COLORADO CHRISTIAN

UNIVERSITY

School *of* Nursing and Health Professions

BSN Student Handbook
2023-2024

Effective March 20, 2023

This BSN Student Handbook contains Information, policies and procedures for BSN students. All BSN Students are responsible for all information in the University Catalog, the College Handbooks and the BSN 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. Since the BSN Program is offered to students in both Colleges (CAGS and CUS), this Handbook serves as a supplement to the CAGS and the CUS Student Handbooks and defines policies and procedures for all Pre-licensure BSN Students.

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SECTION I
COLORADO CHRISTIAN UNIVERSITY INFORMATION

Welcome

Dear CCU 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

The **School of Nursing and Health Professions** is located in Lakewood, CO.
Bachelor of Science in Nursing (BSN) students attend classes at either the Main Campus in Lakewood or Western Colorado Center in Grand Junction.

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COLORADO CHRISTIAN UNIVERSITY
Grace and Truth

Academic Calendars

Seniors: BSN – Adult Students – CAGS Schedule

Bachelor of Science: Nursing (BSN) Nursing Major Course Sequence (8-week courses)		
Summer 2023		
A8	NUR 325A Maternal Newborn	NUR 326A Mental Health
B8	NUR481A Leadership	
Fall 2023		
A8	NUR 472A Population Health	
B8	NUR 424A Pediatrics	
Spring 2024		
A8	NUR 415A Adult Health II	
B8	NUR 482A Capstone	

Juniors: BSN – Adult Students – CAGS Schedule

Bachelor of Science: Nursing (BSN) Nursing Major Course Sequence (8-week courses)		
Summer 2023		
A8	NUR 311A Health Assessment	NUR 309A Transforming Care
B8	NUR 356A Evidence Based Practice	
Fall 2023		
A8	NUR 310A Foundations	
B8	NUR 314A Pharmacology	

Spring 2024	
A8	NUR 326A Mental Health
B8	NUR 315A Adult Health I
Summer 2024	
A8	NUR 424A Pediatrics
B8	NUR 481A Leadership
Fall 2024	
A8	NUR 325A Maternal Newborn
B8	NUR 472A Population Health
Spring 2025	
A8	NUR 415A Adult Health II
B8	NUR 482A Capstone

Seniors: BSN – Campus Students – CUS Schedule

Bachelor of Science: Nursing (BSN) Nursing Major Course Sequence (8-week courses)		
Fall 2023		
A8	NUR 325 Maternal Newborn	
B8	NUR 415 Adult Health II	
Spring 2024		
A8	NUR 472 Population Health	NUR 481 Leadership
B8	NUR 482 Capstone	

Juniors: BSN – Campus Students – CUS Schedule

Bachelor of Science: Nursing (BSN) Nursing Major Course Sequence (8-week courses)		
Fall 2023		
A8	NUR 311 Health Assessment	NUR 310 Foundations
B8	NUR 314 Pharmacology	NUR 326 Mental Health
Spring 2024		
A8	NUR 315 Adult Health I	NUR 456 Evidence Based Practice
B8	NUR 325 Maternal Newborn	
Fall 2024		
A8	NUR 415 Adult Health II	
B8	NUR 424 Pediatrics	
Spring 2025		
A8	NUR 472 Population Health	NUR 481 Leadership
B8	NUR 482 Capstone	

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 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
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 Option which began in January 2011. The online Registered Nurse to Bachelor of Science in Nursing (RN-BSN) Program Option, 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 graduated its first cohort of DNP students May of 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)

CCU Nursing Curriculum Framework Model
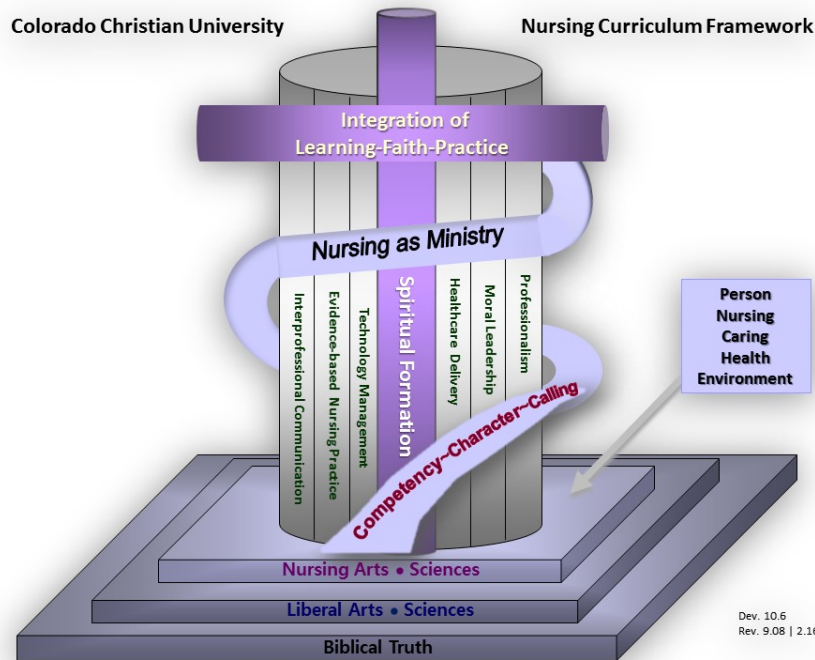
The conceptual framework for CCU's nursing programs emphasizes several key aspects of the nursing philosophy. It is a means of conceptualizing and organizing the knowledge, skills, values and beliefs critical to the delivery of a coherent curriculum that facilitates the achievement of desired curriculum 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.

The CCU Nursing Leadership Model
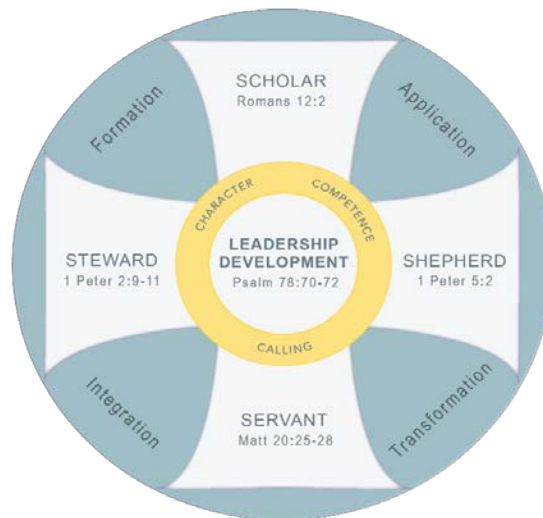
Servants

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).

Shepherds

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.

Stewards

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.

Scholars

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
BSN PROGRAM INFORMATION

COLORADO CHRISTIAN UNIVERSITY
School *of* Nursing and Health Professions

BSN Program Overview

The BSN Program is a four-year traditional bachelor degree program offered to students in both the College of Undergraduate Studies (CUS) and to students in the College of Adult and Graduate Studies (CAGS). CAGS nursing students may take longer than four years to complete the degree due to the time it takes each adult student to complete general education and science pre-requisite courses. All lower division general education and pre-requisite courses are available at CCU. CUS students take lower division courses in-seat on the CCU campus during freshman and sophomore years. CAGS students take courses online through CAGS. Nursing major courses are taught in a blended in-seat and online format utilizing the Brightspace LMS. Nursing major courses are the same for both adult and campus students and are all eight weeks in length. Clinical nursing courses include theory, simulation and clinical experiences. Some courses have theory and simulation and some are theory only. The Nursing program consists of 60 credits of lower division general education and prerequisite coursework and 60 credits of upper division nursing major coursework for a total of 120 credits for the BSN degree.

The BSN program is not recommended for those requiring full-time employment, those with weekend only availability, or those with inflexible schedules. It is recommended that students work no more than 24 hours (2 shifts) per week.

CUS Students
For campus students in the College of Undergraduate Studies (CUS), the program is four years. The upper division nursing major is during the junior and senior years, is four semesters and runs on a nine-month traditional academic calendar with summer semester off. CUS nursing students take one or two courses at a time during the majority of eight-week blocks.

CAGS Students
For Adult students in the College of Adult and Graduate Studies (CAGS), the junior senior nursing major is 24 months in length, six semesters and runs on a 12-month year-round academic calendar. In most cases, CAGS nursing students take one course at a time.

Grand Junction adult students connect to Lakewood campus instruction via a video conferencing system and engage in simulation and clinical experiences in Grand Junction. Travel to the Denver area for select clinical, or other, experiences may be required.

Additional program highlights are found at: https://www.ccu.edu/Academics/nursing/

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).

BSN Program Student Learning Outcomes

By the end of the 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 align with the American Association of Colleges of Nursing (AACN) *The Essentials of Baccalaureate Education for Professional Nursing Practice (*2008)
- o Liberal Education for Baccalaureate Generalist Nursing Practice
- o Basic Organizational and Systems Leadership for Quality Care and Patient Safety
- o Scholarship for Evidence-Based Practice
- o Information Management and Application of Patient Care Technology
- o Health Policy, Finance, and Regulatory Environments
- o Interprofessional Communication and Collaboration for Improving Patient Health Outcomes
- o Clinical Prevention and Population Health
- o Professionalism and professional values
- o Baccalaureate Generalist Practice

The nine AACN *Essentials* and the foundational mission of CCU'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.

BSN Curriculum Plan: General Education, Pre-requisite & Nursing Major Courses

CAGS Pre-Nursing General Education courses: 60 credits		CUS General Education courses: 60 credits	
Integrative Studies (3)		Integrative Studies (3)	
INT211A: Adult Studies Seminar I*	3	INT101: First Year Integration	3
Biblical Studies (12)		Biblical Studies (12)	
HIS111A: Old Testament*	3	BIB111: Old Testament	3
HUM114A: New Testament*	3	BIB114: New Testament	3
THE201/301A: Theology/Christian Spirituality*	3	THE201: Intro to Theology	3
PHL205A: Worldviews*	3	PHL315: Worldviews	3
Communication (6)		Communication (6)	
ENG102A: English Composition	3	ENG102: English Composition	3
COM110/210A: Oral Communication	3	ENG201: Intro to Literature	3
Arts and Humanities (6)		Arts and Humanities (6)	
HIS220A: American History and Exceptionalism	3	HIS185: Western Civilization	3
PHY202A: Philosophical Inquiry	3	PHL202: Philosophical Inquiry	3
MATH (3)		MATH (3)	
MAT250A: Intro to Research & Applied Statistics	3	Mat212: Stats for Natural/Social Sciences	3
Social Sciences (9)		Social Science (9)	
PSY246A: Psych through the Lifespan	3	PSY245: Lifespan Psychology	3
ECO225A: Healthcare Economics	3	HIS205/POL207: American History/Politics	3
Elective	3	ECO215: Economics	3
Science (3)		Science (3)	
FSN220A: Intro to Nutrition	3	CHEM111: Nutrition	3
Biological Science (18)		Biological Science (18)	
BIO203/213A: Foundations of A & P I and Lab	4	BIO201/211: Anatomy & Phys I	4
BIO2042/214A: Foundations of A & P II and Lab	4	BIO202/212: Anatomy & Phys II	4
BIO208/218A: Microbiology and Lab	4	BIO308/318: Microbiology	4
BIO340A: Pathophysiology	3	BIO345: Foundations of Pathophysiology	3
BIO355A: Human Genetics & Genomics	3	BIO309: Genetics	3
	60		**60**

*Must be taken at CCU

Student Advising

Both CUS and CAGS nursing students have university advisors from the time of entry into CCU through graduation.

CUS nursing students have a designated Life Directions Center (LDC) Advisor who is available on campus to meet with students Monday – Friday. The LDC Advisor teaches FYI 101: Freshman Year Integration to all nursing students fall semester of freshman year, meets with students regularly to assist with transition to college life and tracks student progress in pre-requisite nursing courses. The LDC Advisor directs campus students to campus resources for a variety of student issues such as tutoring, study groups, counseling, writing center and test taking skills. The BSN Assistant Director for campus nursing students communicates regularly with the LDC Advisor and collaborates in academic advising and/or progression issues as needed.

As Pre-nursing Students, CAGS adult students have a designated Student Services Advisor (SSA) who is available by phone or e-mail Monday-Friday. The SSA assists students in course planning, transfer credit, registration, and tracks student progress in pre-requisite nursing courses. The SSA directs students to CAGS resources for a variety of student issues such as tips for success, writing resources, and academic support services.

During junior and senior year in the nursing major, nursing students are assigned a full-time Nursing Faculty Advisor. The Nursing Faculty Advisor (NFA) assists 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. The NFA meets with the student to review course grades, analyze ATI proctored exam scores, and discuss academic progress as well as answer questions of an academic nature.

Nursing students in the nursing major are expected to schedule an advising appointment with their NFA at least twice annually or more often if needed.

Nursing Major Coursework	
NUR 309/309A: Nursing as Ministry in Professional Practice	3
NUR 310/310A: Foundations of Professional Practice	5
NUR 311/311A: Health Assessment	3
NUR 314/314A: Pharmacology in Nursing	3
NUR 315/315A: Adult Health Nursing I	6
NUR 424/424A: Caring for Children and Families	6
NUR 325/325A: Maternal Newborn Nursing	6
NUR 326/326A: Mental Health Nursing	6
NUR 415/415A: Adult Health Nursing II	6
NUR 456/456A: Evidence Based Practice in Nursing	3
NUR 472/472A: Population Health	6
NUR 481/481A: Christian Leadership in Nursing	3
NUR 482/482A: Capstone Integration: Caring in Practice	4
	= 60
Total BSN Degree = 120	
Total Nursing Major Contact Hours = 570 Theory, 150 Simulation, 765 Clinical	

BSN Events

CUS Information Sessions
Students and parents have opportunities to explore the nursing program and ask questions during admission events such as Preview, Cougar Days, and Weekend of Welcome. Information sessions are held for CUS students periodically through the freshman and sophomore years. Opportunities are provided for students to meet and get to know faculty as well as discuss program and curriculum overview, sample schedules, simulation and clinical experiences. Freshman and sophomores will also participate in a pre-summer check in session prior to the conclusion of the spring term. Progression criteria and expectations are discussed

CAGS Information Session
An information Session is scheduled during fall semester for CAGS students who are ready to apply for admission into the BSN Program. Students and their family support person are invited to attend. Program and curriculum overview, sample schedules, simulation, and clinical experiences are discussed. Students have an opportunity to ask questions and clarify program expectations.

Nursing Assembly and/or Nursing Summit
Nursing Assembly and/or Nursing Summit is scheduled either fall or spring semester. Faculty and students are in attendance. Guest speakers provide inspiring and challenging mini seminars for group discussion and professional development. The Nursing Assembly may be offered in conjunction with the University Fall Symposium.

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

Pinning
Students who have successfully completed the BSN program 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. Pinning Ceremonies for both CAGS and CUS students are planned annually.

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 at-Large Chapter
Baccalaureate nursing students who demonstrate excellence in scholarship with leadership potential could be accepted into the Honor Society of Nursing, Sigma (also known as Sigma Theta Tau International [STTI]). Sigma is an international organization whose vision is connected, empowered nurse leaders transforming global healthcare. Sigma's mission is to develop nurse leaders anywhere to improve healthcare everywhere. Colorado Christian University is one of four Colorado institutions which comprise the Alpha Kappa at-Large Chapter (https://alphakappa.sigmanursing.org/home)

Membership into STTI is by invitation only.

Scholarship Information

The following scholarship opportunities are available to nursing students.

Friends of Nursing (FON) Scholarship
All 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.

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

The School of Nursing offers four 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.

Daniels Funded Scholarship
This scholarship is awarded to an outstanding nursing student living in Fruita, CO. Academic excellence and 3.5 GPA are required. This scholarship is awarded by faculty.

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

Section III
Lower Division Admission, Progression and Retention
Policies & Procedures

BSN Program

The BSN Program is offered to students in both Colleges within Colorado Christian University: The College of Undergraduate Studies (CUS) and the College of Adult and Graduate Studies (CAGS).

The BSN Program is a 120 credit Bachelor of Science degree which includes 60 credits of pre-requisite coursework and 60 credits of the upper division BSN major.

Students in CUS are directly admitted to the Nursing major at the time they enter the University. Only Direct Admit CUS students have a reserved seat in the Nursing major upon admission provided they maintain the School of Nursing academic progression and retention standards and behavioral criteria.

Students in CAGS are admitted to the University with subsequent admission to the upper division BSN major through a competitive review process without guarantee of admission.

Both CUS and CAGS nursing students follow all School of Nursing progression and retention policies during junior and senior years for the BSN major.

The Nursing Admission, Progression and Retention Committee (NAPRC) works in collaboration with the BSN Program Director. The NAPRC is responsible for all Admission, Progression and Retention Policies and Procedures. All decisions of the NAPRC are final.

Lower Division Admission and Progression Policies and Procedures

CUS Nursing Admission and Progression
CUS nursing students are under the Admission and Progression policies of the BSN Program from the time of initial enrollment in CCU as freshman or sophomores.

CUS Direct Admit Nursing Students enter CCU at the beginning of the freshman year, or are transferred in, and are admitted to a specific cohort start, and have a reserved seat in the BSN major cohort (upper division junior-senior year) as long as progression criteria are maintained.
High School students seeking Direct Admit status in the Nursing Program must meet the following CUS admission criteria:
- 2.8 or higher High School GPA
- 3.0 or higher High School science GPA
- Rank in the top 25% of High School class
- ACT Composite score of 21 or SAT Score of 1060 or CLT score of 114 - optional
- Admission under Trustee, President's or Dean's Scholarship
- Strong spiritual recommendation

Competitive Admit Students who enter CUS as freshman but do not have direct admit status fall semester, or who enter with a different or undeclared major and take all general education and pre-requisite courses at CCU with a desire to pursue a BSN degree, may choose to do so through a competitive admit process.

Competitive admit students do not have a reserved seat in the BSN major but may compete for a

seat if one is available after all direct admit students have been reviewed.

Transfer Students:
Students who enter CUS after freshman year, transfer credits from other colleges or universities, and want to pursue a BSN degree at CCU may do so with transfer status.
Transfer students may compete for a seat in the upper division BSN major after all direct admit and competitive admit students have been reviewed.

CUS nursing students are reviewed for progression and retention into the upper division BSN major in the following order of priority: 1) Direct Admit status; 2) Competitive admit status; 3) Transfer status.

Admission Procedures
Admissions into the CUS BSN Program is managed by the Enrollment team within the Admissions office at CCU and the Nursing Admissions, Progressions and Retention Committee (NAPRC).

The Dean of Nursing, BSN Program Director, and/or Assistant Director of Campus Nursing participate in CUS enrollment and recruitment activities as appropriate. This includes Preview days, Sunday Night Live, World Changers, WOW and other recruiting and campus orientation events

For Direct Admit BSN students:
- Students apply for direct admit status by December 1 annually.
- Students are notified of direct admit status by December 15.
- The Dean and/or BSN Program Director confirm all direct admit nursing students.
- Students are notified of direct admit status by an admissions contract.

For Competitive BSN Students:
- Students applying for nursing at CCU who have not attained the direct admit status, enter CCU on a competitive admit status.
- CUS Students, who want to change their major to nursing once admitted (internal transfer), must apply for competitive admit status by contacting the LDC Nursing Advisor
- Students are notified of competitive status by the letter from the NAPRC.

For External Transfer BSN students:
- Students who enter CCU after freshman year as external transfer students must meet with the LDC Nursing Advisor for a program plan.
- Students must transfer to CCU prior to the beginning of spring semester sophomore year. Transfer students must complete at least 15 credits (one semester) at CCU prior to the nursing major.
- External transfer students are not accepted into the upper division BSN major in the summer between sophomore and junior year. Students are notified of external transfer admit status by the NAPRC.

CUS Nursing Student Progression Policies and Procedures

The NAPRC, in collaboration with the Program Director, reviews all academic progress of CUS BSN students on a semester by semester basis. Decisions related to changes in direct admit, competitive/internal transfer and external transfer status are the responsibility of the NAPRC. All NAPRC decisions are final. All letters for the BSN Program are signed by the NAPRC.

Maintenance of Direct Admission Status
In order to retain Direct Admit status throughout the freshman and sophomore years, students must meet the academic progression criteria and behavioral standards listed below:
- Have a cumulative GPA of 3.0 or higher
- Have a cumulative science GPA of 3.0 or higher
- Have a grade of "C" or higher in all prerequisite courses
- Retakes of CCU science courses are limited to one per course
- Straighter Line courses are not transferable for CUS students
- Have no behavioral issues or disqualifying offenses identified
- Verification of pre-requisite course completion is at the end of sophomore year (July 1st).

Students, who maintain academic criteria and have no behavioral issues or disqualifying offenses identified, are eligible for the upper divisional progression review and are invited to an interview during spring semester of the sophomore year for progression into the upper division Nursing major in the junior year.

Change from Direct Admit to Competitive Admit Status
If direct admit students fail to meet the academic and behavioral standards, they are placed on academic and/or behavioral probation for the following semester as stated in the catalog.

Probation occurs when the student has a behavioral issue identified or if the academic progress is at the following level:
- Below the cumulative GPA outlined in the student's respective catalog
- Below the cumulative science GPA outlined in the student's respective catalog

If the nursing student does not attain the required GPA standards after one semester on probation, the student is moved from direct admit status to competitive admit status.

Change from Competitive/Internal Transfer to Direct Admit Status
Competitive/internal transfer students will be reviewed after the completion of the second and third semesters at CCU for promotion to direct admit status. If all progression criteria are met, the student can advance to direct admit status if a seat is available.

Transfer Admit
Transfer students will be reviewed on a one-on-one basis if there are available seats within the nursing cohorts. If all criteria listed below are met, the student can advance to direct admit status if a seat is available.
External transfer students, applying to the nursing major, are not admitted into the upper divisional BSN major during summer semester between sophomore and junior year.

CUS Nursing Student Retention during Freshman & Sophomore Years

CUS faculty and the respective campus deans handle academic integrity cases during freshman and sophomore years in terms of what action is taken.

Code of Conduct or behavioral issues with CUS students are under the responsibility of the Vice President of Student Life.

During freshman and sophomore year, CUS nursing students follow all progression and retention

policies and procedures outlined in the BSN Student Handbook AND follow all CUS policies and procedures as defined in the CUS Student Handbook. The BSN Student Handbook is a supplement of the CUS Student Handbook.

Disqualifying Offense:
If any CUS nursing student has a disqualifying offense ([found here](#)) while enrolled as a CUS student, progression into the upper division Nursing major is no longer available.

CUS Progression Review for the Upper Divisional BSN Major
Progression Review for the upper divisional BSN major is managed by the NAPRC during spring semester of the student's sophomore year.

CUS Nursing students with Direct Admit status who have maintained progression criteria standards since admission to the BSN program may begin BSN major coursework in their junior year as long as they meet the following upper division BSN Major progression requirements:
- Have completed BSN prerequisite courses during freshman and sophomore years at CUS.
- Have a cumulative CCU collegiate GPA of 3.0 or higher
- Have a cumulative GPA in science prerequisite courses of 3.0
- Receive a minimum grade of 'C" or better in all prerequisite courses
- Retakes of CCU science courses are limited to one per course
- Have all prerequisite courses completed by the end of sophomore year.
- Have attained 90 chapel credits and completed 90 ministry hours by two weeks prior to the start of Fall semester of junior year.
- Are not on probation and have no behavioral issues or disqualifying offenses ([found here](#)).
- Established national benchmarks for ATI TEAS pass rates include proficiency level of 71.9% for math, 57.4% for science, reading 74.5%. English and language 66.7%. Overall score=68%. The TEAS exam may be retaken multiple times at students' expense.
- Successfully complete an interview with the BSN NAPRC in the spring of the sophomore year.
- Admission letters are provisional until the following requirements are met.
  - Pass a background check following completion of all prerequisite courses and after receiving a letter of provisional admit. Be sure to review the list of disqualifying offences ([found here](#)).
  - Pass a drug screen.
  - Complete a physical exam form ([found here](#)).
- Grade attainment in science and prerequisite courses is evaluated spring semester sophomore year at mid-term with final grade analysis validated at the end of spring semester (July 1st).
- Sophomore students must successfully complete (grade of C or higher) NUR309 Transforming Care in Spring Block B.

Competitive/Transfer Admit students are reviewed for progression into the BSN Major after all Direct Admit students have been reviewed and if a seat is available.

All progression decisions of the NAPRC are final. Students are notified of progression into the BSN major prior to spring break. Progression letters are signed by the NAPRC.

CUS Pre-Nursing students who are not admitted into the upper division BSN major are encouraged to meet with their LDC Advisor and pursue another major within the university such as Health Sciences.

CAGS Pre-Nursing Admission, Progression and Retention Policies

Nursing students in CAGS are adult students with life responsibilities. The BSN Program admits CAGS adult students throughout the state of Colorado. Lower division pre-requisite courses are available through CAGS in an online format. Transfer credit from other regionally accredited colleges and universities is accepted. The upper division BSN major courses are taught in Lakewood and in Grand Junction.

Adult CAGS enrolled in prerequisite coursework are classified as Pre-Nursing students. Criteria for admission into the upper divisional BSN major is the same for both CUS and CAGS nursing students

CAGS Pre-Nursing students do not have a guarantee of Admission into the upper division BSN major and compete for a seat based on admission criteria.

CAGS Admission Policies
Admission to the College of Adult and Graduate Studies (CAGS) is based on CAGS Admission requirements.
- Complete and submit the CAGS Admission Application
- Select Nursing, Pre-Nursing to BSN program
- Meet CAGS undergraduate admission requirements
- Submit a copy of a state issued identification card (driver's license)
- Submit proof of High School graduation or completion

Adult students may apply for admission into CAGS Pre-nursing at any point in their academic career. CAGS has a generous transfer credit policy for adult students.

CAGS adult students must be admitted into CAGS by fall semester of their sophomore year. Once admitted to CAGS and after enrollment in the first CCU CAGS course, Pre-nursing students are assigned to a CAGS Nursing Student Services Advisor (SSA) who tracks student progression and assists with university processes.

CAGS Pre-Nursing Progression Policies
The Nursing Admission, Progression and Retention Committee (NAPRC) reviews all academic progress of CAGS BSN Pre-nursing students on an annual basis during spring semester. Adult Pre-Nursing students take pre-requisite coursework online at CCU or transfer pre-requisite course credit from a regionally or nationally accredited college or university. All college credit is calculated into the overall cumulative GPA and the Science GPA for Admission into the BSN major.

CAGS Pre-Nursing students must maintain the following academic progression criteria and have no behavioral issue identified to progress as a Pre-Nursing student:
- Have a cumulative GPA of 3.0
- Have a science GPA of 3.0
- Obtain a "C" or better in all pre-requisite courses
- Established national benchmarks for ATI TEAS pass rates include, proficiency level of 71.9% for math, 57.4% for science, reading 74.5%. English and language 66.7%. Overall score=68%. Which are. The TEAS exam may be retaken multiple times at students' expense.

If the Pre- nursing student does not maintain the 3.0 GPA standards, the student is placed on academic Probation for one semester. If after one semester on probation the standards are still not

met, one semester of continuing probation is provided. **If after two semesters of probationary status the student has not attained the 3.0 cumulative GPA and the 3.0 Science GPA, the student is suspended for one year.**

CAGS adult students are encouraged to communicate with their CAGS SSA on an ongoing basis to monitor their progress toward application into the upper division BSN major.

Retention of CAGS Pre-Nursing Students

CAGS Pre-Nursing students who are not admitted into the upper division BSN major are encouraged to meet with their SSA and pursue another major within the university such as Healthcare Administration.

CAGS faculty and the Nursing Dean handle academic integrity cases for CAGS Pre-Nursing students according to CAGS Academic Integrity policies outlined in the CAGS Student Handbook.

CAGS Pre-Nursing students follow all CAGS policies and procedures as defined in the CAGS Student Handbook.

Code of Conduct or behavioral issues with Pre-Nursing CAGS students are under the responsibility of CAGS Student Success.

Disqualifying Offense
If any CAGS nursing student has a disqualifying offense ([found here](#)) while enrolled as a CAGS student, progression into the upper division Nursing major is no longer available.

CAGS Pre-Nursing Admission to the Upper Divisional BSN Major

During spring semester of the sophomore year, CAGS Pre-Nursing students may apply for admission into the BSN major. Applications are available from and submitted to the CAGS Nursing SSA.

CAGS Pre-Nursing students are admitted into the upper division BSN major once annually during spring semester. The upper division Nursing major courses start summer semester.

At the time of application, CAGS Pre-Nursing students must have completed all 21 biological science prerequisites and all 9 social science pre-requisites and have no more than 9 general education requirements remaining.

Pre-nursing students who have met the SON admission criteria are invited to interview with the NAPRC. The NAPRC utilizes a valid and reliable rubric to rank all applicants for admission.

CAGS Pre-Nursing students must meet the following requirements for admission into the BSN major.
- Have a cumulative collegiate GPA of 3.0 or higher
- Have a cumulative GPA in science prerequisite courses of 3.0
- Receive a minimum grade of 'C" or better in all prerequisite courses
- Retakes of CCU science courses are limited to one per course
- Have all prerequisite courses successful completed by the end of fall semester of the

sophomore year except for 9 general education credits. These credits may be taken spring semester, Verification of Cumulative GPA at 3.0 is completed at the end of spring semester
- Are not on probation and have no behavioral issues or disqualifying offenses ([found here](#)).
- Successfully pass the ATI TEAS exam with a proficiency level of 71.9% for math, 57.4% for science, reading 74.5%. English and language 66.7%. Overall score=68%. The TEAS exam may be retaken multiple times at students' expense.
- Successfully complete an interview with the BSN NAPRC in the spring semester of the sophomore year.
- Admission letters are provisional until the following requirements are met.
    - Pass a background check following completion of all prerequisite courses and after receiving a letter of provisional admit. Be sure to review the list of disqualifying offences
    - Pass a drug screen.
    - Complete a physical exam form

All pre-requisite coursework (both transfer credit and CUS credit) counts toward cumulative GPA for the upper division BSN major admission review process.

All admission decisions of the NAPRC are final.

Students are notified of admission into the upper division Nursing major by December 15 (prior to spring Block 2). Admission letters are signed by NAPRC.

Consistently, more students apply and participate in the interview process than there are available seats.

The NAPRC selects the top-ranking students for admission. All NAPRC decisions are final.

Additional applicants are placed on a ranked alternate list.

The NAPRC does not maintain a wait list of potential students for the following year admission. Each year students compete for admission based on the pool of annual applicants.

Admission to the BSN major in CAGS is highly competitive. Each year there are more applicants than admission slots. CAGS pre-nursing students are not guaranteed admission into the nursing major.

Orientation to the Upper Division Nursing Major

Nursing is a practice discipline. The BSN Program is a rigorous professional practice program in which students are prepared to practice from an evidence based wholistic and caring framework; promote safe, quality patient care; and use clinical/critical reasoning to address simple to complex patient care situations. The BSN major requires integration and synthesis of all general liberal arts education, and natural and behavioral sciences as students assume accountability for their own nursing care within clinical environments. Students will engage in nursing practice in a variety of healthcare settings and care for diverse populations of patients across the health and illness continuum and across the lifespan. Nursing students are accountable for the care they provide and are expected to exhibit professional practice behavior at all times.

Nursing courses take priority over work or social schedules. Nursing students in both CUS and CAGS are encouraged not to work more than 24 hours (no more than 2 shifts) per week during the two years of upper division BSN major coursework.

Nursing courses, lab and clinical take precedence over campus and athletic activities. There are NO exceptions to this policy.

Orientation to the Nursing major is extensive. It includes orientation to schedules, the BSN Student Handbook, Brightspace, ATI, Unbound, the library, simulation, myClinicalExchange and clinical practice experiences.

Orientation to the BSN major is two days in length and is mandatory. If students do not attend, they will not progress into the upper division BSN major coursework.

CUS Orientation to BSN Major

The Dean and Nursing Faculty actively participate in CUS admission and progression processes giving students and their parents an opportunity to ask questions and orient to the Nursing Program.

August orientation is two days in length and is scheduled the week prior to the start of fall semester. Attendance is mandatory.

CAGS Orientation to the BSN Major

The Dean and Nursing Faculty provide CAGS Pre-Nursing students opportunity to understand the commitment of time and effort needed to be successful in the BSN Major. CAGS adult students are encouraged to plan their life in such a way that at the time of admission, they can focus on nursing courses.

Spring orientation is two days in length and is scheduled during spring semester prior to the start of classes. Attendance is mandatory.

Section IV
Upper Division BSN Major Academic Progression and Retention Policies and Procedures

BSN Major Progression and Retention Policies and Procedures

BSN Major Progression Policies and Procedures

The upper division Nursing Major consists of 60 credits and includes 13 courses. Progression in the nursing program is dependent on satisfactory completion of nursing major courses, which include theoretical knowledge, skills/simulation competency, and clinical performance. The NAPRC reviews all academic progress of BSN students.

Integration of Interactive Learning and Critical Judgment Model

The process of learning nursing is not solely the attainment of nursing knowledge, rather, it requires the student to synthesize previous and new knowledge and to apply that knowledge to competently provide safe care of clients in a variety of clinical settings across the lifespan. Because faculty cannot merely transmit knowledge to the student, the student is responsible to develop their own understanding of the material through active engagement in the learning process. The learning process includes but is not limited to required readings, ATI modules and assessments, and active participation in theory, simulation lab, case studies, and clinical experiences. This process will develop critical thinking and clinical reasoning which are both vital in providing safe client care.

Readying students for the Next Generation NCLEX (NGN) is essential, but preparing them to be competent, confident nurses is critical. CCU faculty teach students to build clinical judgment skills which will assist in passing the NGN and succeed in practice. Clinical judgment is the accumulation of knowledge and skills over time, which contributes to the nurse's ability to analyze and synthesize the patient presentation, objective and subjective data, and then provide evidence-based nursing interventions to improve patient outcomes.
https://www.ncsbn.org/index.htm

For satisfactory completion of the upper division nursing major, and to graduate with the BSN degree, students must:
- Maintain the required cumulative GPA listed in the student's respective catalog
- Successfully complete all nursing courses with a grade of "C" or higher.

To pass a nursing course, the following four components MUST be successfully met:
- Cumulative course exam score average of 75%
- Pass medication calculation exam score of 100% with a maximum of three attempts
- Pass all essential simulation competencies as defined by the course
- 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; 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, not meeting a level 2 on their

ATI proctored exams, 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 and/or Program Director to discuss success strategies and may be placed on an academic learning plan.

Three academic learning plans define specific areas for student improvement:
1. Academic Learning Contract: defines specific student academic deficiencies and identifies specific student improvement strategies. Academic learning contracts last for a maximum of one year at which time student improvement has occurred or the student is placed on probation.
2. Behavioral Contract: defines specific student unprofessional behaviors and identifies specific behavioral changes required for professional practice. Behavioral contracts last for six months. If improvement has occurred, the contract is removed. Failure to meet the expectations outlined in their remediation plan within six months, will result in immediate dismissal from the Nursing Program.
3. Progression Plan: defines a new course progression sequence and steps to be taken by the student in order to return to the program after a course failure.

In all learning plan situations, students are to meet with their nursing faculty advisor to determine specific interventions. The student is required to meet with their faculty advisor once per semester and to check in at least once per block via email. Monitoring and documentation of improvement or lack thereof, will continue until the student improves and is removed from the contract or is dismissed.

All academic learning plans are an attempt to correct concerns of competency in areas such as knowledge and competency, interpersonal communication, self-awareness of behavior, openness to supervision or authority, safety in patient care, maintenance of professional boundaries and adherence to professional ethics. Every effort will be made by faculty to remediate and assist the student in correcting problems.

Academic Learning Contracts
Learning contracts are initiated by faculty when a student has an academic issue requiring improvement in performance. Learning contracts delineate the academic 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.

Behavioral Contracts
Behavioral contracts are initiated by the Program Director when a student displays unprofessional behavior in the class, lab or clinical setting. Unprofessional behaviors are outlined in the "prohibited behaviors" section of the handbook. Behavioral contracts delineate the behavioral issue and identify strategies for behavioral improvement. During the behavioral contract time, students are required to meet regularly with their faculty advisor for documented progress. At the end of the six-month contract period students will meet with the Program Director to evaluate progress. **Failure to meet the requirements of the behavioral contract will result in dismissal from the program**. A second behavioral contract for another six-month period can be initiated provided student has successfully remediated behaviors from the previous contract. At no time will any student be allowed

to have more than 2 behavioral contracts. **The necessity of a third Behavioral Contract results in dismissal**

The School of Nursing reserves the right to refuse or revoke admittance and/or dismiss any person who does not conform either to the stated guidelines and regulations governing student conduct, or to the expressed principles, policies, and expectations of the University.

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 BSN Program Director 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 academic year. If a progression plan is not initiated and signed by both the director and student by the due date, the student will not be allowed to continue in the program.

Because many nursing courses must be taken in sequence, students who fail a course are typically out for several months before the course is offered again. In order to re-enter the program students must complete self-paced remediation assignments outlined in their individual progression plan. These assignments are due one week prior to re-entering the program. It is the student's responsibility to obtain the self-paced remediation assignments specific to the failed course, from the lead course faculty, in addition to the assignments listed on the progression plan.

Students who fail to meet the expectations outlined in the progression plan will receive an "F" (Fail) on their transcript and will be dismissed from the nursing program.

Returning Students

Students who want to return to the BSN program on a progression plan are readmitted on a space-available basis. Returning students must notify the BSN Program Director of their intent to return by the date specified in their progression plan as seats may not be available.

If a student does not respond to emails or other communication it will be deemed the student is no longer interested in returning to the nursing program. Students who have not officially registered within one year will need to re-apply for program admission.

Returning students will be required to pay all student fees upon re-entry into their new cohort.

Dismissal

Dismissal from the nursing program is final. Dismissal may include, but is not limited to, failure of two nursing courses or one course twice; Failure of simulation or clinical competencies evaluation (unsafe behavior); Failure to meet criteria defined on student learning contracts; Failure to change unprofessional behavior described on student behavioral contract. Dismissals become part of the student's permanent academic record.

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 BSN Program Director.
- 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 BSN Program Director.

Course Assignments and Late Assignments

Course assignments are typically 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 or in any nursing course.**
- 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. Exams, class assignments, laboratory and clinical experiences are components the core nursing courses and require a passing grade in all of these areas in order to pass the course.

Students must earn a cumulative exam score average of 75% to pass the course. Examinations comprise 75% of the course grade.

- Students who fail to reach the 75% cumulative test average will fail the course and are **NOT** allowed to progress in the program, regardless of other assignment grades or lab/clinical competency evaluations.
- Under this circumstance the grade awarded on the student transcript will be cumulative test average, unless the course grade is lower.

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

- If the student receives a no-pass in either simulation or 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 are rounded from the tenth place to a whole final course percentage. Test grades are never rounded. There is no rounding on a cumulative test score. Below is an example of score rounding.

- A 91.52% course score is a final grade of 92%.
- A 74.45% test score 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 or retesting be administered 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

Examination Policies

All course exams will be delivered via Respondus Lockdown Browser and Monitor software using the student's personal laptop computer. There are no exceptions. The Respondus software must be installed on a student's computer using a CCU-specific link, provided to the student by the instructor, and upgraded weekly as software notifications are received. Respondus must be used on a Windows or Mac laptop. Since the LockDown Browser must be installed locally on the laptop, the student must have administrator privileges on that laptop. *The School of Nursing does not allow the use of smart phones, iPads, or Chromebooks for examinations*

Students will be asked to attest to an academic honesty statement in every nursing course. Students are expected to take examinations, tests and/or quizzes as scheduled or a grade of zero will be received. Permission to take an exam outside of the corresponding scheduled exam should be rare, will granted by the lead course faculty at their discretion, and only in the case of a serious emergency, illness, or extenuating circumstances. *The student may be asked to provide documentation to verify the reason for the missed exam.* Permission to reschedule an examination must be requested to and acknowledged by the lead faculty for the course prior to the missed examination unless the critical nature of the emergency prohibits it. Missed examinations are to be taken as soon as possible and at the discretion of the lead course faculty. If a make-up examination is allowed, an alternate form of the test may be administered. Course examinations may not be repeated for a different grade. Students can request an exam review with the lead course faculty within one week from of the date the student completed the exam. No extra credit points are given on exams.

PROCEDURE: *When taking online exams using Respondus, the student must close all other web browsers and open the LockDown Browser. Students can then take the exam inside of the LockDown Browser. The Respondus Monitor feature will be used for students who do not take the exam in-seat, proctored by their lead faculty. The Monitor feature uses the student's webcam to record the student's immediate environment during the exam. If suspicious activity by the student is suspected, the Monitor will flag such movement as an "offense" and will provide the instructor video snippets of the activity for further review. (i.e., eyes move away from the computer screen).*
Arrive early enough to be in your seat and ready by the start of class.

- No food or drink is allowed during the exam.
- All personal items need to be placed in the front of the classroom. Only 1-2 pencils (for medication calculation exams), a whiteboard with dry erase marker and/or a laptop computer for online testing are allowed on the desk.
- Cell phones, electronic watches (i.e. Apple, Fitbit, etc.), and other electronic devices are not allowed during the exam and must be placed in the front of the classroom. Cell phones

should be turned off.
- Students will be provided with a School of Nursing calculator, or one will be enabled in Respondus LockDown Browser, if needed. Personal or phone calculators are NOT allowed during testing.
- Students are expected to use the restroom prior to starting any examination and will not be permitted to leave the classroom until the examination is complete except in the event of an unforeseen and unusual circumstance. In these cases, the student may be required to have an escort.
- Faculty may assign seats for testing.
- Students who arrive late to an exam will not receive additional time to complete their exam.
- Once the exam or online testing begins, no speaking is allowed except to the faculty/ proctors.
- Faculty/proctors will not answer questions related to terminology or further explain questions.
- The pictures/screenshots folder may be checked by faculty after the exam has been completed. Refusal will result in forfeiture of your exam grade, resulting in a zero.
- Faculty are not obligated to provide a pre-test review, study guide or exam blueprint.

Post Test Review

Post exam, all questions will be statistically analyzed and grade adjustments made as warranted. Faculty will provide test reviews at their discretion. Faculty will work with students to enhance understanding of NCLEX style questions through in-class activities, ATI modules, and the encouraged use of reputable publisher-based resources (i.e. NCLEX review books or mobile apps).

One-on-one appointments with faculty are available at the discretion of the course faculty for students seeking assistance with exam content areas that need improvement, study strategies, test taking strategies, and to discuss NCLEX style questions.

Testing Types

Various forms of testing are utilized in this program and include:
- Medication Calculation Exams
  - o Students must pass a medication calculation examination to participate in the clinical component of the course. Students will have up to three attempts to achieve a score of 100% and are expected to remediate between attempts, as necessary. A course failure will result if a 100% has not been achieved after the third attempt.
- Simulation Competencies
  - o Students will have up to two attempts to pass each simulation competency in the corresponding course. Simulation competencies are graded as "pass" or "no pass" per a rubric that will be available to students at the start of the course. Remediation is required if a student is not successful on the first attempt. A second "no pass" will result in a simulation and course failure.

ATI

ATI Content Mastery Examination Policy

Proctorio: All proctored ATI assessments will utilize Proctorio, an ATI issued secure testing environment, using the student's personal laptop.

Completion of proctored, required content mastery exams administered by the SON is an expectation for progression in the BSN program at CCU SON. Administration of content mastery examinations, remediation, and reexamination will be permitted according to the following guidelines and defined procedures. Students will have two opportunities to sit for the proctored assessment to demonstrate content mastery (Level 2 or greater). The content mastery exam component is worth 7% of the total points for a class. The number of points earned for the first attempt is defined below:

Level 2 proficiency or above	7%
Level 1 proficiency	1.5%
Below Level 1 proficiency	0%

If a student earns less than a level 2 on a first attempt of a proctored exam, the student must remediate and retake the ATI or a grade of F in the course is received. The number of points earned for the second attempt is defined below:

Level 2 proficiency or above	2%
Level 1 proficiency	0%
Below Level 1 proficiency	0%

PROCEDURE:

Content Mastery Exams will be administered as part of the following courses:
- NUR315/NUR315A: Adult I (Fundamentals exam)
- NUR424/NUR424A: Caring for Children and Families
- NUR325/NUR325A: Maternal Newborn
- NUR326/NUR326A: Mental Health
- NUR415/NUR415A: Adult II
- NUR472/NUR472A: Population Health
- NUR481/NUR481A: Leadership and Management in Nursing
- NUR482/NUR482A: Capstone (Pharmacology)

1. Addition or deletion of content mastery exams are at the discretion of the SON administration in consultation with SON faculty.

2. Students will be provided access to the practice ATI content mastery exam for the corresponding course in the first half of the semester. Students must complete the practice examination with a score of $\geq$ 95% at least one week before the first administration date of the proctored examination to sit for a content mastery examination. There may be a lockout period between attempts.

3. The first attempt at the proctored ATI content mastery examination will be scheduled after the majority of the content has been completed or near or during finals week. (Dates will be provided during the course.) It will be administered by the SON or another designated proctor in a secured setting.

4. If a student earns less than a proficiency score level 2 on the first attempt of a proctored

content mastery exam, the student **must** meet with the course faculty immediately after the administration of the proctored examination and prepare a remediation plan. It is an expectation that the student will continue to communicate regularly with the course faculty to review the student's implementation of his/her plan. Documentation of satisfactory remediation may be required by and submitted to the course faculty. *Remediation may include activities such as; reviewing the focused review, completing additional practice assessments, completing templates informed by the focused review, reviewing test taking strategies with course faculty/advisor, etc.…*

5. If a student earns less than a level 2 on a first attempt of a proctored exam the <u>student must remediate and retest that exam or receive an "F" for the course</u>. The second attempt at the ATI proctored examination will be scheduled before the end of the course.

6. Faculty will submit the proctored ATI score to the Grade Center upon completion of the assessment.

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. <u>Grade review from Faculty:</u> 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. <u>Grade review by the Dean:</u> 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. <u>Grade Review by VP of Academic Affairs:</u> 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: <u>At no time will a student be allowed into a clinical facility without a passing grade in the required pre-requisite nursing course.</u>

General Academic Policies and Procedures

Faculty Availability
Students are encouraged to communicate with faculty before, during, or after weekly class sessions to ask questions and clarify information. Faculty are also available during weekly office hours or by appointment. 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 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). <u>Failure to exhibit integrity and ethical conduct may warrant dismissal from the program.</u> "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).

Theory and ATI exams, ATI modules, learning assignments, care plans/concept maps and scholarly papers are all 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 attend all class, scheduled lab/simulation and clinical experiences. **Absences should be rare and arrangements to obtain covered content due to a missed class/scheduled learning experience is the responsibility of the student.** Students unable to attend in-seat class are expected to notify Lead Course Faculty prior to the start of class by e-mail and complete the 'Absence Request Form' found in the BSN Student Brightspace Community. Students must turn in assignments by the due date unless prior arrangements have been made with the Lead Course Faculty. Faculty may require additional assignments for missed participation.

Attendance polices related to clinical or simulation hours are delineated under the Clinical and Simulation sections of this Handbook.

Campus Closures

Holidays
CCU School of Nursing and Health Professions does not always observe every University holiday. Please be aware that you may still be required to attend class, lab or clinical experiences on some holidays. Thanksgiving break, Christmas break and Easter (Good Friday) holidays are observed and the School of Nursing is closed.

Inclement Weather and Emergencies
If the CCU Main Campus or Grand Junction Center is closed due to inclement weather or emergencies classes may be moved to remote learning via zoom. For lab closures please see "lab policies." For Clinical practicum experiences please see "clinical policies."

Classroom Dress Code
The classroom (in-seat or remote) is considered a learning environment in which students reflect professional behavior. BSN students are required to wear CCU scrubs or CCU polo with khaki pants and their name badge to class. During cold weather, students are permitted to wear a solid white black or navy long sleeve shirt underneath their scrub top. No jeans, shorts, open-toe shoes, flip flops, and other street clothes are permitted. No sweatshirts may be worn over the scrub top to class. An open jacket may be kept on in class if needed for warmth.

Dress code policies related to clinical or simulation experiences are identified under the "clinical and simulation" sections of this handbook

Academic Guidelines

Essential Functions (Technical Standards)
The goal of CCU's BSN program is to prepare every student to think critically, possess clinical reasoning, and display excellent clinical judgement in lab, simulation and patient care. It is important to be a competent and compassionate health care provider in a rapidly changing practice environment. 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, laboratory and 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 nursing program must discuss the situation with program director and also request an assessment of reasonable accommodations needed for the lab and 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 requirements, with or without any reasonable accommodations.

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

General: 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. If a student develops a new medical condition or impairment after admission to the nursing program, another Fit for Practice form must be completed by a physician and the BSN program director must be made aware of the change of condition. Any condition that keeps a student from being unable to perform their duties as a student nurse (as evidenced by reported impairment from faculty or clinical preceptors) may result in a leave of absence or dismissal from the program.

Environmental Awareness: The student must be able to work in an environment that is NOT latex-free. The student must be able to respond to critical patient situations, never placing the patient at risk of abandonment due to latex in the environment. The hospital environment is NOT latex free and many equipment items contain latex. Latex allergies can result in symptoms such as skin rashes/hives, nasal, eye or sinus symptoms, shortness of breath/wheezing, and (rarely) shock. The severity of a reaction increases with subsequent exposure. If the student has a latex allergy, the student will be required to have a complete occupational health exam (Level 3) with a latex titer from an approved site prior to being allowed in the clinical setting. Furthermore, students will be required to sign a latex waiver accepting the risk of potential latex exposure in the theory, lab or clinical setting. Other types of allergies are also serious issues for practicing nurses and include, but are not limited to: bleach, chlorhexidine, alcohol, and restroom cleaners.

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 Reasoning: 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, lab 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. Students who are not able to demonstrate coping skills and full functionality in a nursing capacity or student role may be put on a progression plan or be required to take a leave from the program.

Technological Competency: The student must be able to demonstrate basic technological proficiency while enrolled at Colorado Christian University. Technology proficiency includes, but is not limited to: online coursework, electronic charting, electronic textbooks, databases and learning aides, and computer assisted learning and testing. Technology tutorials are provided within the

Blackboard platform for online courses and serve to enhance the student's technological proficiency. Computer courses are also available through the School of Business and Technology or students may call the CCU Help Desk.

Students with Disabilities/Needing Accommodations
For CUS student, refer to the CUS Student Handbook
For CAGS Students, refer to the CAGS Student Handbook

Guests/Pets
- Guests are not permitted in the classroom, simulation or clinical environments.
- Children and/or pets are not permitted in nursing classroom, simulation or clinical settings with the exception of services animals with ADA documentation.

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 their @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 campus, simulation, or clinical settings.
- Faculty or staff are not allowed to accept monetary gifts from students.

Standards of Conduct

CAGS students refer to the CAGS Student Handbook, and CUS students refer to the CUS Student Handbooks 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 in-seat, simulation, or clinical or may be placed on a behavioral learning contract. In some cases, dismissal from the program may be warranted.

BSN students are also asked to sign a civility/conduct agreement during orientation, which is used as a tool 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 Items
Fireworks, paint guns, air soft guns, incendiary devices, dangerous chemicals, explosives, guns, knives or other items intended to cause harm or intentionally generate fear are strictly prohibited.

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 a clinical or lab facility.
- Complaining, or the expression of discontent, to inappropriate parties in the lab, clinical setting, classroom or other shared spaces on campus.
- 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 (ex. talking during videos/presentations, engaging in non-class related activities such as social media, online shopping, e-mail, texting, failing to silence cell phones, packing up before faculty is finished, etc.)
- 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 lab/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.
- Personal phone conversations or texting at any time while in patient/client areas or in the simulation center or classroom. If a student needs to respond to an emergency text or

phone call during class, the student is asked to leave the room and respond as deemed necessary.
- Taking pictures, recording video or audio of professors or fellow students for personal or social media use without the express written permission of the faculty or fellow student.

Controlled Substances
(Alcohol, Tobacco, Marijuana, Illegal/Illicit drugs)

Policies related to controlled substances or illegal drugs apply to the campus, classroom, simulation and clinical environments.

Use of alcohol, tobacco, illegal/illicit drugs and marijuana in is strictly prohibited in these settings while in the nursing program.

"For Cause" Performance Evaluation
If a student is demonstrating behavior that is not at the expected level of the course immediate action will be taken to determine if the student is under the influence of a controlled substance, alcohol, marijuana, or illegal drug. Such behavior includes a pattern of unsafe performance, lack of accountability, inconsistency in performance or alterations in mental status. This behavior may be observed in the classroom, simulation, or clinical area. The action steps faculty may take include either terminating the experience or conducting a "For Cause" evaluation with the student. The evaluation is used to determine the cause of the unsafe clinical behavior.

"For Cause" Procedure
When a student is found to be at risk for failing to provide safe practice, the simulation or clinical faculty will immediately escort and instruct the student to wait in a safe area (e.g. a cafeteria or waiting area). The simulation or clinical faculty will call the lead course faculty (or Program Director if lead faulty unavailable) to report what has been observed. The lead course faculty will listen via open phone line as the clinical faculty explains to the student what has been observed. The student will be informed that they need to have an immediate assessment conducted. The student will be driven by the clinical faculty or their designee to a designated clinic where they will be required to sign a consent form for treatment. The student will be required to give CCU written permission to have a copy of the results. The student will submit to the following:
- 10+ panel urine Rapid Test "For Cause" (This test is requested as a result of agitated, incoherent behavior; sluggishness; inability to stay alert; alcohol odor; erratic clinical behavior or any other behavior significantly outside the normal behavior of the student.)
- Breathalyzer test for alcohol (Only a reading of 0.0 is acceptable.)
- Chemistry and CBC blood test (This test detects metabolic or other disease etiology.)
- Complete medical history and medication history
- Physical examination by an occupational physician or other qualified clinician.

The faculty should request the clinician describe in his/her best clinical judgment any and all possible causes for the behavior or affective changes. A copy of these findings will be released to the faculty at the time the student is evaluated. The faculty should immediately bring all documents to the Dean of the School of Nursing.

"For Cause" Treatment Plan
A student who has had a positive drug screen showing the use of illegal drugs or whose breathalyzer indicated any level of alcohol, will be immediately dismissed from the BSN Program. While recreational marijuana is legal in the state of Colorado, CCU does not tolerate its recreational use as safe practice for any nursing student and may result in a course failure.

Students taking prescription medication(s) which cause the behaviors described above are encouraged to have a medication management plan. This plan may include having the medication exchanged for a non-narcotic or a medication without as many side effects. Students will be given a warning regarding the behavior which led to the initial screening, but will be allowed to progress in the program if they have a new treatment plan in place.

If the behavior(s) leading to this assessment are due to a medical condition, the student will need to obtain documentation of full clearance by an appropriate clinician to resume safe practice. In each event of a "For-Cause" screening, students will be counseled regarding possible complications related to their future application for licensure in the State of Colorado. They will be referred to the Colorado Board of Nursing screening application material and requirements for licensure. In addition, the student will be required to contact the Board of Nursing's peer assistance program for any abuse or addiction needs.

Students who refuse to sign the release or refuse to have the testing completed prevent the Nursing Program or University from providing a safe student practice and safe patient care. This is a serious violation of our agreements with those institutions and cannot be tolerated. Therefore, any student who refuses to sign the release or submit to the assessment "for cause" will be immediately withdrawn from the course, and dismissed from the University. The University reserves the right to deny admission, continued enrollment, or readmission to any student whose personal history and background indicate that his or her presence at the University would endanger the following: their health, safety, or welfare; or property or welfare of the members of the academic or greater CCU community.

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 though 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 put on behavior learning 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.

The National Council of State Boards of Nursing (NCSBN) provides Six (6) Tips to Avoid Problems
- Remember that standards of professionalism are the same online as in any other circumstance.
- Do not share or post information or photos gained through the nurse-patient relationship.
- Maintain professional boundaries in the use of electronic media. Online contact with patients blurs this boundary.
- Do not make disparaging remarks about patients, employers or co-workers, even if they are not identified.
- Do not take photos or videos of patients or patient data and documentation on personal devices, including cell phones.
- Promptly report a breach of confidentiality or privacy.
- Students must be professional in email communication with acceptable wording and tone.

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 and parents 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 recorded 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 after 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 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.

Section V
Clinical Practice Policies and Procedures

Colorado Christian University
School of Nursing and Health Professions

Clinical Practice Experiences

Introduction
Students in the BSN Program are required to complete eight clinical experiences throughout their program for a total of 765 clinical hours. These rotations will be completed in a group of four to six students with an assigned Clinical Instructor or in a 1:1 arrangement with a preceptor at a clinical site. All clinical hours must be completed in their entirety for each course. A list of the clinical courses and their required hours is below.

BSN Clinical Experiences

NUR310 Foundations of Professional Practice	45 hours
NUR315 Adult Health Nursing I	90 hours
NUR424 Pediatric Nursing	90 hours
NUR325 Maternal Newborn Nursing	90 hours
NUR326 Mental Health Nursing	90 hours
NUR415 Adult Health Nursing II	90 hours
NUR472 Population Health	90 hours
NUR482 Capstone Integration	180 hours
Total	**765 hours**

Clinical Assignments
Nursing students are assigned to clinical experiences at a variety of clinical sites in order to integrate knowledge into clinical practice. Nursing students are assigned clinical shifts that correspond to staff nurse shifts. Clinical shifts are typically eight to 12 hours in length and may be any day of the week or shift of the day. In addition, clinical shifts are scheduled at a variety of clinical sites that could be 50 – 100 miles or more from campus or center sites. Therefore, students' personal commitments must remain flexible to accommodate program requirements. Reliable transportation is needed due to the distance of some clinical sites.

Clinical experience assignments are made by the Clinical Education Director and are subject to availability as identified by the clinical agency. Clinical assignments will be released to students four weeks in advance of the clinical rotation if possible. However, due to circumstances outside of the School of Nursing's control, shifts are subject to last minute changes.

Once clinical assignments have been confirmed and groups enrolled into myClinicalExchange.com, students are not permitted to switch clinical sites. At no time are students permitted to participate in clinicals on the same unit in which they are employed.

At no time may a student schedule their own clinical assignment or contact a facility directly. If a student contacts a facility without permission from the Clinical Education Director they will be placed on a behavioral contract immediately and may receive a failing grade for the clinical and/or class.

Clinical Documentation

Student Privacy
In order to complete clinical rotations, facilities require certain documentation and the completion of various tasks. This includes medical records, and in some cases, other sensitive information such as a social security number. Every effort will be made to maintain and ensure student privacy per the facility requirements. Social security numbers are not released to anyone or any facility without student's permission.

Drug Screen and Background Checks
Prior to entering the BSN Program students are required to successfully complete a drug screen and 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. Additionally, if a student has a positive drug screen result they will be dismissed from the 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. (Link found here)

Immunizations
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.

COVID-19 Vaccination
Although CCU does not require students to have a COVID-19 vaccine, nursing students may be required to have the vaccine in order to attend certain clinical rotations. Some clinical sites allow exemptions for medical and/or religious reasons.

Students enrolled in the BSN Program are required to participate in activities with outside institutions, including (but not limited to) internships, practicums, and clinicals. In addition to requirements imposed by CCU on participants in these activities, outside institutions providing these activities may impose their own requirements and restrictions on student participants. Students are wholly and solely responsible for compliance with these requirements of outside institutions. Further, students acknowledge that CCU is in no way liable for negative impacts on a student's educational experience or progress due to a student's failure to comply with the requirements of an outside institution hosting required activities for CCU students.

Required Clinical Documents
Students will use a document tracking system during their time in the CCU Nursing Programs. Students are responsible for uploading all required documents to the document tracking system. 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.

All BSN students must comply with the following 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

- o Influenza Vaccination – To be renewed every year in the fall
- o Tdap – To be renewed every 10 years
- o COVID-19 Vaccination – Completed Pfizer, Moderna or Johnson & Johnson series (if required by clinical partner)
- TB Test – PPD, QuantiFERON Gold blood test
- Current BLS Certification – American Heart Association Healthcare Provider only
- Student Release Form – Provided by CCU and completed by student
- Physical Exam Form – Provided by CCU and completed by student and their Healthcare provider
- OSHA/HIPAA Training – Completed during NUR310: Foundations of Professional Practice

Completion of Documentation

Required clinical documents must be submitted to the document tracking system by the required due dates for each clinical rotation. Failure to supply appropriate copies of clinical documents to the student tracking system by the given due dates 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 Director.

Preparation for Clinical Experiences

Students are expected to arrive at least 30 minutes before the start of a clinical experience. Students are to arrive fully prepared in clean CCU scrubs (including name badge) and with clinical preparation assignments completed. Students will be sent home if not prepared clinically with the required equipment and documentation per course requirements.

Students enrolled in a clinical course may be asked to complete a care plan or clinical prep sheet prior to arriving on site. Clinical faculty/clinical scholars oversee patient assignments in order to ensure course objectives are met. Students will be expected to obtain patient information in the medical record in accordance with HIPAA guidelines. This data collection typically takes place the evening before the clinical, but can vary by facility and nursing course. Students should seek clarification of all requirements assigned by the course faculty and clinical instructor/clinical scholar.

Preparation for the clinical day will be defined by each clinical course and may include:
- Nursing Care Plan (following HIPAA guidelines)
- Pathophysiology
- Medications
- Priority Assessments
- Rationale for Nursing Interventions
- Laboratory Tests

If the student is unprepared for clinical and/or unsafe to care for patients, the student will be asked to leave the clinical facility. Given that such behavior is both unprofessional and unsafe, students will need to meet with the lead faculty and/or the Program Director and may be placed on a behavioral contract. It is important that students conduct themselves professionally at all times. If the student is sent home, the clinical hours must be accounted for and thus the clinical experience will

need to be made up in accordance with clinical make-up procedures.

Clinical Dress Code

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. The CCU nursing scrubs (pants and top) and the CCU polo with khaki pants stand alone as the professional uniforms of CCU Nursing.

The CCU dress code for clinical practice experiences adhere to the statewide guidelines of the Alliance of Clinical Education and addresses issues of patient safety, infection control, and professionalism. The dress code also reflects the image and essence of the university.

Students are expected to adhere to all of the following dress code policies when in clinical setting:
- Dress in CCU navy blue uniform scrubs per guidelines with nursing ID badge. Grand Junction students may wear CCU white scrubs at designated facilities.
  - Scrubs must be neat, clean and without wrinkles.
  - During cold weather, students are permitted to wear a solid white, black or navy long sleeve shirt underneath their scrub top or the school approved navy cover up jacket.
  - Modifications to the CCU nursing uniform are NOT permitted.
  - No objects can be worn with or attached to the CCU uniform 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.
- Come prepared with 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 a professional setting.
- Nails must be kept short and 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 either CCU nursing polo shirt with khaki pants or CCU scrubs.
  - No jeans are permitted.
- Some courses such as Mental Health and Population Health may have their own dress code and uniforms may not be appropriate. The lead faculty will inform students what to wear during these assignments.

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 then the CCU clinical dress code, the agency's 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.

Failure to follow the dress code policy will result in the student being sent home and a make-up day required.

Electronic Devices

Personal electronic devices such as cell phones, tablets, laptops, and smart watches are not permitted unless used as a part of patient care. Students must follow the policies of the agency at all times. Pictures of sensitive or HIPAA related information (including patients and their family members) are not allowed. Compliance with HIPAA must be followed.

Clinical Attendance

Students are assigned to a set rotation scheduled for most of their clinical experiences throughout their program. Students are expected to attend all scheduled clinical experiences within a course, arriving 30 minutes ahead of the scheduled time and prepared for their clinical shift. **Students are not allowed to change or switch their assigned rotation dates/times.**

Clinical Tardiness and Participation
Clinical attendance is mandatory and thus these experiences are expected to take precedence over other life responsibilities. Attendance includes being on-site, on-time, prepared, and actively participating in the clinical experience for the entire shift. Students who are late may be asked to leave the clinical site which may result in the student being placed on a behavioral contract.

Students are not to leave the clinical agency for lunch or any other reason other than acute illness or emergency conditions. The student must notify the Clinical Instructor and get their approval prior to leaving the patient care setting.

Clinical Absences and Make-up
Clinical absences are allowed for illness, emergencies, jury summons or military deployment only. All required clinical hours must be completed in their entirety to successfully pass a course. If a student misses clinical hours due the reasons listed above the student should work with their Lead Course Faculty and the Clinical Education Director to arrange make-up. Students must complete the Absence Request Form prior to or the day of their clinical absence and submit it to their Lead Course Faculty. If a student misses any clinical time due to reasons other than those listed above they will need to reach out to the Lead Course Faculty and the Clinical Education Director to arrange make-up, there will be a fee of $100/hour for this time.

Absence from Clinical Orientation
Orientation to the clinical facility/unit is a requirement of most clinical facilities. Students who fail to attend their assigned clinical orientation will not be allowed to attend clinical. Such an absence may result in a delay of their clinical experience until another clinical placement can be secured. If another clinical experience cannot be secured during the course timeframe then the student will be unable to progress and thus will need to meet with the program director for a progression plan or course extension.

Inclement Weather and Clinical Experiences
Closure of the campus or a Center does not correlate to cancellation of clinical experiences. Any late start, partial or full clinical cancellation decisions are made by the Clinical Instructor in collaboration with the Lead Course Faculty and the Program Director. A student who makes an individual decision not to attend clinical due to inclement weather should communicate with their Clinical Instructor and must follow all make-up procedures.

Returning After Hospitalization, Injury, or Surgery
Before being allowed to return to the clinical site after hospitalization, injury or surgery, the student

must have a medical release signed from their medical provider. The medical release will be placed in the student's file to validate that the student is capable of returning without restrictions. **Any falsification of medical documentation will result in immediate dismissal from the program.**

If the student has limitations, then the release from a health professional will need to indicate their approval of clinical participation and the duration and type of limitations that may exist. If the student is no longer capable of meeting the "Fit for Practice" requirements then they will need to meet with the Program Director to discuss limitations and to determine if progression in the program is feasible with reasonable accommodations.

If the student misses more than 25% of their required clinical hours due to hospitalization, injury or surgery the student must meet with the Program Director to determine how missed clinical hours will be completed. Medical documentation must be provided showing the students ability to return to full clinical participation.

Guests and Pets in the Clinical Setting
Guests of students are not permitted in the clinical setting. Likewise, students cannot bring their children and/or pets to a clinical experience with the exception of service animals with ADA documentation

Clinical Quality, Safety, and Performance

Student Impairment
Students will not be permitted to enter the clinical facility if impaired by any narcotic or mental altering medications. Furthermore, full disclosure of the student's abilities must be presented to the clinical facility, and it is at the discretion of the facility as to whether or not they will accept the student in their current state. Failure to secure a clinical placement could impair the student's progression in the program.

Scope of Practice
Student nurses have a defined scope of practice as outlined by the Colorado State Board of Nursing in the Colorado Nurse Practice Act.
- Website: https://www.coloradonurses.org/colorado-nurse-practice-act

Students must practice safely with appropriate knowledge, skill, and ability. When a student nurse is working and being paid by an agency, they must not function under the student nurse scope of practice. For example, documentation and Pyxis codes for student nurses are not to be used in that agency for any other reason than functioning in the role of a student nurse.

Safe Practice Responsibilities
To insure compliance with the Nurse Practice Act, and to protect both the client and the student, the following guidelines for safe clinical practice have been established:
- Student may not work the shift (eight-12 hours) immediately before a clinical experience.
- Students may not work more than 40 hours over a one-week period in the clinical setting. Any hours over this limit must be approved by Lead Course Faculty.
- Only those activities discussed in class or checked off in lab may be performed. It is the student's responsibility to know their level of ability in performing each skill. Regardless of the number of times they have performed a skill, students must check with their faculty prior to performing the skill by themselves without supervision.
- Supervision is required unless otherwise directed by the faculty.
- The student has the responsibility to consult with the faculty if there is any uncertainty regarding safe practice.

- Students must come to the pre-conference/pre-shift meeting with clinical faculty having a completed individualized clinical prep sheets or plan of care for each patient.
- Students must have researched all medications pertaining to their patient prior to clinical experience. If there is a new order, the student must research the new medication prior to administration.
- Student nurses should report pertinent changes in the patient's health status immediately to their clinical faculty and preceptor nurse.
- Computations of math/med calculations must be completed correctly. Students should have all calculations checked by the faculty prior to administering any medications.
- Students are not to administer medications or treatments to patients not directly assigned without consent or supervision of the faculty.

If security clearance is given to a student by the agency in the form of an agency ID badge, the student must return these badges at the end of the last clinical shift.

In addition to the Colorado Nurse Practice Act, students are expected to adhere to the American Nurses Association Scope and Standards of Practice (2010), and thus be familiar with the following:
- The ANA Scope of Practice (https://www.nursingworld.org/practice-policy/scope-of-practice/)
- The ANA Social Policy Statement (https://www.nursingworld.org/practice-policy/nursing-excellence/official-position-statements/)
- The ANA Code of Ethics for Nurses (https://www.nursingworld.org/practice-policy/nursing-excellence/ethics/)
- QSEN Standards (https://qsen.org/competencies/)
- The Joint Commission National Patient Safety Goals (https://www.jointcommission.org/standards/national-patient-safety-goals/)
- Agency Policies and Procedures
- Course Specific Clinical Guidelines

All students are responsible for their own actions.

Limitations to Clinical Practice for Nursing Student

The following parameters have been established by the Alliance on Clinical Education (ACE) and are based upon state and federal guidelines for clinical learning. During clinical rotations students may NOT participate in the following clinical responsibilities:

1. Witness any consent forms.
2. Delegate tasks independently to facility personnel.
3. Give any intravenous medications (IV push) without direct supervision by a registered nurse.
4. Perform any task that requires certification or advanced instruction. Examples of this are ACLS or PALS interventions, arterial blood gas puncture (ABGs), chemotherapy, central line removal (including PICC lines), participation in seclusion and restraint episodes and the intubation/extubation of patients.
5. Take, transcribe or verify physician orders either verbal or by phone.
6. Access medications (including controlled medications) independently from the medication dispensing system unless otherwise authorized by the clinical site.
7. Administer any drugs to patients without appropriate supervision. **
8. Be responsible to count end of shift-controlled drug count or carry controlled drug keys in their possession.
9. Verify or hang blood administration or witness blood administration forms.
10. Perform any invasive procedure that is restricted by the facility.
11. Perform any skill or procedure that the student has not been instructed and evaluated in doing by the school or agency. It is the students' responsibility to communicate their clinical readiness to their Clinical Instructor or Preceptor.

12. Perform any task outside the nursing scope of practice or participate in any action that the facility restricts in their policies or procedures.
13. Provide care for patients that require specialized PPE.
14. Recommend OTC drugs, treatments or therapies not prescribed or ordered by someone with prescriptive authority to patients.
15. Verify settings or work with PCAs, epidural pumps or other intravenous drips independently.
16. Care for or make decisions independently concerning decompensating or critically ill patients.
17. Package or label drug supplies for any individual.
18. Chart independently of facility RN or Clinical Instructor/Scholar.

*Direct Supervision – The skill or procedure is visually witnessed by facility RN, Preceptor or Clinical Instructor/Scholar.
**Appropriate supervision is defined by the level of student, the policies/guidelines of the clinical site and Colorado State Board of Nursing Chapter 2 rules.

Infectious Disease Protection Protocol
In order to prevent accidental exposure to infectious diseases, students should be aware of which tasks and procedures they may be performing where infectious diseases can occur, but also must practice universal precautions with all patients regardless of their medical diagnosis.

Tasks and Procedure in which Infectious Exposure may occur:
- Handling of blood, blood products, body fluids, or contaminated object
- Invasive procedures
- Phlebotomy or vascular access procedures and care thereof
- Contact with lab specimens
- Wound care contact with mucous membranes or non-intact skin
- Handling or disposal of medical waste
- Cleaning or processing contaminated equipment
- Suctioning or sputum induction
- CPR
- Handling of soiled linen
- Cleaning or decontamination of environmental surfaces

Personal Protection Protocol
- Students are to wear gloves for all contact with blood, body fluids, and moist body surfaces.
- Students are to wear gowns if soiling of clothing is likely.
- Students are to wear masks and eye protection if spraying of bodily fluids to the face is likely.
- Students are to use sharps safety devices and practices (e.g. not recapping dirty needles, and prompt disposal in the sharps box). All suctioning, irrigating, and intubation procedures require face and eye protection.
- Students must observe all regulations in the facility related to biological or radiation risks.
- Students are to comply with and follow all isolation precautions in the clinical setting according to agency policies.

All nursing students and Clinical Instructors are professionally and ethically obligated to provide client care with compassion and respect for human dignity. No nursing student or Clinical Instructor may refuse to treat a patient solely because the patient is high risk or is diagnosed with an infectious disease (positive for HIV, hepatitis, etc.).

Performing a Procedure

When the student is performing a procedure for the first time, the Clinical Instructor must be present. When the student has mastered the skill, the Clinical Instructor will inform the student when he or she may perform the skills independently. Until then, the Clinical Instructor must be present when the student performs such procedures.

Safe Medication Administration

The student is expected to know the appropriate information for each medication that is administered. This includes action, dose, and route of administration, side effects, contraindications, and patient teaching points.

First Year BSN Students - Medication Administration:
- Medication Administration in NUR310/A and NUR326/A is not allowed.
- Additionally, first year clinical course students are directly supervised and observed by the Clinical Instructor until the instructor is satisfied that the student is safe to administer medication under the supervision of their nursing preceptor. The Clinical Instructor will monitor the student directly throughout the clinical rotation.
- Only Clinical Instructors may verify, sign for, and directly observe the administration of all restricted medications (narcotics). These medications may differ according to policies and procedures of agencies.

Second Year BSN Students - Medication Administration:
- Second year students are directly supervised and observed until the Clinical Instructor is satisfied that the student is safe to administer medications under the supervision of their nursing preceptor.
- All second-year students are directly supervised and observed by the Clinical Instructor when administering all IV flushes, medications, and pushes.
- Students are not allowed, under any circumstance, to administer blood. They may participate in monitoring the patient under strict supervisions of the Clinical Instructor.
- Students performing IV push narcotic medication will only complete this procedure with the approval of the Clinical Instructor and according to agency policy.
- All students will be directly supervised and observed giving medications to pediatric clients.
- The Clinical Instructor verifies, signs for and directly observes the administration of all controlled substances, according to agency policy.
- During the Capstone, students will administer medications as determined by the Clinical Faculty or Preceptor and according to the policies of the clinical agency.

Verbal Order Restrictions

Nursing students are not allowed to take verbal orders from physicians or other authorized personnel at the clinical agency at any point during the nursing program. If a student receives a 'verbal order', the student must explain that they are in training and must seek a registered nurse to receive the verbal order. No exceptions will be allowed. The nursing student is not employed by the agency, nor are they licensed at the registered nurse level. Students who are employed at the clinical facility will also comply by these polices while enrolled in the CCU nursing student role. Students also are not allowed to verify, acknowledge or sign off medication orders at any time.

Patient Medication-Error or Patient Incident

If an error occurs during a clinical rotation (i.e. patient fall, wrong medication, wrong patient, etc.) the student will:
- Call for assistance and stay with the patient to take measures to reduce any harm or injury.
- Immediately report the details of the error to their Clinical Instructor/Preceptor/staff nurse.

- Assist the Clinical Instructor/Preceptor/staff nurse in preparing appropriate paperwork.
- Clinical Instructor will report the error or incident to the CCU Lead Course Faculty and the CCU Clinical Education Director.
- Lead Course Faculty or CCU Clinical Education Director will place the appropriate paperwork in the student file and contact the clinical agency for any follow up.

Charting

When charting or signing out medications, the student signature should appear as: "Name, SN, CCU," i.e. John Smith, SN, CCU. Students performing duties as nursing students in practice settings may be performing duties outside of their state licensure scope of practice while extending their education. If the nursing student is employed for a healthcare facility during the student's enrollment in the CCU nursing program, the student may not use "SN, CCU" in their documentation signature. These students may not practice outside their state licensure scope of practice while performing duties unrelated to the nursing program.

Student Injury/Exposure

Colorado Christian University policy regarding the injury of a CCU student, faculty, or staff member at a clinical site or at another campus learning site is designed to ensure that urgent care for an injury is provided and supervised. Under this policy, CCU will assist in the provision of workers' compensation for CCU nursing students.

If a student is injured or exposed to contaminated body fluids while in the clinical or lab setting the following steps should be completed:
- If emergency care is needed seek care at the nearest emergency department or call 911
- Report the incident to their Clinical Instructor immediately
- Immediately file an incident report with the hospital and follow facility policies for injuries
- Report the incident to the Director of Clinical Education within 24 hours. If the student is unable to reach the Clinical Education Director, the student should contact the Program Director
- Provide information needed to file an incident claim
- Obtain a list of occupational health clinics for non-urgent or follow-up care from the Clinical Education Director
- Maintain communication with the Clinical Education Director to give updates on injury/exposure status and submit a medical release prior to returning to clinical

Non-contaminated needle sticks must be documented by the Clinical Instructor and Lead Course Faculty must be informed, even if the clinical agency and a First Report of Injury are not required.

Use of Alcohol and Other Psychoactive Substances

Nursing students are entrusted with the health, safety and welfare of patients in the clinical setting. This requires the exercise of good judgement and unhindered cognitive faculties. For this reason, alcohol or other psychoactive substances should not be consumed within four hours of a clinical shift or while completing a clinical rotation. Those found in violation of this policy will be subject to disciplinary action (see "For Cause Procedure", p 42).

Elder Abuse, Child Abuse and Neglect Information Act

Colorado Christian University follows all State and Federal regulations on reporting either elder abuse or child abuse and neglect. In the clinical setting, students who become aware of an occurrence of elder or child abuse will report such abuse to their clinical faculty, staff nurse, or case

manager immediately.

Clinical Competency Evaluation Tool (CCET)

The student must meet clinical competency requirements and clinical standards of professional practice in order to successfully pass the clinical component of each 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 for each clinical nursing course. Any episode of unsatisfactory clinical practice will be documented on the CCET and 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 have been above the required 75% average.

Section VI
Simulation Policies and Procedures

COLORADO CHRISTIAN UNIVERSITY
School *of* Nursing and Health Professions

Simulation Policies

Introduction

Nursing students are participants in simulation experiences that emphasize low, medium and high fidelity simulated patient experiences. Procedural simulation and simulation provide a safe environment in which to practice and demonstrate skills and procedures involved in patient care. Furthermore, these experiences are designed to assist the nursing students to apply theory knowledge and clinical reasoning to patient care situations. In addition, the experiences are designed to add confidence and competence as the student's progress to the clinical experience.

Definition of Terms

Procedural Simulation: Demonstration and practicing of learning nursing-related skills in the simulation setting, including both low and medium fidelity simulations.

Simulation: A clinical scenario where students interact with low to high fidelity manikins or live actors to adapt course contact to clinical situations, practice learned skills and patient interactions and to learn critical thinking.

Preparation (Ticket to Admit)

Students enrolled in courses with a simulation component will be asked to submit a "ticket to admit" prior to the start of simulation in order to demonstrate the completion of assigned preparatory work. Students who fail to submit their required ticket to admit as required by the calendar due date and time will not be able to attend simulation. All simulation hours must be accounted for and thus missed lab hours will need to be made up in accordance with the lab make-up policy.

Simulation Dress Code

Because simulation experiences are designed to reflect the patient care environment, students are expected to come to lab dressed appropriately in their CCU nursing scrubs with their ID name badge and be prepared to function safely and professionally. The laboratory environment reflects the clinical setting and is an environment in which the student learns how to safely and accurately care for patients.

Students are expected to adhere to all of the following dress code policies when in the laboratory setting:

- Dress in CCU navy blue uniform scrubs per guidelines with nursing ID badge. Grand Junction students may wear CCU white scrubs.
  - Scrubs must be neat, clean and without wrinkles.
  - During cold weather, students are permitted to wear a solid white, black or navy long sleeve shirt underneath their scrub top or the school approved navy cover up jacket.
  - Modifications to the CCU nursing uniform are NOT permitted.
  - No objects can be worn with or attached to the CCU uniform or be visible from the uniform.
  - 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.

- 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.
- Come prepared with a watch with a second hand and lab bag.
- 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.
  - Gages in ears must be plugged, flesh-colored only.
  - Medic alerts and wristwatches are permitted.
- Body piercings and extremity tattoos must be covered with long sleeves or tattoo sleeves.
- 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.
- Makeup should be appropriate for a professional setting.
- Nails must be kept short and clean.
  - Nail color, if worn, should not be an extreme color with no chips. Nail art is not permitted.
  - Artificial nails, gels, and overlays are not allowed in patient care areas per Center for Disease Control.
- 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 simulation center.
- Chewing gum is not permitted when in the simulation center.

The dress code policy is adapted from the Alliance for Clinical Education (ACE) recommendations. Failure to follow the dress code will result in the student being sent home and a make-up day required.

Simulation Attendance and Make-up
Students are expected to attend all scheduled laboratory sessions within a course and to arrive 15 minutes early. Lab attendance is mandatory and thus these experiences are expected to take precedence over other life responsibilities. Absences are allowed for illness, emergencies, jury summons or military deployment only. Students unable to attend are expected to complete the 'Absence Request Form' prior to or the day of any missed lab(s). This form can be found in the Brightspace Nursing Community.

All lab hours must be completed to successfully pass a course. If a lab is missed, students should sign up for open lab to make up missed hours, bringing a trusted classmate to review the missed lab content. The only opportunity to make up lab content is during the scheduled open

labs. Missed simulation may be made up through virtual simulation arranged with your Lead Course Faculty.

Make-up lab comps will only be scheduled for the reasons listed above. <u>Lab comps must be successfully completed in order to advance in a course. Not doing this will result in a course failure.</u>

Open Lab
The purpose of the scheduled open lab time is to allow participants additional practice of skills and for lab time make-up. Proctors are staffed to monitor the simulation area, not to hold a teaching session. Participants are encouraged to practice with a peer. Peers practicing together must both sign up for open lab during the same time. If participants have specific content or skill questions, please direct them to the Lead Course Faculty. Open lab proctors will take attendance and submit the attendance records to the Director of Simulation.

Lab Competency Testing
Lab Competency Testing is defined as key behaviors vital to success in clinical practice. Skills subject to competency testing are identified by Lead Course Faculty. Participants must pass the lab competency test in order to progress through the program. Participants that do not pass the first time will be required to attend remediation. Remediation prepares the participant for a second, and final, chance at the lab competency test.
1. Lab Competency Testing is considered an exam. Participants are subject to exam and attendance policies defined under Simulation Attendance and Make-up Policy.
2. Faculty proctoring lab competency testing are not to prompt participants during exam time.
3. Participants that do not pass on a second attempt are deemed unsafe for clinical practice, thus resulting in a course failure.

Guests and Pets in the Lab
Guests are not permitted in the lab. Children and/or pets are not permitted in lab with the exception of service animals with ADA documentation.

Center Closures

Inclement Weather and Simulation Center Closure
If inclement weather impacts Center closure, students will be notified of simulation cancelations or late starts by the Lead Course Faculty or the Director of Simulation. Alternative simulation days/times will be made available.

Use of Alcohol and Other Psychoactive Substances

Students are prohibited from drinking alcohol or other psychoactive substances within four hours of simulation or during lunch breaks. Those found in violation of this policy will be subject to disciplinary action (see "For Cause Procedure", p 42).

Section VII
Additional Student Resources

TECHNICAL SUPPORT AND RESOURCES

CCU Technical Support
Phone: 303-963-3444
Email: techsupport@ccu.edu
Hours of Operation: Monday-Friday, 7:30am to 6:30pm

Nursing Specific Technical Support
ATI
Phone: 1-800-667-7531
Email: helpdesk@atitesting.com
Hours of Operation: Monday-Friday, 7:00am to 7:00pm

myClinicalExchange (mCE)
Email: support@myclinicalexchange.com
Contact Online: https://www.myclinicalexchange.com/Contactus

Unbound
Phone: 610-627-9090
Contact Online: https://www.unboundmedicine.com/contact
Hours of Operation: Monday-Friday, 9:00am to 5:00pm ET (7:00am to 3:00pm MT)

Technology Requirements
Students in the 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 nursing 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 during classroom activities and exams.

Additional Student Resources

Career & Professional Development
Nursing faculty may hold professional development *Lunch and Learn* sessions. At times, special Nursing Summits or Seminars are scheduled from the Office of the President or by the Dean.

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.

Photo Identification Cards
All nursing students will be required to obtain a nursing photo ID upon entering the program. BSN students will have their picture taken at orientation and will receive their badge by the first day of class. Nursing IDs should be worn at eye level and at all times during clinical or simulation experiences. Should a student lose/misplace their ID, they will be required to contact the nursing Program Coordinator and arrange to have a new one printed at the student cost of $10. If the student leaves the program, they are to return the ID to the nursing office.

APA Resources
An APA Resources tab can be found on the left-hand side of every nursing Blackboard 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.

Tutoring and Counseling
Nursing students in need of a personal tutor or personal counselor may obtain a referral from the nursing office. These resources may be available to students at reduced or sliding scale costs.

Additional BSN Program Resources
Students who need additional help with learning math and algebra concepts may visit the following Khan Academy website as a supplemental learning tool: https://www.khanacademy.org/

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