AdventHealth University | Online

RN-BSN Student Handbook

Academic Year 2023-2024

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DEPARTMENT OF NURSING MISSION STATEMENT

*In harmony with the Mission of the University, the Department of Nursing provides
educational experiences within a Christian environment,
designed to promote excellence in nursing.*

Introduction

Congratulations on the decision to pursue a Baccalaureate of Science in Nursing at AdventHealth University. You may have just recently graduated and earned your registered nurse license, or perhaps you have been planning for a while to further your professional education. Whether you are a novice or an experienced nurse, you have made the first step in turning that dream into an action-oriented goal. To make this goal a reality, the RN-BSN Track is designed to meet a variety of student needs.

The *RN-BSN Track Student Handbook* includes essential information that will help you understand the philosophy, requirements, and policies specific to the nursing program. This handbook supplements the general information found in the *Academic Catalog*. With this information, the *Academic Catalog*, and the guidance of the advisor, the student will develop a study plan that is individualized and workable.

University Mission Statement

AdventHealth University is a Seventh-day Adventist institution, specializing in healthcare education in a faith-affirming environment. Service-oriented and guided by the values of Nurture, Excellence, Spirituality, and Stewardship, the University seeks to develop leaders who will practice *healthcare as a ministry*.

Department of Nursing Mission Statement

In harmony with AdventHealth University's Mission Statement, the Department of Nursing develops nurse leaders who live the healing values of Christ. Faculty provide educational experiences within a Christian environment, designed to promote excellence in nursing. Furthermore, the Department provides educational opportunities for students to explore and develop university values of nurture, excellence, spirituality, and stewardship as related to nursing leadership.

> **Nurture.** Nurture encompasses working with others including nursing colleagues, inter-professional entities, community members, patients, and families. Graduates are equipped to deal effectively with change, assist team members to work collaboratively, and apply critical thinking skills to manage and work with individuals as well as systems.

> **Excellence.** Excellence in leadership is promoted through the study of quality initiatives and the safety issues inherent in today's healthcare milieu. Graduates are able to utilize evidence-based practice, provide data and guide others in vital decisions made in healthcare and higher education.

> **Spirituality.** Spirituality directs and guides graduates in the practice of Christian professionalism. Guided by Christian ethics and biblical standards, graduates provide

vision, offer solutions and assist the organization to operationalize its mission of offering *healthcare as a ministry*.

Stewardship. Stewardship is also part of the repertoire of graduates as they use organizational resources judiciously. As conscientious stewards, graduates are respectful of the time, effort, and resources available to patients and families, coworkers, and the community at large.

BSN Program Goals

The Goals of the BSN program are to educate students to:
1. Demonstrate caring, Christian principles in professional nursing practice roles in a multicultural, global society that embrace the core values of AHU.
2. Provide excellent generalist nursing care that improves patient safety and population health outcomes.
3. Incorporate scientific, evidence-based knowledge from the sciences, humanities, and arts to lead change in the healthcare system while collaborating with interprofessional teams.

Department of Nursing Philosophy Statement

The faculty believes that the discipline of nursing is both an art and a science that promotes health through the delivery of wholistic care to individuals, families, and communities. The Department of Nursing uses the Neuman Systems Model as a framework for understanding professional, health-oriented service to individuals, families, and communities.

The practice and teaching of nursing is a calling to exercise God's gifts in a life of service to humanity. Through the profession of nursing, graduates extend the healing ministry of Christ by practicing *healthcare as a ministry*. Faculty and students, guided by Christian principles, achieve personal and professional excellence through quality education and life-long learning.

Integrating the concepts from the Neuman Systems Model and AHU's Christian principles, the curriculum addresses the four metaparadigm concepts of nursing: (a) person, (b) environment, (c) health, and (d) nursing as follows.

Person. A person is a child of God who is an integrated whole and created to live in harmony with God, self, and others. A person also is a patient or client system who may be the learner, the faculty, the support staff, an individual, family, or community. The patient or client system consists of five integrated variables that include physiological, psychological, sociocultural developmental, and spiritual factors. These variables are integrated into the nursing curriculum to prepare graduates with the capacity for caring, compassion, critical thinking, and respect for the dignity and self-determination of others. The nursing faculty is committed to caring, compassion, critical thinking, and respect for students by modeling these behaviors in the delivery of the curriculum.

Environment. The environment is all of God's creation. The environment is an open and dynamic system consisting of intrapersonal, interpersonal, and extra-personal forces

influenced by, and influencing the person's response to stressors. The external environment may consist of virtual classrooms, teaching and learning media, practice settings, the student's home, and professional employment settings. Internal environments may include spiritual, cultural, psychological, social, and physiological factors that impact teaching, learning transactions, and the capacity for learning. These environmental factors are built into the planning, design, implementation, and evaluation of the curriculum.

Health. Health is a continuum of wellness to illness and is dynamic in nature. Optimal wellness or stability is achieved when the total patient or client system needs are met. A reduced state of wellness is the result of unmet patient or client system needs. Health is dependent on the interplay of internal and external resources to support the patient or client system. The nursing curriculum advocates for the health of self and others and is designed with a focus on health promotion, health maintenance, disease prevention, and health restoration. Therefore, the eight principles of health include C-Choice, R-Rest, E-Environment, A-Activity, T-Trust, I-Interpersonal Relationship, O-Outlook, and N-Nutrition (CREATION), and are embedded throughout the curriculum. Students engage in health-related activities across the lifespan that benefit the individual, family, community, and society to enhance optimal functioning.

Nursing. Nursing is both an art and a science that promotes health through the delivery of wholistic care to individuals, families, and communities. Nursing is a dynamic, interactive process and treats human responses to stressors throughout the life span. The curriculum is structured with a focus on the development of nurses who are accountable and responsible for developing and delivering caring, compassionate, wholistic nurse-patient or client system interactions. These interactions are extended through the healing ministry of Christ. Students are nurtured by faculty and learn to nurture others. Pedagogical excellence is modeled in preparing students for patient or client-focused professional nursing care using evidence-based practice.

DEPARTMENT OF NURSING CURRICULUM FRAMEWORK

The nursing curriculum is based on the medical model and incorporates content from the Neuman Systems Model that focuses on the provision of wholistic health care. The Neuman Systems Model is health oriented, wholistic, open, and dynamic. The model focuses on two components: the patient/client system's response to stressors and the interventions used to assist the patient/client in response to those stressors. The goal of the model is to facilitate optimal wellness of the patient/client. In the academic setting, this goal is translated into the development and attainment of a sound educational program that enable learners to attain the program outcomes.

Health Maintenance, Health Promotion, Disease Prevention, and Health Restoration in the Neuman Systems Model (NSM)
Health maintenance, health promotion, disease prevention, and health restoration are key concepts in the NSM and are integral to all courses in the nursing program. In the NSM one of the goals of a system is to conserve system energy and maintain or enhance the

system's normal level of wellness. This normal level of wellness is called the system's *normal line of defense.* Systems develop methods of dealing with the routine problems of life that, unchecked, would threaten that normal line of defense. Collectively these methods (i.e. diet, exercise, or meditation) of dealing with life's problems are called *flexible lines of defense* and are generally considered to be part of the system's internal environment.

Health promotion interventions that begin in the system's external environment (i.e. wearing a helmet or routine medications) but serve to enhance the system's level of wellness and/or prevent *stressors* (i.e. disease or trauma) from disrupting the system's normal line of defense are called *primary prevention interventions*. Over time, primary prevention interventions may be incorporated into a system's flexible line of defense. Once a stressor succeeds in disrupting the system's normal line of defense, the system's internal lines of resistance (i.e. white blood cells or clotting factors) are activated to combat the impact of the stressor. If a stressor is not successfully ameliorated, the result is the death of the system.

Interventions implemented from outside the system aimed at combating the impact of stressors are called *secondary interventions* (i.e. surgery or acutely needed medications). Once a stressor has been successfully ameliorated, the system begins to either reestablish a new normal level of wellness that demonstrates resultant loss of system energy, or the system begins to increase its level of wellness through the continued effect of the internal lines of resistance combined with *tertiary interventions* from the external environment (i.e. cardiac or physical rehabilitation). The NSM labels this process of health restoration as the *reconstitution* of the system.

Once the reconstitution process is completed (the system stops getting better) a new normal line of defense is established with concomitant flexible lines of defense. This new normal line of defense may be reestablished at the same level of wellness, a lower level of wellness, or a higher level of wellness than the system was at previous to the incidence of the stressor. The level of wellness where the new normal line of defense is established depends on the system's response to internal and external efforts to reestablish that new normal line of defense.

One of the goals of healthcare in general, and nursing in particular, is to achieve the highest level of wellness for all people. This is achieved through the consistent implementation of scientifically supported primary, secondary, and tertiary healthcare interventions. Deciding if an intervention is primary, secondary, or tertiary depends more on where the system is in its particular health trajectory than on the nature of the intervention. For example, a person with diabetes may take insulin as part of their flexible line of defense but will continue to need that insulin after a stressor disrupts their normal line of defense. At that point the insulin becomes a secondary intervention. When the person begins to reconstitute from the stressor the insulin becomes a tertiary intervention. After a new normal line of defense is established, the insulin returns to a primary intervention and is ultimately part of the person's flexible lines of defense.

Definition of Terms in the Neuman Systems Model

Basic Structure: The basic structure consists of common client survival factors related to system variables, as well as unique individual characteristics.

System variables: Physiological, psychological, socio-cultural, developmental, and spiritual factors.

Lines of Resistance: The lines of resistance protect the basic structure. These lines are activated following stressor invasion of the normal lines of defense.

Normal Lines of Defense: An adaptation level of health developed over time and considered normal for a particular individual client or system; it becomes a standard for wellness deviance determination.

Flexible Lines of Defense: Protective system for the client's stable state. Ideally, it prevents stressor invasion and protects the normal line of defense. It is strengthened by primary prevention.

Stressors: Environmental factors that are intra-, inter-, and extra-personal in nature and have the potential for disrupting system stability by penetrating the system lines of defense and resistance. A stressor is inherently neutral or inert. The outcomes may be either positive or negative. The client system's perception of the stressors and coping abilities are major considerations for caregivers and clients.

Intrapersonal stressors: The internal environmental forces that occur within the boundary of the client system.

Interpersonal stressors: The external environmental interaction forces that occur outside the boundaries of the client system at the proximal range.

Extra-personal stressors: The external environmental interaction forces that occur outside the boundaries of the client system at the distal range.

Primary Prevention Level: Interventions before a reaction to stressors has occurred.

Secondary Prevention Level: Interventions after a stressor reaction has occurred (but before complications occur).

Tertiary Prevention Level: Interventions following treatment of a stressor reaction (but before complications develop into residuals).

Reaction: Response is based on the perception of the stressor by the basic structure and may occur in varying degrees.

Intervention: Any preventive mode of action that modifies an actual or potential stressor at the primary, secondary, or tertiary level. These modes of action can be implemented by the client system, significant other, family, community, nurse, or other health care provider.

Reconstitution: Represents the return and maintenance of the system stability following treatment of a stressor reaction which may result in a higher or lower level of wellness.

THE WHOLE CARE EXPERIENCE - CREATION Life Principles

C-Choice – accept responsibility for optimal health
R-Rest – enjoy replenishing sleep and relaxation
E-Environment – create nurturing, rejuvenating surroundings
A-Activity – put the body into motion
T-Trust – express faith and belief in God
I-Interpersonal relationships – cultivate and celebrate relationships
O-Outlook – practice a positive, happy attitude
N-Nutrition – provides fuel for high performance throughout the life

Note: Students are encouraged to review the application of each of the elements that comprise CREATION Life at the following website*:* http://www.creationlife.com

EDUCATIONAL PHILOSOPHY OF AHU

AdventHealth University has adopted an educational philosophy that includes a course delivery format: blended learning. Blended learning includes content and activities delivered in a web-based format, while other content and activities are offered in a classroom setting. The blended course promotes learning that is interactive and engaging for students in the classroom but also allows them the autonomy to learn at their own pace outside the classroom. In the blended format, a portion of the course activities will be completed on campus or through synchronous interactive video, to provide real-time contact with course instructors. Course activities may include, but are not limited to, lecture content, case scenarios, chats or discussions, exams, and clinical involvement. Real-time interactions may occur in the classroom or via technological interactives such as Polycom, or Skype. All nursing classes are offered in a blended and/or online learning format.

RN-BSN TRACK DESCRIPTION

The Baccalaureate of Science in Nursing (RN-BSN Track) is designed to prepare registered nurses to provide wholistic health care to individuals, families, and communities. The program is grounded in Christian principles and integrated with courses from the arts and sciences that enrich the course of study and contribute to the development of a broader worldview of nursing. The program provides a foundation for the graduate to enhance professional growth, facilitate career mobility, and establish a foundation for graduate studies.

ONLINE EDUCATION

The RN-BSN Track courses are offered entirely online. These include opportunities for real-time (synchronous) interaction with faculty and peer students. Asynchronous interactions in discussion forums foster collaboration, cooperation, and community-building through student engagement, learning accountability, and strong faculty presence. Collaborative activities and other interactive content enhance comprehension and retention. Class discussions may include opportunities for real-time (synchronous) interaction with faculty and peer students. Opportunities to learn from practical real-world involvement and activities demonstrate the relevance of coursework to the practice environment. Online learning provides education to students located anywhere without compromising, quality, rigor, or integrity.

STUDENT LEARNING OUTCOMES

LEVEL III - LEVEL OUTCOMES

1. **Caring:** AACN Essentials Domain 2; ANA: 9; NAM: 7-1, 3; AHU Caring
   Apply caring, Christian principles to guide interactions with patients/clients, health care professionals, and the public that demonstrate diversity, equity, and inclusion.
2. **Communication:** AACN Essentials Domain 8; ANA: 10; NAM: 7-1, 3; AHU Communication
   Critique effective skills in communication and information management.
3. **Critical Thinking:** AACN Essentials Domain 1; ANA: 5; NAM: 5-2; AHU Critical Thinking
   Evaluate critical thinking, clinical reasoning and judgement, and the nursing process to address healthcare needs throughout the lifespan.
4. **Ethical/Moral:** AACN Essentials Domain 9; ANA: 7; NAM: 9-1; AHU Ethical / Moral
   Examine ethical, legal, economic, and political factors that affect the management of healthcare care for individuals, families, and communities.
5. **Lifelong Learning:** AACN Essentials Domain 10; ANA: 13; NAM: 7-1, 3; AHU Lifelong Learning
   Analyze the responsibility of the nurse to participate in activities that foster ongoing professional growth and development in self, others, and the profession.
6. **Professional Expertise: 1:** AACN Essentials Domain 4, 5; ANA: 12, 14; NAM: 10-1; AHU Professional Expertise
   Consider nursing research and other evidence-based approaches for use in safe practice.
7. **Professional Expertise: 2:** AACN Essentials Domain 3; ANA: 18; NAM: 7-1, 3; AHU Professional Expertise
   Appraise community resources to meet the primary, secondary, and tertiary health care needs of individual, families, and communities.
8. **Professional Expertise: 3:** AACN Essentials Domain 7, 9; ANA: 5, 8, 11, 12; NAM: 9-1; AHU Professional Expertise
   Analyze the roles of the nurse as a care provider, designer, leader, educator, advocate, and coordinator of nursing care as appropriate.
9. **Professional Expertise: 4:** AACN Essentials Domain 2; ANA: 10; NAM: 7-1, 3; AHU Professional Expertise
   Integrate knowledge from nursing, the arts and sciences, and humanities to meet patient/clients' physiological, psychological, sociocultural, developmental, and spiritual needs.
10. **Service to the Community:** AACN Essentials Domain 6; ANA: 1; NAM: 7-1, 3; AHU Service to the Community
    Complete service-learning projects as assigned.
11. **Service to the Community:** AACN Essentials Domain 6; ANA: 1; NAM: 7-1, 3; AHU Service to the Community

Participate in service-learning activities as sponsored by AHU Chapter of NSNA and other community organizations.

<u>LEVEL IV - LEVEL OUTCOMES</u>

1. **Caring:** AACN Essentials Domain 2; ANA: 9; NAM: 7-1, 3; AHU Caring
   Integrate caring, Christian principles to guide interactions with patients/clients, health care professionals, and the public that demonstrate diversity, equity, and inclusion.
2. **Communication:** AACN Essentials Domain 8; ANA: 10; NAM: 7-1, 3; AHU Communication
   Adapt effective skills in communication and information management.
3. **Critical Thinking:** AACN Essentials Domain 1; ANA: 5; NAM: 5-2; AHU Critical Thinking
   Formulate critical thinking, clinical reasoning and judgement, and the nursing process to address healthcare needs throughout the lifespan.
4. **Ethical/Moral:** AACN Essentials Domain 9; ANA: 7; NAM: 9-1; AHU Ethical / Moral
   Evaluate ethical, legal, economic, and political factors that affect the management of healthcare care for individuals, families, and communities.
5. **Lifelong Learning:** AACN Essentials Domain 10; ANA: 13; NAM: 7-1, 3; AHU Lifelong Learning
   Evaluate responsibility to participate in activities that foster ongoing professional growth and development in self, others, and the profession.
6. **Professional Expertise: 1:** AACN Essentials Domain 4, 5; ANA: 12, 14; NAM: 7-1, 3; AHU Professional Expertise
   Integrate nursing research and other evidence-based approaches for use in safe practice.
7. **Professional Expertise: 2:** AACN Essentials Domain 3; ANA: 18; NAM: 10-1; AHU Professional Expertise
   Propose community resources to meet the primary, secondary, and tertiary health care needs of individual, families, and communities.
8. **Professional Expertise: 3:** AACN Essentials Domain 7, 9; ANA: 5, 8, 11, 12; NAM: 9-1; AHU Professional Expertise
   Integrate the roles of the nurse as a care provider, designer, leader, educator, advocate, and coordinator of nursing care as appropriate.
9. **Professional Expertise: 4:** AACN Essentials Domain 2; ANA: 10; NAM: 7-1, 3; AHU Professional Expertise
   Synthesize knowledge from nursing, the arts and sciences, and humanities to meet patient/clients' physiological, psychological, sociocultural, developmental, and spiritual needs.
10. **Service to the Community: 1:** AACN Essentials Domain 6; ANA: 1; NAM: 7-1, 3; AHU Service to the Community
    Complete service-learning projects as assigned.

Service to the Community: 2: AACN Essentials Domain 6; ANA: 1; NAM: 7-1, 3; AHU
Participate in service-learning activities as sponsored by AHU Chapter of NSNA and other
community organizations

<div align="center">References</div>

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    competencies for professional nursing education.* https://www.aacnnursing.org/Education-
    Resources/AACN-Essentials

American Nurses Association (ANA). (2021). *Nursing: Scope and standards of practice* (4th
    ed.). eISBN: 9780999308875

National Academy of Medicine. (2021). The future of nursing 2020-2030: Charting a path to
    achieve health equity. https://nam.edu/publications/the-future-of-nursing-2020-2030

The University learning outcomes and the RN-BSN Track learning outcomes are measured
through a series of academic activities that include but are not limited to:

1. The students' ability to apply APA writing format in academic papers
2. The student's ability to communicate professionally in online discussion forums,
   group interactions, written and verbal messages, assignments, and interpersonally
3. The students' ability to progress through the RN-BSN Track with grades of C+ or
   better
4. The student's ability to apply critical thinking on a professional level
5. The students' ability to incorporate theoretical and evidence-based practice protocols
   in written work and practice settings
6. The student's ability to satisfactorily complete clinical projects at the undergraduate
   level of performance
7. The students' involvement in service-learning activities in the community

CIVILITY POLICY

Students, faculty, and staff are required to demonstrate civility in all interactions and
communication, e.g., in-person, on-line, emails, phone and cell calls, virtual interactions, texting.
They must always treat each other with respect and caring. Students, faculty, and staff will
demonstrate civility, professional, and caring, Christian behaviors in all interactions and
communication, e.g., consideration, kindness, patience, grace, a positive attitude.

Students, faculty, and staff who demonstrate incivility, unprofessional, and un-Christian
behaviors in interactions and communication, e.g., confrontational, interrupting, bullying,
cursing, vulgarities, sarcasm, aggressiveness, threatening, accusatory, disrespectful, unkind,
impatient, negative tone of voice, negative behavior, negative communication, judgmental,
devaluing students, peers, faculty, staff, colleagues, and administration will be documented in a
Disciplinary Process. This may lead to referral to the Citizenship Committee and dismissal from
the Programs in the Department of Nursing, based on the frequency and severity of the

behaviors. The Faculty and Vice-Chairs of the Department of Nursing Programs will make the determination of the disciplinary actions and procedure.

RN-BSN CLINICAL COMPETENCIES

As a basis for planning the curriculum, the faculty identified areas of professional growth that differentiate the practice of an A.S. graduate from that of a B.S. graduate. The faculty recognize the need to develop the student's skills to function in community, clinic, as well as inpatient hospital environments, and thus include two specifically community-based courses. To develop a nurse who is a "provider of care, designer/ manager/ coordinator of care and a member of a profession" (AACN Essentials of Baccalaureate Education, p. 7), the following 8 characteristics of professional practice were selected by the faculty to guide clinical experiences:

- Provider of care:
  A. The graduate of the RN-BSN Track will demonstrate the ability to:
  1. Integrate theory and practice
  2. Practice from an evidence-based perspective (EBP)
  3. Engage in the fully autonomous aspects of practice (management of human responses to health problems)

- Designer/manager/coordinator of care
  B. The graduate of the RN-BSN Track will demonstrate the ability to:
  1. Focus attention on planning care for groups as well as for individuals
  2. Include preventive and prophylactic interventions as well as therapeutic interventions
  3. Function as a leader in providing care
  4. Function as a teacher, not only of patient/family but also of fellow staff

- Participation in the maintenance of the profession
  C. The graduate of the RN-BSN Track will demonstrate the ability to:
  1. Engage in supportive activities of the profession as a whole through contributions and advocacy

CLINICAL EXPERIENCES

The RN-BSN Track includes clinical experiences that are integrated into some of the nursing courses. The clinical assignments are completed in the community or other health care agencies outside of the virtual classroom setting. In courses, with clinical assignments, the student must complete all components of the clinical assignments satisfactorily to pass the course. ***Failure to complete a clinical assignment may result in failure of the course***.

SERVICE-LEARNING ACTIVITIES

Professionals have a responsibility to contribute their professional knowledge, skills, and expertise for the good of the community beyond the details of their employment. Therefore, students are required to complete service-learning activities in addition to clinical projects. In the RN-BSN Track, these requirements are integrated into one course, NRSG 335. These activities give students opportunities to become acquainted with community needs and develop connections with community leaders who are engaged in meeting those needs. Students will be expected to wear AHU ID badges for these activities as well as certain clinical activities.

STUDENT PARTICIPATION

Students also have an opportunity to participate in departmental Student Business Meetings at least once each trimester. Issues of concern are posted as threaded discussion Tracks in each nursing course and are open for one week for students to express their feelings about the issue under discussion. Students also have opportunities to influence program policy and function through end-of-course and program evaluations as well as direct discussion with course faculty throughout any course.

RN-BSN TRACK ADMINISTRATIVE AND ACADEMIC PERSONNEL

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Student Experience Team: **Amanda Hayes** @Hayes, Amanda
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Faculty and Staff

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Lead faculty: NRSG 337 – Pathopharmacology for RNs
Lead faculty: NRSG 440 - Community Health Nursing for RNs
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24/7 Help Desk Technical Support:
Toll-Free Telephone: 1-877-642-1902
Submit a ticket or a live chat on the Canvas system

CONTACT INFORMATION

The information in this section is provided to assure that students are able to utilize the full array
of course support that is provided by AdventHealth University.

Contact Sequence (See roles below)
Address *course content questions* in the following sequence:
Lead Faculty and then Online Nursing Vice-Chair.

Address *process questions* ("How do I …") in the following sequence:
Lead Faculty for course details; Academic advisor for registration details
Director of Student Success and Retention (Amanda Hayes)
The **Director of Student Success and Retention** also is available M-F 8:30 am -5:30 pm to
assist you with contacts or finding any other information you may need.

Address T*echnological Questions*:

1. Contact the **24/7 Help Desk** to document the issue, receive immediate assistance, and obtain a problem identification number.
Toll-free 24/7 telephone access at 1-877-642-1902 or send email to external e-mail: Submit a ticket or the live chat on the Canvas system.
2. Contact the Director of Online Student Success and Retention and/or course Lead Instructor.

Section Adjunct Faculty (in some courses)
The Section Adjunct Faculty is responsible for the following activities:
1. Moderating small group activities.
2. Facilitating students' understanding of course concepts.
3. Monitoring and responding to discussion board postings.
4. Engaging students' active participation in the course content.
5. Grading student assignments in a timely manner (within 6 calendar days) and providing feedback to the student.
6. Monitoring and recording weekly student participation in the course.
7. Contacting students not actively participating in the course.
8. Coaching students based on performances recorded in the grade book.
9. Respond to student questions within 24 hours (during the week) and 48 hours during weekends.
10. Notifying the Lead Faculty/Course Coordinator of students not actively participating in the course.

> **Students should contact the Section Adjunct for the following issues:**
> 1. Clarification regarding assignments and quizzes.
> 2. Clarification regarding the understanding of the course content.
> 3. Inability to attend any group appointments.
> 4. Concerns related to performance in the course.

Lead Faculty / Course Coordinator
The Lead Faculty / Coordinator is responsible for the following activities:
1. Developing course content, including group activities, live conferences, and discussion boards.
2. Monitoring student discussion forums and participation.
3. Analyzing results of quizzes and examinations.
4. Monitoring students' progress in the course.
5. Maintaining communication/team meetings with the section adjunct instructors.
6. Review requests for extensions/incomplete grades.
7. Monitoring students' engagement in the course.
8. Recording and submitting final course grades and course data in TaskStream.

> **Students should contact the Lead Faculty for the following issues:**
> 1. Questions about the material, including readings, assignments, multi-media presentations, discussion forums, and group activities were not answered by the section adjunct faculty.
> 2. Course policies or procedures.

3. Requests for extensions/incomplete grades.

Director of Student Success and Retention (Amanda Hayes)
The Director of Student Success and Retention is responsible for the following activities:
1. Student access to the course website.
2. Posting general course announcements.
3. Maintaining student records.
4. Maintaining databases, including address changes.
5. Facilitating course drops and withdrawals.
6. Maintaining live discussions and discussion boards.

   Contact the Director of Online Student Success and Retention for the following issues:
   A. Change of Address.
   B. Non-receipt of course materials.
   C. Difficulty logging onto the course website.
   D. Difficulty contacting a faculty member.
   E. Submitting student-completed Drop/Withdrawal form.

Vice-Chair (Dr. Lynelle Callender)
The Vice-Chair is responsible for the following activities:
1. Faculty and program evaluation.
2. Implementation of program policies.
3. Assignment of faculty.
4. Compliance with accreditation and regulatory standards.

   Contact the Vice-Chair for the following issues:
   A. Suggestions concerning program improvements/modifications.
   B. Issues not satisfactorily addressed by the Section Adjunct Instructor and the Lead Faculty/Course Coordinator.

Nursing Department Dean (Dr. Laura Fero)
The Nursing Department Dean is responsible for the following activities:
1. Oversight of the nursing program.
2. Management of nursing faculty and staff.
3. Approval of student requests for academic exemptions (petitions).
4. Enforcement of compliance with departmental and university-wide accreditation and regulatory standards.

   Contact the Department Dean for the following issues:
   A. Suggestions concerning program improvements/modifications.
   B. Issues not satisfactorily addressed by other program faculty or staff.

<center>**RN-BSN TRACK POLICIES**</center>

The following guidelines describe regulations of the program governing specific situations. Please read this information thoroughly. Students participating in the program are expected to abide by these policies.

PROFESSIONAL LICENSURE

The student in the RN-BSN Track is required to maintain an active unencumbered registered nursing license throughout the course of study. The nursing program reserves the right to request updated evidence of licensure status at any time. If at any time a student becomes unlicensed for any reason, is obligated to surrender licensure in any jurisdiction for disciplinary reasons, or experiences any other change in licensure status (e.g., new expiration dates, revocation, suspension, change of names, etc.) the student must inform the University of the change. This notification must occur immediately if the student is currently participating in a course. If the student is not in a course at the time of the change, the notification must occur prior to registering for the next course. A copy of all licensure changes must be submitted to the Director of Online Student Success and Retention. ***Please be aware that the University is obligated to report any attempts at misrepresenting licensure status to appropriate regulatory agencies***.

CONFIDENTIALITY OF INFORMATION

All agency and client information students receive while completing clinical assignments is considered confidential according to HIPAA. Release of this data (oral, written, electronic, or through any other means) to an individual or entity who does not have an authorized need to know is prohibited. It is possible to work with, have access to, and overhear information regarding patients, physicians, and others that must be considered confidential while implementing clinical projects. Students are directed, therefore, not to discuss agency business outside the clinical agency with anyone, including other students, family members, or agency personnel by any means – orally, in writing, or via social media; doing so will violate the right of privacy of others. Relevant client or agency information that is shared in group activities, discussion forums, or written assignments must be done in a manner that ensures the confidentiality and anonymity of the involved clients or agency. Students may ensure confidentiality and anonymity by using alternate names or initials. ***If photos are taken of students engaged in clinical assignments that include clients, permission should be obtained. The photo should show only the back of the head of any client included in the picture***. Any inappropriate or unauthorized retrieval, review, or sharing of confidential information is considered a breach of confidentiality. Students who violate or participate in a breach of confidentiality will face disciplinary action (see *Disciplinary Policy*).

DRESS CODE

AdventHealth University subscribes to a dress code that reflects principles of Christian modesty, neatness, simplicity, and appropriateness. In keeping with this philosophy, students are required to adhere to the following dress code as well as AHU ID badges when completing clinical projects, service-learning activities, or assignments:
1. Students who implement clinical assignments within an agency are expected to abide

by the agency's dress code. Students must identify themselves as students of the University by wearing their University-issued identification badges. ***Students are not permitted to wear employer identification badges while in the pursuit of course-related activities.***

2. The acceptable jewelry is a wedding band and/or engagement ring and post-type earrings; one on each ear.
3. Makeup and nail polish, if worn, should be worn in a manner that maintains a healthy, natural look.
4. Any time students are on official [non-clinical] business in an agency, they are expected to dress appropriately. This means professional-type attire that would be worn in an office or business-type setting (dress slacks or a skirt with a professional top). Uniforms and scrubs are appropriate for these activities unless specifically required by the agency personnel.
   Jeans, flip-flops, shorts, low-cut tops, and revealing clothing are not considered appropriate attire.

GRADES
Students must obtain a grade of C+ (77%) or better to successfully complete a nursing course. Grades of C and below cannot be applied to fulfill the requirements of the program.

LETTER GRADE DISTRIBUTION
The Department of Nursing uses the following grade scale for all nursing courses:

Grade	Percentage *	GPA
A	95-100%	4.00/4.00
A-	90-94%	3.67/4.00
B+	87-89%	3.33/4.00
B	83-86%	3.00/4.00
B-	80-82%	2.67/4.00
C+	77-79%	2.33/4.00
C	73-76%	2.00/4.00
C-	70-72%	1.67/4.00
D+	67-69%	1.33/4.00
D	63-66%	1.00/4.00
D-	60-62%	0.67/4.00
F	<60%	0.00/4.00

*No Rounding

GRADING POLICY
A variety of assignments and other tools will be used to evaluate student progress and in computing course grades. The criteria for these evaluations are listed within each specific course syllabus.

COURSEWORK SUBMISSION POLICY

All assignments have a specific deadline. Assignments must be submitted by 11:59 P.M. New York Eastern Standard Time (New York EST) by the assignment due date on the course schedule unless specified by the instructor. It is the student's responsibility to ensure all documents, postings, and attachments have been successfully submitted. Any submissions made in which the attachment is not present will be given a grade of zero. The document that is submitted will be considered the official submission for the student. The student is responsible for authenticating the document by including the authenticity statement on the title page of all written assignments.

LATE SUBMISSIONS

All assignments have a specific deadline that will be adhered to. The instructor will always accept the assignments early. Any time students feel that they might be falling behind in the course, it is best to contact the instructor to discuss the situation. No late assignments will be accepted unless prior arrangements have been made with the course faculty. No work will be accepted after the last published date for the course (last class date) unless an incomplete grade request has been approved (see incomplete grade policy) and the student has a passing grade in the course.

WITHDRAWAL/DROP POLICY

The student must download the withdrawal form from the AdventHealth University website, complete the form and submit it to the Director of Online Student Success and Retention (Amanda Hayes) to withdraw/drop from any course. The grade recorded will be based on the date the withdrawal form is received by the Director of Online Student Success and Retention. If the student stops attending a course and does not submit the withdrawal form by the deadline, a grade of "WF" (withdrawal/failing) will be recorded for that course. When a student withdraws from the course:

1. The application fee is non-refundable.
2. The matriculation fee will be refunded if the student receives a 100% tuition refund on **ALL** classes for the trimester.
   Refund Policy: First week of class – 100% refund. No refund thereafter.

Grade Policy

Weeks in Session	No grade will be recorded during this period	A grade of "W" will be assigned during this period	A grade of "WF" will be assigned during this period
7	End of 1st school week in the session	Beginning of 2nd week to end of 5th week	Beginning with the 6th week
14	End of 1st school week in the session	Beginning of 2nd week to end of the 11th week	Beginning with the 12th week

INCOMPLETE GRADE POLICY

A grade of Incomplete (I) is assigned when extenuating circumstances, such as illness, the death of a family member, or a family emergency, prevent a student who is *passing a course* from completing the ***final assignment*** and other course requirements by the end of the trimester. The student must notify the course's lead faculty of their intent to apply for an incomplete grade. The information submitted to the lead faculty must be specific enough that an appropriate determination for approval may be made. The lead faculty determines whether the request meets the criteria for an incomplete grade and forwards the request to the Nursing Department Dean who makes the final determination for approval.

The form then is sent to the Office of the Registrar. Incomplete coursework must be ***completed by the subsequent trimester per the academic catalog***. It is the student's responsibility to maintain contact with the lead faculty during the time contracted to complete the coursework. The student must submit all coursework established in the incomplete contract to change an incomplete grade to a course grade. If the student does not complete the contracted work by the established deadline, the incomplete grade will automatically revert to the grade earned at the end of the course. A student who cannot complete the contractual work by the specified deadline may request an extension from the lead instructor. Requests for extensions are individually considered and must be submitted ***in writing at least three days*** before the deadline established in the contract. Students will not be granted additional time to complete assignments submitted after the contracted date without the ***approved extension.*** The student is assessed a charge for the processing of an Incomplete grade. Refer to the Fee Schedule in the *Academic Catalog*.

ATTENDANCE POLICY
The course syllabus outlines the specific learning outcomes, assignments, and student evaluations for each online course. A student failing to participate in course activities is subject to administrative withdrawal from the course. The student will be administratively withdrawn from the course if there are two consecutive weeks of recorded absence without notification to the faculty. In general, the following expectations regarding attendance and participation in course activities apply.

Students must demonstrate participation in the course within the first week to validate attendance. Several opportunities are provided in the course to validate attendance, including participation in group activities, posting, and responding to discussion topics and introductions, and posting assignments. Students who are not present in the first week of class will be administratively withdrawn. All students are required to complete a variety of course assignments which may require participation in discussions, either synchronous or asynchronous, group projects, recorded lectures, and written or reading assignments.

Students who do not provide prior notification of an intended absence (except in extenuating circumstances, for example, if the student is unexpectedly hospitalized) may not have opportunities to make up lost work. Students with extenuating circumstances that prohibit them from actively participating in the course for an extended time are responsible for notifying the appropriate faculty. If accommodations cannot be made, students may consider requesting an

incomplete grade (if applicable) or withdrawing from the course. Documentation of the circumstances necessitating the absence may be required.

ADMISSION
Applicants are considered for admission when they meet the following admission requirements:
1. Submit an application online and nonrefundable $20 application fee. Paperwork received without an application on file will not be processed. Admission files will not be considered complete until the application fee is paid.
2. Submit official transcripts from all colleges previously attended. Admission GPAs will be calculated based on credits and grades from regionally accredited institutions only. Failure to disclose all colleges previously attended could result in denial or dismissal. Additionally, transcripts from institutions outside the United States must be evaluated by World Education Services (WES), Educational Credential Evaluators, Inc (ECE), or Academic Evaluation Services, Inc (AES). These are the only companies from which we will accept transcript evaluations from.
3. A minimum cumulative GPA of 2.50 on at least 12 college-level credits.
    a. Diploma graduates who do not have college credit for Phase I courses must complete each required course with a minimum grade of "C" (2.00) and earn a cumulative GPA of 2.50 before being considered for admission to the Bachelor of Science Degree Completion Program (see Diploma Graduates in the Nursing section for more information).
    b. Associate degree graduates who have not completed the prerequisite courses must complete each course with a minimum grade of "C" (2.00) and earn a cumulative GPA of 2.50 before transitioning into the Baccalaureate degree program (see Pre-BSN section below).
    c. A current license to practice as a registered nurse in his or her state of residence or practice. If the student is a new or international graduate, the applicant must be eligible to sit for the NCLEX-RN but must have obtained a valid license prior to enrolling in the first NRSG (nursing) course.
4. Submit official transcripts for all College Level Examination Program (CLEP), Advanced Placement (AP), International Baccalaureate (IB), and/or Dantes (DSST) coursework, only if the applicant would like them to be considered for transfer of credit.

It is recommended that applicants who lack recent work experience in nursing (five years or more) take an RN refresher course prior to enrolling in nursing courses.

As a result of state regulations that restrict online education, AdventHealth University is not permitted to offer online courses in the following states: Indiana, Iowa, Massachusetts, Minnesota, and Wisconsin. Please contact the office of higher education in your state for more details.

Pre-BSN for the RN to BSN Completion Program:
Pre-BSN status is given to those applicants who have an active RN License and have graduated with an Associate of Science degree from a regionally accredited institution but have not completed the prerequisite courses for the RN-BSN Program (see Prerequisite courses in the

Curriculum section). Students will begin Bachelor of Science Completion Degree Option coursework once all requirements have been successfully met.

Bridge Requirements for the RN to BSN Completion Program
Bridge status will be granted to those applicants who have an Active RN License and have graduated from a Nursing diploma program or graduated with an Associate of Science degree from a non-regionally accredited institution. Students admitted to the Bridge path will be granted 60 college credits by validation for having successfully passed the NCLEX-RN exam and holding an active RN license.

There are two phases to the Bridge path. Phase I involves the successful completion of 24 credit hours of lower division credit as outlined below. Students accepted to the Bridge path are granted regular admission status and must complete all of the Phase I requirements before starting Phase II. During Phase II, students will begin the Bachelor of Science in Nursing Completion Program coursework. It is recognized that Bridge students may transfer some credits from regionally accredited institutions. Combined with the 60 hours of credit by validation, the Bridge student will have a total of 84 lower division credits at the completion of Phase I. The following courses are required and must be completed with a minimum grade of "C +" and a cumulative GPA of 2.50:

CONDITIONAL ADMISSION as a prospective RN-BSN graduate student requires that the applicant with a GPA below the 2.5 requirement, **granted on a case-by-case basis, and does not guarantee admission**:
1. Submits an application online with a non-refundable $50 application fee. Admission files are not considered complete until the application fee is paid; any documents received without an application on file will not be processed.
2. Submits official transcripts from all colleges previously attended. Admission GPAs will be calculated based on credits from regionally accredited institutions only. Failure to disclose all colleges previously attended could result in denial or dismissal.
3. Submits a copy of an active, unencumbered RN license for the state of residence.
4. Earn a C+ (77%) in each cognate and nursing course for progression and to remain in the RN-BSN program.

PROGRESSION
Students may progress in the RN-BSN Track when they:
1. Maintain unencumbered active licensure to practice as registered nurses in their states of residence or practice.
2. Earn a minimum grade of at least "C+" (2.3) in each baccalaureate degree nursing course and maintain a minimum cumulative GPA of 2.50. Evaluation of the nursing GPA occurs when 15 baccalaureate degree nursing program credits are completed
3. Earn a grade of at least "C" (2.0) in each cognate and general education course.
4. Successfully repeat up to two courses with a minimum grade of "C" (2.0), only one of which may be a nursing course:
   - One nursing course and one cognate course

- One nursing course and one general education course
- Two cognate courses
- Two general education courses

Any exception must be petitioned.

COMPLETION

AdventHealth University will consider students for graduation and conferral of a Baccalaureate of Science Degree in Nursing when they have met the general requirements for graduation (see Graduation in the "Academic Information" section in the *Academic Catalog*) and when they:

1. Complete a minimum of 121 trimester hours of applicable credits.
2. Complete the prescribed course of study for the degree with a minimum cumulative GPA of 2.50.
3. Achieve a minimum grade of "C+" (2.3) in each nursing, "C" (2.0) cognate, and general education course.
4. Complete a minimum of 30 residency hours at AdventHealth University.

NURSING HONORS

Students in the RN-BSN Track are awarded BSN honors to commend outstanding performance in the nursing program. BSN honors are granted to students who earned a nursing GPA of 3.5 or above, and

1. Have not failed a nursing course (grade of C+ or below).
2. Have not breached the standards of academic integrity.

PETITIONS

Petitions for academic exemption may be considered for students enrolled in the RN-BSN Track and will only be considered in extenuating circumstances, except NRSG497, which will only be taken with scheduled concurrent courses (NRSG480 and 497). Students may have only one academic petition granted during their enrollment in the RN-BSN Track.

READMISSION AFTER A BREAK IN THE PROGRAM

Students who have not matriculated for one-to-two trimesters may resume their studies after first consulting with an advisor and providing proof of current licensure. Students who have not matriculated for three or more trimesters must apply to the program by completing a new application and going through the process for readmission. The program guidelines for the current Academic Catalog will apply. Students may not be readmitted after dismissal.

READMISSION AFTER DISMISSAL

Students who are dismissed from the RN-BSN Track with 10 or fewer credits to complete the program may apply for readmission. Students must complete and submit the *Petition for Academic Exemption* form to the RN-BSN Track Vice-Chair for readmission. Attach a separate, detailed analysis of the circumstances that led to the dismissal and a plan of action for corrective measures. The RN-BSN Readmission Committee reviews the petition, and if approved, a learning contract is sent electronically to the student.

All applications will be considered individually. The following circumstances will normally disqualify the student from consideration for readmission:

1. Dismissal from the program due to plagiarism.
2. Dismissal from the program due to breach of academic integrity.
3. Dismissal from the program after repeated failures of the same nursing course.

The contract must be completed in its entirety. Upon return of the learning contract to the RN-BSN Vice-Chair, the Nursing Department Dean will sign the contract and forward it to the Senior Vice-president for Operational Strategy and Learning for final approval, then to the Office of the Registrar for processing.

Approval for readmission is a ***process***. Students should not anticipate re-entering the nursing program immediately after dismissal. All students readmitted after a dismissal re-enter the program on a probationary status. Students must be continuously enrolled in all registered courses through completion of the program (no breaks in courses or voluntary withdrawals). Failure to comply with any part of the learning contract may result in dismissal.

NATIONAL STUDENT NURSES' ASSOCIATION, INC.
CODE OF ETHICS FOR NURSING STUDENTS

AHU endorses the NSNA Code of Ethics (2019). See https://www.nsna.org/nsna-code-of-ethics.html

PROFESSIONAL BEHAVIORS DURING CLINICAL
EXPERIENCES / OBSERVATIONS

When completing clinical assignments, students are responsible for:

1. Arriving on time for scheduled appointments.
2. Wear professional attire and the AHU ID badge worn on the left chest.
3. Completing required documents and reviewing procedures related to clinical experiences or project presentations.
4. Seeking every possible learning opportunity by using initiative, asking questions, and becoming active participants in the learning process.
5. Notifying the staff / clinical agents when leaving the clinical area.
6. Behaving as a "guest" in the clinical facility.
7. Establishing positive rapport with the "host" by:
    i. Interacting politely with the staff.
    ii. Abiding by policies and procedures unique to the facility.
    iii. Using professional judgment when expressing negative feelings about occurrences in the clinical agency.
    iv. Showing interest and enthusiasm for learning.

v. Expressing appreciation to those who helped contribute to the learning experiences.

PHOTOGRAPHS

A University-issued identification badge is required during attendance at clinical assignments. It is also required that a photograph of each student is posted in the online classroom for the following verification purposes:

1. Identification as an AdventHealth University student to the clinical agents when completing community clinical assignments and service-learning activities.
2. Identification as the presenter in certain clinical assignments.
3. face contact in online communication and examination.

ACADEMIC AND PROFESSIONAL INTEGRITY

Students in the Baccalaureate of Science RN-BSN Track are expected to exhibit integrity in all activities. AdventHealth University reserves the right to deny admission to or remove a student from the nursing program if the student has a record of misconduct unbecoming a professional practitioner or demonstrates behaviors that put the student, his or her peers, or the University at risk. Academic dishonesty is not tolerated in the Baccalaureate of Science RN-BSN Track.

Students who violate standards of academic and professional integrity **will** receive a failing grade for the assignment or the course. The student will not have the option of a grade of "W" in the course and depending on the nature of the offense, ***may be subject to warning, academic probation, suspension, or immediate dismissal from the program and/or the University.*** Refer to the Disciplinary Policy for further information.

Netiquette Guide for Online Courses

It is important to recognize that the online classroom is a learning environment, and certain behaviors are expected when you communicate with both your peers and your instructors. These guidelines for online behavior and interaction are known as netiquette. *Please refer to the Netiquette Guide for Online Course Policy located on the my.ahu.edu website.*

Security
- Remember that your password is the only thing protecting you from pranks or more serious harm.
- Do not use passwords that are based on personal information that can be easily accessed or guessed.
- Do not share your password with anyone.
- Change your password if you think someone else might know it.
- Always log out when you are finished using the system.
- Logging on and allowing others to access course materials is considered an academic violation.

  General Guidelines
  When communicating online, you should always:
- Treat your instructor and classmates with respect in email or any other communication.

- Always use your professors' proper title: Dr. or Prof., or if in doubt ,use Mr. or Ms.
- Unless specifically invited, don't refer to your instructor by first name.
- Use clear and concise language.
- Remember that all college-level communication should have correct spelling and grammar (this includes discussion boards).
- Avoid slang terms such as "wassup?" and texting abbreviations such as "u" instead of "you."
- Convey a positive tone through word choice, syntax, punctuation, letter case, sentence length, opening, and closing. Written tone affects the reader just as the tone of one's voice.
- Use standard fonts
- Avoid using the caps lock feature AS IT CAN BE INTERPRETED AS YELLING.
- Limit and possibly avoid the use of emoticons like 😊 or :).
- Be cautious when using humor or sarcasm as tone is sometimes lost in an email or discussion post and your message might be taken seriously or sound offensive.
- Be careful with personal information (both yours and others).
- Do not send confidential information via e-mail.
- Check your email daily.

Email Netiquette
- When you send an email to your instructor, teaching assistant, or classmates, you should:
- Use a descriptive subject line.
- Use a salutation when writing a message "Hello, good morning, etc"
- Be brief.
- Avoid attachments unless you are sure your recipients can open them.
- Sign your message with your name, course name, and best contact/e-mail address if it differs from the platform you are using.
- Think before you send the e-mail to more than one person. Does everyone need to see your message?
- Be sure you want everyone to receive your response when you click, "reply all."
- Be sure that the message author intended for the information to be passed along before you click the "forward" button.
- Double check the accuracy of the email address and email recipient before you click "send".

Message Board Netiquette and Guidelines
When posting on the Discussion Board in your online class, you should:
- Make posts that are on topic and within the scope of the course material.
- Take your posts seriously and review and edit your posts before submitting them.
- Be as brief as possible while still making a thorough comment.
- Always give proper credit when referencing or quoting another source.
- Be sure to read all messages in a thread before replying.
- Do not repeat someone else's post without adding something of your own to it.
- Avoid short, generic replies such as, "I agree." You should include why you agree or add to the previous point.

- Always be respectful of others' opinions even when they differ from your own.
- When you disagree with someone, you should express your differing opinion in a respectful, non-critical way.
- Do not make personal or insulting remarks.
- Be open-minded.

Written Assignments

Written assignments will be submitted via Turnitin to validate authenticity. An acceptable Turnitin result ranges within the blue to green zones (less than 24% non-original). No assignment will be accepted outside of this zone for any reason. It is the student's responsibility to submit assignments to Turnitin early enough to make the proper adjustments before the due dates.

Generative AI changes many things it does not change the fundamental expectation of ethical student behavior. The AHU's Academic Misconduct Policy (ACD 101.005) still applies. Generative AI must be properly cited like any other source pursuant to the AHU plagiarism requirements.

Disciplinary Process

The disciplinary process is intended to help the student identify and correct unacceptable behaviors or noncompliance with one or more of the University or Departmental policies. The implementation of disciplinary action is used to maintain a positive learning environment and to promote professional growth. There are four steps in the disciplinary process and these steps may be implemented at any time throughout the program. The ***process may begin at any step*** depending on the circumstances and behaviors. Formal documentation of the circumstances warranting the disciplinary action and the outcomes of the action is recorded in the student's academic file. The disciplinary process is cumulative and remains in effect throughout the graduate program. The four steps of the disciplinary process are:

1. Documentation
2. Warning
3. Probation
4. Dismissal

Depending on the circumstances and severity of the infraction, the student may be immediately placed in the warning, probation, or dismissal status. The following are common infractions that would lead to disciplinary action, up to and including dismissal from the program. (Note: this list is not inclusive of all possible infractions):

1. Breaching confidentiality (see Confidentiality Policy)
2. Fabricating data
3. Giving, receiving, or using unauthorized information
4. Cheating on assignments, examinations, or other academic work
5. Plagiarizing the work of others
6. Being disruptive or unpleasant to others in group activities, discussion forums, student lounges, or other interactive communication media
7. Using unacceptable language or tone in any means of communication
8. Engaging in dishonest, unethical, or unprofessional conduct with immersion agency staff
9. Inflicting physical, mental, or emotional harassment directed at any student, faculty, or staff associated with AHU or its affiliate agency partners

10. Failing to follow rules and regulations established by the Department of Nursing
11. Failing to follow rules and regulations established by the University

Disciplinary Process *Steps*
1. **Documentation.** Documentation is initiated immediately following unacceptable or non-compliant behavior. Application of other steps in the disciplinary process may be required, based on the severity of the action.

2. **Warning.** Students are placed on warning status with the second documentation of unacceptable or non-compliant behavior. Application of further steps in the disciplinary process may be required, based on the severity of the action.

3. **Probation.** Students are placed on probationary status with the third documentation of unacceptable or non-compliant behavior. Application of further steps in the disciplinary process may be required, based on the severity of the action.

4. **Note**: All students who are readmitted to the nursing program after dismissal re-enter the program on probationary status. Failure to comply with the terms of the readmission contract will lead to the next step in the disciplinary process, which is dismissal.

5. **Dismissal.** Students may be dismissed from the nursing program with the fourth documented unacceptable or non-compliant behavior. The first documented unacceptable or non-compliant action may lead to immediate dismissal, depending on the severity of the infraction. An example of an action that may lead to immediate dismissal is gross plagiarism (taking ownership of the original work of others).

Faculty Obligations
1. The RN-BSN nursing faculty or adjunct will confer with the student and complete the first page of the disciplinary action documentation form. The faculty will inform the student that the outcome will be determined by the RN-BSN faculty or adjunct. If the infraction is minor and only warrants documentation, the student will be informed immediately of the outcome by the lead faculty (next step in the disciplinary process).

2. The RN-BSN faculty or adjunct, including the RN-BSN Track Vice-Chair and the The Department of Nursing Dean will confer to determine the severity of the infraction whenever the student may potentially be placed on warning, probation, or dismissal status.

3. Dismissal of a student with or without the specified number of documentation will be discussed with the RN-BSN Track Vice-Chair, the Department of Nursing Dean, and the Vice President for Academic Administration prior to notification to the student.

4. The RN-BSN Track Vice-Chair will complete the documentation for all students placed on warning, probation, or dismissal status. In addition, the student will be informed of the decision in writing on a "Disciplinary Action" form and in a telephone or face-to-face conference, depending on the student's geographic location.

CONFLICT RESOLUTION / GRIEVANCE

The Department of Nursing promotes open communication, professionalism, and resolution of conflict at the level at which it occurs. Students who believe that their academic rights have been infringed upon or that they have been treated unjustly are entitled to fair, impartial consideration.

Definition of Terms

1. Concern or Complaint: a matter for the faculty to consider.
2. Conflict: differences expressed verbally or written.
3. Grievance: written statement submitted by the student to the Department of Nursing Dean, after completing steps 1 through 3 below.

Resources

An open access policy is maintained throughout the Department of Nursing to promote communication and resolution of concerns. Individuals are encouraged to attempt resolution at the level at which it occurred. Students have access to the faculty's telephone numbers and may contact the faculty either through the course e-mail or the faculty's University e-mail.

Note: Most of the concerns expressed by students relate to grades. Assignments are graded by the faculty without bias, using the grading rubrics developed by the lead faculty. Read the faculty feedback and review the assignment against the rubric to ensure compliance with the grading criteria before expressing concerns about grades. All concerns regarding grades should be communicated to the faculty ***within one week*** of receipt of the grade.

Grievance Process

The following grievance process applies to the Baccalaureate of Science in Nursing RN-BSN Track (also see the *Academic Catalog)*:

1. **Step 1:** Discuss the concern /complaint with the involved faculty member no later than 1 week after the incident.

2. **Step 2**: The involved faculty must respond to the student within one week of receipt of the complaint.

3. **Step 3:** If the issue is not resolved, a written statement should be submitted to the next level (from faculty to lead faculty; from lead faculty to Track Vice-Chair) no later than one week after the response from the first response. The next-level faculty will then confer with the initial faculty and respond to the student in writing within one week of receiving the student's written statement.

4. **Step 4:** If a resolution is not reached, the student submits a written statement to the Department Dean no later than one week after the RN-BSN Track Vice-Chair's response. The Department Dean will investigate the issue and reply in writing to the student within one week of receiving the student's written statement. ***This step is considered to be a formal grievance at this point.*** The student must submit the written formal grievance to the Department Dean within 4 weeks of the occurrence.

5. **Step 5:** If the student is still not satisfied with the outcome, the student may request that all materials related to the grievance, including the written statements of the Track Vice-Chair and the Department Dean are given to the Senior Vice President for Operational Strategy and Learning who will review the grievance materials and return a written decision within two (2) weeks.

ADVENTHEALTH UNIVERSITY DEPARTMENT OF NURSING

DISCIPLINARY ACTION DOCUMENTATION FORM

Student Name   *Date of Incident*
Course number and name

The disciplinary process involves four steps:
1. Documentation
2. Warning
3. Probation
4. Dismissal

Steps taken in this process remain in effect throughout the entire program (See the Disciplinary Policy).

DESCRIPTION OF BEHAVIOR(S) OR INCIDENT(S):

GOAL(S) FOR IMPROVEMENT:

Faculty's Signature: *Date*

ACTION TAKEN:

( ) <u>DOCUMENTATION</u>   ( ) <u>WARNING</u>   ( ) <u>PROBATION</u>   ( ) <u>DISMISSAL</u>
Comments*:*

STUDENT'S RESPONSE

_____ _____ Student

Signature   *Date*

FACULTY SIGNATURES and DATE

_____ _____

Course Faculty   *Online Nursing Vice-Chair*

_____ _____

Department of Nursing Dean   *Date*

Copies to: Student, Academic Record

CURRICULUM

Students are required to complete specific **cognate and general education requirements** for graduation and conferral of a Baccalaureate of Science Degree in Nursing. Graduates of regionally accredited associate degree nursing programs are considered to have met this general education and cognate requirements. Graduates of diploma programs follow the process outlined below for the *"RN-BSN Bridge Track."*

BRIDGE TRACK (for Diploma Graduates)

Bridge status is granted to actively licensed registered nurse applicants who graduated from a diploma nursing program and do not have an Associate of Science Degree in Nursing from a regionally- accredited institution. Students admitted to the Bridge track are granted 43 block transfer credits by validation for having successfully passed the NCLEX exam and holding an active RN license.

There are two phases to the Bridge track. Phase I involves the successful completion of 18 credit hours of lower division credit as outlined below. Students accepted to the Bridge track are granted regular admission status and must complete all of the Phase I requirements before starting Phase II. Bridge students may transfer selected credits from regionally accredited institutions. Combined with the 64 block transfer hours of credit by validation, the Bridge student will have a total of **88-91** lower division credits at the completion of Phase I. The following courses are required, and must be completed with a minimum grade of "C+":

Curriculum Requirements for Phase I:

Phase I Bridge General Education Courses				
ENGL 101 & ENGL 102	English Composition I	3 credits		
	English Composition II (OR)	3 credits		
ENGL 250	Technical Writing	3 credits		
CHEM	Any College-level Chemistry	3 credits		
			6-9 credits	
Phase I Bridge Cognate Courses				
BIOL 101	Anatomy & Physiology I	4 credits		
BIOL 102	Anatomy & Physiology II	4 credits		
BIOL 225	Principles of Microbiology	4 credits		
NUTR 122	Nutrition	3 credits		
PSYC 128	Developmental Psychology	3 credits		
			18 credits	
		Total Phase I Courses		**24-27 credits**
Block Transfer Credits (RN Licensure Validation & Holding a Valid RN License)				**64 credits**
		Total Lower Division Credits		**88-91 credits**

Phase II Bridge General Education Courses				
STAT 205	Applied Statistics	3 credits		
RELT 368	World Religions for Healthcare	3 credits		
RELE 305 RELE 379	Ethics for Nursing and Allied Health OR Lessons on Living	3 credits		
			9 credits	
Nursing Courses				
NRSG 314	Conceptual Foundations of Professional Nursing	2 credits		
NRSG 337	Pathopharmacology for RNs	3 credits		
NRSG 335	Health Promotion and Assessment for RNs	3 credits		
NRSG 365	Nursing Informatics for RNs	2 credits		
NRSG 375	Gerontological Nursing	2 credits		
NRSG 440	Community Nursing for RNs	4 credits		
NRSG 497	Introduction to Nursing Research for RNs	3 credits		
NRSG 480	Leadership & Management for RNs	3 credits		
NRSG 486	Seminar in Nursing	2 credits		
			24 credits	
		Total Phase II Courses	**33 credits**	
		Total Courses	**121-124 credits**	

REGULAR TRACK (for Associate Degree in Nursing Graduates)

An RN-BSN Track status is granted to actively licensed registered nurse applicants who (a) graduated from a regionally accredited associate degree in nursing program and (b) have the two (2) pre-requisite courses listed below credited to their RN-BSN transcript. Students who have yet to complete these two (2) prerequisite courses are classified as Pre-BSN students. Students who are admitted to the RN-BSN Track are granted 18 credits for applicable general education requirements in their associate degree program and 67 block transfer credits by validation for having successfully passed the NCLEX exam and holding an active RN license.

Credits from Associate Degree in Nursing with NCLEX Pass		82 Credits	
General Education Pre-requisites: (before admission to the nursing major)			
ENGL 101 &	English Composition I	3 credits	
ENGL 102	English Composition II (OR)	3 credits	
ENGL 250	Technical Writing	3 credits	
CHEM	Any College level Chemistry	3 credits	
		6-9 credits	

General Education Courses				
STAT 205	Applied Statistics	3 credits		
RELT 368	World Religions for Healthcare	3 credits		
RELE 305 RELE 379	Ethics for Nursing and Allied Health OR Lessons on Living	3 credits		
			9 credits	
		Total General Education		**15-18 credits**
Core Nursing Courses				
NRSG 314	Conceptual Foundations of Professional Nursing	2 credits		
NRSG 337	Pathopharmacology for RNs	3 credits		
NRSG 335	Health Promotion and Assessment for RNs	3 credits		
NRSG 365	Nursing Informatics for RNs	2 credits		
NRSG 375	Gerontological Nursing	2 credits		
NRSG 440	Community Nursing for RNs	4 credits		
NRSG 497	Introduction to Nursing Research for RNs	3 credits		
NRSG 480	Leadership & Management for RNs	3 credits		
NRSG 486	Seminar in Nursing	2 credits		
		Total Nursing Credits		**24 credits**
		Total Credits		**121 -124 credits**

STUDENT RESOURCES

LEARNING RESOURCES

AdventHealth University is committed to ensuring positive learning outcomes for students enrolled in online courses. Students have access to several learning resources, including:

1. The R. A. Williams Library
2. Ask-A-Librarian
3. Student Academic Support Services
4. *Turn-it-in* Plagiarism Checker
5. *English Help (*for students whose first language is not English)
6. *Writing Center (Vocabulary in Context, Organizing a 5-Paragraph Essay, Verb*
7. *Tenses)*

OTHER RESOURCES

Students in the *RN-BSN Track* have access to:

1. Pastoral Care Services
2. Counseling Services
3. Disability Services
4. Student Services
5. Financial Aid Services
6. Enrollment Services
7. Office of the Registrar
8. Bookstore
9. Online Student Managers
10. Enrollment and Faculty Advisors

DECLARATION

The provisions of this *Student Handbook* are not to be regarded as an irrevocable contract between the student and AHU. The University reserves the right to change any provision or requirement at any time. All regulations adopted by the Board of Trustees of AHU or the faculty subsequent to the publication of this *Student Handbook* have the same force as those published herein.

ADVENT HEALTH UNIVERSITY
DEPARTMENT OF NURSING

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ADVENT HEALTH UNIVERSITY
DEPARTMENT OF NURSING

POLICIES AGREEMENT

In signing this paper, I acknowledge that I am responsible for all policies located in the student handbook herein.

Signature_____

Date_____

Print Name_____

Students with grievances which are not covered under the Academic Appeal Policy (*Academic Bulletin*) or the Discipline Policy (*Student Handbook*) are encouraged to take the appropriate steps to resolve the issue informally by discussing it directly with the individual(s) involved. If informal resolution is not possible or the issue was not resolved, students may submit a written grievance to the Vice President for Student Services within ten business days of the incident. The Vice President for Student Services will investigate the case and respond to the student in writing within ten business days.

NRSG 314: Conceptual Foundations of Professional Nursing Practice for RNs two (2 credits, 7 weeks)
(**Co-requisite**: ENGL101 and ENGL102 **OR** ENGL250, and CHEM101)
This course focuses on concepts of professionalism, the nursing process, evidence-based practice, and issues related to baccalaureate-level nursing practice, which are congruent with professional nursing standards. Students analyze CREATION Life and the Neuman Systems Model to formulate a personal philosophy of nursing. This is a two (2) credit hour course and students are expected to complete thirty (30) clock hours.

NRSG 335: Health Assessment and Promotion for RNs (3 credits, 7 weeks) (**Co-requisite**: NRSG 314)
This course explores concepts of health promotion, risk reduction, and disease prevention. Students analyze risk assessments, develop health promotion strategies, and apply principles of the CREATION Life Model to improve physical, psychosocial, and spiritual wellness. Emphasis is placed on the professional nursing roles of health advocate and educator. This course includes a clinical component (Service-Learning Activity). This is a three (3) credit hour course and students are expected to complete forty-five (45) clock hours.

NRSG 337: Pathopharmacology for RNs (3 credits, 7 weeks)
(**Co-requisite:** NRSG 314)
The course explores principles of physiology and the pathologic processes that alter the human lines of defense and resistance. The content builds on the knowledge from pharmacology related to pathophysiologic clinical alterations. Students will integrate concepts from The CREATION Life and Neuman Systems Models. This is a three (3) credit hour course and students are expected to complete forty-five (45) hours clock hours.

NRSG 365: Nursing Informatics for RNs (2 credits, 7 weeks)
(**Co-requisite**: NRSG 314)
This course is a combination of nursing science, information science, and computer science, integrated to facilitate nursing practice with technological structures supportive of evidence-based, decision-making. Information management in the health care setting is introduced related to the emerging role of nurses who use computer technology to enhance their practice. Legal and ethical standards of documentation will be analyzed. Emphasis on quality and safety concerns are explored, along with workflow and professional documentation. This is a two

(2) credit hour course and students are expected to complete thirty (30) clock hours.

NRSG 375: Gerontological Nursing for RNs (2 credits, 7 weeks)
(**Co-requisite:** NRSG 314)
This course reviews the normal processes and relationships involved in aging. The CREATION Life and Neuman Systems Models will be used to frame the nursing care that promotes and maintains the health of the aging population. Ethical, legal, political, and economic aspects of aging will be analyzed. Students will explore compassionate nursing practices related to dying clients. Prescription and non-prescription interventions will be discussed. Clinical assignments may include either acute care or community-based environments. This a two (2) credit hour course and students are expected to complete thirty (30) clock hours.

NRSG 440: Community Health for RNs (4 credits, 14 weeks)
(**Co-requisite:** NRSG 314)
This course will explore the role of the nurse in caring for individuals, families, and communities, with an emphasis on designing, implementing, and evaluating population health-based interventions to promote health. The student will integrate caring, and Christian principles to guide interactions with clients, healthcare professionals, and the public through
effective communication skills**.** The student will appraise the community needs and design a CREATION Life, educational project by teaching to an aggregate in the community, that meets the demands for service to the community. This is a four (4) credit hour course with a clinical component, and students are expected to complete sixty (60) clock hours.

NRSG 480: Leadership and Management in Nursing for RNs (3 credits, 7 weeks)
(**Co-requisite:** NRSG 314)
This course is designed to introduce the student to activities that merge leadership and management theory with application to current nursing practice. The course focuses on the application of contemporary leadership and management principles in the current healthcare environment. This course includes clinical projects that are completed outside of the classroom setting including (a) an interview with a nurse leader and (b) attendance at a professional organization meeting. This is a three (3) credit hour course and students are expected to complete forty-five (45) clock hours.

NRSG 486: Seminar in Nursing for RNs (2 credits, 7 weeks)

(**Prerequisites:** NRSG314, NRSG335, NRSG337, NRSG365, NRSG375, NRSG440, Graduation Application)
(**Co-requisites:** NRSG480 and NRSG497)
This course provides an opportunity for students to explore CREATION Life-related issues and analyze the impact that cultural, economic, political, and scientific changes have on healthcare. The course is a seminar in which students participate in online discussions of a variety of issues relevant to the nursing profession and the health care system. This is a two (2) credit hour course and students are expected to complete thirty (30) clock hours.

NRSG 497: Introduction to Research for RNs (3 credits, 14 weeks)
(**Pre-requisite:** STAT205)
This course is designed to prepare practicing nurses to analyze the research methods, incorporate clinical appraisal, and integrate research results into nursing practice. Students learn to critique nursing, evidence-based, research articles that apply to their nursing practice. Additionally, they develop qualitative and quantitative research proposals, incorporating the CREATION Life and Neuman Systems Models, and are presented as the capstone project. This is a three (3) credit hour course and students are expected to complete forty-five (45) clock hours.

COURSE SELECTION

Students in the RN-BSN Track may enroll in a maximum of 12 credits each trimester; however, **only two courses may be taken each half of the trimester**. Plan to dedicate approximately three (3) hours weekly to academic activities for every credit hour. A three-credit course would require approximately nine (9) hours weekly throughout a full 14-week term. Compressed courses (offered in 7 weeks) are more intense. Your course selections during the trimester also impact your workload. The following is the maximum allowed course load:
1. Two-term A courses and Two-term B courses or
2. One 14-week course One term A course and One term B course

COURSE PREREQUISITES AND SEQUENCING

Students will complete the 300-level nursing courses first *(NRSG 314: Conceptual Foundations of Professional Nursing for RNs, NRSG 335 Health Promotion and Assessment for RNs, NRSG 336: Pathopharmacology for RNs, NRSG 365: Nursing Informatics for RNs and NRSG 375: Gerontological Nursing)* before taking the 400-level courses. Background knowledge acquired in your associate degree or diploma-nursing program lays the foundation for these courses, making it an easier transition into the upper-division baccalaureate-level courses.

NRSG 314: Conceptual Foundations of Professional Nursing for RNs
NRSG 314 is the first nursing course and can be completed with any 300-nursing course. Therefore, it is a co-requisite to all other 300 nursing which may be taken concurrently. Prior to taking NRSG 314, students must complete ENGL 101 (*English Composition I*) and ENGL 102 (*English Composition II*) OR ENGL 250 (*Technological Writing*), and CHEM 101 (*Survey of Chemistry*).

NRSG 497: Introduction to Nursing Research for RNs
STAT 205: *Introduction to Applied Statistics* is a prerequisite course to NRSG 475. Students should plan to register for STAT 205 at least one trimester before attempting to register for NRSG 497. It is highly recommended that you enroll in NRSG 497 close to the completion of the program and after completing NRSG 365: *Nursing Informatics for RNs*.

NRSG 486: Seminar in Nursing for RNs
NRSG 486 is the final course in the RN-BSN Track and is the last course completed. ***All*** other nursing courses, with the possible exception of NRSG 480 and NRSG 490, should be completed before enrolling in NRSG 486. A graduation application must be on file in the registrar's office by the date specified by the Office of the Registrar to be eligible to enroll in NRSG 486 (***two trimesters before the intended graduation date***).

RECOMMENDED COURSE PLAN

Note: The plan assumes that all general education and cognate courses have been completed.

Note: Students may divide any term by taking the four (4) credit courses alone in one term and the two seven (7) week courses together in one term.

	TERM 1	TERM 2	TERM 3
1ST 7 WKS	NRSG 314 (2 crs) NRSG 335 (3 crs)	NRSG 365 (2 crs)	NRSG 480 (3 crs)
2ND 7 WKS	NRSG 337 (3 crs)	NRSG 375 (2 crs)	NRSG 486 (2 crs)
14 WKS		NRSG 440 (4 crs)	NRSG 497 (3 crs)

Service-Learning Activities

The Service-Learning Activity (SLA) is based on acts of compassion (reflecting voluntary servanthood). Servanthood emphasizes who one is, as a person, rather than focusing on the task one does. Under the guidance of their course faculty, students will complete a Service-Learning Activity in NRSG 335. *Note: This is a mandatory course requirement to pass the course.*