Nursing Student Handbook
2017-2018

Supplement to
CAGS Student Handbook

Effective May 1, 2017

This handbook is intended to be read in conjunction with the Student Handbook for the College of Adult and Graduate Studies (CAGS). Where exceptions, clarifications, or additions exist for nursing majors, information has been added under the comparable handbook headings. Furthermore, Nursing Program Information sections have been added for each nursing degree. All Colorado Christian University (CCU) Nursing Students are responsible for all information in the University Catalog, the CAGS Student Handbook and the Nursing Student Handbook. Failure to read the policies contained in the Catalog and Handbooks does not relieve the student of this responsibility.
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The Nursing and Health Sciences Division is located in Lakewood, CO. Pre-Licensure Bachelor of Science in Nursing (BSN) students attend classes at either the Main Campus or Grand Junction Center. Registered Nurse to Bachelors of Science in Nursing (RN-BSN) and Masters of Science in Nursing (MSN) students attend classes online.

Nursing Directory

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**Academic Calendar**

See CAGS Student Handbook.

Nursing follows the academic calendar of CAGS and follows the five week three blocks per semester format.
Welcome

Dear CCU Nursing Student,

I want to welcome you to Colorado Christian University's (CCU) nursing programs, offered through CCU’s 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 Program with two options:

- The Pre-Licensure BSN option is for students seeking the Pre-Licensure BSN degree, and
- The Post-Licensure RN-BSN degree completion option is for RNs seeking to complete the BSN degree.

CCU offers a Master of Science in Nursing (MSN) program with two emphases:

- The Clinical Care Management in Adult & Geriatrics emphasis prepares students for the Advanced Practice role
- The Nursing Education emphasis prepares graduate to teach in academic or clinical professional development settings

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. Nursing is a sacred profession. Hospitals are filled with holy moments. No other healthcare provider has the opportunity to care for the physical, emotional, and spiritual needs of people when they are suffering and in pain like the nurse does. 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 Program comprises a Christ-centered community of learners and scholars who focus on academic excellence and professionalism through the integration of faith, learning, and living. 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 are called to grow in their knowledge of 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.”

“For I know the plans I have for you, declares the Lord, plans to prosper you and not to harm you, plans to give you a hope and a future.” Jeremiah 29:11.

With every blessing,

Dr. Barbara J. White RN, CNS, Ed.D.
Professor and Dean, Nursing and Health Science
About Adult and Graduate Studies

See CAGS Student Handbook.

Resources

Additional resources utilized in nursing include:

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.

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 Pre-Licensure BSN Option Resources
Students who need additional help with learning math and algebra concepts may visit the following Kahn Academy website as a supplemental learning tool: https://www.khanacademy.org/

The Pre-Licensure Program Option uses ATI learning systems as a learning resource that will prepare students for the NCLEX-RN examination. For ATI technical support, please contact 1-800-667-7531 from 7:00 am to 7:00 pm Monday through Friday or you may email them at helpdesk@atitesting.com at any time.

Cohorts
To create a more enriching environment for adult learners, CCU's College of Adult and Graduate Studies offers a cohort model of learning. Courses are offered in a pre-determined sequence. Graduate students join their cohort their first semester.

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).
About CCU Nursing

The CCU Nursing and Health Sciences Division’s vision, mission, and philosophy directly correlate with the University and CAGS vision, and mission.

**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.

**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 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 take action 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.
**Our Leadership Model**

![Diagram of the Leadership Model](Image)

**Nursing 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 nursing division 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 Adult and Graduate studies 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)

**Curriculum Framework**

The eclectic 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.

**Online Programs**

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

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

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

As students within a Christian educational setting, please remember to treat one another with grace and love. One of the challenges of online leaning is that all (or most) communication is mediated via e-mail, discussion boards, video conferences or other forms of technology. When behind the safety of a computer screen, it is easy to lose site of the other end of the interaction where another person is sitting behind his or her computer screen. All students and faculty are made in the image of God and warrant treatment accordingly (Adapted from Maddix, Estep, & Lowe, 2012).
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.

**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.

**Accreditation and Membership**

The Higher Learning Commission of the North Central Association of Colleges and Schools regionally accredits Colorado Christian University. The baccalaureate nursing curriculum meets the educational community’s national standards, Colorado Board of Nursing educational program standards, and the Colorado Nursing Articulation Model guidelines and is accredited by the Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington DC 20036, (202) 887-6791.

CCU is approved by the Higher Learning Commission to offer a master’s program in nursing. CCU has applied for national program accreditation and the site visit for accreditation by the Commission on Collegiate Nursing Education (CCNE) occurred on January of 2017. Notification of accreditation status will be received in November of 2017. Once accredited, the accreditation status is retroactive to the date of the site visit. CCU anticipates full MSN accreditation prior to graduation of the first MSN cohort.
Academic Information

See CAGS Student Handout

Academic Advising/Faculty Mentors

As a nursing major, the nursing student will work not only with the Student Services Advisor (SSA) but also with the nursing faculty. The nursing faculty function as mentors to the student and assist the student in finding their nursing identify within the nursing profession. As a mentor, 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 faculty mentor will answer questions of an academic nature and serve as a resource person, referring the student to other support services available both within the university and outside the university as needed. The student is responsible to make an appointment to meet with the nursing faculty advisor/mentor at least one time per semester.

Academic Appeals

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

Students with any other grievance or concern are asked to address such concern in the following order:

- First take concerns to the lead course faculty.
- If still unresolved, concerns may be taken to the Program Director.
- If still unresolved, concerns may be taken to the Dean of Nursing and Health Sciences.
- If still unresolved, a student complaint form can be completed under Resources on my.ccu.edu

Academic Integrity

Nursing programs at CCU also adhere to the American Nurse Association Code of Ethics for Nurses (American Nurses Association [ANA], 2008). Failure to exhibit integrity and ethical conduct may warrant dismissal from the program. “The profession of nursing, as represented by associations and their members, is responsible for articulating nursing values, for maintaining the integrity of the profession and its practice, and for shaping social policy” (ANA, 2008, p. 121).

For nursing programs that utilize testing as a form of evaluation, the academic integrity policy will apply in a similar manner. An incidence of cheating or aiding another in the act of cheating will be handled
according to the following process:

- 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.

**Academic Standing/Progression**

Policies related to academic standing that affect progression in the various nursing programs are located under **Nursing Program Information** for each specific nursing program.

**Attendance**

Students unable to attend in-seat or Collaborate/Zoom discussions are expected to notify lead faculty by e-mail before the start of these scheduled events. Students are responsible for missed material and faculty may assign additional assignments for missed participation.

The Pre-Licensure BSN program option considers personal illness with fever, vomiting, or diarrhea an excused absence. Students with these symptoms are asked not to attend class, laboratory or clinical.

Attendance polices related to lab or clinical hours are delineated under **Nursing Program Information** for the nursing programs to which they pertain.

Absences that occur as a result of participation in inter-collegiate athletic competition through Colorado Christian University will be considered “excused”. Lead course faculty must receive notice of anticipated absences that will occur during the course by the first day of class. Failure to provide the appropriate notification will result in the absences being considered “unexcused” and thus the student will be subject to any attendance or late assignment penalties associated with such a status.

**Center Closures: Inclement Weather and Emergencies**

Policies related to the cancellation of lab or clinical differ from that of the Center Closures policy outlines in the CAGS Student Handbook.

Students will be notified of lab closures or late starts by the lead lab faculty or the Assistant Director of Skills and Simulation. Alternative lab days/times will be made available.

Closure of the campus does not correlate to cancellation of clinical experiences. Clinical experiences are not cancelled. Any late start or partial clinical cancellation decisions are made by nursing course faculty and clinical faculty in collaboration with the program option director. A student who makes an individual decision not to attend clinical due to inclement weather must follow all make-up procedures.
Commencement Participation

In addition to Commencement participation, students who have successfully completed the BSN or MSN nursing program have the opportunity to participate in the Nursing Pinning or CAGS Hooding ceremony respectively. Additional details related to these events can be found under Nursing Program Information for the nursing programs to which they pertain.

Course Assignments

Nursing 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 is unlikely to receive approval.

Documentation

Drug Screen and Background Checks
Prior to entering the Nursing Program (BSN Option, RN-BSN Option and MSN), students are required to complete a drug screen as well as a criminal background check through Castle Branch. If at any time during the nursing program a nursing student is convicted of misdemeanor or felony, they will be dismissed from the nursing program and given the option of reapplying after the offense has been removed from their record. The Nursing Division reserves the right to request an immediate drug screen at any time without prior notice to the student. See disqualifying offenses. Specific instructions are provided on the Nursing website.

Required 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. All documents must be current and uploaded at least one month prior to the start of the first clinical experience. It is the Student’s responsibility to insure that all documentation remains current throughout the nursing program. If documents are not current, students are not allowed to enter the clinical setting.

All nursing students (Pre-Licensure BSN, RN-BSN and MSN) must be in compliance with the following basic health and regulatory requirements prior to the start of clinical experiences:

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

Immunizations
The Centers for Disease Control and Prevention (CDC, 2015, July) recommends an adult immunization schedule. Please refer to the website for the most current recommendations. CCU nursing students adhere to the CDC healthcare worker immunization recommendations found at https://www.cdc.gov/vaccines/adults/rec-vac/hcw.html at the time of this printing. Prospective students will follow the prospective nursing student admission requirements listed on the nursing webpages at www.ccu.edu/nursing. Students progressing through the nursing program will follow the immunization requirements outlined in the immunization tracker system. Failure to supply appropriate copies of clinical documents to the student tracking system will result in the student not being able to attend clinical experiences and may delay program progression and graduation date. Some clinical agencies may have more stringent immunization requirements. Students practicing in these settings are responsible for meeting these requirements.

Immunization Exemption
In rare instances students may need to have an exemption made for a specific immunization requirement. Students seeking an exemption to a specific immunization should obtain an Immunization Exemption from the Clinical Education Coordinator. Students who do not submit a required immunization may be excluded from a clinical facility or be required to take special precautions during a clinical rotation.

Student Complaints
Students should take an issue to their lead course faculty for any concerns within the course. If a course or program concern remains, students are encouraged to discuss the issue with the Program Director. If at the completion of this process the students still has concerns, the student should schedule an appointment with the Dean for resolution. Unresolved issues may be presented to University Administration by a formal complaint process. The form for such complaints is found under the resource tab of my.ccu.edu.

Grading System
The grading scale below is used when evaluating all nursing students and replaces the traditional CAGS grading scale. The method of grade assignment will be determined by the course faculty members. Grading rubrics are provided for each graded assignment in all nursing courses. Nursing students must receive a grade of “C” or higher to pass a nursing course.

Clinical and lab components (when applicable) are graded on a pass or no pass scale. If the student receives a no-pass, not only will they fail the lab or clinical component, but also the theory portion, regardless of the theory grade. Furthermore, the course grade will be recorded as an “F” on the student’s transcript.

In courses with examinations, students must also earn a cumulative test average of 75% on all weekly/biweekly formative exams. Students who fail to reach the 75% cumulative test average will not be
allowed to progress and will fail the course, 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 cumulative course grade is lower.

Final course grades only are rounded from the tenth place to a whole final course percentage. A 91.52% is a final grade of 92%. A 74.45% is a final grade of 74% and would result in a course failure in both the BSN and MSN program. Extra credit is not permitted in nursing and at no time can extra credit be given or retesting be administered to assist a student in receiving a passing grade.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Quality Points</th>
<th>Percentage</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
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<td>A</td>
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<tr>
<td>A-</td>
<td>3.70</td>
<td>92–93%</td>
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<tr>
<td>B+</td>
<td>3.30</td>
<td>90–91%</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>3.00</td>
<td>85–89%</td>
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<tr>
<td>B-</td>
<td>2.70</td>
<td>83–84%</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>2.30</td>
<td>81–82%</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>2.00</td>
<td>75–80%</td>
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<tr>
<td>C-</td>
<td>1.70</td>
<td>73–74%</td>
<td>Failing, No Credit</td>
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<tr>
<td>D+</td>
<td>1.30</td>
<td>71–72%</td>
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<tr>
<td>D</td>
<td>1.00</td>
<td>66–70%</td>
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<td></td>
</tr>
<tr>
<td>F</td>
<td>0.00</td>
<td>Below 64%</td>
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</tr>
</tbody>
</table>

**Nontraditional Transfer Credit**

Nontraditional transfer credits cannot be used towards nursing major courses.

**Graduation Honors**

Baccalaureate and graduate nursing students who demonstrate excellence in scholarship could be accepted into the Honor Society of Nursing, Sigma Theta Tau International (STTI), a global organization advancing world health and honoring nursing excellence in scholarship, leadership and service. Colorado Christian University is one of four Colorado institutions which comprise the Alpha Kappa Chapter at Large ([http://www.sttialphakappa.org](http://www.sttialphakappa.org)). Membership into STTI is by invitation only.
Students with Disabilities

The Pre-Licensure BSN program option does require mandatory “fit for practice” and “essential functions” for admission and progression.

Essential Functions (Technical Standards)

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

In addition to classroom learning, 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.
**Environmental:** 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 can increase 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, chlorhexadine, alcohol, and restroom cleaners.

**Observational:** 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.

**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.

**Communication:** 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.

**Motor Skills:** The student must be able to perform gross and fine motor movements with sufficient coordination as needed to perform complete physical examinations utilizing the techniques of inspection, palpation, percussion, auscultation, and other diagnostic maneuvers. A student must develop the psychomotor skills reasonably needed to perform or assist with procedures, treatments, administration of medication, management and operation of diagnostic and therapeutic medical equipment, and patient care activities. It is essential the student be able to provide wheel chair guidance and support mobility for the patient. Additional requirements include: bending, kneeling, squatting, and supporting a patient to a bed or chair safely. The student must have sufficient levels of neuromuscular control and eye-to-hand coordination to provide safe care. Nursing practice requires physical endurance for shifts up to 12 hours that involve sitting, standing, moving, and physical exertion to include providing CPR.
**Intellectual, Conceptual, and Quantitative Abilities:** The student must be able to think critically as well as develop and refine problem-solving skills that are crucial to practice as a nurse. Critical thinking entails the ability to question logically, to identify, to generate, and to evaluate elements of logical argument; to recognize and differentiate fact, illusions, assumptions, and hidden assumptions; and to distinguish the relevant from the irrelevant. Problem-solving involves the ability to measure, calculate, reason, analyze, and synthesize objective and subjective data. Students will make time-urgent decisions that reflect thoughtful deliberation and sound clinical judgment. Each student must demonstrate mastery of these skills and possess the ability to incorporate new information to formulate sound judgment in patient care.

**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.

**Technological:** 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 Business and Technology division or students may call the CCU Help Desk.

Individuals unable to meet these standards, with or without reasonable accommodation, will not be able to complete the program and are counseled to pursue alternate careers.

**Fit for Practice**
Pre-Licensure BSN students will need to be deemed fit for practice by a qualified healthcare provider as part of the admissions process. Additional fit for practice information can be found on the CCU website [Pre-].
Prohibited Items

- Children and/or pets are not permitted in nursing classroom, laboratory or clinical settings.
- Fireworks, paint guns, air soft guns, incendiary devices, dangerous chemicals, explosives, guns, knives greater than 4 inches, or other items intended to cause harm or intentionally generate fear are strictly prohibited.

Technology Requirements

Students in the Pre-Licensure BSN program option are also required to purchase a specified Chromebook and USB to Ethernet adapter. This student fee is posted on the CCU website Pre-Licensure BSN program page. Device specifics will be provided at the time of acceptance into the nursing program.

Withdrawal

Students in nursing are not allowed to withdrawal from a course because they may be failing the course. Students who are currently passing the course, but desire to withdrawal for personal or professional reasons must meet with the program director if such a withdrawal will interfere with their ability to progress through the program as originally planned. Additional policies that could affect progression are located under Nursing Program Information for the nursing programs to which they pertain.

Admission, Registration, & Financial Information

See CAGS Student Handout

Conditional Admission

Nursing students who fail to meet the standards outlined in their CAD agreement will be dismissed from the nursing program.

Non-Degree Admission

Nursing courses are not open to non-degree seeking students.
Nursing Student Orientation

Specific details related to nursing orientation can be found under Nursing Program Information for the nursing programs to which they pertain.

Readmission

Students who reapply to the nursing program are not guaranteed acceptance.

Scholarships

Students are encouraged to apply for the following scholarship opportunities:

- **Sigma Theta Tau International (STTI) Scholarship.**
  - BSN and MSN students who are members of STTI are eligible to apply for Alpha Kappa Chapter at Large annual scholarship awards. Applications are submitted through an online common application process and are due February 15th annually. Recipients receive awards at the annual Spring meeting of STTI Alpha Kappa Chapter at Large.

- **Friends of Nursing (FON) Scholarship.**
  - All BSN and MSN students who meet the criteria are eligible to apply for Friends of Nursing 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 common application process and are due Feb 15th annually. Recipients receive awards at the annual Spring FON luncheon.

- **Colorado Nurses Foundation Scholarship.**
  - All BSN and MSN 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.

- **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 Dean and 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, Nursing and Health Sciences. This scholarship award is reserved for special needs or situations which may occur.
General Information

See CAGS Student Handbook.

Career & Professional Development

Nursing may hold additional professional development lunch and learn or Collaborate sessions.

Change of Address/Personal Information

Nursing students should update their personal contact information in the Blackboard Community and with the Nursing Office Manager prior to graduation.

Email/University Email

The Nursing Division 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.

Identification Cards

All nursing students will be required to obtain a nursing photo ID upon entering the program. Pre-Licensure BSN students will have their picture taken at orientation and will receive their badge by the first day of class. Online students must send a head shot photo with a plain background to the nursing administrative assistant. The completed ID will be mailed to the student. Nursing IDs should be worn at eye level and at all times during clinical or lab experiences. Should a student lose/misplace their ID, they will be required to contact the nursing administrative assistant 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.

Technical Support

Students requiring technical support with nursing specific products (i.e. ATI, SimChart, Shadow Health) should contact the Help Line located on the product’s Web page.
Nursing Program Information:
Pre-Licensure BSN

Program Overview

The Pre-Licensure BSN option is a state-wide nursing program located within the College of Adult and Graduate Studies. This program is 24 months in length (6 semesters), runs on a 12 month academic calendar, and is designed for students who have not previously held an RN nursing licensure.

In an effort to offer greater flexibility to adult students “in life,” nursing courses are provided in either an online or blended format, thus limiting the number of days they are required to be on campus (typically 2-3 days a week). Courses are typically offered one at a time and are either 5 or 10 weeks in length. All 10 week courses include theory, laboratory, and clinical experiences. Although designed with adult students in mind, this option is not recommended for those requiring full-time employment, those with weekend only availability, or those with inflexible schedules.

Grand Junction students connect to Lakewood campus instruction via a Polycom video conferencing system and engage in laboratory and clinical experiences on the Western Slope.

Grounded in not only liberal arts and sciences, but biblical truth, the Pre-Licensure curriculum prepares students to be highly competent, compassionate, moral nurse leaders and challenges them to impact both their profession and their world. At CCU, nursing is not simply a profession, but a ministry; an opportunity to serve others with compassion and excellence as if serving the Lord.

Additional program option highlights can be found on the CCU website Pre-Licensure BSN Webpage.

Program Student Learning Outcomes

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

1. Integrate the liberal arts, sciences and nursing knowledge in and across environments, cultures and lifespan to improve health outcomes as a baccalaureate generalist nurse.
2. Exhibit professionalism based on a biblical worldview and within the ethical and legal framework of nursing practice.
3. Apply the knowledge, skills and attitudes of baccalaureate nursing practice in the compassionate, culturally sensitive, wholistic care of individuals, families, groups, communities and populations for clinical prevention and improved population health.
4. Understand the nature and functioning of the health care system and their role in quality care delivery.
5. Critically examine research evidence for translation into nursing practice.
6. Utilize effective interprofessional and intraprofessional communication and collaboration for improving patient outcomes.
7. Manage information and patient care technology in the delivery of quality patient, family and population nursing care.
8. Demonstrate moral leadership by a caring presence within healthcare systems leading to improved quality care and patient safety.

**Curriculum Plan**

<table>
<thead>
<tr>
<th>Course Requirements</th>
<th>Credits</th>
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<tr>
<td>Pre-Requisite Requirements</td>
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<td>BSN General Education Requirements</td>
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<td>COM 110A: Oral Communication</td>
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<td>MAT 111A: College Algebra</td>
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<td>MAT 250A: Introduction to Research and Applied Statistics</td>
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<td>FNS 220A: Introduction to Nutrition</td>
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<td>PSY 245A: Lifespan Psychology and Development</td>
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<td>CIS 312A: Introduction to Healthcare Informatics</td>
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<td>Biological Sciences Core Requirements</td>
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<td>BIO 201/211A: Human Anatomy and Physiology I with Lab</td>
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<td>BIO 202/212A: Human Anatomy and Physiology II with Lab</td>
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<td>BIO 208/218A: Microbiology with Lab</td>
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<td>BIO 340A: Pathophysiology</td>
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<td>BIO 355A: Human Genetics &amp; Genomics</td>
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<td>PHL 205A: Worldviews</td>
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<td>NUR 309A: Transforming Care</td>
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<td>NUR 310A: Foundations of Professional Practice</td>
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<td>NUR 314A: Pharmacology in Nursing</td>
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<td>NUR 315A: Adult Health Nursing I</td>
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<td>NUR 324A: Caring for Children and Families</td>
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<td>NUR 325A: Maternal Newborn Nursing</td>
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<td>NUR 326A: Mental Health Nursing</td>
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Total Contact Hours = 570 Theory, 150Lab, 765Clinical

Admissions

Admissions Requirements
Admission requirements can be found on the CCU website Pre-Licensure BSN Webpage. All Admission Committee decisions are final.

Orientation
Students admitted to the program are required to attend two days of orientation in April as delineated on the admission letter. Students residing on the Western Slope are expected to attend Orientation on the Main Campus in Lakewood on the first day and will join by Polycom at the Western Colorado Center on the second day. Orientation is mandatory and important for student success in the program.

Classroom Dress Code
Pre-licensure students attending in seat class are required to wear scrubs. Please refer to Clinical Practice Dress Code section for specific requirements.

Progression/Retention

Satisfactory Completion of Coursework
Progression in the nursing program is dependent on satisfactory completion of nursing major courses, which include theoretical knowledge, skills/simulation competency, and clinical performance. Satisfactory completion is defined as receiving a C or higher in all nursing courses and a “Pass” for all lab and clinical components. Students with a grade of “C-” or lower in any course or who obtain a “No Pass” in their clinical or lab experience (if applicable) will be deemed unsuccessful and thus fail the course.

Students may repeat a specific 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, 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 will be asked to schedule an advising appointment to discuss success strategies and may be placed on a learning contract.

Students “at risk” for an issue related to behavior or clinical performance will be required to meet with the lead faculty and program director. At that time a behavioral or learning contract will be initiated respectively, which will delineate the behavior or performance items in question and strategies for success. Failure to meet the requirements of the behavioral or learning contract will result in a course failure. In some cases, the behavioral or learning contract may span more than one course. Dismissal from the nursing program is a consequence of not upholding the terms of the learning contract.

Progression Plans
Students who are not allowed to continue in the program due to a course failure or conduct are to schedule an appointment with the program director for the development of a progression plan. If a progression plan is not initiated and signed by both the program director and student, the student will not be allowed to continue in the program.

Because many nursing courses must be taken in sequence and the Pre-Licensure BSN option currently admits only one time a year, students who fail a course are typically out for several months before the course is offered again. It is important to note that progression plans may delineate requirements to participate in the Remediation (AR) version of previously passed nursing courses when they are believed to be essential for review of safe practice and future student success. Students attending AR courses are expected to attend all in-seat and lab opportunities (students subject to attendance policy) and pass associated lab competencies.

Although no fees or letter grades will be assessed for these AR courses, successful completion will result in a "P” (Pass) on the student’s transcript. A designation of “P” is required in order to remain in compliance with the progression plan. Students who fail to meet the expectations outlined in the progression plan will be unable to progress in the program and thus will receive an “F” (Fail) on their transcript and will be dismissed from the nursing program.

Testing Policies
Exam Administration
As a reminder of the academic integrity policy, students will be asked to sign the following honor
statement as part of each written examination:

I will not engage in any cheating on this or any other exam. Cheating is defined as the use of deception in order to receive a higher grade than I might otherwise receive. Cheating may include things such as sharing of answers during the exam, looking at another student’s exam, or taking pictures/recording answers during the exam review. If I do choose to engage in cheating I acknowledge the consequence of a zero and possible expulsion from the program. I am also aware that per the CAGS handbook I am responsible to report any cheating or academic dishonesty that I may witness or become aware of to the course faculty/proctor. If I fail to do so, I am in violation of the CAGS academic integrity policy and may be subject to disciplinary action.

Furthermore students are expected to adhere to following testing procedures:

- 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 are allowed on the desk.
- Cell phones, electronic watches (i.e. Apple, Fitbit, etc.), or other electronic devices are not allowed during the exam and must be put away. Cell phones should be silenced.
- Students will be provided with a nursing division calculator if needed.
- Students are expected to use the restroom prior to starting any examination and will not be permitted to leave the classroom until such examination is complete.
- Faculty may assign seats for testing.
- Students who arrive late to an exam will not receive additional time to complete their exam.
- Once distribution of the exam begins, no speaking is allowed except to the faculty proctors.
- Faculty members are not obligated to provide a pre-test review or study guide.
- Students may make individual appointments to review their exam with faculty.
- At no time will students be allowed to retake an examination.

**Test Make-Up**

Students who miss an examination during an unexcused absence will receive a zero on that exam. Make-up opportunities will be arranged for those students with an excused absence due to an extenuating circumstance, personal illness (as defined previously), or a pre-arranged approved event according to the following procedures:

- When an absence is anticipated in advance, the student must seek approval from the lead course faculty. If approved then arrangements must be made to take the examination before the original test date.
- When an absence is not anticipated and occurs as a result of an extenuating circumstances or personal illness, then the students must notify faculty that they will not be in attendance before the start of class and work with faculty to arrange a time for make-up.
- Students must understand that faculty reserve the right to administer an alternative exam for any test make-ups.
- Make-up exams are only given in the nursing office between the hours of 8:00 am and 4:30 pm.
• If the faculty allows each student to drop one quiz/exam grade in his/her course according to the syllabus, the faculty reserves the right to deny a make-up quiz/exam for those who are absent.

**Post Test Review**

Unit exams will be used for assessment purposes only and thus at no time following an exam will students receive access to review specific test questions. Post exam, all questions will be statistically analyzed and grade adjustments made as warranted. 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 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:

• **Unit Exams**
  o Unit exams are administered as part of each course and test understanding of course material on a weekly or biweekly basis. The weight of each exam can be found on course syllabi.

• **Cumulative Final**
  o Students will take a cumulative final as part of all 10 week clinical courses. Cumulative finals test the student’s understanding of course content across the entire course. The weight of the cumulative final can be found on course syllabi.

• **Medication Calculation Exams**
  o Students are expected to pass a medication calculation examination with a 95% before being allowed to participate in the clinical component of the course. Students must show their work and utilize dimensional analysis. After each failed attempt, students are required to meet with lead faculty for remediation or discussion of missed content. Students are given a total of three attempts to pass. If unsuccessful after the third attempt the student will be deemed unsafe to practice in a clinical environment and will fail the course to which the medication examination is connected (NUR310: Foundations is an exception to this policy).

• **ATI Proctored Assessments**
  o Students will participate in proctored computer-based testing through ATI to help prepare them for the NCLEX-RN examination. Students will need to perform at a level 2 to avoid mandatory remediation requirements and the student’s performance level will count towards a percentage of the final course grade (see individual course syllabi for percentage; Adult 1 requires remediation regardless of level of achieved). ATI proctored assessments will be administered as part of the following courses:
    ▪ NUR310A: Foundations
    ▪ NUR315A: Adult I (Remediation required for all students)
    ▪ NUR324A: Caring for Children and Families
• NUR325A: Maternal Newborn
• NUR326A: Mental Health
• NUR415A: Adult II
• NUR472A: Population Health
• NUR456: Evidence Based Practice (Leadership ATI to be administered)
• NUR482A: Capstone (Final ATI Predictor)

- Lab Competencies
  - Students must pass a lab competency in all nursing courses with a lab component. Lab competencies are graded “pass” or “no pass.” Students who receive a no pass grade will be required to remediate prior to the second attempt. Failure to pass the lab competency exam during the second attempt will result in a lab and course failure.

**ATI Grading and Remediation**

Points for ATI proctored assessments will be awarded according to the following scale:

- Proficiency Level 3: 95%
- Proficiency Level 2: 85%
- Proficiency Level 1: 75%
- Below Proficiency Level 1: 70%

Students who obtain a performance level of less than 2 will be required to complete remediation in order to pass the course by creating a focused review and completing required hours and templates according to the table below. Although not required for those performing at a level 2 or above (except in NUR315), it is strongly encouraged to improve understanding of missed content.

<table>
<thead>
<tr>
<th>Proficiency Level on ATI</th>
<th>Focus Review Time Required</th>
<th># of Focused Review Templates Required for Submission</th>
<th>% Points Awarded for Remediation</th>
<th>Total % Points After Remediation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proficiency Level 3</td>
<td>1 hour</td>
<td>2</td>
<td>5%</td>
<td>100%</td>
</tr>
<tr>
<td>Proficiency Level 2</td>
<td>2 hours</td>
<td>4</td>
<td>5%</td>
<td>90%</td>
</tr>
<tr>
<td>Proficiency Level 1</td>
<td>4 hours</td>
<td>6</td>
<td>5%</td>
<td>80%</td>
</tr>
<tr>
<td>Below Level 1</td>
<td>6 hours</td>
<td>8</td>
<td>5%</td>
<td>75%</td>
</tr>
</tbody>
</table>

**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.

When questions arise outside of classroom or office hour times, students should seek clarification/answers via the Questions for Faculty tab in the Blackboard course shell rather than faculty e-mail. Faculty will respond to questions posted in this forum within 24 hours. 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 abreast of posted information.

Faculty e-mail should be reserved for questions of personal nature. If students e-mail faculty, the 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 unless they are marked “urgent” in the subject heading.

**Lab Experiences (Skills and Simulation)**

Nursing students engage in laboratory experiences that emphasize both basic skills and simulated patient experiences. Lab provides 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.

**Preparation**

Students enrolled in courses with a lab component will be asked to submit a “ticket to admit” prior to the start of lab in order to demonstrate the completion of assigned preparatory work. Students who fail to submit their ticket to admit on-time will be sent home and the absence will be considered unexcused. All lab hours must be accounted for and thus a missed lab will need to be made-up at a different time.

**Dress Code**

Because lab experiences are designed to reflect the patient care environment, students are expected to come to lab dressed appropriately and be prepared to function safely and professionally. See Clinical Practice Experiences section for specific dress code requirements.

**Attendance**

Students are expected to attend all scheduled laboratory sessions within a course and to arrive on 15 minutes early and prepared. Students unable to attend are expected to notify lead faculty by e-mail before the start of lab.

**Lab Make-Up**

All missed labs (skills and simulation) must be made up. If a student knows in advance that they will miss lab they are required to make arrangements with the lead faculty. If the absence is due to an extenuating circumstance or personal illness (as described under the Attendance section), then the student will be allowed to make-up the missed content during the next scheduled Open Lab without charge. Any unexcused absences will result in a lab make-up through Open Lab at a rate of $50/hour.
Clinical Practice Experiences

Nursing students are assigned to clinical experiences in 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 8 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 coordinator 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. However, due to circumstances outside of the Nursing Division’s control, shifts may be subject to last minute changes.

Requests for accommodation in the selection of clinical assignment will only be granted under extenuating circumstances and must be put in writing to the clinical education coordinator. Once assignments are made and attestation letters have been sent, students are not permitted to switch clinical sites.

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 coordinator they will be placed on clinical probation immediately and may receive a failing grade for the clinical and/or class.

In order to facilitate access to patient data records, students may be asked to provide current student contact information including, but not limited to, full name, social security number, date of birth, address and telephone 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 permission.

Preparation
Students are expected to arrive at least 30 minutes before the start of a clinical experience. Students are to arrive fully prepared in appropriate dress and with clinical preparation assignments completed.

Students enrolled in a clinical course will be asked to complete a care plan or clinical prep sheet prior to arriving on site. Clinical faculty oversee patient assignments in order to ensure course objectives can be met. Students will be expected to obtain patient information in the medical record. 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 agency.

Prior to the clinical day, review and research may include:
- Nursing Care Plan (following HIPAA guidelines)
If the student is unprepared for clinical and/or unsafe to care for patients, the student will be asked to leave the clinical facility. All clinical hours must be accounted for and thus the clinical experience will need to be made up. Given that such behavior is both unprofessional and unsafe, students will also need to meet with the program director and may be placed on a behavioral contract. It is important that students conduct themselves professionally at all times.

**Dress Code**

Students are expected to adhere to all of the following dress code policies when in a clinical setting unless otherwise specified by clinical faculty:

- **Dress in CCU royal blue uniform scrubs with nursing ID (GJ may wear white scrubs at the VA).**
  - Scrubs must be neat, clean and without wrinkles.
  - During cold weather students are permitted to wear a white or black long sleeve shirt underneath their scrub top or the college approved royal blue cover up jacket.
  - No modifications permitted unless otherwise specified by the clinical facility.
- **Wear close toed and close heal shoes with either hose or socks underneath.**
  - Sandals or flip flops are not acceptable.
  - Footwear selection must be safe, clean, in good repair, and professional with minimal patterning and a preference for subtle colors.
  - No mesh tennis shoes are permitted.
- **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.**
- **Come prepared with a watch with a second hand, a calculator (may be accessed via cell phone), a pair of bandage scissors, pen light, a stethoscope with a bell and diaphragm, and a pen with black ink.**
- **Jewelry should be minimal.**
  - Only plain wedding bands (no rings with jewels or settings, including engagement rings) and one pair of small post-style earrings are allowed.
  - No facial or tongue jewelry is allowed.
- **Body piercings and tattoos must be covered in a professional manner (i.e. long sleeves, tattoo sleeve, etc.).**
  - Ear lobe expanders are to be covered with a neutral cap.
- **All hair should 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.
- Mustaches and beards will be clean and neatly trimmed.
- Perfume, cologne, or perfumed lotions are not permitted due to the potential for nausea, headaches, or allergies among patients or staff.
- Nails must be kept short, clean, unpolished, and natural.
  - Artificial nails 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, must be controlled while in the clinical areas.

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 clinical policy must be followed.

**Electronic Devices**
Personal electronic devices such as cell phones, tablets, or computers are not allowed for personal use in the patient care areas. These devices may be used for retrieval of clinical data when done so in accordance with the facility policy.

**Attendance**
Students are expected to attend all scheduled clinical experiences within a course and to arrive on time and prepared. Students unable to attend are expected to notify lead faculty by e-mail before the start of clinical experience. Absences due to personal acute illness such as fever (100.4), vomiting, and diarrhea are considered excused. Students with these symptoms will not be permitted in the clinical setting.

Clinical attendance is mandatory and thus these experiences are expected to take precedence over other life responsibilities. Attendance includes being on-site, prepared, and actively participating in the clinical experience for the entire shift. Students are not to leave the clinical agency for lunch, voting, or any other reason than acute illness or emergency conditions. The student must notify the clinical faculty and get their approval prior to leaving the patient care setting.

Students whose absence will be deemed “excused” based on personal illness (as defined above) or extenuating circumstances, must complete the following:
- Notify the Clinical Faculty by phone at least two hours before the start time of the clinical. The clinical Faculty will notify the Clinical Education Coordinator. If the student cannot reach the Clinical Faculty, they must contact the course faculty. The course faculty will notify the clinical unit. It is the student’s responsibility to obtain the contact numbers for their clinical and course faculty.
- If the absence is during a preceptor clinical experience, the student is required to call the clinical faculty to which he or she has been assigned as well as the preceptor at least two hours prior to the start of the clinical experience.
Failure to give the appropriate notice as described above or a no call/no show could result in a clinical failure. Furthermore, unexcused clinical absences are not permitted and will result in a course failure.

In the rare case that a student has a major life event and the scheduling of such an event is outside the control of the student, the student may submit a written request for clinical make-up to the lead course faculty as long as it is done before the scheduled clinical day. The lead course faculty will coordinate with the clinical education coordinator and program option director to assess if the situation meets the major life event criteria. Please note that such a request is not a guarantee of approval. All requests must also be approved by the clinical agency to which the student is assigned and thus make-up days are not guaranteed.

**Absence from 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 new progression plan.

**Clinical Make-Up**
Since it is the expectation that all clinical experiences be made up and accounted for, students with an excused absence must make arrangements to attend the designated make-up session posted on their clinical schedule. The clinical make-up day will be in full shifts only and arranged through the clinical education coordinator. If a laboratory or clinical make-up is needed beyond the one scheduled day then the student will be charged $50/hour for the additional make-up time.

**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 limitations.

If the student does have 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 need to meet with the program director to discuss limitations and to determine if progression in the program is feasible with reasonable accommodations.

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.
Clinical Quality, Safety, and Performance

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*. 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 (8-12 hours) immediately before a clinical experience.
- 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.
- Do not 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 Standards of Practice and their sub-parts
- The ANA Standards of Professional Performance
- The ANA Code of Ethics for Nurses
- The Joint Commission National Patient Safety Goals
- Agency Policies and Procedures
- Course Specific Clinical Guidelines
All students are responsible for their own actions.

**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 faculty are professionally and ethically obligated to provide client care with compassion and respect for human dignity. No nursing student or faculty 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 faculty must be present. When the student has mastered the skill, the faculty will inform the student when he or she may perform the skills independently. Until then, the faculty 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 Pre-Licensure Students - Medication Administration:
- All first clinical course students are directly supervised and observed by the clinical faculty before they prepare or give medications.
- Second clinical course students are directly supervised and observed until the clinical faculty is satisfied that the student is safe to administer medication independently. The clinical faculty will monitor the student directly throughout the clinical rotation.
- First year students may not be monitored or supervised by staff nurses. Only clinical faculty 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 Pre-Licensure Students - Medication Administration:
- Second year students are directly supervised and observed until the clinical faculty is satisfied that the student is safe to administer medications independently.
- All second year students are directly supervised and observed by the clinical faculty 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 faculty.
- Students performing IV push narcotic medication will only complete this procedure with the approval of the clinical faculty and according to agency policy.
- All students will be directly supervised and observed giving medications to pediatric clients.
- The clinical faculty verifies, signs for and directly observes the administration of all controlled substances.
- During the Capstone, students will administer medications as determined by the clinical oversight 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:

1. Call for assistance and stay with the patient to take measures to reduce any harm or injury.
2. Immediately report the details of the error to their clinical faculty/preceptor/staff nurse.
3. Assist the faculty/preceptor/staff nurse in preparing appropriate paperwork.
4. Clinical faculty will report the error or incident to the CCU lead course faculty and the CCU clinical education coordinator.
5. Lead course faculty or CCU clinical education coordinator 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.

**Clinical Performance Evaluation**

The student must meet clinical competency requirements and clinical standards of professional practice in order to successfully pass the clinical component of 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 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.

**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 clinical faculty/scholar immediately.
• Immediately file an incident report with the hospital and follow facility policies for injuries.
• Report the incident to the clinical education coordinator within 24 hours. If the student is unable to reach the clinical education coordinator, the student should contact the program option director.
• Provide information needed to file an incident claim form
• Obtain a list of occupational health clinics for non-urgent or follow-up care
• Maintain communication with the Clinical Education Coordinator 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 faculty and course faculty must be informed, even if the clinical agency and a First Report of Injury are not required.

**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.

**Online Programs: RN-BSN and MSN**

**Nursing Program Information: RN-BSN**

**Program Overview**

The RN-BSN option is a 27 credit nursing major offered in five-week blocks over 12 months. Nurses who have graduated from a regionally accredited institution, completed an ADN program and have a current license are eligible for a block transfer of up to 81 semester hours. Applicants with an Associate Degree in nursing from a non-regionally accredited school and/ or from diploma RN programs are awarded 38 credit hours for the RN Licensure, as guided by the Colorado Articulation model.

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

There are two entry points for the CCU BSN Nursing Program.
Already a Registered Nurse

Wants to become a Registered Nurse

RN-BSN Program Option

Pre-Licensure BSN Option

Bachelor of Science in Nursing Program

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

**Program Student Learning Outcomes**

By the end of the program, the student will:

1. Integrate the liberal arts, sciences and nursing knowledge in and across environments, cultures and lifespan to improve health outcomes as a baccalaureate generalist nurse.
2. Exhibit professionalism based on a biblical worldview and within the ethical and legal framework of nursing practice.
3. Apply the knowledge, skills and attitudes of baccalaureate nursing practice in the compassionate, culturally sensitive, wholistic care of individuals, families, groups, communities and populations for clinical prevention and improved population health.
4. Understand the nature and functioning of the health care system and their role in quality care delivery.
5. Critically examine research evidence for translation into nursing practice.
6. Utilize effective interprofessional and intraprofessional communication and collaboration for improving patient outcomes.
7. Manage information and patient care technology in the delivery of quality patient, family and population nursing care.
8. Demonstrate moral leadership by a caring presence within healthcare systems leading to improved quality care and patient safety.

**Curriculum Plan**

<table>
<thead>
<tr>
<th>BSN GENERAL EDUCATION Requirements:</th>
<th>RN-BSN Credits (if graduated from non-accredited program)</th>
<th>RN-BSN Credits: Block Transfer (BT)</th>
</tr>
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<tbody>
<tr>
<td>ENG 102A: English Composition</td>
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<tr>
<td>Course</td>
<td>Units</td>
<td>Major Credit</td>
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<tr>
<td>COM 110A: Oral Communication</td>
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<tr>
<td>ENG 104A: Introduction to Research Writing</td>
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<tr>
<td>CIS 312A: Introduction to Healthcare Informatics</td>
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<tr>
<td>MAT 250A: Introduction to Research and Applied Statistics</td>
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<td>PSY 245A: Life Span Psychology and Development</td>
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<td>FNS 220A: Introduction to Nutrition</td>
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<td>MAT 111A: College Algebra</td>
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<tr>
<td>Biological Science</td>
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<td>BIO 201/211A: Human A &amp; P I, Lab</td>
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<tr>
<td>BIO 202/212A: Human A&amp;P II, Lab</td>
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<td>BIO 208/218A: Microbiology, Lab</td>
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<td>BIO 340A: Pathophysiology</td>
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<td>BIO 355A: Human Genetics &amp; Genomics</td>
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<td>CAGS Core</td>
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<td>PHL 205A: Worldviews</td>
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<td>HUM 114A: New Testament</td>
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<tr>
<td>BIB: Bib studies of choice</td>
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<tr>
<td>General Electives</td>
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<td>TOTAL General Education Credit</td>
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<td>55**</td>
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**can transfer in 84 credits with ADN

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
<th>Major Credit</th>
</tr>
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<tbody>
<tr>
<td>BSN NURSING MAJOR COURSES</td>
<td></td>
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<tr>
<td>Colorado Articulation Credit for RNs: Lower Division (LD) Nursing Credit</td>
<td>38: Lower Division Nursing by Articulation</td>
<td>BT-includes 38 Lower Division Nursing by Articulation</td>
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<tr>
<td>*NUR308A: Transforming Care: Christian Theory</td>
<td>3</td>
<td>3</td>
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<tr>
<td>NUR312A: Healthcare Informatics</td>
<td>3</td>
<td>3</td>
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</table>
*NUR430A: Christian Bioethics 3 3
NUR440A: Current Issues in Professional Practice 3 3
NUR455A: Nursing Research & Evidence Based Practice 3 3
NUR465A: Clinical Updates in Nursing 3 3
NUR470A: Population Health: Community Based Care 3 3
*NUR480A: Christian Leadership in Nursing & Healthcare Organizations 3 3
NUR485A: Capstone: Professional Transformation 3 3
Total Credit hours 27 (+38 = 65 Nursing) 27 (+38= 65 Nursing)
BSN Degree 120 120

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

Admissions

Admissions Requirements
Admission requirements for the RN-BSN Program Option are delineated on the Nursing Division Webpages found at [http://www.ccu.edu/ccu/nursing/rn-bsn/requirements/](http://www.ccu.edu/ccu/nursing/rn-bsn/requirements/)

All nursing prerequisite general education courses must be successfully completed prior to enrolling in the nursing major and taking any nursing courses.

Progression/Retention

Student Orientation
An online orientation is provided to all RN-BSN students prior to the cohort start each semester. The Orientation is recorded for later viewing. The program director is available for student questions and will post office hours during the first week of each semester to provide support for new students entering the program.

Progression in the nursing program is dependent on satisfactory completion of courses, which includes theoretical knowledge, integration competency, with a grade of “C” or higher.

Grading
A grade of “C-” or lower in any course is considered a course failure and the student must retake the course. Students may repeat a specific course only once. Students receiving a C- or lower in two courses, or in one course twice, are dismissed from the program. Students with a “No Pass” in their
clinical experience are considered to be failing the entire course.

Learning Contracts are utilized for RN-BSN students who consistently demonstrate difficulty is learning or below standard performance (e.g. poor academic writing, consistent late submission of assignments). Learning Contracts are initiated by course faculty in collaboration with the RN-BSN Program Option Director.

**Progression Policies**

- A course failure requires that a learning contract plan be instituted defining specific requirements for program progression.
- Students who are not allowed to continue in the program due to course failures or unacceptable conduct are to schedule an exit interview with the program director. During the exit interview, conditions for re-entry are defined and documented. If this interview does not take place, there are no options for re-entry.
- Students may drop out of the program at any time and skip courses but must re-enter the program with a new course plan.
- Students may re-enter the RN-BSN program on a space-available basis and all conditions for re-entry must be satisfied.
- Students who are not able to maintain an unencumbered RN license, clear background check, have been fired “for cause”, or are identified as having a positive drug test, will be required to withdraw from the program without a potential for re-admission based on the investigation findings.
- Students who have withdrawn from the RN-BSN program for any reason, and have not completed a course at CCU for 365 days, must re-apply for admission into the University and the RN-BSN Program.
- Students are responsible to keep their RN license and other required documentation current throughout the program. Failure to do so may result in disciplinary action.

**Nursing Faculty Advising**

The RN-BSN Option Director serves as a faculty academic advisor to the students. Students have the opportunity to meet with the faculty academic advisor (the RN-BSN Program Option director) each semester as needed and are responsible for requesting meetings as needed.

**Clinical Practice Experiences**

Nursing is a practice discipline that includes both direct and indirect care activities that impact health outcomes. Practice experiences are embedded in the RN-BSN nursing program to prepare students to care for a variety of patients across the lifespan and across the continuum of care.

Application based practice experiences in the RN-BSN courses provide RN students with opportunity to transition the RN competency to the baccalaureate level of practice. Practice experiences involve a
variety of activities and are included in six of the nine nursing courses.

In the RN-BSN capstone course, NUR 485A, students provide direct patient care under the supervision of a preceptor to synthesize program learning outcomes and the AACN Essentials of Baccalaureate Education (2008). The 45 hours of clinical experience in this course provide students with the opportunity to provide leadership in direct care to patients (individuals, families, groups, communities or populations) and collaborate with an interprofessional team to implement an evidence based quality improvement initiative. Clinical experiences for RN-BSN students are coordinated and managed through the CCU Nursing Clinical Education Coordinator in conjunction with the Administrative Assistant and program option director. RN students are expected to make arrangements for clinical experiences/practice-based experiences in conjunction with the Clinical Education Coordinator and the course faculty. Students must collaborate with the Clinical Education Coordinator in securing a signed Facility Affiliation Agreement for clinical experiences. In addition, students must secure an RN preceptor with a minimum of a BSN to facilitate student learning and to provide feedback regarding clinical performance. The student may not be placed on a unit or within the department where they are currently employed.

NOTE: Student who reside in California and anticipate entering the public health setting after graduation may arrange to have 45 hours of direct care clinical experience in the NUR 470A:Population Health course. Students must make arrangements with the CCU Clinical Placement Coordinator and secure a prepared preceptor in a community based setting.

Clinical documentation for RN-BSN students includes a copy of a student’s current RN License. Any subsequent license renewals must be given to the appropriate document tracking system and is kept on file for verification as required. RN students must maintain an unencumbered RN license throughout the program or are in jeopardy of disciplinary action. RN students must submit a copy of completed yearly education for Blood-borne Pathogens, HIPPA, Joint Commissions, and OSHA regulations into the appropriate document tracking system.

**Dress Code**
Clinical attire for RN-BSN students is to be consistent with the dress code of the agency. Professional attire and appearance with a CCU picture ID is required at all times.
Nursing Program Information: MSN

Program Overview

The Masters of Science in Nursing (MSN) program is a 21 month program with 39 credit hours for completion of the MSN degree. It integrates 24 core credits and 15 specialty credits with two emphasis options. The two emphases are Nursing Education and Clinical Care Management in Adult and Geriatrics.

CCU provides a personal and interactive learning model guided by expert faculty and the most current topics in nursing using a Christian worldview and philosophy. The content is provided in an online teaching model to support the working adult with periodic synchronous discussions with your fellow students and faculty using a platform such as Zoom or Collaborate Ultra. Graduate nursing courses have a 1:70 ratio for credit to clinical contact hours. Courses are offered in five and ten week blocks with sufficient time to complete clinical hours. The MSN program includes 500 total clinical hours of specialty training for each of the two emphases.

Accreditation

CCU is approved by the Higher Learning Commission to offer a master’s program in nursing. CCU has applied for national program accreditation and the site visit for accreditation by the Commission on Collegiate Nursing Education (CCNE) was completed in January of 2017. All new nursing programs are required to have students in the program and taking courses for a minimum of 12 months before CCNE can review the program. Once accredited, the accreditation status is retroactive to the date of the site visit. CCU anticipates full MSN accreditation prior to graduation of the first MSN cohort.

Specialty Certification

The Nursing Education emphasis is aimed at academic teaching and/or professional clinical staff development, which prepares students for moving towards Clinical Nurse Educator (CNE) and/or Nursing Professional Development (NPD) certifications. Each has their own certification process and expected competencies integrated into the five courses within that specialty in order to meet part of the certification requirements. The documents for how these competencies are integrated into each course can be obtained at the student’s request.

The Clinical Care Management for Adult and Geriatrics is an advanced practice RN (APRN) preparation that moves the student towards becoming a Clinical Nurse Specialist (CNS) in this specialty. This emphasis integrates the Adult and Geriatric CNS competencies within its five specialty courses and prepares the nurse to obtain the AGCNS-BC certification. The documents for how these competencies are integrated into each course can be obtained at the student’s request.
Program Student Learning Outcomes
By the end of the MSN program, students will be able to:

1. Contribute to the building of Christ-Centered Nursing Community through lifelong learning, professional development, and evaluation of faith in learning, teaching, scholarship, and practice.

2. Translate and integrate scientific findings, including those from education, genetics, public health, emerging technology, informatics, and organizational sciences to apply quality improvement principles and Christian ethics to promote coordinated care for patients across diverse settings.

3. Use interprofessional collaboration to improve patient and population health from a Biblical worldview.

4. Create evidence based strategies for clinical prevention and population health to develop as transformational change agents within the profession.

5. Collaborate on a system level project for quality improvement, using advocacy as moral leaders through compassionate, spiritually and culturally sensitive care from the perspective of nursing as ministry.

6. Intervene through health policy development by synthesizing Christian principles, servant leadership and advanced nursing practice.

Curriculum Plan

Required Core Courses for the Master of Science in Nursing
24 credit hours consisting of the following classes:

- NUR 502 - Scholarly Inquiry: Translating Research into Practice (3)
- NUR 503 - Outcome Measurement and Technology in Nursing (3)
- NUR 504 - Health Care Policy, Moral Agency and Advocacy for the Profession (3)
- NUR 510 - Advanced Physical and Health Assessment (3)
- NUR 520 - Advanced Pathophysiology (3)
- NUR 530 - Advanced Pharmacology
- NUR 565 – Nursing Leadership in Health Care (3)

Required Courses for CNS Emphasis in Clinical Care Management in Adult and Geriatrics
15 credit hours consisting of the following classes:

- NUR 545 - Transitional Care: Models for Quality Outcomes for Adults and Geriatrics (3)
- NUR 555 - Expert Care: Evidence Based Practice for Adult and Geriatric Populations (3)
- NUR 575 - Clinical Care Management Practicum: Client-Focused (3)
- NUR 585 - Clinical Care Management Practicum: Population-Focused (3)
- NUR 650 - Integrative Capstone: Moral Leadership in Practice (3)
**Required Courses for an Emphasis in Nursing Education**

15 credit hours consisting of the following classes (didactic + clinical credit):

- NUR 542 – Theoretical Foundations of Teaching and Learning in Nursing Education (3)
- NUR 552 - Curriculum Development and Evaluation in Nursing Education (3)
- NUR 572 – Nurse Educator Role: Innovative Teaching Strategies (3)
- NUR 582 – Program Assessment and Evaluation (3)
- NUR 652 – Capstone Integration: Moral Leadership for Practice in Nursing Education (3)

**Admissions**

Admission requirements for the MSN Program Option are delineated on the Nursing Division webpages found at [http://www.ccu.edu/ccu/nursing/msn/requirements/](http://www.ccu.edu/ccu/nursing/msn/requirements/)

**Progression/Retention**

Progression in the MSN nursing program is dependent on satisfactory completion of courses, which includes theoretical knowledge, integration competency, with a grade of “C” or higher. Clinical performance with a “PASS” grade is required in clinical courses. 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. The student must maintain a 3.0 average (B) or greater in order to graduate. (See the CAGS Student Handbook for Student Conduct expectations).

A grade of “C-“or lower in any course is considered unsatisfactory at the graduate level and the student must retake the course. Students may repeat a specific course only once. Students receiving a grade of “C-“ or lower in two courses, or in one course twice, are dismissed from the program. Students with a “No Pass” in their clinical practicum are considered as failing the entire course and would need to repeat the entire course.

**Progression Policies**

- A course failure requires that a learning contract plan be instituted defining specific requirements for program progression.
- Students who are not allowed to continue in the program due to course failures or conduct are to schedule an exit interview with the program director. During the exit interview, conditions for re-entry are defined and documented. If this interview does not take place, there are no options for re-entry.
- Students may drop out of the program at any time and skip courses but must re-enter the program with a new course plan.
- All students self-selecting to leave the program or needing to repeat a course for any reason, typically delays the student’s progression with additional breaks required as some courses are
taken only in sequence or courses may not be taught every semester. This requires an interview and course plan provided by the program director.

- Students re-enter the MSN program on a space-available basis and all conditions for re-entry must be satisfied.
- Students who are not able to maintain an unencumbered background check or RN license, or are fired “for cause,” or are identified as having a positive drug test, may be required to withdraw from the program without a potential for re-admission based on the investigation findings.
- Students who have withdrawn from the MSN program for any reason, and have not completed a course at CCU for 365 days must re-apply for admission into the University and MSN Program.

**Clinical Practice Experiences**

Additional clinical documentation for MSN students includes a copy of a student’s current RN License. Any subsequent license renewals must be given to the appropriate document tracking system and is kept on file for verification as required. A current unencumbered RN license is required throughout the program or students are in jeopardy of disciplinary action. MSN students must submit a copy of completed yearly education for Blood-borne Pathogens, HIPPA, Joint Commissions, and OSHA regulations into the appropriate document tracking system. Students are responsible for being sure this documentation is current throughout their program and for submitting appropriate documents as instructed.

Students in the MSN program are required to complete clinical nursing courses toward the end of the program. All MSN courses must be successfully completed prior to enrolling in the final NUR 650 NUR 652 Capstone courses.

Students in the MSN program are expected to make arrangements for clinical experiences in conjunction with the Clinical Education Coordinator and the Program Director. Students must collaborate with the Clinical Education Coordinator in securing a signed Facility Affiliation Agreement for clinical experiences. In addition, students must secure a preceptor with a minimum of a MSN degree in the area of specialty to facilitate student learning and to provide feedback regarding clinical performance. The preceptor must be a master’s or doctoral prepared nurse, even if the student is working with interprofessional team members on a regular basis.

The MSN students will work in coordination and collaboration with the course faculty and program director to select appropriate and individualized experiences to meet their career goals. Clinical experiences vary with the specialty emphasis selected and the opportunities available at the student’s place of residence. Course faculty will meet with the student and preceptor on a regular basis through zoom, Skype, phone, e-mail or other technology to oversee the clinical experience, provide direction, validate performance, and measure student learnings outcomes.

**Dress Code**

Clinical attire for MSN student is to be consistent with the dress code of the agency. Professional attire
and appearance with a CCU picture ID is required at all times. MSN students in the Clinical Care Management in Adult and Geriatrics option should also obtain and wear a white lab coat as appropriate in clinical areas.

**Standards of Student Conduct**

**Introduction**

Students are to refer to the CAGS Student Handbook for a comprehensive overview of Student Conduct expectations. CCU and the Nursing Division 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.

**General Student Conduct Expectations**

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

Pre-Licensure BSN students are also asked to sign a civility agreement during orientation (Appendix B), which is used as a tool to hold each other accountable to an environment of civility and one that models the love of Christ such as:

- Maintaining a supportive and positive team environment and rejecting any rudeness or undermining of others
- Recognizing the vital role of each member of the cohort and treating all people with respect
- Practicing caring, commitment and collaboration in relationships with students and faculty, and being committed to finding solutions to problems rather than complaining about them
- Being respectful of others’ time by being diligent in course requirements and on time for all classes and other commitments
- Protecting the privacy and feelings of others and refusing to gossip
- Praising fellow students in public and providing constructive feedback in private, remembering that no one is perfect and that human errors are opportunities for learning, not for shame or guilt
- Respecting cultural, spiritual, and educational differences among peers and superiors

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

In addition to those behaviors identified in the CAGS Student Handbook, the following behaviors are also prohibited by the nursing department given that they lack the professionalism expected of the nursing profession.

- Failing to adhere to University, CAGS, 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 in the lab or clinical area or the expression of discontent to inappropriate parties.
- Acting discourteous or disrespectful to peers, faculty, patients or staff (ex. arguing, using offensive language, sleeping during instruction, arriving late or leaving early without permission, addressing faculty by their first name, etc.).
- Disrupting the learning of others (ex. talking during videos/presentations, engaging in non-class related activities such as Facebook, e-mail, texting, failing to silencing cell phone, packing up before class 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.

Policies Pertaining to Student Code of Conduct & Prohibited Conduct

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

Policies related to controlled substances or illegal drugs applies to the lab or clinical environment. Furthermore, tobacco and marijuana use is not tolerated at any time before or during an in-seat, lab or a clinical experience. It should be noted that marijuana use by nursing students at any time is prohibited. Students will not be permitted to enter the classroom, lab or clinical facility if impaired by any narcotic or mental altering medications.

Unsafe Performance and “For Cause” 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, lab, 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 lab or clinical faculty will immediately escort and instruct the student to wait in a safe area (e.g. a cafeteria or waiting area). The lab 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 evaluation or 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 Nursing Program.

“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 CCU nursing 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 under the “Standards of Student Conduct” and “Special Administrative Evaluation policies. “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....” (CAGS Student Handbook)

Dress Code

Additional dress code requirements for students can be found under Nursing Program Information.

Guests

Guests are permitted in the classroom only with the permission of lead faculty. At no time are guests allowed in the lab or clinical environment.

Online Communication and Social Media

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, 2016, March 28) and the NCSBN (2011) 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.

The ANA (2016, March 28) states “Nurses must recognize that it is paramount that they maintain patient privacy and confidentiality at all times, regardless of the mechanism that is being used to transmit the message, be it social networking or a simple conversation. As licensed professionals they are legally bound to maintain the appropriate boundaries and treat patients with dignity and respect” (para. 2).

The ANA’s (2016, March 28) Principles for Social Networking state

- Nurses must not transmit or place online individually identifiable patient information.
- Nurses must observe ethically prescribed professional patient — nurse boundaries.
- Nurses should understand that patients, colleagues, institutions, and employers may view postings.
- Nurses should take advantage of privacy settings and seek to separate personal and professional information online.
• Nurses should bring content that could harm a patient’s privacy, rights, or welfare to the attention of appropriate authorities.
• Nurses should participate in developing institutional policies governing online conduct.

The NCSBN (2011) provides Six (6) Tips to Avoid Problems

1. Remember that standards of professionalism are the same online as in any other circumstance.
2. Do not share or post information or photos gained through the nurse-patient relationship.
3. Maintain professional boundaries in the use of electronic media. Online contact with patients blurs this boundary.
4. Do not make disparaging remarks about patients, employers or co-workers, even if they are not identified.
5. Do not take photos or videos of patients or patient data and documentation on personal devices, including cell phones.
6. Promptly report a breach of confidentiality or privacy.

Failure to comply with the social media policy could result in legal ramifications by regulating bodies as well as a behavioral contract or dismissal from the nursing program. At no time should social media be used to speak negatively about or personally attack faculty, administration, staff or the university. Students should seek professional means to air concerns as delineated in the Academic Appeals section.
Appendix B

Colorado Christian University
College of Adult and Graduate Studies

Nursing & Health Sciences Department
Pre-Licensure BSN Nursing Student Civility Agreement

In order to promote a professional and positive learning environment all students upon entering the program will be asked to sign a civility agreement that commits to the following:

- I will maintain a supportive attitude with fellow students and faculty, creating a positive healthy team environment by recognizing their successes. I will hold my peers accountable for behaviors and performance, recognizing how the actions of one speak for the group.
- I recognize each of us plays a vital role in the cohort and I will treat others accordingly.
- Rudeness is never tolerated. There is no blaming, finger pointing or undermining of fellow students or leadership. I will not engage in bickering, back-biting and blaming and will ask my peers not to as well.
- I will be on time for classes, clinical experiences and additional responsibilities. I will not skip class unless I am sick or have an emergency and will inform faculty of such cases.
- I will welcome and nurture any guests or newcomers.
- I recognize that “many hands make light work” and will offer to help in any way I can.
- I will show appreciation and respect to staff in the nursing department and other departments.
- I recognize we all have strengths and challenges and it takes many diverse personalities to make a team. “We have different gifts according to the grace given us.” Romans 12:6
- I will respect cultural, spiritual, and educational differences among my peers and superiors.
- I will praise my fellow students in public and provide constructive feedback in private.
- I will not gossip. I will protect the privacy and feelings of my fellow students and faculty. If I have a problem I will address it promptly and directly with my peers. The only time I will discuss it with another person is when I need advice or help in deciding how to communicate appropriately. (Matthew 18:15-20)
- I will practice caring, commitment and collaboration in my relationships with my fellow students and faculty and will ask that they do the same with me. “Jesus replied, ‘Love the Lord your God with all your heart, and with all your soul and with all your mind.’ This is the first and greatest commandment. And the second is like it: ‘Love your neighbor as yourself.’” Matthew 22:37-39
- I will be committed to finding solutions to problems and will not complain about another student or faculty member. I will hold my peers accountable to this as well. If I hear anyone else doing so, I will ask them to speak with the appropriate person.
- I will accept each student and faculty as they are today, forgiving past problems and ask they do the same with me. “Forgive as the Lord forgave you.” Colossians 3:13
- I will respect other’s time and will be diligent in my course requirements so as not to project unnecessary urgency upon staff and faculty.
• I will remember no one is perfect and human errors are an opportunity for learning, not for shame or guilt, rather for forgiveness and growth.
• I will remember to have fun and keep a sense of humor.

Students, faculty, and staff are asked to hold each other accountable; 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. CCU is committed to creating positive community environments that model the love of Christ.

**Instructions:** Please read the CCU Nursing Student Civility Agreement and sign the statement below. My signature below confirms that I have received and agree to adhere to the policies and procedures presented in the *Colorado Christian University Nursing Student Civility Agreement.*

Name (Please Print) _________________________________________

Signature ______________________________________

Date ______________________________________
References


