



UNIVERSITY OF PIKEVILLE
ELLIOTT SCHOOL OF NURSING

University of Pikeville

RN-BSN Program **Student Handbook** **2026 - 2027**

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), 3390 Peachtree Road NE, Suite 1400, 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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Representation of Accreditation and Approval Status

The University of Pikeville is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award associate, baccalaureate, master's, 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. Address all other inquiries to the University of Pikeville at 147 Sycamore Street, Pikeville, Kentucky 41501, or call (606) 218-5250.

The University's Associate Degree in Nursing program is approved by the Kentucky Board of Nursing (KBN), 312 Whittington Parkway, Suite 300, Louisville, Kentucky 40222-5172. The status is available on the KBN website at:

<https://kbn.ky.gov/KBN%20Documents/approved-nursing-programs.pdf>

Effective April 1, 2024, this nursing program is a candidate for initial accreditation by the Accreditation Commission for Education in Nursing. This candidacy status expires on April 1, 2026.

Accreditation Commission for Education in Nursing (ACEN)

3390 Peachtree Road NE, Suite 1400

Atlanta, GA 30326 (404) 975-

5000

<http://www.acenursing.com/candidates/candidacy.asp>

Note: Upon granting of initial accreditation by the ACEN Board of Commissioners, the effective date of initial accreditation is the date on which the nursing program was approved by the ACEN as a candidate program that concluded in the Board of Commissioners granting initial accreditation.

The University of Pikeville post-licensure RN-BSN program is accredited by the Accreditation Commission for Education in Nursing (ACEN), 3390 Peachtree Road NE, Suite 1400, Atlanta, Georgia 30326; telephone (404) 975-5000; <http://www.acenursing.org>

HISTORY AND INTRODUCTION

Elizabeth Akers began her short-lived nursing career in the late 1920's when the Methodist Hospital (now PMC) housed its own nursing school. It was a time when nursing students were not allowed to be married or have families of their own. Before she completed her training, she met William Ernest Elliott, who she married on the front porch of the old hospital, which is now the site of the Allara Library. Because of his vision to see his late wife's memory instilled in the lives of those who loved nursing as much as Elizabeth did, the Elizabeth Akers Elliott Nursing Program (associate degree) was established in 1983 at what was then known as Pikeville College.

Today, a photograph of Elizabeth sitting on a wall in her nursing uniform can be seen at the entrance to the nursing faculty offices and her portrait hangs on the wall inside the office suite.

The University of Pikeville Elliott School of Nursing Student Handbook is designed to inform the nursing student body with the philosophy, framework, curricular structure, and policies of its program of nursing. The *Elliott School of Nursing Student Handbook* must be used in conjunction with the *University of Pikeville Student Handbook* for the nursing student to be informed about the scope of rules, regulations, policies, structure, and services of the University. The two University student handbooks cannot cover every situation or infraction that could occur. Anything that is not covered will be addressed on a case-by-case basis.

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.

University of Pikeville Elliott School of Nursing

Mission

The Elliott School of Nursing seeks to fulfill the University of Pikeville's commitment to Christian principles, students, education, the community, and the community-at-large. The mission of the University's nursing programs is to provide a quality education within a Christian context for

associate degree entry level and **baccalaureate generalist** nursing practice to promote health and service among the people of central Appalachia and communities beyond the region.

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. The faculty accepts accountability for the academic functions of teaching, scholarship, service, assessment, and advising/mentoring for its nursing programs within a comprehensive, private institution of liberal arts and sciences. The faculty seeks to prepare **entry level** and **baccalaureate generalist** nurses with a liberal arts foundation which emphasizes a sense of place through intellectual and practical skills, personal and social responsibility, knowledge of the physical and natural world, and knowledge of cultures and societies.

The faculty also believes the following in the practice of person-centered care:

Person

Persons are holistic beings of infinite worth who develop across the lifespan within physical, psychological, social, spiritual, and cultural dimensions. Persons are viewed as individuals, families, communities, and populations functioning at varying independent, collaborative, and supportive levels at any given time. Persons possess a unique set of values, beliefs, preferences, and needs that influence health along a continuum from wellness to end-of-life.

Environment

Environment is viewed as the total context of place and circumstances in which persons as individuals, families, communities, and populations function, collaborate, and respond in ways that impact health. The environment ranges from simple to complex and continuously evolves. Major forces in the environment that impact health at regional, national, and global levels include technology, organizational systems, political systems, and physical, multicultural, and learning environments.

Health

Health is dynamic across the lifespan and is uniquely defined along a continuum of wellness to end-of-life. Wellness is viewed as an overall balance contributing to quality of life regardless of the limitations of environment, illness, or disability. Health is facilitated, promoted, and maximized by the interface between persons, the environment, and person-centered care to meet client needs.

Nursing

The **entry level nurse** integrates knowledge, concepts, and theories of various disciplines from the liberal arts and sciences in developing a foundation for nursing practice. The **baccalaureate generalist nurse** has a broader liberal arts foundation to facilitate patient-centered care to individuals, families, communities, and populations and to enter graduate

studies when desired. At this level of nursing education, the nurse is prepared to provide safe, quality, person-centered care, with a focus on clinical judgment and evidence, to facilitate, promote, and maximize health in diverse healthcare environments. This nurse is also a member of the profession with a focus on advocacy, community service, standards of care, a code of ethics, and a personal, professional, and leadership commitment to a culture of excellence for nursing.

Nursing Education

Faculty incorporate active learning, state-of-the-art technologies, information management, and experiential learning to guide the associate degree entry-level and **baccalaureate generalist** nursing student in the **progressive development** of knowledge, skills, and attitudes for the delivery of safe, quality care. Faculty strive to maintain a healthy balance with student interactions to promote wellness, student success, and pathways within the profession of nursing. Faculty also maintain close relationships with alumni and community partners to enhance the nursing curriculum and learning experiences.

Organizing Framework

The framework for the educational nursing programs in the Elliott School of Nursing (ESON) flows from the beliefs of the nursing faculty, as stated in its mission and philosophy.

The essential competencies for the **associate degree entry level** nursing program, also referred to as the **ADN program**, guide the structure of the ADN curriculum. The ADN essential competencies evolve from the American Association of Colleges of Nursing (2021) *The Essentials*; the National Council of State Boards of Nursing (2023) *NCLEX-RN Test Plan*; and the National League for Nursing (2010) *Outcomes and Competencies for Graduates of Programs in Nursing*.

The essential competencies for the **baccalaureate generalist nursing program**, which is an **RNBSN completion program**, guide the structure of the RN-BSN curriculum. The RN-BSN essential competencies evolve from *The Essentials* of the American Association of Colleges of Nursing (2021); and *Quality and Safety Education for Nurses* (2011).

The RN-BSN Essential Competencies are listed next. The ADN competencies are listed and defined in the *University of Pikeville ADN Program Handbook*.

Essential Competencies for RN-BSN Nurse:

- Knowledge for Nursing Practice
- Person-Centered Care
- Health Policy
- Evidence-Informed Practice
- Information and Healthcare Technologies
- Quality and Safety

- Interprofessional Partnerships and Communication
- Population Health and Determinants of Health
- Professionalism and Professional Values and Ethics

Definitions

Knowledge for Nursing Practice

The integration and application of nursing knowledge, as well as knowledge from various disciplines within the liberal arts and sciences, to the practice of nursing. These sources of knowledge provide a foundation in the delivery of person-centered care.

Person-Centered Care

The orientation to nursing care that incorporates and reflects the uniqueness of individuals, families, communities, and populations and recognizes the role of significant others within that care. Person-centered care utilizes the clinical judgment model (NCSBN, 2019) as a problem-solving approach to identify health needs and provide safe, effective, and coordinated nursing care across the lifespan through all levels of care.

Health Policy

Health policy involves goal directed decision-making about health that is the result of an authorized public decision-making process (Keller & Ridenour, 2021). Nurses play critical roles in advocating for policy that impacts patients and the profession, especially when speaking with a united voice on issues that affect nursing practice and health outcomes. Nurses can have a profound influence on health policy by becoming engaged in the policy process on many levels, which includes interpreting, evaluating, and leading policy change.

Evidence Informed Practice

The delivery of optimal health care requires the integration of current evidence and clinical expertise with individual and family preferences. Evidence-based practice is a problem-solving approach to the delivery of health care that integrates best evidence from studies and patient care data with clinician expertise and patient preferences and values (Melnyk, Fineout-Overhold, Stillwell, & Williamson, 2010). In addition, there is a need to consider those scientific studies that ask: whose perspectives are solicited, who creates the evidence, how is that evidence created, what questions remain unanswered, and what harm may be created? Answers to these questions are paramount to incorporating meaningful, culturally safe, evidence-based practice (Nursing Mutual Aid, 2020).

Information and Healthcare Technologies

The use of information and communication by various routes to provide care, gather data, and find valid and reliable information to support clinical judgment. Information processes and technologies are utilized in accordance with professional and regulatory standards for best practice.

Quality and Safety

The employment of principles and practices of safety and quality to minimize the risk of harm to clients, providers, and staff and to enhance the health outcomes of person-centered care.

Interprofessional Partnerships and Communication

The ability to function effectively within nursing and interprofessional teams to facilitate open communication, mutual respect, and collaboration for the delivery of coordinated person-centered care. **Communication**, informed by nursing and other theories, is a central component in all areas of nursing practice. Communication is defined as an exchange of information, thoughts, and feelings through a variety of mechanisms. The definition encompasses the various ways people interact with each other, including verbal, written, behavioral, body language, touch, and emotion. Communication also includes intentionality, mutuality, partnerships, trust, and presence. Effective communication between nurses and individuals and between nurses and other health professionals is necessary for the delivery of high quality, individualized nursing care. With increasing frequency, communication is delivered through technological modalities. Communication also is a core component of team-based, interprofessional care and closely interrelated with the concept Social Determinants of Health (described below).

Population Health and Determinants of Health

Determinants of health, a broader term, include personal, social, economic, and environmental factors that impact health. Social determinants of health, a primary component of determinants of health “are the conditions in the environment where people are born, live, learn, work, play, worship, and age that affect a wide range of health, functioning, and quality of life outcomes and risks.”

The social determinants of health contribute to wide health disparities and inequities in areas such as economic stability, education quality and access, healthcare quality and access, neighborhood and built environment, and social and community context (Healthy People, 2030). Nursing practices such as assessment, health promotion, access to care, and patient teaching support improvements in health outcomes. The social determinants of health are closely interrelated with the concepts of diversity, equity, and inclusion, health policy, and communication.

Professionalism

The formation and sustainability of a nursing identity that encompasses the traits inherent in the scope and standards of nursing. A nursing identity is developed progressively through the internalization and demonstration of standards such as a code of ethics, legal guidelines, advocacy, integrity, level of nursing education, and socialization into the profession.

Personal, Professional, and Leadership Development

The participation in activities and self-reflection that foster personal health and wellness; contribute to life-long learning; and enhance the capacity for informal or formal leadership roles. A commitment to excellence is a belief and aspiration that the potential for improvement always

exists. As a nursing identity is formed and sustained, so are the traits of a spirit of inquiry, flexibility, wisdom, and a holistic commitment to excellence.

Ethics

Core to professional nursing practice, ethics refers to principles that guide a person's behavior. Ethics is closely tied to moral philosophy involving the study of or examination of morality through a variety of different approaches (Tubbs, 2009). There are commonly accepted principles in bioethics that include autonomy, beneficence, non-maleficence, and justice (ANA 2015; ACNM, 2015; AANA, 2018; ICN, 2012). The study of ethics as it relates to nursing practice has led to the exploration of other relevant concepts, including moral distress, moral hazard, moral community, and moral or critical resilience.

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American Association of Colleges of Nursing (AACN). (2021). *The essentials: Core competencies for professional nursing education*. Retrieved from <https://www.aacnnursing.org/AACN-Essentials/Download>

American Nurses Association. (2025). *Code of ethics for nurses*. <https://codeofethics.ana.org/home>

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

Quality and Safety Education for Nurses (QSEN). (2024). QSEN: AACN Crosswalk
Retrieved from <https://www.qsen.org/qsen-aacn-crosswalks>

End-of-Program Student Learning Outcomes

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

1. Integrate knowledge, concepts, and theories of various disciplines from the liberal arts and sciences with nursing practice.
2. Incorporate interprofessional perspectives in communicating, applying, and evaluating coordinated, person-centered care with the client and within multiple contexts.
3. Utilize knowledge and skills of health promotion, disease- and injury- prevention across the lifespan to improve health in individuals and diverse populations.

4. Integrate evidence and clinical judgment in the translation, application, and dissemination of knowledge to improve person-centered care and health across populations.
5. Employ knowledge, skills, and attitudes to provide quality and safety in healthcare delivery to diverse populations within complex systems.
6. Utilize knowledge and skills in information management and patient care technology in the delivery of person-centered care.
7. Apply professional standards and values for the discipline of nursing to one's transition as a baccalaureate generalist nurse with competency in personal, professional, and leadership development as identified by standards of nursing.

Organizing Framework:

AACN Essentials (Domains & Core Concepts); and QSEN	RN-BSN EOPSLO
Domain 1: Knowledge for Nursing Practice (focus: liberal arts & sciences theories & concepts as a foundation to practice) <u>QSEN:</u> Pt Centered Care, EBP, Teamwork and Collaboration	1. Integrate knowledge, concepts, and theories of various disciplines from the liberal arts and sciences with nursing practice.
Domain 2: Person-Centered Care Domain 6: Interprofessional Practice (focus: IPE, communication, care planning, phases of nursing process) <u>QSEN:</u> Pt Centered Care, Teamwork & Collaboration, Quality Improvement.	2. Incorporate interprofessional perspectives in communicating, applying, and evaluating coordinated, person-centered care with the client and within multiple contexts.
Domain 3: Population Health Domain 2: Person-Centered Care (focus: wellness, health promotion, diversity, DEI, community populations) <u>QSEN:</u> Pt Centered Care, Teamwork and Collaboration	3. Utilize knowledge and skills of health promotion, disease- and injury- prevention across the lifespan to improve health in individuals and diverse populations.
Domain 4: Scholarship for NUR Practice Domain 2: Person-Centered Care Domain 8: Informatics and Healthcare Technologies (focus: teaching, staff, EBP, CJ, evaluate) <u>QSEN:</u> Pt Centered Care, EBP, Informatics, Quality Improvement	4. Integrate evidence and clinical judgment in the translation, application, and dissemination of knowledge to improve person-centered care and health across populations.
Domain 5: Quality & Safety Domain 7: Systems-Based Practice <u>QSEN:</u> Quality Improvement, Safety	5. Employ knowledge, skills, and attitudes to provide quality and safety in healthcare delivery to diverse populations within complex systems.
Domain 8: Information and Healthcare Technologies	6. Utilize knowledge and skills in information management and patient care technology in the delivery of person-centered care.

QSEN: Informatics, Pt Centered Care	
Domain 9: Professionalism (focus = Standards, Code of Ethics, Legal) Domain 10: Personal, Professional, Leadership Development (focus = Self-awareness, personal health, life-long learning, & leadership) QSEN: Patient Centered Care, Safety, Teamwork and Collaboration	7. Apply professional standards and values for the discipline of nursing to one's transition as a baccalaureate generalist nurse with competency in personal, professional, and leadership development as identified by standards of nursing.

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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, 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 or SW: 334 Medical 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*

* 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 College of Nursing and Human Services.

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. Practicum hours are required. See ACEN position statement: <https://www.acenursing.org/position-statement/acen-position-statement-related-to-clinical-practicum-learning-experiences>

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: 16-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	Online: 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 or SW 334: Professional Ethics	3 credits	Online: 16-week course
NUR 401: Population-based Nursing Care	5 credits	Online: 3 credits seminar and 2 credits practicum, 16-week course
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 II (8 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 or SW 334: Professional Ethics	3 credits	Online: 16-week course
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 II (8 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
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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 General Education Course II	3 credits 3 credits	Online, hybrid or traditional

Spring Semester: 12 credits

NUR 308: Scholarship and Inquiry for Evidence Based Practice	3 credits	Online: 8-week course
REL 370: Healthcare Ethics or SW 334: Professional Ethics	3 credits	Online
General Education III (300-400 level if needed) General Education IV	3 credits 3 credits	Online, hybrid or traditional

Summer Term: 6 credits

General Education V	3 credits	Online, hybrid or traditional in Summer I or II (4-5 weeks) or Summer II (8 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 General Education VIII	3 credits 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 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 II (8 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*

SW 334: Professional Ethics (3)

This course provides an examination of the values and ethics inherent in the helping professions. Basic philosophical underpinnings of various ethical approaches are examined. Course emphasizes the development of ethical decision-making through a variety of learning experiences, such as lecture, group discussion, and case study analysis. Required of all social work majors and open to others. *Prerequisites: (6) hours in PSY, SOC, or SW; and ENG 112 or WRI 118. This course fulfills the Engaging Our World requirement in the General Education curriculum.*

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 or permission of instructor.*

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, and REL 370. 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-hours lecture (3 credits) and six-hour practicum (2 credits) per week. *Prerequisites: NUR 304, NUR 306, NUR 308, NUR 401, and REL 370. Co-requisite: NUR 403.*

Practicum vs. Clinical

Practicum experiences are mandatory. 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 an 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.
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 before graduation, NUR elective credit is not transferable to another institution and may not transfer to another major at the University of Pikeville.

Upper division nursing transfer credit: The Dean of the College of Nursing and Human Services will evaluate upper division nursing courses taken at another institution for transfer equivalency. In consultation with the RN-BSN Coordinator, the Dean of the College of Nursing and Human Services 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:

The University Catalog lists other forms of course credit, which 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 supplements the information in the university undergraduate student handbook and the University of Pikeville catalog.

Policies in this handbook, especially those related to practicum experiences, are required by the Elliott School of Nursing and many of the healthcare agencies used for the practicum. If the RN is completing a practicum in an agency with additional requirements, the student must meet them. For RN-BSN health requirements, RNs with 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. Students must submit health records in the semester prior to the practicum. Students are responsible for submitting the required documents before registering for the practicum course and risk dismissal from the RN-BSN Program.

1. Attendance

Classroom: Courses are delivered online. Students must check Email and Canvas LMS daily. If an assignment is missed, the instructor may allow a make-up; otherwise, a zero (0) may result. Course syllabi are the contract between the student and the instructor and dictate requirements for late work. Students are expected to reply to their instructor's Emails. See Civility Policy (Appendix G).

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. Students must complete all assigned hours 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 student does not complete the assigned hours for an unacceptable reason, the student will receive a failing grade in the course. Documentation by the student and the preceptor is 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

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 student, the faculty member, and the Dean of the College of Health and Human Services must complete and approve the appropriate form. 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 student is responsible for completing 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

Licensure: Beginning January 2026, **Students may enroll in full or part-time Semester 1 - RN to BSN courses (NUR 302, NUR 304 and NUR 306 only) prior to becoming licensed but must have had a provisional license issued. The student must provide validation of a current, unrestricted, and unencumbered RN license before moving forward beyond Semester 1 in the RN to BSN curriculum.*

Students must report any change in licensure status immediately to the program chair. Otherwise, the student may face dismissal from the program. Licensure status will be checked periodically.

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 a minimum overall GPA of 2.0, to progress to the next level in the RN-BSN program. The student must complete the RN-BSN nursing and general education core courses as specified in the RN-BSN plan of study.

However, due to extraordinary and unforeseen circumstances, the student may take these courses out of the requested sequence. If this occurs, the student must appeal to the Chair of the RNBSN 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 a “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 readmission approval from the RN-BSN Committee, which includes the Dean of the College of Health and Human Services and full-time RN-BSN faculty. The RN-BSN faculty will then present their decision to the RN-BSN 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, 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.” Only the grade received on the final attempt will be used to calculate the cumulative grade point average and meet 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, students must understand the university’s course management system and course-related technology. “Canvas” is the course management system (CMS) the university uses. Orientation to “Canvas” CMS will be done via a module located on each student’s platform as well as in NUR 302, the introductory RN-BSN course, in relation to the course requirements and the RN-BSN program overall. An online tutorial is available for students.

When students need assistance in the technology aspects of course instruction, they can contact the university Information Technology Help Desk via: (a) userservices@upike.edu or (b) calling the IT department at 606-218-5300. IT office hours are 8 a.m.-5 p.m. Monday through Friday.

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/canvasguide>
 - 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 first, 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. **Meningococcal B vaccine:** recommended
- h. **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.
- i. **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 or facility requirement. 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 preapproval. 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 always distinguish their student role from the employed RN role, especially when completing a practicum assignment at a place of employment. Otherwise, the student's role can confuse patients and other staff.

4. Professional Appearance

In a clinical setting, the RN student is expected to exhibit professional behaviors in appearance, attitude, and verbal communication at all times.

A professional appearance includes: optimum personal hygiene; hair styled in a 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. The student must follow the tattoo policy of the agency where they are a guest. If visible tattoos are allowed, they must not depict offensive images or words. Observable body jewelry is not allowed. Smoking/Vaping 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 agency in which the student completes their practicum will determine the requirement for drug screening and criminal background checks. If the agency requires these, the student must comply. The Elliott School of Nursing may obtain a urine drug screen for the student for \$5.00.

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. Students must 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 Health Services office is located in COAL 515.

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 must 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-BSN 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 for following 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 must meet minimum functions if the agency requires it.

Measures taken to determine such physical and emotional functions shall comply with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 to prevent discrimination against any individual on the basis of a handicap. The student is responsible for obtaining or using alternative means to accommodate a handicap. The university will provide reasonable assistance as necessary; however, the 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, signed by 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 Integrity (University of Pikeville Catalog; University Student Handbook)

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

- 2.1 Academic dishonest includes, but is not limited to, the following acts:
 - a. **Cheating:** intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise.
 - b. **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.
 - c. **Fabrication:** the deliberate falsification or invention of any information or citation in an academic exercise.
 - d. **Facilitating Academic Dishonesty:** intentionally or knowingly helping or attempting to help another violate any provision of this policy.
 - e. The unauthorized receipt of or attempt to obtain answers or assistance during an exam or other gradable activity or event from another student or from an unauthorized device (phone, tablet, computer, etc).
 - f. The unauthorized receipt of or attempt to obtain examination questions/answers either for personal use or distribution to others.
 - g. Attempting to give answers or assistance to another student during an examination or other academic exercise without authorization.
 - h. Any attempt to falsify grades or data results.
 - i. Any attempt to interfere with another student's outcome on an academic exercise or clinical performance.
 - j. Failure to report known violations of the Academic Integrity Policy.

- 2.2 If an act of academic dishonesty is determined to have occurred, sanctions will be imposed upon the individual consistent with the nature, circumstances, and severity of the offense. Possible sanctions may include the following actions:
- a. A written and/or verbal warning;
 - b. The requirement of additional academic integrity training;
 - c. A grade reduction for the academic exercise;
 - d. The assignment of an 'F' or 'zero' for the academic exercise;
 - e. A failing grade in the course with the inability to withdraw;
 - f. Dismissal from the University (automatic with repeat substantiated incidents of academic dishonesty; or
 - g. Other sanctions deemed appropriate by individual colleges.
- 2.3 The student is subject to all policies on academic probation, academic dismissal, disciplinary dismissal, and academic integrity as outline in the University of Pikeville catalog.
- 2.4. A student who wishes to appeal the sanctions imposed may utilize the Final Grade Appeal Process as outlined in the University of Pikeville catalog.

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

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:

<https://www.upike.edu/title-ix/title-ix-policies/>

<https://www.upike.edu/title-ix/>

If you have questions or concerns, please immediately contact:

Beth Kingery, JD, MBA (she, her, hers) Executive Director of Compliance and Legal Affairs <i>Title IX Coordinator</i> HPE – 301B (606) 218-5344 BethKingery@upike.edu	Chris Robinson Deputy Title IX Coordinator for Student Affairs Administration Building, Student Affairs Suite (606) 218-5945 jrobinso@upike.edu
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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. Learning accommodations:

The University of Pikeville is committed to providing equal educational opportunities and ensuring full participation for students with disabilities. The Disability Resource Center (DRC) supports this commitment by coordinating reasonable accommodations that promote access to all aspects of the academic experience.

Students who have a documented disability and require accommodations are encouraged to contact the Disability Resource Center as early as possible to initiate the accommodation process. The DRC works collaboratively with students and faculty to ensure that approved accommodations are implemented in a timely and effective manner.

The Disability Resource Center is located on the second floor of the Administration Building and may be reached at 606-218-4484 or 606-218-5501, or via email at DRC@upike.edu.

Additional information can be found on the DRC website: <https://www.upike.edu/academics/disability-resource-center/>.

Mental Health Counseling

The Thrive Counseling Center offers two professional therapists who provide FREE in person and teletherapy services for any student who resides in Kentucky. Thrive services range from one-time meetings of encouragement to long-term mental health support. To learn more about services offered visit their website at

<https://www.upike.edu/undergraduate/student-affairs/counseling-center/>

To set up an appointment, please email counseling@upike.edu or use the QR code provided below. **In person services are located in the Record Building (603) or Coal Building (515).**



All UPIKE students (online and in person), regardless of location, can access FREE virtual counseling, mental health support, and crisis services through UPIKE's partnership with BetterMynd. BetterMynd is a mental health provider specializing in college students that will provide you with a professional therapist who can meet with you at a time/date convenient to you. They also have a 24/7 crisis line that is accessible to all UPIKE students. If you are seeking an in-person therapist or addiction services BetterMynd can also assist you with finding a local provider that best fits your needs.

Go to bettermynd.com to learn more about their services. Click "register" in the top right corner, then use your UPIKE email login information to set up a FREE account.

Spiritual Support and Listening

All UPIKE Students can meet with the chaplain for spiritual direction, supportive listening, or prayer. Chaplain Rob Musick can be reached at robertmusick@upike.edu or 419-560-6381.

Substance Use and Recovery

For UPIKE students seeking treatment for substance use please utilize the Thrive Counseling Center, BetterMynd, or findtreatment.gov to locate services in your area or in proximity to campus.

For UPIKE students in recovery, please use the NA/AA websites listed below to locate an in-person meeting in proximity to you or to join an online meeting.

For NA meeting locations visit [NA.org/MeetingSearch](https://na.org/MeetingSearch)

For AA meeting locations visit [AA.org/find-aa](https://aa.org/find-aa)

Physical health resources on campus:

UPIKE has a free state-of-the-art fitness center located at the bottom of the 99 stairs on Hambley Blvd, next to the Sandy Valley Transportation Office (805 Hambley Blvd) in the building that houses the city's parking garage. All students have access to this facility through your student ID card.

7. Appeal Procedure

- 7.1 If a student believes that his/her academic rights have been violated, the Elliott School of Nursing follows the "Academic Due Process-Grade Appeal" and "Statement of Student Rights" procedures listed in the most current University of Pikeville Catalog and the University of Pikeville Student Handbook.

Commented [1]: Thrive counselors shared that BetterMynd will assist students in finding substance use treatment options as well so I added them to the list. I also added findtreatment.gov as they are a comprehensive substance use treatment locator website ran by SAMHSA and federally funded. This is added as it provides students a more autonomous (i.e. separated from the university) function to seek services anonymously and independently.

- 7.2 The formal system of academic due process for a student grievance, as outlined in the most current University of Pikeville Catalog and University of Pikeville Student Handbook, must be initiated by the student speaking to the instructor concerned.

Artificial intelligence (AI):

The University of Pikeville (UPIKE) recognizes the potential of artificial intelligence (AI) to enhance educational experiences while maintaining a strong commitment to academic integrity. UPIKE also acknowledges that each discipline and course have unique learning objectives. While AI can enhance certain learning objectives, it may also hinder or limit others. Therefore, the use of AI in coursework is left to the discretion of each faculty member. Additionally, UPIKE adheres to the UPIKE AI Policy, ensuring responsible and ethical AI integration across academic and institutional practices. The University's academic integrity policy is defined and explained in the University Undergraduate and Graduate catalogs.

Commented [2]: Suggesting to Move AI down to the Academic Integrity section.

Scholarship and Financial Aid

Financial Aid

The University of Pikeville Office of Student Financial Aid administers financial aid to eligible students. As a College of Nursing student, you are eligible for assistance and encouraged to discuss your needs with a representative from that office. For more information, please go to the Office of Student Financial Aid website <https://www.upike.edu/undergraduate/financial-aid/> or phone (606) 218-5254. The office is on the ground floor, Room 002, of the Administration building.

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.

University of Pikeville - Elliott School of Nursing Civility and Social Media Policy

CIVILITY POLICY

Adapted in part from: Ohio University School of Nursing (2014)

Student Conduct. Students are beginning professionals and begin to learn the expectations of professional behavior from the first day of enrollment. A key characteristic of a profession is the use of a code of conduct to guide decisions about behavior. A set of guidelines is useful because they make values, obligations, and limitations explicit. The guidelines can help with decision making but will not provide answers to all complex

decisions. Students are encouraged to discuss questions and concerns about conduct with instructors and peers.

It is believed that the practice of nursing and education of future nurses will be built upon integrity, a sense of responsibility, and self-discipline. Nurses are accountable for practicing within the framework of professional nursing standards (ANA, *Scope and Standards of Professional Practice*). Nursing students are expected to conduct themselves, both inside and outside of the Elliott School of Nursing, in a comparable fashion.

CIVILITY IS BEHAVIOR THAT: 1) shows respect towards others; 2) causes another to feel valued; and 3) contributes to mutual respect, effective communication and team collaboration.

Learning is a group activity, and each person's behavior in the classroom/clinical setting affects others' learning outcomes. As future nurses and leaders, students within the Elliott School of Nursing must be prepared to recognize and manage incivility, disruptive and inappropriate behaviors within themselves, among peers and others.

Examples of uncivil behavior are below but not limited to:

- Demeaning, belittling or harassing others
- Rumoring, gossiping about or damaging one's reputation in any communication venue.
- Habitually interrupting as others speak.
- Habitually arriving late to class.
- Speaking with a condescending attitude.
- Not paying attention or listening to others who address you; not responding to email, letters or voice mail that requires a reply or action.
- Sending emails or posting on social media comments, photographs, or videos that are inflammatory in nature. Emails or social media posts violate HIPAA when the statement is public, linked to the Elliott School of Nursing, and the person's identity can be known by circumstances known to the reader.
- Yelling at instructors, peers, or clinical staff which includes emails written in all uppercase letters.
- Knowingly withholding information needed by a peer, instructor, and clinical instructors.
- Discounting or ignoring solicited input from instructors/faculty regarding classroom and/or clinical performance or professional conduct.
- Not sharing credit for collaborative work or not completing an equitable share of collaborative work assigned.
- Threatening others; this refers to physical threats, verbal/nonverbal threats, and implied threats.
- Displays of temper or tantrums.
- Using up supplies or breaking equipment without notifying appropriate staff/faculty.
- Rudeness that ultimately escalates into threatened or actual violence.

SOCIAL MEDIA POLICY

Adapted in part from the National Student Nurses' Association (NSNA), Inc.; Social Media – NSNA Recommendations for Social Media Usage –

https://www.ncsbn.org/NSNA_Social_Media_Recommendations.pdf (retrieved 6/14/2019)

Introduction

Student nurses have a responsibility to understand the benefits and consequences of participating in social media; NSNA recommendations encompass personal and professional social media use. In this context, nurses and student nurses may face potentially serious consequences for inappropriate social media use.

Definitions

Social media in this context is defined as web-based and mobile platforms for user generated content that create interactive and highly accessible, and often public, dialogues.

Types of Social Media

Social media platforms may include, but are not limited to:

- Blogging – Blogger, LiveJournal, Xanga
- Microblogging – Dailybooth, Foursquare, Google Buzz, Posterous, Tumblr, Twitter
- Podcasting – Blubrry
- Social networking – Facebook, Instagram, Google+, LinkedIn, Snapchat, Orkut, Bebo, AllNurses
- Social news sharing – Digg, Reddit
- Social bookmarking/social tagging – Delicious, Diigo, Google Reader, StumbleUpon
- Video hosting – Vimeo, YouTube

Privacy and Confidentiality

Student nurses all carry the responsibility of adhering to privacy and confidentiality standards. All students have been oriented to and have signed a statement of understanding that includes HIPAA. Student nurses have a responsibility to promptly report an identified breach of confidentiality or privacy to a school authority—including, but not limited to, an instructor, staff person, or administrator of the nursing program.

Social Media Guidelines

It is important to acknowledge that inappropriate social media behavior occurs. The following suggestions are intended to minimize the risks of using social media:

- Student nurses must be aware of the potential impact of each post made, understanding that patients, peers, instructors, employers, and other contacts may view an individual's online activity as a reflection of the individual's career **and** the nursing profession in general.
- Student nurses should stay informed about the **privacy settings** of the social media sites they utilize, as privacy settings often change. For example, Facebook previously offered a privacy setting that restricted anyone (even friends) from viewing photos that you are tagged in. This was discontinued. Students are to maintain professional boundaries and should decline social media "friend" invitations from patients.

- Student nurses who use social networking sites should actively maintain an awareness of how their professionalism may be affected by friends' and peers' usage of the same sites.
 - For example, Jane posts photos from a weekend party and tags Dave in several of them. Dave immediately untags himself to maintain his professionalism. However, Jane has set her privacy settings for the photo album so that "friends of friends" may view them. Even though Dave is no longer tagged, all of Jane's friends—and everyone connected to each friend of Jane—can view photos of Dave that Jane uploaded.
- Student nurses should not share, post, or otherwise disseminate any information, that can identify a patient, or in any way violate a patient's rights or privacy. Limiting access through privacy setting is not sufficient to ensure privacy of patients.
- Student nurses should not post photos of themselves or others in any clinical agency or while wearing clinical agency ID.
- Student nurses should never refer to anyone in a disparaging manner, even if the person cannot be identified with the information stated.
- Student nurses should not make threatening, harassing, sexually explicit, or derogatory statements regarding any person's race, ethnicity, gender, age, citizenship, national origin, sexual orientation, disability, religious beliefs, political views, or educational choices.
- Student nurses should not make disparaging remarks about any college, university, or school of nursing, including the students, faculty members and staff. In particular, even if person's name is not used, it is a violation to post information that can be linked to the identity of that person.
- Student nurses should not post content or otherwise speak on behalf of any college, university, school of nursing, or other student nurses association unless authorized to do so.

Action

1. Students are to read, have explained, and have the opportunity to ask questions about, the Elliott School of Nursing Civility Policy and Social Media Policy upon admission and with progression in the nursing program.
2. Students determined by the ESON faculty or administration to have breached the Civility Policy or Social Media Policy will be subject to disciplinary action or may be immediately dismissed from the program/SON. The status of dismissal is determined by the program of nursing administrator in consultation with faculty, Nursing Admissions Committee, and/or other administrative Deans including the President of the University.
3. In the case of a disciplinary action the offending student will be expected to continue to follow the guidelines of the Civility Policy. Any further breach of this policy will result in immediate dismissal from the program.
4. The offending student has the all the rights afforded to the Grievance Process as outlined in the University of Pikeville Course Catalog and University Student Handbooks.

**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				
Driver's License				
State:				
Immunizations:				
COVID vaccine				
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				
Criminal Background Check				
Urine Drug Screen				

COMMENTS, including explanation of any deviation from above requirements: rev.TG 8/24/18; rev. 8/23/2022; rev. 9/2/2024

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**

I have received and reviewed a copy of the University of Pikeville's RN-BSN Student Handbook. 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, RNBSN 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.