards that support quality of care, professionalism and moral leadership. Nursing knowledge is the result of scientific inquiry and the integration of physical sciences, social sciences, psychological sciences and various theoretical propositions. This is the basis for providing the highest quality evidence-based nursing practice. Nursing is “the protection, promotion, and optimization of health and abilities, prevention of illness and injury, alleviation of suffering through the diagnosis and treatment of human response, and advocacy in the care of individuals, families, communities, and populations” (ANA; 2003/2010; p 3).

**Caring**, as provided by nurses, is always specific and relational: involvement and caring reside together resulting in common meanings between nurse and patient (Benner, 1989). Compassionate care is hands-on, patient-centered, physical, psychosocial and involves spiritual interventions to meet the needs of patients regardless of how the nurse feels and regardless of the patient’s ethnic identity, race, gender, age, status, diagnosis or ability to pay (Shelly & Miller, 2006; Trafecanty, 2006). Christian spiritual caring is an act of faith and a response to God’s truth and grace through a compassionate presence.

**Health** is a state of wholeness, well-being, peace (Shalom) and a completeness that permeates all areas of human life (Punton, 1996). The concept carries with it the idea of universal flourishing and delight or a rich state of existence. We believe health is God’s original created goodness, which in its fullest sense is complete physical, mental and spiritual flourishing that makes possible one’s ability to fulfill our created purposes. Such fulfillment brings glory to our Creator. Participation of the nurse in the promotion of health, the prevention of disease, the management of care and the restoration of shalom as true health, becomes the focus of faith-driven practice.

The **environment** within which the nurse practices nursing is comprised of the physical conditions and circumstances surrounding the person, and also includes relationships and social structures such as the family, educational system, legal system, and health care system. In this environment, inter-professional communication and technology management are essential in order to deliver high quality healthcare. From a Christian perspective we believe in the Biblical idea of the fallen nature of people and things resulting in evil, suffering and separation from the Creator, God (Sponheim, 1993). Due to this fallen nature, all of the systems in place for intended good are flawed and often ineffective. For the Christian nurse, our concern is for the reconciliation of all things under Christ who is the personification and available fulfillment of Shalom.

While the philosophy of CCU’s nursing programs is clearly from a Christian perspective, we welcome and respect students with diverse worldviews. CCU encourages students to explore their personal faith journey throughout their educational process.

The **educational philosophy** of the nursing department at Colorado Christian University follows the vision, mission and purpose of the university as a whole. As nursing faculty, we seek to serve God by providing Christ centered nursing education. This education has Biblical integration throughout each course with each faculty individually incorporating the mission and purpose of CCU in their classroom instruction. Nursing faculty believe that students are to be empowered nurses, encouraged to live out their nursing vocation through faith, challenged to use their gifted-

ness to serve God as nurses and prepared to be transformational leaders of healthcare where-ever they choose to serve as professional nurses.

Furthermore, the nursing faculty embrace the philosophy of enabling adults to learn and grow through education. The meta-paradigms of nursing (person, health, environment and nursing care) influence the process of nursing education. The learning is both theoretical and skills based since nursing is a discipline of applied knowledge as art and science. At CCU nursing as ministry continues to inform the ongoing educational process of the students. Faculty seek to create a classroom environment that is respectful and professional while being a learning lab of nursing knowledge.

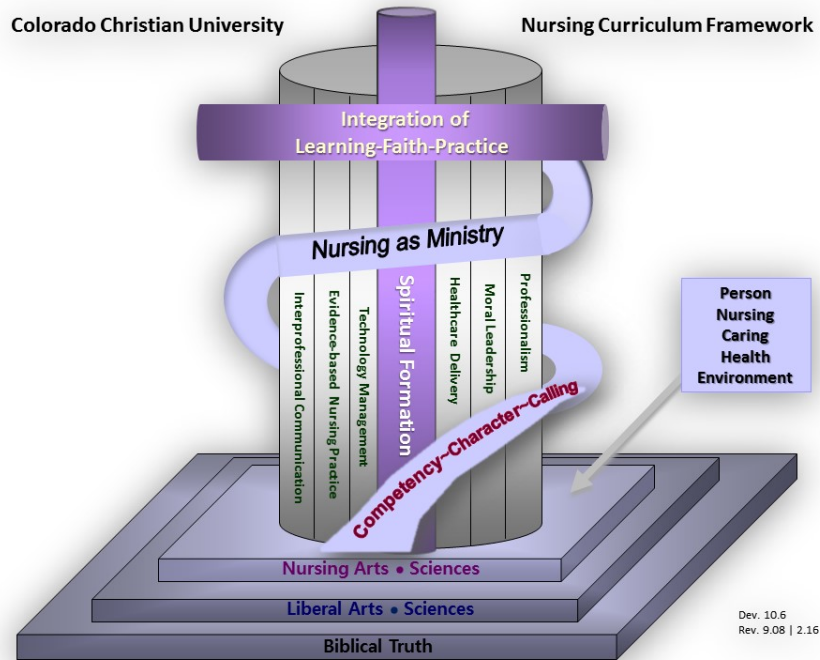
Each faculty, as a competent practitioner becomes a facilitator of learning for students. The sharing of theory and applied nursing skills happens through application of case studies, active learning principles using the five senses and integration of technology. Throughout the nursing program students are encouraged to be individuals while connecting with fellow classmates to be collaborating team members. This synthesis of ideas further cements and grows the application of critical thinking to clinical reasoning. During the educational process students are stimulated to “do nothing out of selfish ambition or vain conceit, but in humility consider others better than yourselves. Each of you (both student and instructor) should look not only to your own interests, but also to the interests of others. (Phil 2:4-5); and “Do not conform any longer to the pattern of this world, but be transformed by the renewing of your mind. Then you will be able to test and approve what God's will is-His good, pleasing and perfect will.” Romans 12:2 (NIV)



# COLORADO CHRISTIAN UNIVERSITY

School of Nursing and Health Professions

## CCU Nursing Curriculum Framework Model



The conceptual framework for CCU's nursing programs emphasizes several key aspects of the nursing philosophy. It is a means of conceptualizing and organizing the knowledge, skills, values and beliefs critical to the delivery of a coherent curriculum that facilitates the achievement of desired curriculum outcomes. The conceptual model is a meaningful mental picture, or blueprint, for faculty and students, delineating what knowledge is important to nursing. The framework describes how nursing knowledge is defined, categorized, and linked with other knowledge.

As the framework model depicts, Biblical truth is the primary foundation upon which the curriculum is built followed by the liberal arts and sciences. Building and expanding on the concepts of the nursing metaparadigm (concepts of person, nursing, health, caring and environment), the faculty have identified seven major concepts and two progressive constructs that result in the program outcome of the integration of learning, faith, and practice and serve as the framework for the curriculum. The curriculum concepts flow from the nursing program philosophy and are organized within the courses to achieve the program goals. These concepts are: integration of learning-faith-practice, spiritual formation, nursing as ministry, interprofessional communication, evidence-based nursing practice, technology management, healthcare delivery, moral leadership, professionalism, and competency-character-calling.

The progressive constructs build from simple to complex and are identified as competent-caring-calling culminating with nursing as ministry. The program outcome in which faith is integrated into both learning and practice is the cornerstone and capstone of all curriculum development and is

depicted by a cross. The cross represents the centrality of Jesus Christ in spiritual formation and integration of faith, learning and practice. The nursing metaparadigm—person, nursing, caring, health, and environment—is embedded in each of the other concepts and constructs. Each course addresses components of the concepts and constructs, with specific content increasing in complexity throughout the curriculum. The concepts and constructs serve as broad categories under which a variety of content can be expressed. They are not considered mutually exclusive. The rapid evolution of nursing science, practice, and education demands ongoing reexamination of concepts, and constructs.

## Nursing Definition of Terms

**Spiritual Formation:** Spiritual formation is the cultivation of one's professional practice and the transformation of one's character, attitudes, and actions in response to God's grace, based upon Jesus as the ultimate teacher, and by the power of the Holy Spirit. Spiritual formation is the central tenet of the curriculum framework as it has as its ultimate aim the conformity to Christ-likeness—to be more like Christ on earth through genuine love and effectual caring for all without discrimination.

**Integration of Learning, Faith, and Practice:** The integration of learning, faith, and practice is both the cornerstone and capstone of the curriculum. Faith, or the confident belief or trust in God and His will for one's life, is foundational to the educational experience both inside and outside the classroom. Intentional opportunities are presented for students to gain greater knowledge about faith and the Bible, to grow in their personal relationship with God, and to actively participate in using their God-given gifts to reach out to the world. This process takes place in the context of a Christ-centered community that offers freedom and accountability, opportunities to lead and to serve, and a chance to ask questions and seek out answers. The goal is to help students develop thoughtful Christian perspectives that build a foundation for the rest of their lives and nursing careers.

**Character:** Character is the sum of all behaviors, public and private, consistently arranged across the spectrum of the individual's life (Maxwell, 2005).

**Calling:** Calling is God's personal invitation to work on His agenda using the individual's talents that are deemed eternally significant (Maxwell, 2005).

**Competency:** Competency (skill) is knowing something completely and then transforming that knowledge into creations of wonder and excellence (Maxwell, 2005).

**Nursing as Ministry:** Nursing as ministry is to serve God and others as Jesus did, as He is our example. The unique calling of the Christian nurse is the realization that one is gifted by God for a specific nursing practice to make a significant difference in the world. Nursing as ministry encompasses compassionate care and is directed by the nurse's faith, which shapes the understanding of roles, privileges and responsibilities within practice and health care.

**Professionalism:** Major aspects of being a professional include a commitment to the profession, dedication to life-long learning, adherence to the standards of professional practice, and the practice of professional nursing within legal, ethical, and regulatory parameters. Professionalism also involves engaging with peers, faculty, employers and patients in a manner that is civil and God honoring. Professional nursing incorporates the inherent values as the



basis for wholistic care for all types of clients, recognizing the interconnectedness of physical, mental, social, emotional, cultural, and spiritual factors in any and all nursing interventions.

**Moral Leadership:** Our community of interdependent students, faculty, and staff seeks to honor and obey Jesus Christ, who is present in Spirit and speaks in Scripture, and to advance God's purposes in the lives of each member.

**Healthcare Delivery:** Healthcare includes health promotion, risk reduction, disease and injury prevention, illness care and rehabilitation across the life span at both the individual and population levels. In order to deliver healthcare, nurses diagnose and treat human responses to actual and potential health problems along the health-illness continuum with the goal of assisting the individual toward optimal functioning. (Adapted from ANA, 2010b).

Clinical prevention or the individually focused interventions (e.g. immunizations) to prevent escalation of diseases and conditions have become a major focal point for nurses and other healthcare providers. Inherent in the healthcare system are issues related to healthcare policies including financial and regulatory policies. Nurses need to understand the influence of the political process upon healthcare and participate in making changes that will result in improved quality for individuals, families, communities, the nursing profession and the healthcare system. Ethical issues such as equity, access, social justice, and affordability are inherent in discussions related to the provision of healthcare.

**Information and Technology Management:** Information and Technology Management is the assimilation of computer and information literacy to competently use information management systems and apply patient care technologies to provide the safe, effective delivery of health care to diverse populations in a variety of settings, through a variety of means. Safe, cost-effective, compassionate quality-care requires nurses to manage information and use technology to ethically obtain, assimilate, apply, evaluate, and communicate a multiplicity of information to the healthcare team in a diverse and continuously changing healthcare environment which contributes to continuity of care and improved patient outcomes. (Adapted from AACN, 2008).

**Evidence-Based Nursing Practice:** "Evidence-based practice (EBP) is the conscientious integration of best research evidence with clinical expertise and patient values and needs in the delivery of quality, cost-effective health care" (Grove, Burns, & Gray, 2013, p. 17). Evidence-based practice is supported by "...multiple ways of thinking, such as clinical reasoning and clinical imagination as well as critical, creative, scientific, and formal critical reasoning" (Benner, Sutphen, Leonard & Day, 2010, p. 85). Clinical reasoning is the ability to think through changing clinical situations within the context and concerns of the individual and family. Clinical imagination involves becoming aware of possibilities, resources and limitations in individual and family situations. Critical thinking is a cognitive process used to analyze knowledge based on subjective and objective data. Creative thinking uses a "fresh perspective" or "thinking outside the box" such as with a brainstorming session to assess a situation or an issue thereby generating new ideas or approaches. Critical reasoning is comparing situations or issues with established principles or standards in making decisions. Scientific reasoning is a systematic hypothesis testing method for validation of data.

**Interprofessional Communication:** Interprofessional communication involves working across health care professions to communicate, cooperate, collaborate, negotiate, and advocate in order to insure continuous and reliable care. Interprofessional communication

demonstrates caring, compassion, problem-solving and cultural humility. Therapeutic communication, which includes interactive verbal and non-verbal processes between the nurse and client is based on trust and assists the client to cope with change, integrate new knowledge and skills. It occurs in an environment of hope and support, and is a critical component of Interprofessional communication.

**Christian Spiritual Care:** Christian Spiritual Care expands on spiritual care as a means of “putting people in touch with God through compassionate presence, active listening, appropriate and respectful witness, prayer, reading of scripture, and partnering with the church community and clergy. It is never coercive or rude. It always focuses on the patient, not the nurse” (Shelly & Miller, 2006, p. 265). Christian spiritual care assists patients in meeting their spiritual needs including meaning and purpose, love and belonging, forgiveness and hope for the future.

**Spirituality:** Spirituality is the invisible, unseen core of individuals that contributes to their uniqueness and includes elements of love, compassion, caring, transcendence, relationship with God or a higher power, and the connection of body, mind and spirit (O’Brien, 2014).

**Spiritual Care:** Spiritual care seeks to assist individuals in aspects of their spirituality based on the nursing process. This includes spiritual assessment, nursing diagnosis, outcomes, interventions to enhance spiritual well-being or address spiritual distress, and subsequent evaluation of the spiritual care provided.

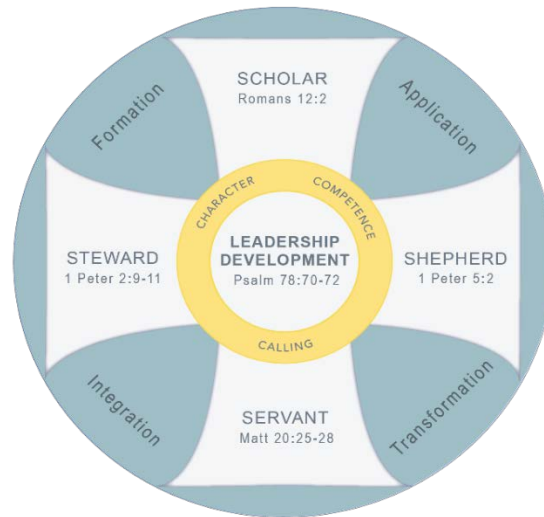
**Relationship Based Care:** Relationship based care is a model of care based on three crucial relationships: relationship with self, relationship with colleagues, and relationship with patients and families (Glembocki & Fitzpatrick, 2013). At CCU, relationship-based care includes one’s relationship with God and the divine intervention that occurs within relationships.



# COLORADO CHRISTIAN UNIVERSITY

School of Nursing and Health Professions

## The CCU Nursing Leadership Model



### **Servant**

A servant leader is a servant first. Servant leadership begins with the natural feeling that one wants to serve and then conscious choice brings one to aspire to lead. The best test of a servant leader is this: Do those served grow as persons? Do they, while being served, become healthier, wiser, freer, more autonomous, more likely themselves to become servant leaders? Servant leaders are the hands and feet of the team (Greenleaf, 2002).

### **Shepherd**

A shepherd leader is one who nurtures enduring trusting relationships with their team. In the relationship model of shepherd leadership, the shepherd leader is available, committed and trustworthy, providing direction, correction, mentoring and safety. Shepherds enable others on the team to act with success and encourage the heart of team members.

### **Steward**

A steward is one who manages the property, finances, resources and affairs of the organization. Good stewardship involves wisdom and discernment in allocating and managing the resources provided. Stewards view themselves as change agents and recognize patterns of behavior that become habits.

### **Scholar**

A scholar is a critical thinker who is intelligent, wise and profound. Scholars act based on evidence, reflect on their behavior by seeking feedback from others and engage others in thoughtful discourse. A scholar renews the mind by thinking on those things that bring peace and harmony to the team.

**SECTION II**  
**RN-BSN TRACK PROGRAM INFORMATION**



# COLORADO CHRISTIAN UNIVERSITY

## School of Nursing and Health Professions

### **RN-BSN Track Overview**

The RN-BSN track in the BSN program is a post licensure BSN track designed for RNs who want to complete the BSN degree. It consists of 30 credits, 6 credits (two courses) of general education and 24 credits (seven courses) of nursing or 25% of the total 120 credit BSN degree. The general education courses are offered in five week blocks and are offered multiple times each semester. The nursing courses are taught in sequence within a cohort. There is a new cohort start Block 1 every semester depending upon sufficient enrollment.

The RN-BSN track is offered in an accelerated format for the working RN. Theory and clinical courses are taught in an accelerated five (5) and ten (10) week format emphasizing critical thinking and analysis. Theoretical concepts are designed to enhance learning, extend knowledge, promote clinical reasoning and prepare the graduate to function at the BSN or MSN level of competency. CCU nursing faculty seek to promote the integration of faith and learning in all courses as well as to create an effective and supportive learning environment for all students. The goal is for students and faculty to become an effective online learning community. Online learning communities include a sense of shared purpose, interaction among members and a level of trust, respect, and support among all those within the community. When dialogue and social presence are increased, the distance between community members is decreased. In an online course it is important to get personal information about each other as classmates to help ensure equality of voice. Group facilitation and small group activism enhance collaboration in learning. Online learning for most students is a means of access to education. Most students still desire connection with other community member classmates and faculty experts.

Assumptions regarding online learning are many and varied. One assumption is that the student can fit online learning around a hyper-busy life and succeed. Online learning takes time, often more time than the traditional classroom since structured class sessions are replaced with multiple learning activities. Online learning at CCU does not function like independent study but rather requires that students engage in discussion in an ongoing basis throughout the week and throughout the course. Each online course at CCU will have a consistent Brightspace course shell; however, courses vary in assignments and interaction requirements. Most assignments are asynchronous, allowing students to contribute to discussion within their own timeframe. Most courses have the opportunity for synchronous dialogue, which may be recorded (at the instructor's discretion) for later viewing, and engage students in stimulating interaction together at the same time. All synchronous discussions provide an alternative assignment so that students who cannot attend may still receive full points for that assignment. Every effort is made to provide for different and varied learning styles.

There are a number of characteristics that successful online learners share. These include technological resources and literacy, good time management, the ability to communicate effectively via writing, willingness to seek help when in need, a degree of independence and learner autonomy. There is an increased level of self-discipline and personal responsibility associated with online learning. Everyone in the class has a "front row seat" and is expected to participate. While online learning may require more work, the flexibility makes it a better fit for

many students.

As students within a Christian educational setting, please remember to treat one another with grace and love. One of the challenges of online learning is that all (or most) communication is mediated via e-mail, discussion boards, video conferences or other forms of technology. When behind the safety of a computer screen, it is easy to lose site of the other end of the interaction where another person is sitting behind his or her computer screen. All students and faculty are made in the image of God and warrant treatment accordingly. The use of Kaltura video and the option of synchronous discussions provide enhanced engagement between students and faculty.

### **RN-BSN Courses**

Registered Nurses who have graduated from a regionally accredited institution, completed an ADN program and have a current license are eligible for a block transfer of up to 90 semester hours (includes 3 credits of Statistics). Applicants with an Associate Degree in nursing from a non-regionally accredited school and/ or from diploma RN programs are awarded 38 credit hours for the RN Licensure, as guided by the previous Colorado Articulation model.

General education (6 credits) taken prior to the start of the nursing major courses include:

- BIB 102A: New Testament Introduction (3)
- PHL 205A: Worldviews (3)

The Nursing major courses (24 credits) are taken in sequence within a cohort. The seven nursing major courses include:

- NUR 308A (3) Transforming Care: Christian Vision for Nursing
- NUR 312A (3) Healthcare Informatics
- NUR 455A (3) Nursing Research: Evidence Based Practice
- NUR 430A (3) Bioethics, Healthcare Policy and Advocacy
- NUR 474A (6) Population Health: Community Based Care
- NUR 480A (3) Christian Leadership in Nursing and Healthcare Organizations
- NUR 485A (3) Capstone Integration: Professional Transformation

RN-BSN students complete a total of 90-hours of faculty-led clinical experience in the following courses:

- NUR474A Population Health: Community Based Care: 45 hours (1 credit)
- NUR485A Capstone: Professional Transformation: 45 hours (1 credit)

The RN-BSN track is designed for adult learners who are busy with work and family commitments. Students have the opportunity to join other nurses in a cohort and take the nursing major classes together. Courses are taken one at a time in an accelerated online format. This program offers small class sizes, professional application and colleague relationships while encouraging individualized learning and networking.

### **Cohorts**

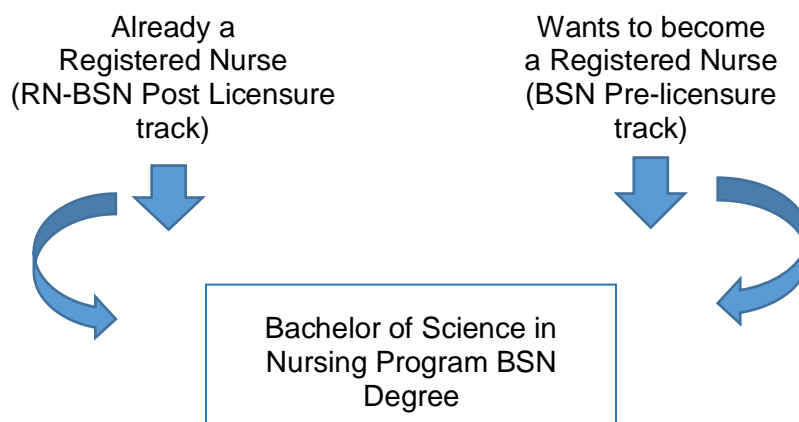
To create a more enriching environment for students, the BSN Program uses a cohort model of learning. Courses are offered in a pre-determined sequence. Undergraduate students join their cohort at the time of admission into the nursing program as freshman or sophomores and adult students enter their cohort at the time of admission into the junior-senior nursing major.

Cohorts offer a stimulating and intellectually challenging environment, while promoting a sense of community. Students who participate in cohort groups have higher graduation rates, a greater

sense of community with their peers, and the ability to better plan their degrees, due to the structured order of courses.

The cohort model of learning has long been embraced within the Christian tradition. We see examples in the New Testament of believers gathering in communal settings for the purpose of study and fellowship (Acts 2). The writer of the Book of Hebrews encouraged this spirit of collaboration (Hebrews 10).

There are two entry points for the CCU BSN Nursing Program.



## **RN-BSN Post-Licensure Track BSN Student Learning Outcomes**

The RN-BSN Post-licensure students meet the same Program Learning Outcomes as BSN Pre-licensure students. Courses in the RN-BSN track are designed for working RNs who want to complete the BSN degree and who demonstrate the essential competencies of the BSN graduate.

By the end of the RN-BSN Program, students will be able to:

- Examine organizational and systems leadership for quality care and patient safety from a biblical perspective. (BSN E II)
- Demonstrate an understanding of healthcare policy, finance and regulatory environments to improve patient health outcomes. (BSN E V)
- Utilize critical/clinical reasoning skills to translate current evidence into professional nursing practice. (BSN E III)
- Demonstrate proficiency of academic writing related to professional nursing practice for the improvement of patient outcomes. (BSN E VIII)
- Manage information and patient care technology in the delivery of quality care across the life span and continuum of care. (BSN E IV)
- Reflect on their Nursing Christian educational experience and its influence on their personal and professional life. (BSN E VIII and IX)
- Engage in effective interprofessional communication and collaboration to improve patient health outcomes while practicing nursing as ministry. (BSN E VI)
- Collaborate with other healthcare professionals and patients to provide spiritual and

- culturally appropriate nursing care to impact population health. (BSN VII)
- Integrate faith, learning and practice to provide baccalaureate generalist professional nursing care across the life span in a variety of settings. (BSN EI, VIII and IX)

The BSN Program Learning Outcomes follow the American Association of Colleges of Nursing (AACN) *The Essentials of Baccalaureate Education for Professional Nursing Practice* (2008)

- Liberal Education for Baccalaureate Generalist Nursing Practice
- Basic Organizational and Systems Leadership for Quality Care and Patient Safety
- Scholarship for Evidence-Based Practice
- Information Management and Application of Patient Care Technology
- Health Policy, Finance, and Regulatory Environments
- Interprofessional Communication and Collaboration for Improving Patient Health Outcomes
- Clinical Prevention and Population Health
- Professionalism and professional values
- Baccalaureate Generalist Practice

The nine *Essentials* provided by the AACN and the foundational concepts and mission of Colorado Christian University's School of Nursing serve as the framework for the BSN learning outcomes. In an effort to develop beginning generalist nursing knowledge and competency, and the opportunity to gain wisdom from a biblical worldview, the BSN program learning outcomes represent the intersection of the profession of nursing with the values of truth and grace.

## RN-BSN Curriculum Plan

Students entering the RN-BSN track are evaluated for pre-requisite general education credit and are granted lower division nursing credit based on their program and its regional accreditation status. Students who graduated from a regionally accredited program are granted block transfer status meaning that courses are transferred through block credit rather than course by course evaluation. Students who graduated from a non-regionally accredited nursing program are evaluated on a course by course basis. RN-BSN students receive 38 lower division credits for their ASN or diploma education resulting in the RN license to practice nursing. Only licensed RNs are admitted to the RN-BSN Post-licensure track.

<b>BSN GENERAL EDUCATION Requirements:</b>	<b>RN-BSN pre-requisite Credit Evaluation: If graduated from non-accredited ASN program, Course by course credit transfer is required.</b>	<b>RN-BSN Pre-requisite Credit Evaluation: if graduated from accredited ASN program, Block Transfer (BT) credit will be applied.</b>
Integrative Studies (3)	course in the major	course is in major
Biblical Studies (12)	6 – at CCU and Integrated with <i>Nursing as Ministry</i> text	6 – at CCU and integrated with <i>Nursing as Ministry</i> text
Communication (6)	6	0 – in AS degree
Arts and Humanities (6)	6	0 – in AS degree
Math (3) – Statistics required	3 – Statistics	3 – Statistics
Social Sciences (9)	9	0 – in AS degree



Biological Sciences (21)	21	21
Introduction to Nutrition (3)	0 - in LD Nursing program	0 – in LD Nursing program
Human A & P I, Lab (4)	0-- in LD Nursing program	0 – in LD Nursing program
Human A&P II, Lab (4)	0-- in LD Nursing program	0 – in LD Nursing program
Microbiology, Lab (4)	0-- in LD Nursing program	0 – in LD Nursing program
Pathophysiology (3)	0 - In LD Nursing program	0 – in LD Nursing program
Human Genetics & Genomics (3)	0 - In NUR 474	0 – in NUR 474
General Electives	7	7
LD Nursing Major	38	38
<b>TOTAL General Education Credit</b>	<b>90</b>	<b>90**</b>

\*\*Can transfer in up to 90 credits with AS degree in Nursing through Block transfer – Statistics is required.

<b>BSN NURSING MAJOR COURSES</b>	<b>Credit</b>
*NUR308A: Transforming Care: Christian Vision for Nursing	3
NUR312A: Healthcare Informatics	3
NUR455A: Nursing Research & Evidence Based Practice	3
*NUR430A: Bioethics, Health Care Policy and Advocacy	3
NUR474A: Population Health: Community Based Care	6
*NUR480A: Christian Leadership in Nursing & Health Care Organizations	3
NUR485A: Capstone: Professional Transformation	3
<b>Total Nursing Credit</b>	<b>24</b>
Total Contact hours	T= 405, C 90
Total Credit hours	24 (+38 LDN = 62 total)
BSN Degree	120

**\*RN-BSN students may substitute a higher-level course from the MSN program, satisfying this course requirement while earning 3 credits (9 credits total possible) towards the MSN.**

**Course Descriptions:** For full course descriptions, see the CCU nursing website: <https://www.ccu.edu/ccu/nursing/rn-bsn/>.

### Faculty Academic Advising

As a nursing student, the student will meet not only with the CAGS SSA but also with the Nursing Faculty Advisor (NFA). The nursing faculty function as advisors and mentors to the student and assist the student in finding their nursing identity within the nursing profession. As an advisor, faculty explore the student's giftedness, strengths and learning styles and assist the student not only with academic achievement but also with career path planning and long-term professional goals. Faculty Advisors serve as a resource person, referring the student to other support services available both within the university and outside the university as needed.

RN-BSN students are expected to meet with their Nursing Faculty Advisor each semester. **as needed.**

## BSN Events

### Orientation

Orientation to the RN-BSN Track is scheduled each semester prior to the start of each Cohort.

The orientation provides an overview of the nursing major, clinical requirements and progression policies. Orientation provides an opportunity for students to meet the Dean, Assistant Director, and other faculty and staff who will provide support to the student throughout their program. Program and curriculum overview, sample schedules, simulation, and clinical experiences are discussed. Students have an opportunity to ask questions and clarify program expectations.

## **Pinning**

Students who have successfully completed the RN-BSN track have the opportunity to participate in the Nursing Pinning Ceremony. Pinning is a long-standing and symbolic tradition. The School of Nursing pin represents entry into professional nursing practice. By honoring the values of Florence Nightingale, graduates are ushered into the role of professional nurse. Graduates are pinned by the Program Director and the Dean. The Pinning Ceremony is planned annually during Commencement activities.

## **Commencement Participation**

CCU Commencement Ceremony takes place annually in May. According to university policy, students who have 6 credits remaining to complete during summer semester are still eligible to participate in Commencement. Contact your Student Services Advisor (SSA) for more information.

## **Graduation Honors**

Graduation honors are calculated by the office of the Registrar and awarded with graduation.

# **International Nursing Honor Society**

## **Sigma Theta Tau International, Alpha Kappa Chapter at Large**

Baccalaureate nursing students who demonstrate excellence in scholarship and leadership could be accepted into the Honor Society of Nursing, Sigma Theta Tau International (STTI), an international organization advancing world health and honoring nursing excellence in scholarship, leadership and service. Colorado Christian University is one of four Colorado institutions which comprise the Alpha Kappa Chapter at Large (<http://www.sttialphakappa.org>).

Membership into STTI is by invitation only.

# **Scholarship Information**

Students are encouraged to apply for the following scholarship opportunities:

## **Sigma Theta Tau International (STTI) Scholarship**

Sigma Theta Tau International is the Nursing Honor Society. RN-BSN students who are members of STTI are eligible to apply for Alpha Kappa Chapter at Large annual scholarship awards. Applications are submitted through an online common application process and are due annually in February. Recipients receive awards at the annual spring meeting of STTI Alpha Kappa Chapter at Large.

## **Friends of Nursing (FON) Scholarship**

All RN-BSN students who meet the leadership and academic criteria for Friends of Nursing (FON) are eligible to apply for FON Scholarships. Friends of Nursing is a statewide Colorado

nursing organization with the distinct purpose of providing scholarships to Colorado nursing students. Applications are submitted through an online process and are due in the fall of each year. Scholarship recipients are then chosen the following spring. Recipients receive awards at the annual Spring FON luncheon.

### **Colorado Nurses Foundation Scholarship**

All BSN students who meet the criteria are eligible to apply for Colorado Nurses Foundation Scholarships. The Colorado Nurses Foundation is an organization dedicated to improving healthcare and nursing practice in Colorado. Nursing students throughout the State of Colorado are encouraged to apply for scholarships, which are awarded each January.

The School of Nursing offers three CCU University Nursing Scholarships which are given annually and selected by faculty.

### **CCU Nursing Endowed Scholarship**

This scholarship is awarded annually to a nursing student who exhibits excellence in scholarship and clinical practice, demonstrates outstanding leadership ability and lives the mission of CCU nursing. Award recipients are selected by the nursing faculty. Scholarship recipients are recognized at the annual CCU Scholarship Luncheon spring semester.

### **CCU Nightingale Funded Scholarship**

This scholarship is awarded by the Dean. This scholarship award is reserved for exceptional students or situations in which special needs occur.

### **Carolyn Low Endowed Scholarship**

This scholarship is awarded annually to a nursing student who exhibits leadership and strong Christian maturity. Excellence in scholarship, clinical practice and service are expected. Award recipients are selected by nursing faculty.

Students receive additional information on scholarships as it becomes available. Students are encouraged to explore scholarship opportunities through their local community and on nursing websites.

**Section III**  
**RN-BSN Track Admission, Progression and Retention**  
**Policies & Procedures**

## RN-BSN Admission Policies and Procedures

Students wishing to complete the RN-BSN track at Colorado Christian University must complete an online application for admission into CCU's College of Adult and Graduate Studies (CAGS): <https://www.ccu.edu/ccu/nursing/rn-bsn/requirements/>

Once the student has created an account and completed the online application to CAGS, the Student Services Advisor (SSA) will assist the student in both admission and progression into the RN-BSN track.

**CCU requires general education courses (6 credits) must be completed prior to admission into the RN-BSN track and the BSN major courses.**

The upper division nursing major in the RN-BSN track is 30 credits: six credits of CCU required general education and 24 credits of nursing major coursework. The nursing major consists of seven courses with both theoretical knowledge and clinical integration. Two of the seven courses have a clinical component.

### Admission Requirements

- A minimum cumulative grade point average of 3.0 or higher.
- A CCU cumulative GPA of 3.0 or higher.
- An associate degree in nursing or diploma in nursing from an accredited institution.
- Proof of active unencumbered RN licensure in the United States of America.
- Complete and successfully pass the following requirements through [CastleBranch](#). In the upper right corner, enter **package code CG84** (first two alpha, second two numeric). Fees apply and are the responsibility of the student.
  - Criminal Background Check. The background check must be completed and passed no later than four weeks after provisional admittance has been extended. Be sure to review the list of [disqualifying offenses](#).
  - Drug Screen. The drug screen must be completed and passed no later than four weeks after provisional admittance has been extended. A failed drug screen will result in non-admittance into the program.
  - [Student Release Form](#) (PDF)
    - To be uploaded by the student in the document tracking system
    - Colorado residents may be required to upload to two separate document tracking systems
  - [Student Physical Exam Form](#) (PDF)
    - Students are required to use the CCU Student Physical Exam form
    - To be uploaded by the student in the clinical document tracking system
    - Colorado residents may be required to upload to two separate document tracking systems
  - Other required documents

### Required Documents

~~Students are required to submit a background check and drug screen during the application process. Additional clinical documentation for RN-BSN students includes a copy of a student's~~

~~current RN license. Any subsequent license renewals must be sent to the Director, Clinical Education and is kept on file for verification as required.~~

Students are encouraged to work closely with their assigned Enrollment Counselor through the admissions process. Student transcripts and current course grades are reviewed by the Nursing Admissions, Progression and Retention Committee (NAPRC) during the semester prior to start of the RN-BSN Major courses. ~~letters for the RN-BSN track are signed by the Dean of the School.~~

### **State Exclusions for Online Students**

State exclusions for RN-BSN students are listed on the [website](#).

## **RN-BSN Progression and Retention Policies and Procedures**

### **Progression Policies**

**For satisfactory completion of the upper division nursing major, and to graduate with the BSN degree, students must maintain the following progression criteria:**

Maintain a cumulative GPA of 3.0 or higher in nursing courses.

Successfully complete all nursing courses with a grade of “C” or higher including:

- Pass all clinical practicum experiences as defined on the course Clinical Competency Evaluation Tool (CCET)

**Students may repeat a specific nursing course only once. Students receiving a C- or lower in two courses, or in one course twice, are dismissed from the nursing program.**

The faculty may consider factors in addition to academic performance when determining whether or not a student may continue in the program. These factors include but are not limited to class and clinical attendance; patient safety concerns; respect for others; professional behavior; and cognitive, affective, and psychomotor competencies.

### **“At Risk” Students**

CCU is committed to providing opportunities for the success of all its students. Nursing students at risk of failing a course are identified as “at risk.” Students may be considered at risk for various reasons including: a failing course grade at the midpoint of the course, unprofessional behavior, late assignments, pattern of low grades, clinical tardiness or absences, or poor writing skills.

Students considered at risk will be notified of this status by the lead course faculty. Students “at risk” for any course issue will be required to meet with the lead faculty to discuss success strategies and may be placed on a learning contract.

### **Progression Plans**

Students who are not allowed to continue in the program due to a course failure or conduct are required to schedule an appointment with the Assistant Director, RN-BSN Track for the development of a progression plan. A Progression Plan identifies the plan for the student’s

return to the nursing major during the next semester or academic year. If a progression plan is not initiated and signed by both the assistant director and student by the due date, the student will not be allowed to continue in the program.

## **Learning Contracts**

Learning contracts are initiated by faculty when a student has an academic or behavioral issue requiring improvement in performance. Learning contracts delineate the academic issue, behavioral issue or performance items in question and identify strategies for success. Failure to meet the requirements of the Learning Contract will result in a course failure. In some cases, the Learning Contract may span more than one course.

**Students who do not successfully meet the criteria and standards identified on the Learning Contract are dismissed from the nursing program.**

## **Returning Students**

Students who want to return to the RN-BSN program on a Progression Plan are readmitted on a space-available basis. Returning students must notify the Assistant Director, RN-BSN Track of their intent to return by specified dates as seats may not be available.

## **Withdrawing from a Nursing Course**

Nursing students are not allowed to withdraw from a course because of low grades and potential course failure. Students who are currently passing the course, but desire to withdraw for personal or professional reasons must meet with the Assistant Director, RN-BSN Track and discuss the following:

- A course withdrawal will interfere with the student's ability to progress through the program as originally planned.
- Students who must withdraw from a course will need to change cohorts and have an extended graduation date.
- A progression plan must be completed with the Assistant Director, RN-BSN Track.

## **Course Assignments and Late Assignments**

Course assignments are due at 11:59 PM Sunday as designated on the course "Due date" table in each Brightspace course shell.

- All assignments are graded according to the assignment prompt utilizing assignment rubrics.
- Late assignments receive a 10% deduction per day up to five days after which the assignment is no longer accepted and the student receives a "0."
- **Extra credit is not given on any course assignment.**
- Students are expected to notify faculty of an extenuating circumstance before the day the assignment is due. An extension request after the due date has passed may not be approved, per the discretion of the faculty.

## **Grading Scale**

The grading scale below is used when evaluating all nursing students in all nursing courses. Nursing students must receive a course grade of "C" or higher to pass a nursing course.

Clinical components (when applicable) are graded on a pass or no pass scale.

- If the student receives a no-pass in clinical, the student fails the course regardless of the theory grade.
- The course grade will be recorded as an “F” on the student’s transcript.

Final course grades ~~only~~ are rounded from the tenth place to a whole final course percentage.

- A 91.52% is a final grade of 92%.
- A 74.45% is a final grade of 74% and would result in a course failure.
- Extra credit is not permitted in nursing courses and at no time can extra credit be given to assist a student in receiving a passing grade.

Grade	Quality Points	Percentage	Comment
A	4.00	94–100%	
A-	3.70	92–93%	
B+	3.30	90–91%	
B	3.00	85–89%	
B-	2.70	83–84%	
C+	2.30	81–82%	
C	2.00	75–80%	
C-	1.70	73–74%	Failing, No Credit
D+	1.30	71–72%	Failing, No Credit
D	1.00	66–70%	Failing, No Credit
D-	0.70	64–65%	Failing, No Credit
F	0.00	Below 64%	Failing, No Credit

### Final Course Grade Appeals

An academic appeal occurs when stated academic standards are violated. Academic appeals provide guidelines for a timely and equitable resolution of problems or complaints of an academic nature when reasonable and/or direct discussions between the student and faculty have failed to do so. Academic appeals are not regarding the professional judgment or personality of faculty or staff.

A student may appeal a final nursing course grade when the student believes the faculty member has not followed the stated standards of the course. The standards include assignment prompts within Brightspace, grading rubrics, and announcements posted by the faculty member to provide clarification of the standards.

Individual course assignments are not appealable.

**Students following the process outlined below will have their final course grade appeal reviewed in a timely manner.**



1. Within 2 days of the course end date, a student can appeal an awarded course grade.
2. Grade review from Faculty: The student should submit documentation through email to request a grade review from the course faculty. The faculty will review and respond to the student through email with written approval or denial, within two business days of receiving the student's request.
3. Grade review by the Dean: If unresolved, the student may appeal the faculty decision within two business days, in writing through email, providing the same documentation to the academic Dean. The Dean will acknowledge the appeal in writing within two business days. The decision of the Academic Dean will be returned to the student by email within two business days.
4. Grade Review by VP of Academic Affairs: The student may appeal the Academic Dean's decision to the Vice President of Academic Affairs in writing through email within two business days of the dean's decision. The decision of the Vice President of Academic Affairs is based on the information provided by the student. The Vice President of Academic Affairs decision is final.

**The student is responsible to monitor email daily throughout the appeals process.**

Nursing students who initiate a grade appeal within the specified timeframe will be allowed to participate in the theory and simulation portions of the subsequent course while they await a decision on their appeal. Please note: At no time will a student be allowed into a clinical facility without a passing grade in the required pre-requisite nursing course.

## **RN-BSN Progression Procedures**

- A course failure requires that a learning contract be instituted defining specific requirements for program progression.
- Students who are not allowed to progress in the program due to a course failure or conduct are to schedule an advising appointment the Assistant Director, RN-BSN track. The progression plan for re-entry is defined and documented.
- All students self-selecting to leave the program due to personal reasons or needing to repeat a course for any reason, will be delayed in their progression as some courses are taken only in sequence or courses may not be taught every semester. This requires contact with the SSA, and a new course plan provided by the Assistant Director RN-BSN track.
- Students who withdraw from the program for any reason and have not completed a course at CCU for 365 days must re-apply for admission into the University **and** the RN-BSN track.
- Students may re-enter the RN-BSN program on a space-available basis and all conditions for re-entry must be satisfied.
- Students who are not able to maintain an unencumbered background check or RN license or who have had a positive drug test may be required to withdraw from the program without a potential for re-admission.

**To successfully complete the RN-BSN track, students must:**

- Complete all RN-BSN courses within the curriculum.
- Earn a grade of C or higher in all CCU courses
- Maintain a CCU cumulative grade point average of 3.0 or higher on the University's 4.0 grade scale in all CCU course work.

- Make formal and timely application for graduation by the date specified by the University Registrar.
- Have no outstanding financial obligations to the University.

## **General Academic Policies and Procedures**

*See also the CAGS Student Handbook*

### **Faculty Availability**

Faculty office hours are posted in Brightspace course shells.

When questions arise outside of classroom or office hour times, students should seek clarification/answers via the Questions for Faculty tab in the Brightspace course shell rather than faculty e-mail. All students are expected to subscribe to this thread so as to receive e-mail updates when new answers are posted. Since faculty will not re-post these answers in a different area, it is the responsibility of each student to stay informed of posted information.

Faculty e-mail should be reserved for questions of personal nature. For faculty e-mail and the Questions for Faculty forum, faculty will have a full 24 hours to respond during regular business hours Monday-Friday.

Student emails sent on the weekend will not be answered until Monday or during normal business hours.

### **Academic Integrity**

The BSN Nursing Program at CCU adhere to the University academic integrity procedures as well as to the American Nurse Association Code of Ethics for Nurses (American Nurses Association, 2015). Failure to exhibit integrity and ethical conduct may warrant dismissal from the program. “The profession of nursing, as represented by associations and their members, is responsible for articulating nursing values, for maintaining the integrity of the profession and its practice, and for shaping social policy” (ANA, 2015).

Course learning assignments, scholarly papers and all course requirements are learning modalities in which the academic integrity policy are applied in a similar manner. A lack of academic integrity, and academic integrity incident (plagiarism), cheating or aiding another in the act of cheating will be handled according to the following procedure:

- A first offense will result in a “0” (zero) on the assignment.
- The second offense will result in a failure of the course.
- The third offense will result in a failure of the course and dismissal from the program.

### **Attendance and Absence**

Nursing students are expected to participate in all weekly class activities and in clinical experiences.

A student who misses greater than 25% of the total course class time, whether excused or unexcused, will receive a grade of “FW”.

Students unable to participate in weekly class sessions or clinical are expected to notify lead course faculty by e-mail prior the start of class. Students are responsible for all missed content and information. Faculty may assign additional assignments for missed participation.

## Academic Guidelines

### Essential Functions (Technical Standards)

The goal of the CCU nursing program is to prepare every student to think critically, competently, and compassionately in rapidly changing practice environments. All efforts are designed to build nursing knowledge, enhance nursing practice and patient safety, while fostering professional integrity. The ultimate goal is to improve the health outcomes of patients, families, and communities across the continuum of care. To meet these goals and outcomes, the faculty has determined that certain technical standards are requisite for admission, progression, and graduation from the nursing program.

In addition to classroom learning, clinical learning occurs throughout the program and involves considerations (such as patient safety and clinical facilities) that are not present for classroom accommodations. For this reason, any applicant or student who seeks accommodations prior to or immediately after enrolling in the RN-BSN nursing program must discuss the situation with the program assistant director and also request an assessment of reasonable accommodations needed for the clinical training component of the program. Students who enter the program do so with the understanding that they will be expected to meet all course and clinical requirements, with or without any reasonable accommodations.

An individual must be able to independently, with or without reasonable accommodation, demonstrate the following abilities:

- Environmental awareness
- Observational capacity
- Communication skills
- Self-motivation and personal growth
- Motor skills
- Intellectual, conceptual, and quantitative reasoning
- Essential behavioral and social attributes
- Stress management
- Technological competency

**Environmental Awareness:** The student is expected to possess functional use of the senses of vision, touch, hearing, and smell so that data received by the senses may be integrated, analyzed, and synthesized in a consistent and accurate manner. A student must also possess the ability to perceive pain, pressure, temperature, position, vibration, and movement which are important to that student's ability to gather significant information needed to effectively evaluate patients. A student must be able to respond promptly to urgent situations that may occur during clinical training activities and must not hinder the ability of other members of the health care team to provide prompt treatment and care to patients. Refer to the *Fit for Practice* form required prior to admission for specific parameters.

**Observational Capacity:** The student must have sufficient capacity to make accurate visual observations and interpret them in the context of laboratory studies, medication administration, and patient care activities. In addition, the student must be able to document these observations and maintain accurate records.

**Communication Skills:** The student must communicate effectively, both verbally and non-

verbally, to elicit information and to translate that information to others. Each student must have the ability to read, write, comprehend, and fluently speak the English language to facilitate communication with patients, their family members, and other professionals in health care settings. In addition, the student must be able to maintain accurate patient records, present information in a professional, logical manner and provide patient counseling and instruction to effectively care for patients and their families. The student must possess verbal and written communication skills that permit effective communication with patients, faculty, and other students in both the classroom and clinical settings.

**Self-Motivation and Personal Growth:** The student must show the ability to self-assess, self-correct, and self-direct; to identify needs and sources of learning; and to continually seek new knowledge and understanding. Furthermore, they must possess the ability to organize time, tasks, and functions so as to complete assigned nursing responsibilities in a timely fashion. The student must be receptive to constructive feedback and be able to apply lessons learned effectively in their nursing practice.

**Motor Skills:** The student must be able to perform gross and fine motor movements with sufficient coordination as needed to perform complete physical examinations utilizing the techniques of inspection, palpation, percussion, auscultation, and other diagnostic maneuvers. A student must develop the psychomotor skills reasonably needed to perform or assist with procedures, treatments, administration of medication, management and operation of diagnostic and therapeutic medical equipment, and patient care activities. It is essential the student be able to provide wheel chair guidance and support mobility for the patient. Additional requirements include: bending, kneeling, squatting, and supporting a patient to a bed or chair safely. The student must have sufficient levels of neuromuscular control and eye-to-hand coordination to provide safe care. Nursing practice requires physical endurance for shifts up to 12 hours that involve sitting, standing, moving, and physical exertion to include providing CPR.

**Intellectual, Conceptual, and Quantitative Abilities:** The student must be able to think critically as well as develop and refine problem-solving skills that are crucial to practice as a nurse. Critical thinking entails the ability to question logically, to identify, to generate, and to evaluate elements of logical argument; to recognize and differentiate fact, illusions, assumptions, and hidden assumptions; and to distinguish the relevant from the irrelevant. Problem-solving involves the ability to measure, calculate, reason, analyze, and synthesize objective and subjective data. Students will make time-urgent decisions that reflect thoughtful deliberation and sound clinical judgment. Each student must demonstrate mastery of these skills and possess the ability to incorporate new information to formulate sound judgment in patient care.

**Essential Behavioral and Social Attributes:** Nursing students need to have personal attributes of compassion, integrity, motivation, effective interpersonal skills, and concern for others. Personal comfort with and acceptance of the role of a student nurse functioning under supervision of clinical faculty or preceptor is essential. The student possesses the development of mature, sensitive, and effective relationships with patients, peers, faculty, and other members of the health care team. They have the ability to establish rapport and maintain sensitive, interpersonal relationships with individuals, families, and groups from a variety of social, emotional, cultural, and intellectual backgrounds. The student must be able to adapt to rapidly changing environments, display flexibility, accept and integrate constructive criticism given in the classroom, lab, and clinical settings. Students are expected to exhibit appropriate professional conduct at all times, represent the profession effectively and possess the ability to fulfill commitments, be accountable for actions, take responsibility for behavior and demonstrate effective outcomes. Students shall not

insult or degrade faculty, other health professionals or students. (This ethics statement does not infringe upon a student's right to raise questions and request clarification, but does modify the manner in which the question or clarification is brought forth.)

**Stress Management:** The student must be able to adapt to and function effectively in stressful situations in the classroom and clinical settings, including emergency situations. The student will encounter multiple stressors from multiple sources while in the nursing program. The student must possess sufficient coping strategies to effectively deal with stress. For resources to help manage stress and for student assistance, please see the CCU RN-BSN online community in the Brightspace learning management system.

## **Students with Disabilities**

See *CAGS Student Handbook*

## **Professional Boundaries**

It is essential that students maintain professional communication with faculty and staff at all times.

- While faculty cell phone numbers are available to students, the only appropriate use of these numbers is to contact faculty when an unexpected situation arises during class, simulation or clinical days. Any other communication with faculty or staff should be done by CCU e-mail accounts.
- **Students are required to use they're @ccu.edu e-mail account to communicate on e-mail for all School of Nursing business.**
- Text messaging to faculty or staff is not an acceptable form of ongoing communication.

While students are in the program they should not socially engage with faculty or staff on any social media site. Any student seeking an exclusive networking friendship relationship with faculty or staff will be declined. If a faculty or staff networks with students, the forum should allow all students access to join, such as on CCUConnect.

- Faculty members will not meet with an individual student outside of Online classroom and course environments.
- Faculty or staff are not allowed to accept monetary gifts from students.

## **Standards of Conduct**

CAGS students refer to the CAGS Student Handbook for a comprehensive overview of Student Conduct expectations. CCU and the School of Nursing Standards of Conduct seek to create and maintain a community of learners and scholars in which all CCU students, whether on or off campus, strive to deepen their spiritual commitment and understanding of the Bible, develop Christ-like moral character, expand their intellectual abilities, grow in professional competency, participate constructively in community life and observe and adhere to the rules and regulations of the University.

## **Student Conduct Expectations**

Nursing students are expected to behave in a civil and professional manner at all times. Students who fail to behave in such a manner may be dismissed from the classroom environment or clinical or may be placed on a behavioral learning contract. In some cases, dismissal from the program may be warranted.

RN-BSN students are expected to hold each other accountable to an environment of civility and one that models the love of Christ:

- Maintain a supportive and positive team environment and rejecting any rudeness or undermining of others
- Recognize the vital role of each member of the cohort and treating all classmates with respect
- Practice caring, commitment and collaboration in relationships with students and faculty, and be committed to finding solutions to problems rather than complaining about them.
- Be respectful of others' time by being diligent in course requirements and on time for all classes and other commitments
- Protect the privacy and feelings of others and refuse to gossip
- Praise fellow students in public and provide constructive feedback in private, remembering that no one is perfect and that human errors are opportunities for learning, not for shame or guilt
- Respect cultural, spiritual, and educational differences among peers and superiors
- Respect faculty in class, lab and clinical environments.

Students, faculty, and staff are asked to hold each other accountable to these commitments; thus, anyone whose behaviors are not in compliance with the above statements are encouraged to seek resolution in a confidential conversation with the involved person.

### **Prohibited Behavior**

In addition to those behaviors identified in the CAGS and CUS Student Handbooks, the following behaviors are prohibited by the School of Nursing given that they lack the professionalism expected of the nursing profession.

- Failing to adhere to University, School of Nursing, or clinical facility policies and behavioral standards.
- Behaving in a way that creates a threat to the welfare of the University, a clinical facility or a patient/client.
- Engaging in behavior that threatens the continued relationship between the college and clinical partners.
- Complaining in the clinical area or the expression of discontent to inappropriate parties.
- Acting discourteous or disrespectful to peers, faculty, patients or staff (ex. arguing, using offensive language, sleeping during instruction, arriving late or leaving early without permission, addressing faculty by their first name, etc.).
- Disrupting the learning of others in the online environment.
- Showing lack of respect for intellectual property of faculty and thus disseminating or recording resources without permission.
- Posting negative feedback about the University, nursing program, faculty, or clinical facilities on social media.
- Violating patient confidentiality by any means.
- Refusing to carry out assigned duties or instructions.
- Failing to alter behavior after constructive feedback.
- Misrepresenting personal competency level.
- No personal phone conversations or texting at any time while in patient/client areas. If a student needs to respond to an emergency text or phone call during clinical, the student is asked to leave the room and respond as deemed necessary.
- No pictures, videotape or audio tape of professors or fellow students for personal or

social media use without the express written permission of the faculty or fellow student.

## **Social Media Policy**

Social networking can be a positive tool that fosters professional connections, enriches a nurse's knowledge base, and promotes timely communication with patients and family members. The American Nurses Association (ANA) and the National Council of State Boards of Nursing (NCSBC) caution nurses and student nurses that they need to be aware of the potential consequences of disclosing patient-related information via social media and mindful of employer policies, relevant state and federal laws, and professional standards regarding patient privacy and confidentiality. Distribution of confidential and sensitive information is protected under HIPAA and FERPA whether discusses through traditional communication channels or through social media.

Social media are defined as mechanisms for communication designed to be disseminated through social interaction created using highly accessible [publishing techniques. Social media is commonly thought of as a group of internet-based technologies of the Web that allows for creation and exchange of user-generated content. Examples include but are not limited to Facebook, LinkedIn, Instagram, Snapchat, Flickr, blogs, podcasts, Allnurse.com and YouTube. While new technologies and social networking tools continue to emerge, the spirit of this policy remains the protection of sensitive and confidential information.

Students are expected to represent the University and the School of Nursing in a fair and accurate manner while protecting the brand, essence and reputation of the institution. When publishing information on social media sites, remain cognizant that information may be public for anyone to see and can be traced back to you as an individual. There is no such thing as a "private" social media site. Search engines can turn up post's years after the publication date. Comments can be forwarded or copied by others. Archival systems save information, including deleted postings. Future healthcare employers hold nursing students to a high standard of behavior. By identifying yourself as a CCU nursing student through posting and personal Webpages, you are connected to your colleagues, clinical agencies, and even clients/patients. Always ensure that content is consistent with your professional goals.

**Students can be placed on a behavioral contract or dismissed from the program for inappropriate or disrespectful content on any social media site(s) related to the nursing program or any of the nursing faculty or staff.**

## **CCU Nursing Social Media Policy**

- Protect confidential, sensitive and proprietary information. Do not post confidential or proprietary information about the university, the School of Nursing, students, staff, faculty, clinical facilities patients/clients or others with whom you have contact while a student at CCU.
- Respect copyright and fair use. When posting, be mindful of the intellectual property rights of others and of the university
- Do not use the CCU or School of Nursing logo or graphics on personal social media sites. Do not use the CCU name to promote a product, cause, or political party or candidate.
- If you identify yourself as a student, ensure your profile and related content is consistent with university policies and with how you wish to present yourself to colleagues, clients, and potential employers. Identify your views as your own. Do not claim or imply you are

- speaking on behalf of the university.
- At no time should social media be used to speak negatively about, defame, harass or slander the School of Nursing, faculty, administration, staff or the university. Remarks made in such fashion may result in immediate dismissal. Students should seek professional means to air concerns as delineated in course protocols and academic processes.

## **Consequences of HIPAA Violations**

Violations of patient/client privacy with an electronic device will be subject to HIPAA procedures and consequences. Students who share confidential or unprofessional information do so at the risk of disciplinary action including placement on a learning contract, course failure and/or dismissal from the program.

- At NO time shall patient/clients or their chart be videotaped or photographed.
- All documents containing patient information while in the clinical setting must be disposed of according to that facility's policy.

## **Student Governance**

### **Student Representatives**

Each cohort of nursing students will have student representation on school committees as designated by the Nursing Faculty Organization (NFO) bylaws. A Student representative and alternate will be chosen. The student representative can be self-nominated or nominated by a student or faculty member. Student representatives will be chosen the first semester and will serve for the remainder of the nursing program. If the student representative is unable to continue in this role (at any point, for any reason), another representative will be chosen. The student representative nominees will be evaluated by the SFAC committee members for "good academic and professional standing" and will be appointed with guidance from SFAC committee.

### **Responsibilities**

1. Serve as liaison and spokesperson for the student body they represent.
2. Regularly attend the Student Faculty Affairs Committee (SFAC) meetings (at least one meeting per semester).
3. Effectively listen and communicate the requests of your cohort to the SFAC Committee through the use of the SBAR form.
  - a. Individual course issues or concerns, grievances, and/or academic appeals, etc. must follow the chain of command and should not be brought to the SFAC committee (see *Student Cohort/Concerns and Complaints* Section below)
4. Ensure responses and actions from the SFAC Committee regarding student requests are communicated back to your cohort.
5. Assist in the dissemination of information to your cohort when requested by the SFAC Committee or School of Nursing (SON) Administration.
6. Recognize and be aware of policies related to academic and student support and point students to respective departments and support personnel as needed.



7. Serve on the SON Advisory Board (held annually) to provide input from a student perspective on current and future decisions of the School of Nursing.

### **Student Representative Cohort Requests**

Cohort and student requests can be addressed using the SFAC SBAR document found in the BSN Student Brightspace Community. The SBAR was created to give the student body a formal process to share their cohort requests. The SFAC SBAR form can be filled out by any student; however, the document must be submitted to the Student Representative who will then submit the document in electronic format to the SFAC Chair. SBAR requests are reviewed by the SFAC team.

- SFAC appropriate requests are designed to support the cohort in improving, engaging, encouraging, and strengthening the program and the cohort.
- SFAC does not accept forms that relate to course faculty complaints.

### **Student/Cohort Concerns and Complaints**

Cohort and student concerns specific to the overall program are required to be sent directly to the Program Director using the Student Concerns document found in the BSN Student Blackboard Community. This form does not serve as the formal complaint procedure.

Cohort and student concerns specific to an individual faculty, staff, and/or a specific course, must follow the chain of command.

Students are expected to share concerns with the individual or person directly involved and work collaboratively toward resolution. Issues that are private or personal in nature can be shared with faculty when requesting prayer support and guidance. Individual course concerns should follow the chain of command defined below for formal complaints.

Students with a grievance or complaint are expected to address such complaints in the following manner:

- First, take the concern to the faculty or person involved
- If unresolved, contact the Nursing Faculty Advisor
- If still unresolved, contact the Nursing Program Assistant Director
- If still unresolved, contact the School of Nursing Dean
- If still unresolved, complete the Student Complaint Form found on CCU Connect

*Students are required to be professional in all correspondence specific to SFAC requests, student/cohort concerns and/or student complaints.*

If the complaint has not been resolved or the student is unsatisfied with the resolution, the student may file a complaint with the other resources listed below.

Higher Learning Commission (Colorado Christian University's accrediting body):

<https://www.hlcommission.org/StudentResources/complaints.html?highlight=WyJzdHVkZW50liwic3R1ZGVudCdzliwiY29tcGxhaW50llo=>

Colorado Department of Higher Education:

<https://highered.colorado.gov/Academics/Complaints/>

~~Heather DeLange, Director, Office of Private Postsecondary Education~~

~~Heather.delange@dhe.state.co.us~~

~~303-862-3004~~

CCU students outside of Colorado should contact their local higher education agency/state portal entity to file a complaint: <https://www.nc-sara.org/content/state-portal-entity-contacts>

**Section V**  
**Clinical Practice Policies and Procedures**



# COLORADO CHRISTIAN UNIVERSITY

## School of Nursing and Health Professions

### Clinical Practicum Experiences

#### Arranging Clinical Practicum Experiences

Students in the RN-BSN Program are required to complete 90 hours of clinical practicum experiences. Students in the RN-BSN Program are expected to decide the experiences in conjunction with the course faculty. Students must collaborate with the Clinical Education Coordinator in securing a signed Facility Affiliation Agreement for practice-based experiences as required. It is highly encouraged that the student begins to plan for these experiences at the start of the track during the first nursing course. Some Affiliation Agreements may take up to three months to obtain Signatures.

In addition, students must select an RN preceptor (with a minimum of a BS in Nursing) to facilitate student learning and to provide feedback regarding clinical performance. The student may not be placed on a unit where they are currently employed. As students complete each successive nursing course, they are expected to advance in their level of competency. The student should demonstrate a progressive pattern toward meeting the clinical objectives throughout the course of study.

#### Clinical Sites

The following courses have clinical practicum experiences:

NUR474A: Population Health: Community based Care (45 hours)

NUR485A: Capstone Integration: Transformation in Practice (45 hours)

Population health is community-based care outside of the acute care setting. Students select a site that will enhance their knowledge and skill in health promotion and clinical prevention.

For NUR 474A Population Health, the following suggested sites are acceptable:

- Public health departments
- Schools
- Camps
- Occupation health facilities
- Out-patient clinics
- Parish nursing in churches
- Community based organizations
- Home health agencies
- Correctional facilities

For NUR485A: Capstone Integration (focus is interdisciplinary care and leadership experiences)

- Acute Care settings at least one level above current position
- International experience
- Homeless shelters
- Refugee clinics and organizations
- Migrant clinics and organizations
- Indian reservations

- Mission trips within church or organization

## **Clinical Documentation**

### **Drug Screen and Background Checks**

Prior to entering the RN-BSN Track, students are required to complete and pass a drug screen as well as a criminal background check through Castle Branch. If at any time during the nursing program a nursing student is convicted of misdemeanor or felony, they will be dismissed from the nursing program. The School of Nursing reserves the right to request an immediate drug screen at any time without prior notice to the student. See disqualifying offenses on the [website](#).

### **Required Documents**

Students will use a document tracking system, such as My Clinical Exchange, during their time in the CCU Nursing Program. Students are responsible for uploading all required documents to the document tracking system. All documents must be current and uploaded at least one month prior to the start of the first clinical experience. It is the student's responsibility to ensure that all documentation remains current throughout the nursing program. If documents are not current, students are not allowed to enter the clinical setting.

RN-BSN students must be in compliance with the following basic health and regulatory requirements prior to the start of clinical experiences:

- Immunizations
  - MMR (Measles, Mumps, Rubella) – Two vaccinations or a positive antibody titer
  - Hepatitis B- Three vaccinations or a positive antibody titer
  - Varicella (Chicken Pox) – Two vaccinations or a positive antibody titer
  - Influenza Vaccination – To be renewed every year no later than October 31st of current flu season
  - Tdap – To be renewed every 10 years.
  - COVID Vaccination
- TB Test – PPD, QuantiFERON Gold blood test or a chest x-ray
- Current CPR Card- American Heart Association Healthcare Provider only
- Student Release Form *provided by CCU*
- Physical Exam Form *provided by CCU* and signed by your Healthcare provider

### **Immunizations**

The Center for Disease Control and Prevention recommends an adult immunization schedule. Please refer to the website for the most current recommendations. CCU nursing students adhere to the CDC healthcare worker immunization recommendations found at <https://www.cdc.gov/vaccines/adults/rec-vac/hcw.html> at the time of this printing. Prospective students will follow the prospective nursing student admission requirements. Students progressing through the nursing program will follow the immunization requirements outlined in the immunization tracker system.

Failure to supply appropriate copies of clinical documents to the student tracking system will result in the student not being able to attend clinical experiences and may delay program progression and graduation date. Some clinical agencies may have more stringent immunization requirements. Students practicing in these settings are responsible for meeting these requirements.

### **Immunization Exemption**

In rare instances students may need to have an exemption made for a specific immunization requirement. Students seeking an exemption to a specific immunization should obtain an Immunization Exemption from the Clinical Education Coordinator.

**Students who do not submit a required immunization may be excluded from a clinical facility and experience a delay in program completion OR be required to take special precautions during a clinical rotation.**

## **RN-BSN Clinical Dress Code**

When in a clinical practicum experience, the RN-BSN student clinical attire should be consistent with the dress code of the agency as well as CCU. Professional attire, appearance and a CCU picture ID are required at all times. A standard of personal grooming, dress, and hygiene is important to ensure a safe environment conducive to the delivery of health care services. The appearance of students can affect the confidence that patients have about the care students provide. Students are expected to adhere to the agency's policies for attire as well as all of the following dress code policies (which are considered the CCU uniform):

- Dress in business casual with a lab coat or scrubs with nursing ID badge under direction of your preceptor for each clinical course.
  - Scrubs, if worn, must be neat, clean and without wrinkles.
  - No objects can be worn with or attached to the CCU lab coat or be visible from the uniform. No hats, caps, or head coverings are permitted.
  - The nursing ID badge must be clean and without additional decoration.
  - The nursing ID badge must be worn on the upper right shoulder (high and right).
- Accessories such as scarves, bandanas, hats, buttons and pins should not be worn. Exemptions could be made for religious or cultural reasons if permitted by clinical sites.
- Wear closed toed and closed heel shoes with either hose or socks underneath.
  - Sandals or flip flops are not acceptable.
  - Footwear selection must be safe, clean, in good repair, supporting, quiet, and professional with minimal patterning and a preference for subtle colors.
  - The following shoes are not permitted: open toe, open heel, sandals, hiking boots, crocs, flip flops, cowboy boots, shoes with a back strap, or mesh tennis shoes.
  - Soles should be non-marking and should provide sure footing.
- For direct patient care clinicals, students should have a watch with a second hand, a calculator (may be accessed via cell phone if facility allows), a pair of bandage scissors, penlight, a stethoscope with a bell and diaphragm, and a pen with black ink.
- Jewelry must be minimal and professional in appearance.
  - Only plain wedding bands (no rings with jewels or settings, including engagement rings) are allowed.
  - No jewelry should be worn on cheek, eyelid, eyebrow, lips, tongue or chin.
  - Modest nose studs are permitted; nose rings/hoops are not allowed.
  - Earrings can be worn in ears only and cannot exceed two earrings per ear.
  - Jewelry such as chains and necklaces should not come into contact with patients, the work area, or be such that it may cause a safety issue.
  - Gauges in ears must be plugged, flesh-colored only.
  - Medic alerts and wristwatches are permitted in the clinical setting.
- Body piercings and tattoos must be covered in a professional manner (i.e. long sleeves, tattoo sleeve, etc.).

- All hair must be clean, groomed, and pulled back when longer than shoulder length.
  - Hair must be a natural looking color and may not obstruct the student's vision.
  - No attachments or adornments are allowed in hair.
  - Beards, mustaches, and sideburns must be short, neat, well-trimmed, and follow the contours of the face for sanitary and safety purposes.
- Perfume, cologne, or perfumed lotions are not permitted due to the potential for nausea, headaches, or allergies among patients or staff.
- Makeup should be appropriate for the professional setting.
- Nails must be kept short, clean.
  - Nail color, if worn, should not be an extreme color. Nail art is not permitted.
  - Artificial nails, gels, and overlays are not allowed in patient care areas per the Centers for Disease Control and Prevention.
- Good hygiene is imperative. Any personal hygiene habits that are offensive to patients/clients, such as breath and body odors, missing teeth or unkempt appearance must be controlled while in the clinical areas.
- Most clinical agencies are tobacco free, including cigarettes, electronic cigarettes and chewing tobacco. Agency policy regarding tobacco use must be followed at all times.
- Chewing gum is not permissible when interacting with patients.
- When visiting a clinical site for patient data collection wear approved CCU uniform with white lab coat if appropriate.
  - No jeans or shorts are permitted.

Students are guests in the clinical agency and must demonstrate respect and follow policies and procedures specific to that agency. If the clinical agency dress policy is more restrictive than the CCU clinical dress code, the policy must be followed. If the clinical agency dress code is less restrictive than the CCU clinical dress code, the CCU dress code will still be enforced. Course faculty will validate professional CCU dress code through weekly communication with resource personnel or preceptors as assigned. Failure to follow the dress code policy will result in the student being sent home and clinical hours being made up.

### **Picture ID**

- Picture IDs are available through the Nursing School office from the Clinical Education Coordinator or designee. RN-BSN students must send a head shot photo with a plain background to Kaela Green at kgreen3@ccu.edu. The completed ID will be mailed to the student. Should a student lose/misplace their ID, they will be required to contact Kaela Green and have a new one printed at the student cost of \$10.
- A picture ID shall be worn and visible at eye level when in a clinical facility.
- If a student leaves the program before graduation, they are to return their ID to the nursing office.

### **Clinical Performance Evaluation**

The student must meet clinical competency requirements and clinical standards of professional practice in order to successfully pass the clinical component of the nursing course. These competency standards are defined in the course Clinical Competency Evaluation Tool (CCET). Clinical experiences are graded Pass/No-Pass using individual CCETs. Any episode of unsatisfactory clinical practice will be documented on the CCET in the week that it occurred using the Weekly Clinical Evaluation Log (WCEL) and could result in the student being placed on a learning contract. If, at the end of the course, the student fails to meet the minimum

standard or established objectives, they will be given a No Pass for the clinical component of the course. A student who has earned an Unsatisfactory/No Pass in clinical performance will receive a failing grade for the course, regardless if all theory components of the course.



**Section VI**  
**Additional Student Resources**

# TECHNICAL SUPPORT AND RESOURCES

## CCU Technical Support

Phone: 303-963-3444

Email: [techsupport@ccu.edu](mailto:techsupport@ccu.edu)

Hours of Operation: Monday – Friday 7:30am to 6:30pm MST

## CastleBranch (CB)

Email: [customerservice@castlebranch.com](mailto:customerservice@castlebranch.com)

Contact Online: <https://www.castlebranch.com/cmi/contact.html>

## Technology Requirements

Students in the RN-BSN program are required to have a laptop that meets CAGS system requirements (computers must have a current version of Microsoft Office). Additional device specifics will be provided at the time of acceptance into the RN-BSN program. No Chromebooks are allowed.

It is also imperative that your laptop supports “**dual band**” **wireless** (AKA 5Ghz band) to ensure you will have Wi-Fi access.

## Additional Student Resources

### Change of Address/Personal Information

Nursing students should update their personal contact information in the University system when changes occur throughout the program. Nursing Students must update their personal contact information with the Nursing Program Coordinator prior to graduation.

### Email/University Email

The School of Nursing will only send correspondences to student’s CCU e-mail address. Personal accounts will not be utilized. It is the responsibility of the student to check their CCU account regularly in order to avoid missing important nursing information.

### APA Resources

An APA Resources tab can be found on the left-hand side of every nursing Brightspace shell. Within this tab students can find a sample APA paper, a PowerPoint presentation exemplar, and an APA-ready document with title page and running head.

### Textbook Resources

Nursing students are encouraged to access the supplemental on-line learning tools that accompany their textbook. Registration information for these resources are typically located on the inside cover of the book or through access codes.



**COLORADO CHRISTIAN UNIVERSITY**  
*School of Nursing and Health Professions*

**Colorado Christian  
School of Nursing and Health Professions  
RN-BSN Nursing Student Handbook Agreement**

I have read, understand and agree to abide by the policies and guidelines outlined in this Program Student Handbook. I have had the opportunity and have asked questions to clarify anything I do not understand.

Name (Print) \_\_\_\_\_

Signature \_\_\_\_\_

Date \_\_\_\_\_

## References

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