



UNIVERSITY OF PIKEVILLE
ELLIOTT SCHOOL OF NURSING

University of Pikeville

RN-BSN Program Student Handbook 2020 - 2021

Representation of Accreditation Status

The University of Pikeville is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award associate, baccalaureate, masters and doctoral degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of the University of Pikeville (2012). All other inquiries should be addressed to the University of Pikeville at 147 Sycamore Street, Pikeville, Kentucky 41501 or call 606-218-5250.

The University of Pikeville RN-BSN program is accredited by the Accreditation Commission for Education in Nursing (ACEN), 3343 Peachtree Road NE, Suite 850, Atlanta, GA 30326; telephone 404-975-5000, www.acenursing.org.

The university's program for the associate degree in nursing has approval status by the Kentucky Board of Nursing,

Other accrediting bodies and status for university departments, schools or colleges can be found in the university catalog.

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Introduction

Welcome to the University of Pikeville (UPIKE) Elliott School of Nursing. This handbook has been prepared by nursing faculty to provide information that you will need to function effectively within the RN-BSN Program. Because it contains policies, procedures, and guidelines that apply to you, please read it thoroughly and remain familiar with its contents throughout your career within the RN-BSN program.

The RN-BSN program Student Handbook has been developed to supplement the information contained in the UPIKE Student Handbook. Please review the UPIKE Student Handbook which can be accessed at:

<http://www.upike.edu/Student-Services/Current-Students>

Information related to the University of Pikeville as a whole, including general education requirements, can be found in the university catalog which can be accessed at:

www.Upike.edu/Academics/Registrar-s-Office/catalog

If you should have questions after reviewing these resources, feel free to ask your advisor, the RN-BSN faculty, or the Dean in the Elliott School of Nursing. You will find that we are very interested in helping you meet your goal of completing your baccalaureate degree in nursing.

NOTE:

University of Pikeville and the Elliott School of Nursing reserve the right to change any section or part of this handbook and to make such changes applicable to students currently enrolled, as well as to new students. Any new or revised policies, procedures or guidelines will be posted, discussed with all students and incorporated into the next revision of the handbook.

Any exception to the contents of this handbook will be determined on an individual basis within the Elliott School of Nursing.

University of Pikeville Statement of Mission

The University of Pikeville is the leading higher education institution of Central Appalachia. Founded in 1889, UPIKE remains steadfast in our commitment to preparing students for the future while creating intellectual, cultural and economic opportunities for Appalachia. Maintaining our commitment to Christian principles, UPIKE recognizes the infinite worth of each person, respecting a variety of religious expressions.

UPIKE achieves its mission by:

- Creating a pathway to higher education for all students who desire to embark upon that journey and attracting and retaining high caliber students who will be future regional, national and global leaders.
- Preparing graduates through quality academic programs, grounded in the liberal arts, and through involvement in community service, experiential learning, research, athletics, humanitarian efforts and global outreach.
- Achieving academic excellence by maintaining academic rigor and relevancy in undergraduate, graduate and professional degree programs.
- Attracting and retaining distinguished faculty, staff, administrators, trustees and alumni who are dedicated to meeting the individual needs of students, promoting a caring and supportive environment conducive to learning and meeting the needs of an evolving university; and
- Providing superior infrastructure with state-of-the-art classrooms, clinics, instructional materials, physical facilities, technological infrastructure and campus amenities through sound fiscal policy and efficient and effective administrative services.

RN-BSN Program Mission and Goals

Mission

The Elliott School of Nursing seeks to fulfill the University of Pikeville's commitment to Christian tradition, students, education, and community and region. The mission of the University's RN-BSN program is to provide a quality, distance education program within a Christian context for RNs to advance to baccalaureate-generalist nursing practice in the promotion of health and service among the people of central Appalachia and the region-at-large.

Goals

The RN-BSN program aims to prepare a baccalaureate-generalist nurse who demonstrates knowledge, skills, and core values to:

1. Provide safe, patient-centered, evidence-based care to diverse populations in a variety of settings, as a provider of care.
2. Promote leadership in the collaboration, design, and improvement of care in an evolving healthcare environment, as a manager/coordinator of care.
3. Exhibit a professional identity grounded in ethics, essential values, and a commitment to lifelong learning, as a member of the profession.

RN-BSN Program Philosophy

The Elliott School of Nursing is an integral part of the University of Pikeville. The faculty believes that education is best achieved within institutions of higher education and accepts accountability for the academic functions of teaching, scholarship, and service for a distance education program within a comprehensive, private institution of liberal arts and sciences. The faculty seeks to prepare a baccalaureate-generalist nurse based on a broad liberal arts foundation which emphasizes ethical and moral values, social responsibility, and respect for a diversity of backgrounds and religious expressions.

Person

Persons are unique, complex holistic beings of infinite worth who develop across the lifespan within physical, psychological, spiritual, social, and cultural dimensions. Persons are viewed as individuals, families, communities and populations functioning at independent, interdependent, or dependent levels at any given time. Inherent in each person is a capacity toward fulfillment of human potential within a unique set of values, beliefs, and rights of informed choice.

Environment

Environment is viewed as the total context of circumstances in which persons as individuals, families, communities, and populations function, interact and respond in unique ways that affect health. The environment and its context at regional and global levels include: the physical environment such as housing, sanitation, air and water quality, and the geographic community-at-large; the personal environment such as physical, psycho-socio-cultural and spiritual dimensions of persons; the social environment such as significant others, support systems and educational systems; and the healthcare environment such as nurses, other providers, healthcare systems, political, economic and technical forces on healthcare delivery.

Health

Health is ever-changing through the lifespan along a continuum of wellness, illness and end-of-life. Health is self-perceived, self-determined, and influenced by the interaction of beliefs, values and experiences within the context of environment. As a response to this interaction, health patterns are manifested within and across physical, psychological, spiritual, social and cultural dimensions.

Individuals, families, communities, and populations have a varying capacity toward fulfillment of health potential. Because health patterns are ever-changing, the recognition, identification, and promotion of health potential require collaboration and periodic assessment of persons interacting within the healthcare environment.

Nursing

Professional nursing is patient-centered with a unique set of knowledge, skills and core values grounded in liberal education. The professional nurse is prepared with a minimum of a baccalaureate in nursing to enter generalist nursing practice and graduate nursing education. Generalist nursing practice is characterized by complexity and diversity in the delivery of safe, quality, evidenced-based and technologically appropriate care to persons across the lifespan in evolving health care environments.

The recipient of professional nursing care is the client at the individual, family, community and population level. Engaging in the interrelated roles of provider and manager/coordinator of care, the nursing process is utilized with clients in the recognition of health patterns and in the identification, implementation and evaluation of responses facilitating health. As a member of the profession, the nurse assumes a responsibility to standards of care, a code of ethics, and a focus on continuous self-evaluation and lifelong learning.

RN-BSN Curriculum Framework

The framework for the university's RN-BSN curriculum flows from the beliefs of the nursing faculty, as stated in the RN-BSN mission, goals, and philosophy. The curriculum is designed to advance the RN to a professional nurse for generalist nursing practice, building upon the technical knowledge of the RN's pre-licensure nursing program. The curriculum provides a solid liberal education to provide a broad knowledge base from which to apply to nursing practice and the profession of nursing.

The core concepts in the RN-BSN program are consistent with the American Association of Colleges of Nursing (AACN) *Essentials of Baccalaureate Education for Professional Nursing Practice* (2008), Quality and Safety Education for Nurses (QSEN) (2011).

Thus, as derived from AACN *Essentials*, *QSEN*, and NLN *Outcomes and Competencies*, the core concepts of the RN-BSN program are:

- Patient-Centered, Culturally Competent Care
- Healthcare Systems and Policy
- Evidence Informed Practice
- Information Management
- Quality Improvement and Safety
- Teamwork and Interprofessional Collaboration
- Health Promotion and Disease and Injury Prevention
- Professionalism and Professional Values

Definitions of Core Concepts

Patient-Centered, Culturally Competent Care

The patient and designated others are recognized as full partners in the delivery of caring and coordinated care built upon respect for the patient's values, beliefs, preferences, motivations, and needs. Professional nursing is accountable to developing a self-awareness and ability to practice with advocacy, compassion and respect for the inherent dignity, worth and uniqueness of each person.

Healthcare Systems and Policy

Policies impact nursing practice and healthcare environments. Principles of policy, economics, and regulatory processes are included in baccalaureate education to prepare the professional nurse to apply such concepts in a variety of healthcare environments.

Evidence Informed Practice

Professional nursing is grounded in the integration of the best current evidence with clinical expertise and patient preferences and values for the delivery of optimal health care.

Information Management

Professional nursing requires competence in navigating, planning, and coordinating care using high quality electronic sources of healthcare information.

Quality Improvement and Safety

Professional nursing recognizes the role of quality improvement processes to monitor the outcomes of care. All nursing practice must minimize the risk of harm to patients and providers through individual performance and input into standardized practices that support safety and quality.

Teamwork and Interprofessional Collaboration

The professional nurse must function effectively within nursing and interprofessional teams to foster open communication, mutual respect and collaborative decision making for the delivery of optimal health care.

Health Promotion and Disease and Injury Prevention

An essential aspect of professional nursing is the application of the concepts of health promotion and disease and injury prevention across the lifespan with individuals, families, communities and populations.

Professionalism and Professional Values

Baccalaureate nursing education includes processes to foster the development of values, attitudes and behaviors that are inherently related to the practice of nursing as an art and a science. Core values essential for the professional nurse are altruism, autonomy, human dignity, integrity and social justice.

Bibliography

American Association of Colleges of Nursing (AACN). (2008). *Essentials of baccalaureate education for professional nursing practice*. Retrieved from <http://www.aacn.nche.edu>.

American Nurses Association (ANA). (2015). *Code of ethics for nurses with interpretive statements*. Washington, D.C.: Author.

Quality and Safety Education for Nurses (QSEN). (2011). Retrieved from <http://www.qsen.org>.

End-of-Program Student Learning Outcomes

Upon completion of the University of Pikeville baccalaureate degree for registered nurses, the graduate will:

1. Synthesize knowledge, theories, and concepts of various disciplines within liberal education into nursing practice.
2. Employ knowledge, skills, and attitudes for leadership, quality improvement and safety in healthcare delivery to diverse populations within complex systems.
3. Integrate evidence, clinical judgment, and interprofessional perspectives in communicating, implementing, and evaluating patient-centered care.
4. Apply knowledge and skills in information management and patient care technology in the delivery of safe, patient-centered care.
5. Examine the impact of basic processes of healthcare policy, finance, and regulatory environments on access, equity, and affordability in healthcare delivery.
6. Utilize knowledge and skills of health promotion, disease, and injury prevention across the lifespan to improve health in individual and diverse populations.
7. Apply the professional standards and values fundamental to the discipline of nursing to one's transition into baccalaureate generalist nursing as a provider of care, a designer, coordinator, and manager of care, and a member of the profession.

**Organizing Framework:
Relationship of End-of-Program Student Learning Outcomes, Standards of Nursing, and Core Concepts**

End-of-Program Student Learning Outcomes	Standards of Nursing and Core Concepts (AACN Essentials, QSEN, NCSBN)
1. Synthesize knowledge, concepts, and theories of various disciplines within liberal education into nursing practice.	<ul style="list-style-type: none"> • Essential I: Liberal Education for Baccalaureate Generalist Nursing Practice (concepts: patient-centered, culturally-competent care) • Essential VI: Interprofessional Communication & Collaboration for Improving Health Outcomes (concepts: teamwork & interprofessional collaboration) • QSEN: Patient-Centered Care, Teamwork & Collaboration • NCSBN: Client Needs (Psychosocial Integrity); Integrated Processes (Nursing Process, Caring, Culture & Spirituality)
2. Employ knowledge, skills, and attitudes for leadership, quality improvement and safety in healthcare delivery to diverse populations within complex systems.	<ul style="list-style-type: none"> • Essential II: Basic Organizational & Systems Leadership for Quality Care & Patient Safety (concepts: healthcare systems & policy) • Essential IV: Information Management and Application of Patient Care Technology (concept: information management) • QSEN: Teamwork & Collaboration, Quality Improvement, Safety, Informatics • NCSBN: Client Needs (Safe & Effective Care Environment, Physiological Integrity)
3. Integrate evidence, clinical judgment, and interprofessional perspectives in communicating, applying, and evaluating patient-centered care.	<ul style="list-style-type: none"> • Essential III: Scholarship for Evidence-Based Practice (concept: evidence-informed practice) • Essential VI: Interprofessional Communication & Collaboration for Improving Health Outcomes (concepts: teamwork & interprofessional collaboration) • QSEN: Teamwork & Collaboration, Evidence-Based Practice, Quality Improvement, Informatics • NCSBN: Client Needs (Safe & Effective Care Environment); Integrated Processes (Nursing Process, Communication & Documentation, Teaching/Learning)
4. Apply knowledge and skills in information management and patient care technology in the delivery of patient-centered care	<ul style="list-style-type: none"> • Essential IV: Information Management and Application of Patient Care Technology (concepts: evidence-informed practice, information management, quality improvement & safety) • QSEN: Evidence-Based Practice, Quality Improvement, Safety, Informatics • NCSBN: Client Needs (Safe & Effective Care Environment, Physiological Integrity); Integrated Processes (Communication & Documentation)

End-of-Program Student Learning Outcomes	Standards that reflect Curricular Concepts (AACN Essentials, QSEN, NCSBN)
<p>5. Examine the impact of basic processes of healthcare policy, finance, and regulatory environments on access, equity and affordability in healthcare delivery.</p>	<ul style="list-style-type: none"> • Essential II: Organizational & Systems Leadership (concepts: healthcare systems & policy) • Essential V: Healthcare Policy, Finance, & Regulatory Environments (concepts: healthcare systems & policy, information management, professionalism & professional values) • Essential VII: Clinical Prevention & Population Health (concepts: patient-centered, culturally competent care, health promotion & disease/injury prevention) • QSEN: Patient-Centered Care, Teamwork & Collaboration • NCSBN: Client Needs (Safe & Effective Care Environment, Health Promotion & Maintenance, Physiological Integrity – risk reduction)
<p>6. Utilize knowledge and skills of health promotion, disease and injury prevention across the lifespan to improve health in individuals and diverse populations.</p>	<ul style="list-style-type: none"> • Essential V: Healthcare Policy, Finance, & Regulatory Environments (concepts: healthcare systems & policy, information management, professionalism & professional values) • Essential VII: Clinical Prevention & Population Health (concepts: patient-centered, culturally competent care, health promotion & disease/injury prevention) • QSEN: Patient-Centered Care, Teamwork & Collaboration • NCSBN: Client Needs (Health Promotion & Maintenance, Psychosocial Integrity, Physiological Integrity); Integrated Processes (Nursing Process, Caring, Culture & Spirituality)
<p>7. Apply professional standards and values fundamental to the discipline of nursing to one’s transition to a baccalaureate generalist nurse and the roles of provider of care, designer, coordinator, and manager of care, and a member of the profession.</p>	<ul style="list-style-type: none"> • Essential VIII: Professionalism and Professional Values (concepts: patient-centered, culturally-competent care, evidence-informed practice, quality improvement, teamwork & interprofessional collaboration, professionalism & professional values) • Essential IX: Baccalaureate Generalist Nursing Practice (concepts: all listed and defined in the organizing framework) • QSEN: Patient-Centered, Culturally Competent Care, Teamwork and Collaboration, Evidence-Based Practice, Quality Improvement, Safety • NCSBN: Client Needs (Safe & Effective Care Management, Health Promotion & Management, Psychosocial Integrity, Physiological Integrity); Integrated Processes (Nursing Process)

CURRICULUM

A. Requirements for the Baccalaureate Degree

The University of Pikeville catalog states the general requirements for the baccalaureate degree. Adhering to university guidelines, the general requirements for a Bachelor of Science for Registered Nurses (BSN) via the RN-BSN program are as follows:

1. A minimum of 120 semester hours with a minimum cumulative G.P.A. of 2.00 or higher;
2. A minimum of 39 semester hours in 300 or 400 level courses;
3. Successful completion of a general studies core curriculum, ranging from 36 semester hours (RN-BSN requires minimum of 26 hours);
4. Successful completion of the major with 30 semester hours or more;
5. Thirty of the last 36 semester hours prior to graduation must be taken at the university;
6. At least 50 percent of the semester hours required in the major and a total of 25 percent of the credit hours toward a degree must be earned at the university (this translates to at least 15 of the 30 semester hours in the BSN major and a total of 30 of the 120 hours toward the BSN degree must be earned at the university);
7. A minimum cumulative G.P.A. of 2.00 in the major;
8. A grade of "C" or better in all major courses; and
9. Successful completion of institutional and Elliott School of Nursing assessment requirements.

B. Total Credit Hours for the BSN for Registered Nurses

Fulfillment of the 120 hours for the BSN for RN's can be earned as stated in the university catalog:

I. Core requirements	36 hours
II. Nursing Core Requirements for RN-BSN	30 hours
NUR 302: Advanced Concepts in Nursing Practice.....	5
NUR 304: Health Assessment for Registered Nurses.....	3
NUR 306: Pharmacology in Nursing Practice.....	3
NUR 308: Scholarship and Inquiry for Evidence-Based Practice.....	3
REL 370: Healthcare Ethics.....	3
NUR 401: Population Based Nursing Care.....	5
NUR 403: Organizational and Systems Leadership.....	3
NUR 405: Nursing Synthesis and Capstone.....	5

III. NUR Elective Credit	36-40 hours*
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* Upon completion of 11 credits with at least a "C" grade in the RN-BSN program at the University of Pikeville, transfer students who hold a current RN license making application to the RN-BSN program may receive up to 40 hours of NUR elective credit for proficiency validated by licensure. These credits are determined by evaluating lower division NUR courses completed at another institution. If a student leaves the RN-BSN program prior to graduation, NUR elective credit is not transferable to another institution and might not be transferred to another major at the University of Pikeville.

IV. Electives as needed to meet the minimum requirements of 120 semester hours or other requirements for a baccalaureate degree.

General Education Curriculum (36 credits)

Finding Your Place at UPIKE

The University of Pikeville General Education core curriculum prepares students for their roles in a fast-changing 21st Century World. The core curriculum positions student learning in the context of Finding Your Place at UPIKE. A curriculum that centers on place allows students to see themselves in their learning and encourages deeper connection to class material. Involving students in practices that focus on place gives them the critical skills needed to apply knowledge to world issues, whether local or global. Understanding place begins with understanding self and one's role in school and community and expands to include place in the physical and natural world, place in history, and place in the cultural and global world.

Common Requirements (14 credits)	
First-year Studies (2 credits)	
Oral (3 credits) and Written Communication (3 credits) (6 credits total)	
Mathematics (3 credits)	
Systematic Study of the Bible (3 credits)	
Find Your Place at UPIKE Requirements (19 credits)	
Personal Place	6 credits*
Physical and Natural Place	Physical and Natural Science (including lab) (4 credits)
Historical Place	3 credits*
Cultural and Global Place	6 credits*

*These 15 credits must include 3 credits of social science and 3 credits of humanities/fine arts.

*These 15 credits must be from 5 different disciplines.

Engaging Our World (3 credits)
3 credits in a designated General Education capstone course at the Junior/Senior level. In the capstone course students will move from finding their place to engaging their world. The course could accomplish this goal in several ways: interdisciplinary collaboration, experiential learning, integrative learning, or a focus on world issues and problems.

Typically, Social Science courses are in COM, ECN, PLS, PSY, SOC.

Typically, Humanities/Fine Arts courses are in ART, ENG (if literature), FMA (if film studies), HUM, MUS, THR, SPN (if literature).

Oral Communication

The goal for a course in oral communication is to develop communication skills, verbal and nonverbal, in a variety of communication settings. These English-language skills include the ability to research, organize, and deliver a message to specific audiences: use listening skills to critique, evaluate, and/or

assess oral communication; evaluate the effectiveness of messages and presentations; and demonstrate responsibility as an ethical oral communicator.

Written Communication

The goal for a course in written communication is to understand and produce knowledge through the process of reading and writing in English. Skills include critical thinking, rhetoric, voice and audience, research and methods, and producing content for a variety of media.

Mathematics

The goal for a course in mathematics is to develop skills in basic mathematical calculations and in interpreting mathematical data.

Systematic Study of the Bible

The goal for a course in systematic study of the Bible is to explore a significant portion of the Bible (such as Old Testament, New Testament, Gospels, or Pentateuch) or a topic in the Bible (such as Women in the Bible). The course will develop skills in studying the Bible in its literary and historical context.

Personal Place

The goal for a course in Personal Place is to explore and develop self, identity, and the individual's role in and impact on society.

Physical and Natural Place

The goal for a course in Physical and Natural Place is to explore the physical and natural world through the systematic study of the Physical Sciences (Chemistry, Physics, or Earth Sciences) or the Natural Sciences (Biological Sciences). This includes basic knowledge about the physical and natural world, the scientific method, and the ways that scientific knowledge affects our understandings of self, others, and the world.

Historical Place

The goal for a course in Historical Place is for students to learn how they arrived at their place in history and how this knowledge will help them navigate their future. This is accomplished through the exploration of historical periodization, the use of historical primary sources, and an understanding of historical themes and historiography.

Cultural and Global Place

The goal for a course in Cultural and Global Place is to explore and develop an understanding of the world's cultures and their impact on the individual and society.

***Note:**

1. This is a suggested selection of courses to meet the core requirements for the RN-BSN Program. Other courses may apply if listed for the BS degree on the core check sheet for the 2019-2020 academic year.

2. Statistics course (SSC 285, MTH 200 or its transfer equivalent) is a pre-requisite to NUR 308.

3. Nine hours at the 300-400 level are required in addition to the 30 hours in the major. You may use an elective or one of the general education courses to meet this requirement if that course is at the 300/400 level.

Any or all general education requirements may be transferred to the university with final course equivalency determined by the Registrar. Once a student is registered at UPIKE and wants to take a course at another institution, a "Permission to Study Off-Campus" form (**see Appendix A**) must be submitted prior to off-campus registration. The form must be approved by the student's advisor, the Registrar, and Dean of the Elliott School of Nursing.

CURRICULUM

C. The RN-BSN Curriculum

The RN-BSN curriculum is 30 credit hours, or eight courses. The course delivery format is distance education. All courses are fully online.

The practicum hours in NUR 401 and NUR 405 are independently arranged by the RN-BSN student and can occur in a community of choice, pending final approval from the instructor.

The RN-BSN program can be completed in a full-time or part-time option at a minimum of 12 months or a maximum of 24 months, including summer(s). The length and semester credit load depends on the general education courses that remain and student preference. All BS requirements must be completed within five years of starting the RN-BSN program. In all cases, your advisor will work closely with you to design a curricular option to fit your needs and assist you to graduate on time.

D. Sample Curricular Options

Option I: Full-time (3 term/12 month option)

This option is geared for the RN-BSN student who has completed all general education core requirements except the 30 hours of RN-BSN courses and two non-nursing courses.

Fall Semester: 14 credits

NUR 302: Advanced Concepts in Nursing Practice	5 credits	Online: 8-week course
NUR 304: Health Assessment for Registered Nurses	3 credits	Online: 8- week course
NUR 306: Pharmacology in Nursing Practice	3 credits	Online: 8- week course
SSC 285: Statistics for Social Sciences (recommended) or MTH 200: Elementary Probability & Statistics	3 credits	Pre-req to NUR 308. Take at UPIKE or have transfer equivalent

Spring Semester: 14 credits

NUR 308: Scholarship and Inquiry for Evidence Based Practice	3 credits	Online: 8- week course
REL 370: Healthcare Ethics	3 credits	Online: 8-week course
NUR 401: Population-based Nursing Care	5 credits	Online: 3 credits seminar and 2 credits practicum
General Education I (300-400 level if needed)	3 credits	Online, hybrid or traditional

Summer Term: 8 credits

NUR 403: Organizational and Systems Leadership	3 credits	Online: Summer I (4 weeks)
NUR 405: Nursing Synthesis and Capstone* *Seminar hours reduced by portfolio submission	5 credits	Online: Summer III (9 weeks): 3 credits seminar and 2 credits practicum

CURRICULUM

E. Sample Curricular Options (Continued)

Option II: Part-time (5 term/2 year option)

This option is geared for the RN-BSN student who has completed most of the course requirements except the 30 hours of RN-BSN courses and a few non-nursing courses. The student may wish to take a lighter credit load each semester because of work and family obligations.

Fall Semester: 8 credits

NUR 302: Advanced Concepts in Nursing Practice	5 credits	Online
SSC 285: Statistics for Social Sciences (recommended) or MTH 200: Elementary Probability & Statistics	3 credits	Pre-req to NUR 308. Take at UPIKE or have transfer equivalent

Spring Semester: 9 credits

NUR 308: Scholarship and Inquiry for Evidence Based Practice	3 credits	Online: 8-week course
REL 370: Healthcare Ethics	3 credits	Online
General Education I (300-400 level if needed)	3 credits	Online, hybrid or traditional

Fall Semester: 9 credits

NUR 304: Health Assessment for Registered Nurses	3 credits	Online: 8-week course
NUR 306: Pharmacology in Nursing Practice	3 credits	Online: 8-week course
General Education II (300-400 level if needed)	3 credits	Online, hybrid or traditional

Spring Semester: 8 credits

NUR 401: Population Based Nursing Care	5 credits	Online: 3 credits seminar and 2 credits practicum
General Education III (300-400 level if needed)	3 credits	Online, hybrid or traditional

Summer Term: 8 credits

NUR 403: Organizational and Systems Leadership	3 credits	Online: Summer I (4 weeks)
NUR 405: Nursing Synthesis and Capstone* *Seminar hours reduced by portfolio submission	5 credits	Online: Summer III (9 weeks): 3 credits seminar and 2 credits practicum

CURRICULUM

E. Sample Curriculum Options (Continued)

Option III: Part-time (6 term/2 year option)

This option is geared for the RN-BSN student who is admitted with the minimum 26 credit hours of general education requirements and minimal amount of nursing escrow credit. The student can finish all baccalaureate requirements in a two-year period over 24 months, although the semester load is higher compared to other options. It is recommended to take the Humanities block of general education at 300-400 level when possible so to meet two baccalaureate degree requirements with one course.

Fall Semester: 11-14 credits

NUR 302: Advanced Concepts in Nursing Practice	5 credits	Online
SSC 285: Statistics for Social Sciences (recommended) or MTH 200: Elementary Probability & Statistics	3 credits	Pre-req to NUR 308. Take at UPIKE or have transfer equivalent
General Education Course I	3 credits	Online, hybrid or traditional
General Education Course II	3 credits	

Spring Semester: 12 credits

NUR 308: Scholarship and Inquiry for Evidence Based Practice	3 credits	Online: 8-week course
REL 370: Healthcare Ethics	3 credits	Online
General Education III (300-400 level if needed)	3 credits	Online, hybrid or traditional
General Education IV	3 credits	

Summer Term: 6 credits

General Education V	3 credits	Online, hybrid or traditional in Summer I or II (4-5 weeks) or Summer III (9 weeks)
General Education VI (at 300-400 level if needed)	3 credits	

Fall Semester: 12 credits

NUR 304: Health Assessment for Registered Nurses	3 credits	Online: 8-week course
NUR 306: Pharmacology in Nursing Practice	3 credits	Online: 8-week course
General Education VII	3 credits	Online, hybrid or traditional
General Education VIII	3 credits	

Spring Semester: 8 credits

NUR 401: Population Based Nursing Care	5 credits	Online: 3 credits seminar and 2 credits practicum
General Education IX (at 300-400 level)	3 credits	Online, hybrid or traditional

Summer Term: 8 credits

NUR 403: Organizational and Systems Leadership	3 credits	Online: Summer I (4 weeks)
NUR 405: Nursing Synthesis and Capstone* *Seminar hours reduced by portfolio submission	5 credits	Online: Summer III (9 weeks): 3 credits seminar and 2 credits practicum

RN-BSN Course Descriptions

Credit Hour Definition:

One credit hour = 1 (50 minute) clock hour of lecture/seminar or three (3) clock hours of practicum.

NUR 302: Advanced Concepts in Nursing Practice (5)

This course focuses on concepts to advance the practice and discipline of nursing at the baccalaureate level. The student will explore and apply concepts such as writing in the discipline, information literacy, evidence-based literature, clinical reasoning, and theories from other disciplines that inform nursing practice, multiple dimensions of patient centered care, and quality and safety initiatives in health care.

Prerequisite: RN status and admission to the RN-BSN program

NUR 304: Health Assessment for Registered Nurses (3)

This course provides an opportunity to enhance skill in health assessment of persons and families including genetic, developmental, psychological, and environmental parameters. Assessment models will be analyzed for use with diverse populations. Clinical emphasis will be placed on health assessment of clients across the lifespan. *Prerequisite: RN status and admission to the RN-BSN program*

NUR 306: Pharmacology in Nursing Practice (3)

This course will examine the clinical application of drugs as they relate to clients across the lifespan who are experiencing acute and chronic health problems. Emphasis will be placed on gerontological implications of pharmacology. *Prerequisite: RN status and admission to the RN-BSN program*

NUR 308: Scholarship and Inquiry for Evidence-Based Practice (3)

This course is designed to develop the knowledge and skills required to translate current evidence into practice. Emphasis will be placed on an overview of qualitative and quantitative research processes, models to apply evidence to clinical practice, nurse-sensitive quality indicators, information literacy to search, locate, and evaluate sources of information, and dissemination of findings. *Pre-requisite: MTH 200 or SOC 285 and NUR 302*

REL 370: Healthcare Ethics (3)*

An exploration of ethical issues that arise from health care. This course will take a critical comparative approach from an interprofessional perspective and will include ethical theories, ethical and clinical reasoning, case studies and contemporary controversies. This course provides students entering the healthcare field with a framework for making ethical decisions in a clinical environment. *Prerequisite: ENG 112 or WRI 118 and eight hours of Biology*

NUR 390 Special Topics (1-3)

This elective is the study of selected topics of interest in the field of nursing. The topic may differ each time the course is offered and may be proposed by the instructor or students. This course may be taken for credit any number of times, provided that a different topic is studied each time. *Prerequisite: Eight (8) hours of nursing or admission to the RN-BSN program of study.*

NUR 401: Population-based Nursing Care (5) **

This course will introduce the concept of population health and the application of health promotion, disease, and injury prevention across the lifespan at the local, national and global population level. Special emphasis will be placed on health disparity among diverse populations, genetics, epidemiology, clinical judgment during disaster and population-focused interventions. The role of policy development and regulation in healthcare will be analyzed. Three hours lecture (3 credits) and six hours practicum (2 credits) per week. *Prerequisite: NUR 302; Co-requisite: NUR 308.*

NUR 403: Organizational and Systems Leadership (3)

This course will examine leadership skills at the microsystem level in healthcare organizations including decision-making, delegation, care coordination and change and conflict resolution. Awareness will be developed of complex organizational systems and related mission and vision statements. Knowledge will be enhanced on an organization's quality improvement process, standards for a safe environment and implications of healthcare economics. *Prerequisites: NUR 304, NUR 306, NUR 308, NUR 401, REL 370 and 40 credit hours of general education core requirements. Co-requisite: NUR 405.*

NUR 405: Nursing Synthesis and Capstone (5) ***

This capstone course will provide the RN the opportunity to integrate the knowledge, skills and attitudes of baccalaureate-generalist nursing practice. The focus of seminar will be on professionalism, evidenced-based practice, and dissemination of knowledge synthesized within the practicum. The practicum emphasis will provide the RN an opportunity to explore a nursing practice role of interest. Individualized practicum experience with a RN preceptor is subject to approval by course faculty. Three hour seminar (3 credits) and six hour practicum (2 credits) per week. *Prerequisites: NUR 304, NUR 306, NUR 308, NUR 401, REL 370 and 40 credit hours of general education core requirements. Co-requisite: NUR 403.*

**REL 370 meets 3 credit hours of the 6-hour REL general education requirement for a BS degree.*

*** NUR 401 meets the learning outcomes for the PED general education requirement for a BS degree.*

**** Students may have their NUR 405 seminar hours reduced by portfolio submission. Portfolios are maintained, submitted, and evaluated throughout the RN-BSN program, with final evaluation in NUR 405.*

Practicum vs. Clinical

NUR 401 and NUR 405 each require two (2) credits of practicum, which equates to 90 practicum hours in each course over a semester. This practicum will differ from traditional clinical in a pre-licensure program. According to dictionary definitions, 'clinical' is defined as "relating to direct observation of patients" while 'practicum' is a "supervised practical application of previously studied theory."

Thus, the majority of practicum hours will be completed at a healthcare agency primarily with a RN preceptor in settings designed to enhance preparation for generalist nursing practice. Other practicum hours will include projects that relate to preceptor-based experiences and classroom-based post conferences for group reflection and discussion. The projects are designed to demonstrate learning that has taken place throughout the RN-BSN program and to apply this learning to the professional role as a baccalaureate prepared nurse.

Admission Criteria

Students will be accepted into the RN-BSN program at the University of Pikeville after completing an associate degree program or a diploma program with a major in nursing. For admission to the RN-BSN program, the student must meet the following:

Admission Requirements – RN-BSN

1. Official admission to the University of Pikeville including:
 - a.) Official transcripts of high school and all colleges/universities attended.
 - b.) ACT or equivalent test scores.
2. Submit a separate RN-BSN application to the Elliott School of Nursing.
3. Be a graduate of a state-approved pre-licensure program for registered nursing.
4. Have earned at least a “C” grade in all courses taken to satisfy the nursing major at the ADN or diploma level.
5. Have a minimum 2.50 cumulative grade point average (GPA).
6. Have earned at least 26 credit hours of the 36 credit hours of general education core requirements. These 26 hours should include the equivalent of the MTH pre-requisite to a college level statistics course.
7. Have validation of a current, unrestricted, and unencumbered RN license.
8. Any exception will be determined on an individual basis.

Transfer Credit

NOTE: The Registrar makes the final determination of transfer credit to be awarded based on policies of the University. These policies are documented in the university catalog.

Nursing Transfer Credit

Lower division nursing transfer credit by escrow: Upon completion of 11 credits with at least a “C” grade in the RN-BSN program at the University of Pikeville, transfer students who hold a current RN license making application to the RN-BSN program may receive up to 40 hours of NUR elective credit for proficiency validated by licensure. These credits are determined by evaluating lower division NUR courses completed at another institution. If a student leaves the RN-BSN program prior to graduation, NUR elective credit is not transferable to another institution and might not be transferred to another major at the University of Pikeville.

Upper division nursing transfer credit: The Dean of the Elliott School of Nursing will evaluate upper division nursing courses taken at another institution for transfer equivalency. In

consultation with the RN-BSN Coordinator, the Dean of the Elliott School of Nursing will review the RN-BSN student's official transcripts, course syllabi, and other relevant criteria prior to making a recommendation to the university Registrar on transfer equivalency of nursing courses at the 300 and 400 level.

Non-nursing Transfer Credit:

The university Registrar reviews and awards transfer credit based on the steps outlined in the university catalog.

Other Forms of Course Credit:

Other forms of course credit are listed in the university catalog and may include advanced placement credit, CLEP credit, work experience credit, and credit by examination. RN-BSN students are encouraged to work closely with their advisor to determine the feasibility of non-nursing or nursing elective credit to be awarded in fulfilling requirements for the BSN degree for RNs.

Elliott School of Nursing RN-BSN Program

Academic Policies

Nursing Courses

All RN-BSN students are required to comply with the policies stated in the University of Pikeville RN-BSN Handbook. This Handbook has been developed to supplement the information contained in the university undergraduate student handbook and the University of Pikeville catalog.

Policies in this handbook, especially those related to practicum experiences, are a requirement of the Elliott School of Nursing and many of the healthcare agencies utilized for the practicum. If the RN is completing a practicum in an agency with additional requirements, those must be met by the student. Specific to RN-BSN health requirements, RNs who have the required documents on file and up to date at their place of employment may submit a copy of these documents to the Elliott School of Nursing for the student file. Health records must be submitted by November in the semester prior to the spring practicum. It is the responsibility of the student to submit the required documents prior to a course practicum or risk dismissal from the RN-BSN Program.

1. Attendance

Classroom: Courses are delivered in an online format. It is imperative that students check Email and Canvas LMS daily. If an assignment is missed, it may be made up at the discretion of the instructor; otherwise a zero (0) may result. Course syllabi will be the contract between the student and the instructor and will dictate the requirement for late work.

*FN grade - Failure to submit on-line assignments in a timely fashion will be considered non-attendance. No assignment will be accepted more than one week after the due date and the FN grade will be assigned. For assignments less than one week late, a 5% deduction per day late applies. Students will receive an FN grade if they fail to complete three consecutive weeks of online activity.

Practicum: A practicum course requires that the student schedule time at a healthcare agency. These experiences are an integral part of the educational process and should be approached as such. The student is responsible for scheduling these experiences. All assigned hours must be completed within the allotted time. If this requirement is not met for an acceptable reason, the student may receive an "Incomplete" (I) grade based on the guidelines described in this handbook, course syllabi, and/or the university catalog. If the assigned hours are not completed due to a reason that is unacceptable, the student will receive a failing grade in the course. Documentation by the student and the preceptor are a requirement for the student to receive credit for the practicum.

2. Grades

Grading Scale

Students are required to maintain a minimum “C” average in each nursing course. The grading scale for all nursing classes is standardized within the Elliott School of Nursing as follows:

A = 92-100%; B = 84-91%; C = 76-83%; D = 64-75%; F = Below 64%
W = withdrawal by last day of classes; counts as one attempt
FN = failure of non-attendance*

*FN grade:

a. Per university policy, course syllabi must state its definition of non-attendance that will result in a FN grade.

b. Implications of FN grade - For financial aid purposes, students are required to participate (attending, taking exams, turning in work, etc.) in all classes. At the end of the semester, a student who has all final grades of FN, F, I or W may be subject to the university’s unofficial withdrawal policy withdrawal initiated for financial aid purposes which can result in a significant portion of the student’s financial aid and scholarships being returned to the appropriate aid source. In turn, the student will be responsible for reimbursing the university for the amount of returned aid. To avoid loss of financial aid and the incurring of additional debt to the university, any UPIKE student who no longer wishes to remain in classes must complete the academic withdrawal process.

Incomplete (“I”) Grade

A grade of “Incomplete” is assigned primarily in instances where work is not completed because of events such as a serious illness, accident or death in the immediate family. Before an “I” grade can be given, the appropriate form must be completed and approved by the student, the faculty member, and the Dean of the Elliott School of Nursing. Courses in which a student receives a grade of “I” must be completed within 60 calendar days from the last day of final exams; otherwise the grade becomes an “F.” The responsibility rests with the student to complete the work within the allotted time. The grade of “I” does not count as credit hours earned and may in some circumstances influence a student’s eligibility for financial aid.

3. Progression in the RN-BSN Program

Students must receive a final grade of at least “C” in each nursing course, the required pre- and co-requisite courses as well as a “C” average, or minimum of overall G.P.A. of 2.0, to progress to the next level in the RN-BSN program. The RN-BSN nursing and general education core courses should be completed as specified in the RN-BSN plan of study.

However, due to an extraordinary and unforeseen circumstance, such courses may be taken out of the requested sequence. If this occurs the student must appeal to the coordinator of the RN-BSN program prior to the beginning of the semester.

4. Academic Withdrawal, Dismissal, and Readmission

Academic Withdrawal: A student has the right to withdraw from a course at any time and is bound by the grading system for “W” grade and the withdrawal policy documented in the university catalog.

Academic Dismissal: A student may be dismissed from the RN-BSN program based on inability to meet the policy on “Progression in the RN-BSN program” or violation of guidelines or policies documented in course syllabi or this handbook.

Readmission: A student who withdraws or is dismissed from the RN-BSN program may be readmitted one time to the program, pending official admission to the University of Pikeville. The student must receive approval for readmission through the RN-BSN committee, which includes the Dean of the Elliott School of Nursing and full-time RN-BSN faculty. The RN-BSN faculty will then present their decision to the Nursing Admissions Committee for final vote.

Factors which may influence the decision include, but are not limited to, current overall and semester GPA, GPA in nursing courses, professional behaviors, practicum performance evaluation and RN licensure status. Readmission to the RN-BSN program is not guaranteed.

5. Repeating a Course

A student who receives a grade of “D”; “F”; “W”; or “FN” in a required course in the major can repeat the course one time. The student will follow the process outlined in the readmission policy.

If approval is granted to repeat a course, the student will complete the section entitled “Repeating a Course” on the “Registration Permissions Form” as shown in **Appendix A**. Only the grade received on the final attempt will be used for calculating the cumulative grade point average and for meeting degree requirements. However, the student’s transcript will show all attempts and will indicate that the course was repeated. The grade on the second attempt, including a “W” grade, stands as the final grade.

6. Technology/Computer Requirements

The courses within the RN-BSN program are fully online; therefore, it is important that students understand the university’s course management system and course-related technology. “Canvas” is the course management system (CMS) used at the university. Orientation to “Canvas” CMS will be done during a meet and greet session as well as in NUR 302, the introductory RN-BSN course, in relation to the course requirements and the RN-BSN program overall. There will also be a tutorial available online for students.

When students need assistance in the technology aspects of course instruction, the students can contact the university Information Technology Help Desk via: (a) helpdesk@upike.edu or

(b) calling the IT department at 606-218-5300. Office hours for the IT department are 8 a.m.-9 p.m. Monday through Friday. Submitting a help desk ticket via email is the most efficient and preferred method of communication.

Getting help on Canvas (faculty and students)

1. A number of help options are available to faculty and students within Canvas. These include:
 - a. 24/7 Toll free number- Speak to a Canvas expert at any time within 60 seconds
 - b. Chat- Chat online with a Canvas expert within 120 seconds
 - c. Web submitted tickets- Receive a response within 1 hour
2. Submit help tickets to Canvas rather than UPIKE IT. Canvas support will be able to assist you quickly or let you know if the questions must be answered by someone at UPIKE.
3. Self-help:
 - a. Canvas Guides: <https://community.canvaslms.com/community/answers/guides/canvas-guide>
 - b. Canvas Video Guides: <https://community.canvaslms.com/community/answers/guides/canvas-guide>
 - c. Canvas Instructor Getting Started Guide: <http://guides.instructure.com/m/8472>

If the student has questions, it is important to also seek assistance from the instructor as soon as possible. Students must maintain their UPIKE email accounts and are requested to check those on a daily basis as all communication related to the university, the RN-BSN program, and courses are sent through this account

Elliott School of Nursing RN-BSN Program
Academic Policies
Nursing Practicum

1. Health Related Requirements

Overview

Refer to the list below and Appendix B “Health-Related Documentation.” It is mandatory that all university nursing students adhere to the health related requirements listed in this handbook. This list has a basis in requirements from health care agencies and the Center for Disease Control.

The determination that any vaccine is medically contraindicated must be documented by a healthcare provider and submitted to the Elliott School of Nursing. A signed declination form must be submitted if a student chooses not to receive the Hepatitis B vaccine.

Students are responsible for all costs incurred from health-related requirements. The documentation of health-related requirements will be stored in a locked file cabinet or privately accessed electronic file separate from the student’s academic record.

Required Documents

a. **Registered Nursing License:** The student’s RN nursing license will be verified online via the Board of Nursing website prior to admission to the RN-BSN program, and upon annual renewal while a student in the program. The RN license must remain current, unrestricted, and unencumbered while enrolled in the RN-BSN program. Any changes in the student’s nursing status either with the Board of Nursing or the student’s place of employment must be reported to the faculty immediately. Otherwise, the student may face dismissal from the program.

The requirements listed next are required prior to the start of NUR 401, the first practicum course.

a. **Tdap:** Require documentation of one injection of Tdap.

b. **MMR:** Require either documentation of two injections or a blood titer documenting immunity.

c. **Hepatitis B:** Require immunity to Hepatitis B by submitting documentation of the series of three injections or blood titer documenting immunity to HepB.

d. **Varicella:** Require documentation of a history of chicken pox (on agency form or by provider), a blood titer or a series of two vaccine injections.

e. **Influenza vaccine:** Required documentation of vaccine or declination.

f. **Tuberculosis Screening: Annual screening required while in the RN-BSN program.** Require documentation of **annual TB** screening through employment or the health department. If a TB skin test is positive, provide documentation of a chest x-ray taken within the last 12 months.

g. **CPR:** Current certification for American heart Association CPR in “Basic Life Support for Healthcare Providers” is required. This must include adult, child, and infant CPR, one and two

man CPR for adult and child, relief of foreign body airway obstruction and use of an automatic external defibrillator.

h. **Liability insurance:** Annual coverage required while in the RN-BSN program. May get coverage as an RN or as a nursing student. Documentation must be submitted for liability of \$1,000,000/\$6,000,000. Proof of coverage must be submitted prior to NUR 401, the first practicum course.

2. Identification Badge

University of Pikeville student Identification badge will be provided through the Elliott School of Nursing. Agency identification badge will be issued after completing an agency orientation, if required by that agency. Failure to comply with agency orientation requirements will result in dismissal from the RN-BSN program.

3. Uniform

At any time that the RN-BSN student is attending a practicum in the capacity as a university nursing student, the student must wear an identification badge and a clean, white lab coat over appropriate street clothes (or scrubs) which are conducive to professional appearance. Casual clothing, such as jeans, shorts, tank tops, midriff tops and flip-flops are not acceptable. In the event an agency requires a specific style of uniform, please notify your instructor for pre-approval. If the student is completing their practicum in the same institution where they are employed, they may **not** wear the same clothing they wear as an RN.

The student must at all times distinguish their student role from the employed RN role, especially if completing a practicum assignment within a place of employment. Otherwise, the student's role can become confusing to patients and other staff.

4. Professional Appearance

It is expected that at all times when in a clinical setting the RN student will exhibit professional behaviors in terms of appearance, attitude, and verbal communication.

A professional appearance includes: optimum personal hygiene; hair styled in a conservative, professional manner; nails appropriate and in good taste without artificial nails or polish; cosmetics worn tastefully; perfumes, colognes and/or toiletries without noticeable fragrance (this includes lingering odor from smoking); and jewelry, if worn, should be limited in size and number. Tattoos must be covered at all time. Observable body jewelry is not allowed. Smoking is not allowed at any time while in the RN-BSN uniform and/or on a practicum assignment.

5. Drug Screening and Criminal Background Check

The requirement for drug screening and criminal background checks will be dictated by the agency in which the student is completing their practicum. If the agency requires these, the student must comply.

6. Health Insurance Portability and Accountability (HIPAA)

Students are responsible for compliance with the confidentiality and privacy policies of the health care agency used for practicum experiences. It is critical that a student follow all policies and regulations for confidentiality, privacy, and/or HIPAA. A violation of HIPAA and confidentiality standards may result in dismissal from the program.

7. Student Health

Campus Health Services: It is expected that the RN-BSN student will be covered under an employer's or family member's health plan. Students without health coverage are encouraged to review student health plans for purchase. The Pike County Health Department provides health services to all university students at no cost for services such as treatment of minor medical issues; family planning; and providing limited over-the-counter medications and referrals to other providers. If payment is required, it will be determined by the policies of the Pike County Health Department. Health insurance is accepted if necessary. The Health Services office is located in COAL 515 and the phone number is 606-218-5048.

Student Health Status: If the student's health status changes, notify the faculty immediately, as practicum assignments may need to be revised. A "release statement" from a healthcare provider is required depending on the change in health status. If a student is injured during a practicum experience, the instructor should be notified. Students are responsible for all costs incurred from any exposure or injury that occurs during the practicum hours.

8. Bloodborne Pathogen Exposure

RN students will follow the procedure of the agency in which the exposure occurs. In the event of an exposure, the RN-BSN student will notify their instructor immediately. Their preceptor will be familiar with the facility policy and the student should follow the preceptor's instructions. The student is responsible to follow all post-exposure protocol and for costs incurred.

9. Minimal Functional Abilities

Nursing students must meet core performance standards and minimal functional abilities to demonstrate both physical and emotional fitness for a safe client environment. The Elliott School of Nursing has established a recommended set of Minimal Functional Abilities (see Appendix C). However, Minimal Functional Abilities may differ in facilities where the student is completing their practicum. The student is required to meet minimum functions if required by the agency.

Measures taken to determine such physical and emotional functions shall be in compliance with Section 504 of the Rehabilitation Act of 1973 and the American with Disabilities Act of 1990, to prevent discrimination toward any individual on the basis of a handicap. Obtaining or using alternative means to accommodate a handicap is the responsibility of the student. The university will render reasonable assistance to the student as necessary; however, a student must be able to perform in an adequately independent manner.

10. Practicum Guidelines

Students must complete the practicum in NUR 401 and 405 with a satisfactory final course grade. Any projects completed through the practicum and the practicum notebook which they maintain will be a part of the course grade. In working with preceptors the student should note that the preceptor does not provide a grade for the student's participation in the practicum; however, the preceptor's information provided to the instructor is an important aspect in the satisfactory completion of the practicum. Documentation of date and time of practicum by the student and the preceptor is required in order to receive credit for the practicum.

Course syllabi in NUR 401 and NUR 405 will provide a more detailed description of practicum expectations and requirements.

University of Pikeville Academic Policies – University Wide

The RN-BSN Handbook must be used in conjunction with the rights and obligations of university students documented in the University of Pikeville Catalog and the University of Pikeville Undergraduate Student Handbook. The Elliott School of Nursing upholds all other university policies not described previously and as documented in the university catalog and undergraduate student handbook.

It is the decision of the faculty, however, to include such policies which may be more relevant to the students in the RN-BSN program. A number of the policies are only briefly included here and require the student to refer to the university catalog and/or the undergraduate student handbook.

1. Family Education Rights and Privacy Act (FERPA)

The university and the Elliott School of Nursing maintain adherence to the FERPA requirements. Therefore, no information about the student will be released to another student or to anyone in the general public. However, the university does maintain the "Parental Contact" policy which states that "As a private university, we reserve the right to contact your parent(s) or guardian for good cause such as an accident or serious illness, disappearance from campus or other serious matters relative to your health or safety and that of the campus community" (Undergraduate Student Handbook).

2. Academic Honesty

The University of Pikeville has a clear policy regarding academic honesty and the Elliott School of Nursing fully upholds this policy. The University of Pikeville policy on academic honesty provided in the undergraduate student handbook and summarized here is:

The University of Pikeville is an academic community and like all other communities, it can function properly only if its members adhere to clearly established goals and values. Essential is the commitment to the principles of truth and academic honesty. In order to articulate fully its

commitment to academic honesty and to protect members of its community from the results of dishonest conduct, the University of Pikeville has adopted the following policies to deal with cases of academic dishonesty. Academic dishonesty includes, but is not limited to, the following acts:

1. Cheating: intentionally using or attempting to use unauthorized materials, information or study aids in any academic exercise.
2. Plagiarism: the deliberate or accidental taking of another's ideas, work or words as one's own without properly documenting or crediting the original source in any academic exercise.
3. Fabrication: the deliberate falsification or invention of any information or citation in an academic exercise.
4. Facilitating Academic Dishonesty: intentionally or knowingly helping or attempting to help another violate any provision of this policy.

If an act of academic dishonesty is determined to have occurred, sanctions will be imposed depending on the perceived intent and extent of the offense. Possible sanctions may include, but are not limited to: the following:

1. Giving a warning.
2. Reducing the grade for the academic exercise.
3. Giving an "F" or zero for the academic exercise.
4. Giving a failing grade in the course with the inability to withdraw.
5. Reporting the matter to the Dean of the College of Arts and Sciences for possible action.

3. Substance Abuse

The Elliott School of Nursing supports the university policy on substance abuse (undergraduate student handbook). If there is any question on a student's ability to perform in a healthcare agency during a practicum due to being impaired for any reason (substance use, sleep deprivation, etc.) the student will be requested to leave the clinical area and will be requested to follow the facility policy.

4. Sexual Misconduct Policy

The University of Pikeville is committed to creating and maintaining a community where all persons who participate in University programs and activities can work and learn together in an atmosphere free of sexual misconduct. Therefore, the University will not tolerate sexual misconduct as defined in its Sexual Misconduct Policy. Such acts are prohibited by University policy, as well as state and federal law. Persons whom the University determines more likely than not have violated this policy are subject to penalties up to and including dismissal or separation from the University, regardless of whether they are also facing criminal or civil charges before a government agency or court of law.

To view the UPIKE Sexual Misconduct Policy, please visit:

www.upike.edu/title-ix

If you have questions or concerns, please immediately contact:

<p>Bethany Bowersock, J.D. Title IX Coordinator/Compliance Officer University of Pikeville ADM 203 606-218-5344 (Office) bethanybowersock@upike.edu</p>	<p>Michael Pacheco Deputy Title IX Coordinator <i>Director of Human Resources</i> University of Pikeville Community Technology Center (CTC) 210 119 College St. 606-218-5326 michaelpacheco@upike.edu</p>
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The university's Campus Security Office provides safety escorts twenty-four hours a day, seven days a week. To request an escort, call 606-218-5940.

5. Statement of Non-Discrimination

It is the policy of the University that no student shall be excluded from participating in, be denied the benefits of or be subjected to discrimination in any program sponsored by the University because of gender, race, religion, sexual orientation, age, handicap or national origin. In order to promote a broad learning environment, the University of Pikeville welcomes applications from individuals of diverse backgrounds (university catalog; undergraduate student handbook).

6. Students with Disabilities

The University of Pikeville is committed to providing students with disabilities the same educational programs and services offered other students, in accordance with Section 504 of the Rehabilitation Act of 1973 and the American with Disabilities Act (ADA) of 1990 and the ADA Amendments Act of 2008. Students with disabilities requiring accommodations should contact the Disabilities Resources Office located in the Administration Building (ADM) Room 204. Accommodations are made on an individual basis according to documented need. Additional information can be found in the University Catalog and the University Student Handbook.

Contact Information:

Kathy Petot; Disabilities Resource Counselor
katherinepetot@upike.edu
(606) 218-5232
Office: ADM 204

7. Student Grievances

If, at any time, any student feels that wrongly treated by a member of the university community, the student may present a written grievance to a designated university official as follows:

- a. A student's grievance concerning a faculty member should be made to the head of the faculty member's department, the Vice President for Academic Affairs or the President.
- b. A grievance concerning a staff member should be made to the vice president responsible for the staff member's department or to the President.
- c. A grievance concerning another student should be made to the Vice President for Student Services.

After a written grievance is received, a response to the grievance will be issued within five (5) business days (see full policy in undergraduate student handbook).

8. Academic Due Process - Grade Appeal

A student may wish to dispute a grade assigned in a University of Pikeville course. The procedure is to ensure proper due process for one who wishes to appeal a grade. The procedure and process for grade appeal is outlined in the university catalog. It is important that the student realize that a *Request for Hearing* form must be filed within 60 calendar days following the beginning of the next regular fall or spring semester after the grade in question was assigned (university catalog).

Scholarship and Financial Aid

The financial aid program at the University of Pikeville has a dual purpose: to recognize outstanding achievement in academic and athletic performance areas; and to provide assistance to students who, without such aid, would be unable to attend college. All aid given is to supplement the resources of the student and, if applicable, his or her parents.

To be considered for state and/or federal financial aid, a student must be a U.S. citizen and enrolled as a regular student in an eligible program, studying for a degree or an approved course of study. It is important that all RN-BSN students meet with a financial aid counselor on financial aid and scholarships potentially available.

FAFSA: This information must be submitted to the Office of Student Financial Services by all students regardless of financial aid received. This is a requirement of the federal/state government. Otherwise, the student must meet with financial services to discuss a waiver not to submit FAFSA.

KC4\$ Scholarship: To be eligible for the Kentucky Coal County College Completion Scholarship (KC4\$) at the university, a student must be a high school graduate of one of the coal producing counties (or have earned a GED while a resident of one of these counties) and have earned 60 college credit hours that will lead to a bachelor's degree.

This scholarship is an excellent fit with educational advancement goals of a RN-BSN program. Be sure to ask your faculty about eligibility for this new, regionally-focused scholarship.

Other Scholarship Opportunities: The coordinator of the RN-BSN program is gradually compiling scholarship information that may be helpful to funding RN-BSN education. Be sure to check with the RN-BSN coordinator to discuss ideas or request additional guidance on RN-BSN related scholarship sources.

**APPENDIX A
Health-Related Documentation**

**UNIVERSITY OF PIKEVILLE
ELLIOTT SCHOOL OF NURSING
RN-BSN PROGRAM**

STUDENT NAME: _____
 ADMITTED TO PROGRAM: _____
 SEMESTER/YEAR of First PRACTICUM: _____

	DATE	DATE	DATE	DATE
Nursing License				
State:				
Immunizations:				
Tdap				
MMR				
• MMR 1				
• MMR 2				
(or)				
• MMR Titer				
Hepatitis B				
• HepB 1				
• HepB 2				
• HepB 3				
(or)				
• HepB Titer				
Varicella				
• Documented HX of chicken pox				
(or)				
• Varicella Titer				
(or)				
• Varicella Vaccine 1				
• Varicella Vaccine 2				
Influenza Vaccine				
TB Skin Test				
• Expiration Date				
CPR Certification Card				
• Expiration Date				
Liability Insurance Policy				
• Expiration Date				
BackGround Check				
Drug Screen				

COMMENTS, including explanation of any deviation from above requirements:
 rev.TG 8/24/18

APPENDIX B
Minimal Functional Abilities - Sample

Registered Nurses often are required by an employing agency to meet minimal functional abilities to demonstrate physical and emotional fitness. Measures taken to determine such physical and emotional fitness shall be in compliance with Section 504 of the Rehabilitation Act of 1973 and the American with Disabilities Act of 1990, to prevent discrimination toward any individual on the basis of a handicap.

Obtaining or using alternative means to accommodate a handicap shall be the responsibility of the student. The university will render reasonable assistance to the student as necessary; **however, a student must be able to perform in an adequately independent manner, as required by the healthcare agency in which practicum hours are completed.** Minimal functional abilities that students must maintain by an agency typically include:

1. **Visual acuity** sufficient for observation, assessment, and intervention necessary for nursing care. Examples include (not all inclusive): observe patient responses, accurately read equipment, gauges, and monitors; ability to discriminate numbers and patterns; obtain information from written documents; prepare and dispense medications.
2. **Sensory and Motor Function** sufficient to perform a physical assessment using inspection, auscultation, percussion and palpation. Examples include (not all inclusive): assess shape, size, temperature and vibration; manipulate equipment; perform skills such as insertion of I.V. devices or urinary catheter, change dressing and administer medications; move around a patient's room, work space and treatment area; administer CPR; respond promptly to emergencies and must not hinder the efforts of others to give prompt treatment and care; position and transfer patients; stoop, bend, squat or reach overhead; sit, stand or walk for extended periods of time.
3. **Auditory Perception** sufficient to monitor and assess health needs. Examples include (not all inclusive): auscultation for patient assessment; ability to hear monitoring or emergency devices such as cardiac monitors, IV infusion pumps, and system alarms; assistive devices must correct hearing to this degree and be used at all times during clinical session.
4. **Communication and Interpersonal Abilities** sufficient to interact with individuals, families and the health care team. Skills include verbal, nonverbal and written abilities consistent with effective communication. Examples include (not all inclusive): interacting effectively with others from a variety of social, cultural, and intellectual backgrounds; teach and/or demonstrate treatment procedures; document and interpret nursing actions and patient responses.
5. **Conceptualization and Critical Thinking** sufficient for measuring, calculating, reasoning, analyzing, judging and synthesizing. Examples include (not all inclusive): plan, organize, individualize and deliver nursing care based on analysis of pathophysiology, diagnostic and medication data and developmental level; conscientiously and judiciously use current best evidence in making decisions about the care of individual patients; identify cause and effect relationships related to clinical situations; perform mathematical functions.
6. **Behavioral and Emotional Health** sufficient to safely participate in the practice of nursing as determined by professional standards of practice. Empathy, integrity, interpersonal skills, and motivation are essential qualities for a nurse. Students must have the emotional health required for full use of their intellectual abilities, the use of good judgment, the prompt completion of responsibilities related to patient care, and the development of mature, culturally sensitive, and effective relationships with patients. Students are expected to accept appropriate suggestions and criticisms, and respond by modifying behavior as needed. Examples include (not all inclusive): ability to be aware of, and appropriately react to one's own immediate emotional responses and biases; adapting to changing environments, displaying flexibility, and learning to function under conditions of uncertainty intrinsic to the clinical problems of many patients.

**Statement of Understanding
University of Pikeville
Elliott School of Nursing
RN-BSN Student Handbook
2020-2021**

I have received and reviewed a copy of the University of Pikeville’s RN-BSN Student Handbook, 2020-2021.

I have had the opportunity to attend a course orientation session in which the content of the RN-BSN Student Handbook and the policies of the RN-BSN program, the Elliott School of Nursing, and the university have been explained. I have been given the opportunity to have questions answered to my satisfaction.

I understand the curriculum and policies of this nursing program may be subject to revision or change. I understand that verbal and written notification of any policy change will be given to me within a reasonable time frame, with opportunity to have questions answered to my satisfaction.

I understand that adherence to the policies in the RN-BSN Student Handbook, the university catalog, and the undergraduate student handbook is my responsibility and that academic consequences may result if I violate such policies.

My signature indicates that I understand the content and policies of the RN-BSN Student Handbook and agree to them while I am enrolled as a student in the University of Pikeville, RN-BSN Program.

Student Signature: _____

Date: _____

Faculty Signature: _____

Date: _____

If a policy change requires immediate implementation, an addendum will be created and distributed to students. The students will be asked to sign a notice of the addendum, which is filed in the student’s academic folder in the Elliott School of Nursing.