RN-BSN
Student Handbook
2016-2017

WELCOME

Dear Registered Nurse Student:

Welcome to Goodwin College and the Bachelor of Science in Nursing program specifically designed for nurses who hold a Registered Nurse (RN) license. This is an exciting program that will build upon the general education and the nursing courses you have completed and your in-depth clinical nursing knowledge. It has been designed for you from questionnaires we asked of our alumni, senior associate degree nursing students, and present nursing students.

The Goodwin College Nursing faculty is committed to making this a meaningful, professionally stimulating experience that will create many personal and professional opportunities for you. We, at Goodwin College, are committed to supporting you through your program. You will be assigned an e-mail account at Goodwin College to facilitate communications and we will always need a current address, telephone number and R.N. license in your state of practice. You need to keep Goodwin College informed of the best way to communicate with you at all times.

This Handbook contains policies, procedures and other important information to assist you in having the best experience possible in the RN-BSN program at Goodwin College.

Along with this Handbook, you will need to refer to the Goodwin College catalog for basic college information such as Academic Information/Policies, Nursing course descriptions, directory of faculty and college administration, as well as the on-line version of the Goodwin College Student Handbook.

Do contact me if you have any questions at (860) 727-6738 or seichar@goodwin.edu.

With all good wishes for success,

Sue

Susan Eichar, EdD, APRN
Director of Post-Licensure Nursing Programs

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MISSION

The Mission of the Department of Nursing is derived from the Mission of Goodwin College. It focuses on the educational preparation of students to become nurses who are life-long learners. The Department is responsible for the implementation of two nursing programs; the Associate in Science in Nursing and the RN-BSN Degree. The Department provides an atmosphere whereby its diverse student population can grow intellectually by promoting critical thinking skills, personal development, and community involvement. The Nursing Department's curriculum provides a technical educational foundation upon which students of nursing may continue to build their professional nursing careers by integrating theory and research into professional nursing practice.

The Purposes of Goodwin College provide additional guidance for the RN-BSN Nursing Program, specifically:

1. To create an educational environment that blends professional preparation with the development of critical thinking skills and an appreciation of the humanities, arts and sciences;
2. To educate students in an environment that celebrates diverse cultures, ages, experiences and opinions;
3. To develop and refine methods to recruit and retain students who have the potential for success in both selective and open enrollment academic programs;
4. To adapt our programs to the changing needs of our student body, the marketplace and society;
5. To enrich our local and global communities by forming collaborative relationships that create educational, economic and cultural benefits; and
6. To assist our graduates with identifying and securing career and growth opportunities.

PHILOSOPHY

The Faculty believes:

Humankind
Human persons are unique, complex individuals who have biological, psychological, social and spiritual qualities and who have inherent dignity and worth. As living systems, human beings have constant, dynamic, and reciprocal interactions with their environment, including both internal and external circumstances that affect their health status and their ability to adapt to changes in health status. Human beings have a capacity to change based on their interactions with environments. They are capable of learning, communicating and actively manipulating those environments toward meeting their own needs, personal growth, and development.
To adapt to their environment, people use a variety of responses that depend upon factors such as their socio-cultural backgrounds, age, previous life experiences and personal skills and abilities. Under ideal circumstances, people adapt to their environments with minimal disruption of their well-being. However, situations can be such that persons cannot always meet their own needs and must depend on family, friends and other support systems to adapt positively to their situations. Acquiring new skills enhances the ability of people to adapt to their ever-changing environments.

Health
The faculty subscribes to the World Health Organization (WHO) definition of health as "…a state of complete physical, mental, and social well-being, and not merely the absence of infirmity." [1]
Health is a dynamic state of physical, psychological, social and spiritual well-being and is unique for each person. Since health can be conceived as a continuum of levels of wellness, people are potentially able to move from lower to higher levels of health throughout their lives. People engage in behaviors to promote health, to prevent disease, to maintain health and to recover health.
Actual or perceived changes in health status can occur as a result of the interaction of persons with both their internal and external environment. This is particularly true when circumstances are extreme and/or personas vary in complexity and severity.

Nursing
The practice of nursing is the diagnosis and treatment of individual responses to actual or potential health problems.[2] Nursing care is part of a multi-faceted health care system focused on assisting people (known as patients/clients) in achieving optimal levels of wellness.
The theoretical base for the practice of nursing consists of a foundation of knowledge in the biological, social and behavioral sciences. This knowledge is synthesized into a systematic process of goal-directed assessment, planning, intervention and evaluation, known as the nursing process, through which the nurse assists persons in various health care settings to promote, attain, maintain and restore maximum potential levels of wellness and prevent disease.
Nursing provides compassion, education, and support to persons who are experiencing the pain, uncertainty, discomfort, separation and other stressful components of changes in health status. The nurse accomplishes this through nursing methods that include empathy and caring, communication, teaching, critical thinking, psychomotor skills, applied therapeutics, ethico-legal considerations and professionalism. The nurse is committed to the potential of clients to achieve

their maximum potential levels of wellness. Through the provision of competent physical care, directed by critical thinking and planning, the nurse provides comfort and consolation to clients. The nurse uses opportunities to provide clients and families with the information and skills necessary for making health choices and achieving higher levels of wellness by assessing their need for teaching, developing mutually identified learning objectives, and providing the environment for positive behavioral change in client and/or family.

The practice of nursing includes independent, dependent and interdependent functions, defined by educational preparation and ethical, legal and regulatory standards of the nursing profession. Independent function includes diagnosing and treating human responses to health problems as well as advocating for clients. The nurse is accountable for those nursing actions performed or delegated to others. Dependent functions include the application of therapeutic and other treatments as prescribed by the physician. Interdependent functions include collaboration with others to achieve the purpose of client care. Nursing is practiced in a variety of settings and within a dynamic multi-cultural system.

Education
The RN-BSN program at Goodwin College is founded upon the belief that learning is a complex activity and results in behavioral change through the acquisition and assimilation of knowledge, the development of skills, and the clarification and formation of values and attitudes. The faculty is in agreement with the goals of the College. These goals promote professional education in the context of preparation for contributing to the community and society and a lifelong commitment to learning. Program faculty believe that education must conform to standards set by professional and accrediting bodies in order to achieve and maintain the highest quality of processes and outcomes.
Education is best provided in a democratic milieu where the adult learner's goals, strengths, prior experiences, skills, assets and potential are addressed in a mutual and reciprocal process of teaching and learning. Responsive education allows for multiple points of entry and alternative methods of progression toward educational outcomes.

Nursing Education
Nursing education is an organized program of studies that combines general education courses from the biological, social and behavioral sciences and the humanities, with courses in the theory and practice of nursing. The program develops the student in the process of nursing, promotes critical thinking, fosters the development of moral and ethical professional behaviors and promotes continued self-development and personal and professional growth.
It is incumbent upon nursing education to remain attuned and responsive to changes in the health care environment and an increasingly multicultural and global society in order to prepare nurses to provide care to diverse clients in a variety of settings.
Nursing education recognizes the potential for career flexibility within the practice of nursing. It facilitates upward mobility between levels of nursing practice. By building upon previous learning and creating possibilities for articulation, the programs prepare nursing students for progression into higher levels of professional education and practice.

BACCALAUREATE NURSING EDUCATION

The faculty subscribes to the philosophy of baccalaureate education articulated by the American Association of Colleges of Nursing (AACN, 2008).[4]

Nurses are:

1. Providers of holistic care to patients whether individuals, families, groups or communities based on an underlying core commitment to patient welfare.
2. Designers, managers or coordinators of care by assuming responsibility for delegating tasks to other health care personnel, supervising and evaluating those personnel.
3. Members of a profession that have been well-delineated and have assimilated a broad knowledge base and are committed to lifelong learning by providing graduate study as the route to advancement in the career.

Baccalaureate nursing education prepares nurses to practice in a variety of settings by providing them with knowledge and skills that are generalizable and transferable to multiple settings.

The faculty believes that baccalaureate nursing education is built upon a foundation in the arts and sciences that provides an appreciation for diverse perspectives and experiences. This includes an understanding of values and ethics with an understanding of the physical world and the scientific method. Liberal education provides a grounding that ensures that nurses practice with a broad-based knowledge that enables them to function as educated persons.

Baccalaureate nursing education facilitates the development of professional values and value-based behaviors that guide the nurse's interactions with patients, families, peers and society. This education emphasizes the provision of compassion and appropriate care, a concern for human dignity and culture, the welfare of others, a respect for patients' rights to make decisions and a concern for social justice.

Baccalaureate nursing education provides opportunities for the development and clarification of values, the development of assessment, evaluative, teaching and communication skills, the development and refining of technical skills that are required for delivery of quality nursing care and the development of problem-solving and critical- thinking skills.

Baccalaureate nursing education prepares nurses to function as active and knowledgeable participants in the health care delivery system. Students learn about organization and finance of health systems and how to participate in and influence political and other processes that affect health care delivery.

Baccalaureate nursing education prepares nurses to function as global citizens with an understanding of transportation and information technologies that link parts of the world. This education prepares the graduate with knowledge and skills relating to effects of disease transmission and treatment within a global context.

Baccalaureate Completion Programs for Registered Nurses
The Nursing faculty believes that opportunities and routes for the seeking of advanced nursing education should be creative, flexible, cost-effective and accessible to registered nurses that graduate from associate degree and diploma nursing education programs.

Baccalaureate completion programs for registered nurses should build firmly on prior learning and experience. They should facilitate the progress of the registered nurse through the program in an efficient fashion, should individualize student learning and should not require repetition of formerly learned knowledge and skills.

Carefully developed and clear articulation agreements between nursing education programs awarding associate degree and diplomas in nursing and institutions offering the baccalaureate degree should be developed and marketed to registered nurses.

Goodwin College offers a program that is flexible and recognizes the nurse's previous learning by utilizing the Connecticut Articulation Model for Nurse Education Mobility. Please refer to Operational Guidelines of this handbook for further Goodwin College specifics about Advanced Placement.

Environment
The Nursing Program faculty believes that living systems are in constant interaction with their environment. This dynamic interchange keeps systems healthy and growing. Client, family, nursing and health care systems must respond with flexibility to their individual and mutual environment if they are to keep pace with changes and achieve quality outcomes. Some of the factors in the environment that influence clients and families include, but are not limited to:

- Political change
- Education
- Housing
- Homelessness
- Poverty
- The welfare system
- Diverse family structures
- Diverse cultural systems
- Economic fluctuations
- Job markets
- Bioterrorism
- Health behaviors
- Pollution/Noise/Contamination
- Crime
- Transportation

Nursing intervenes in the lives of clients, families and communities when these and other factors affect health status by assisting individuals and groups to adapt or by actively manipulating the environment.

Health Care Environment
Nursing Program faculty are cognizant that the health care environment has changed drastically and quickly as a result of new technologies, population demographics, shifts of care sites from hospital to community, changes in payment for health care, bioterrorism, homeland security, increasing cultural diversity and improved disease prevention and management.

Cost containment approaches have caused the rearrangement of previous structures and processes of care and have directly affected the nursing workforce. Nursing staffs have been downsized, clients are moved rapidly from in-hospital care to alternative settings, and there are decreased support services for client care. Natural disasters and bioterrorism have changed the way nurses are utilized in these situations. Faculty believes that these processes contribute to the extremely demanding nature of the practice of nursing.[5]

In order to respond to the current and anticipated changes in the health care environment, graduate nurses must be flexible and creative and be prepared to practice in diverse settings with skills specialized for those settings. In addition, nurses must be skilled in the use of computing systems and other technical tools, analyzing health care trends, dealing with complex ethical and legal situations. The faculty believes that providing options for educational and career mobility for nurses and persons wishing to study nursing is critical in responding to the ever-changing health care environment.

The nurse uses opportunities to provide clients and families with the information and skills necessary for making health choices and achieving higher levels of wellness by assessing their need for teaching, developing mutually identified learning objectives, and providing the environment for positive behavior change in client and/or family.

The practice of nursing includes independent, dependent and interdependent functions, defined by educational preparation and ethical, legal and regulatory standards of the nursing profession.

Lifelong Learning
The professional nurse assumes responsibility for lifelong learning and the planning of his/her professional career. Curricula in the entry-level nursing education programs must place emphasis upon and encourage lifelong learning. In addition, the nursing education system must develop opportunities and incentive for associate degree and diploma graduates to pursue the baccalaureate degree and/or higher degree.

References
1. Preamble to the Constitution of the World Health Organization, adopted 1946.
2. American Nurses Association (1996). *American Nurses Association model practice act*; Kansas City, Missouri: American Nurses Association.
3. American Association of Colleges of Nursing (2008) *Essentials of Baccalaureate Education for Professional Nursing Practice*. Retrieved from http://www.aacn.nche.edu/education-resources/BaccEssentials08.pdf

4. American Association of Colleges of Nursing (2002). *Hallmarks of the professional nursing practice environment: An AACN white paper*. (online). Available at www.aacn.nche.edu/Publications/positions/hallmarks.htm.

PROGRAM OUTCOMES

Institutional Outcomes

The outcomes of the Bachelor of Science in Nursing Program reflect institutional outcomes:

1. Students will demonstrate proficiency in their chosen field of study
2. Students will process effective communication and analytical skills
3. Students will acquire the desire and skills necessary to engage in lifelong learning
4. Students will demonstrate civic responsibility

Program Outcomes

Graduates of the RN-BSN program are prepared to practice professional nursing as a generalist with skills that are applicable across all health care settings. They are also prepared to enter graduate study.

At the completion of the program, the graduate will be able to:

1. Practice professional nursing from a holistic, visionary, culturally competent, fiscally responsible base as they design, manage, and coordinate care for individuals, families, groups, communities and populations
2. Synthesize and apply knowledge from nursing theory, practice, research, and the liberal arts and sciences to professional nursing practice
3. Integrate and demonstrate beginning leadership and management skills utilizing critical and creative thinking, ethical decision making, and evidenced-based practice
4. Design, manage and coordinate care to patients, families, groups and communities utilizing communication skills honed by self-awareness and self-evaluation
5. Advocate for patients, families, groups and communities based on a respect for cultural diversity and an understanding of the impact of political and regulatory process on health care
6. Collaborate and communicate, using a variety of modalities, with patients, families, and interdisciplinary team members to maximize patient's level of wellness
7. Make a commitment to lifelong learning by assuming responsibility for professional career planning, advanced education and active membership in the professions

The RN-BSN program goals are designed to reflect the principles of *The Essentials of Baccalaureate Education for Professional Nursing Practice (2008),* which are as follows:

The Essentials of Baccalaureate Education for Professional Nursing Practice (2008)

Essential I: *Liberal Education for Baccalaureate Generalist Nursing Practice* - a solid base in liberal education provides the cornerstone for the practice and education of nurses.

Essential II: *Basic Organizational and Systems Leadership for Quality Care and Patient Safety* - knowledge and skills in leadership, quality improvement, and patient safety are necessary to provide high quality health care.

Essential III: *Scholarship for Evidence Based Practice* - professional nursing practice is grounded in the translation of current evidence into one's practice.

Essential IV: *Information Management and Application of Patient Care Technology*- knowledge and skills in information management and patient care technology are critical in the delivery of quality patient care.

Essential V: *Health Care Policy, Finance, and Regulatory Environments* - healthcare policies, including financial and regulatory, directly and indirectly influence the nature and functioning of the healthcare system and thereby are important considerations in professional nursing practice.

Essential VI: *Interprofessional Communication and Collaboration for Improving Patient Health Outcomes* - communication and collaboration among healthcare professionals are critical to delivering high quality and safe patient care.

Essential VII: *Clinical Prevention and Population Health* - health promotion and disease prevention at the individual and population level are necessary to improve population health and are important components of baccalaureate generalist nursing practice.

Essential VIII: *Professionalism and Professional Values* - professionalism and the inherent values of altruism, autonomy, human dignity, integrity, and social justice are fundamental to the discipline of nursing.

Essential IX: *Baccalaureate Generalist Nursing Practice* - the baccalaureate graduate nurse is prepared to practice with patients, including individuals, families, groups, communities, and populations across the lifespan and across the continuum of healthcare environments. The baccalaureate graduate understands and respects the variations of care, the increased complexity, and the increased use of healthcare resources inherent in caring for patients.

CURRICULUM FRAMEWORK

The purpose of the theoretical framework is to provide guidance, direction, organization and purpose for the curriculum. The nurse is believed to be instrumental in assisting clients to move to ever-higher levels of wellness in a holistic sense. Goodwin College utilizes the Wellness Model and the competencies outlined in Quality and Safety Education for Nurses as the basis for its curriculum.
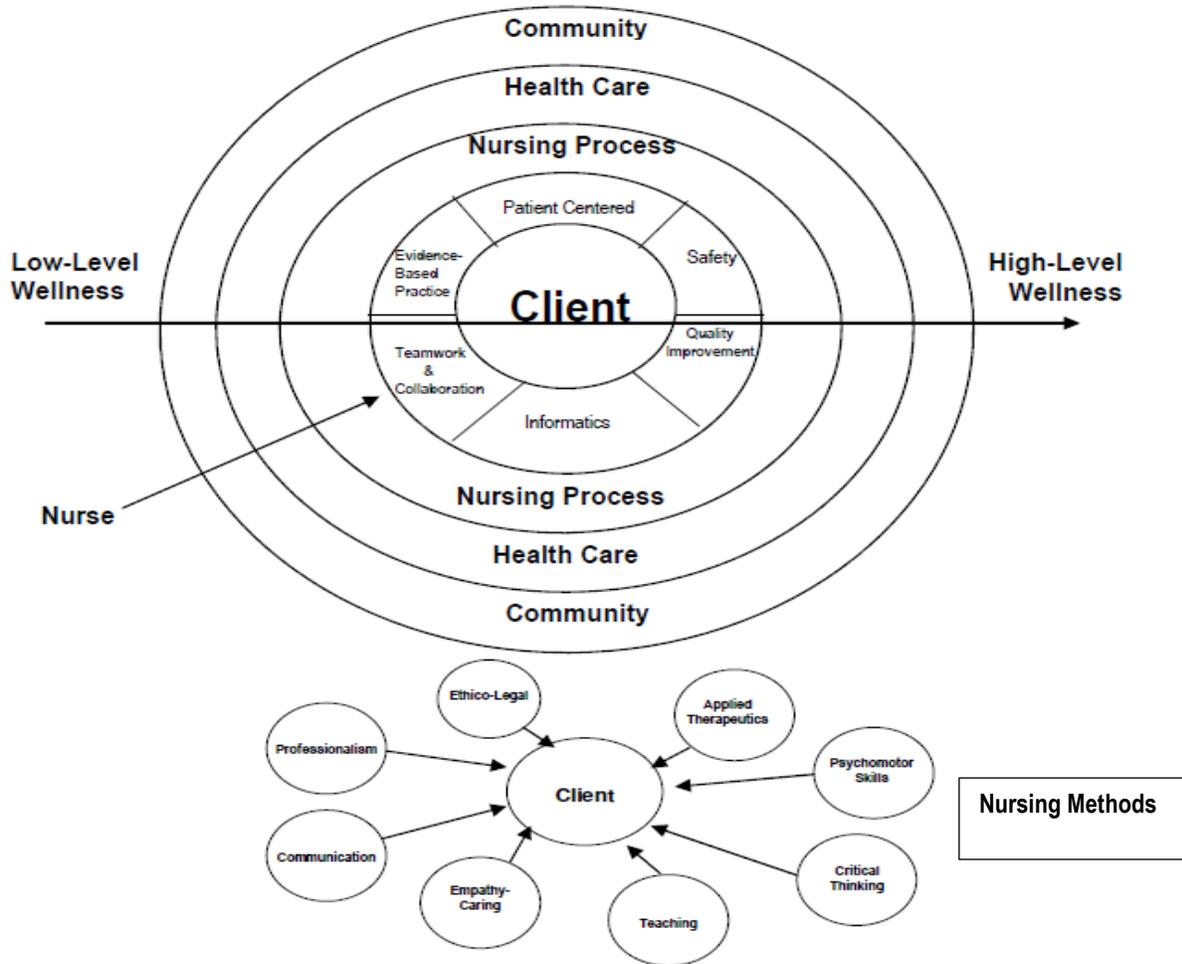
WELLNESS MODEL

The patient is on a continuum of wellness; from a Low level of wellness, Total Disruption of well-being to High level wellness or a Total Integration of physical, psychosocial, spiritual well-being. The nurse is believed to be instrumental in assisting clients move to ever higher levels of wellness in a holistic sense.

Patient Centered	Teamwork & Collaboration	Evidenced Based Practice	Quality Improvement	Safety	Informatics
Empathy-Caring	Communication	Critical Thinking	Professionalism	Psycho-motor Skills	Professionalism
Teaching	Professionalism	Psycho-motor Skills	Empathy-Caring	Applied Therapeutics	Communication
Communication	Empathy-Caring	Applied Therapeutics	Ethico-Legal	Communication	Applied Therapeutics
Ethico-Legal	Ethico-Legal	Professionalism			
Psycho-motor		Teaching			

The conceptual framework for the Nursing Program at Goodwin College indicates that the focus of the nurse is on the client whose holistic health is on a continuum from low-level wellness to high-level wellness. Guided by the nursing process, the nurse utilizes nursing methods to plan and implement nursing care for the client, designed to assist the client in moving to higher levels of wellness. The nurse functions within the context of the health care team and all of this occurs within the context of the environment (physical, social, psychological, economic, political and spiritual).

QUALITY AND SAFETY EDUCATION FOR NURSES

Quality and Safety Education for Nurses **(QSEN)** addresses the challenge of preparing nurses with the competencies necessary to continuously improve the quality and safety of the health care systems in which they work.

- Patient Centered Care – is the recognition that the patient or designee is the source of control and full partner in providing compassionate and coordinated care based on respect for patient's preferences, values and needs. Graduates who develop the Knowledge, Skills and Attitudes **(KSA)** would be advocates for removing barriers to the presence of patient surrogates and would invite patients or surrogates to partner with them, for example, in safe medication administration and safe transitions in care.

- Teamwork and Collaboration – is demonstrated by the nurse working effectively within nursing and inter-professional teams, fostering open communication, mutual respect, and shared decision-making to achieve quality patient care. Graduates who develop the KSA's would use team communication practices, and seek system support for effective team functioning wherever they worked.

- Evidence-Based Practice (EBP) – integrates best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal health care. Graduates who develop the KSA's would differentiate between clinical opinion and various levels of scientific evidence and value the need for continuous improvement based on new knowledge. They would also understand that EBP is about more than evidence that it involves patient preferences and values and the clinical expertise necessary to understand when it is appropriate for clinicians to deviate from evidence-based guidelines in order to deliver high quality, patient-centered care.

- Quality Improvement – uses data to monitor the outcomes of care processes and use improvement methods to design and test changes to continuously improve the quality and safety of health care systems. Graduates who develop KSA's would learn to use improvement methods as part of their coursework and clinical practice, and they would enter the workforce prepared to participate in improvement work as part of their daily work as health professionals.

- Safety – minimizes risk of harm to patients and providers through both system effectiveness and individual performance. Graduates who develop the KSA's will know about human factors and safety design principles, understand the importance or error reporting and safety cultures, and values vigilance and cross-monitoring among patients, families and members of the health care team.

- Informatics – refers to using information and technology to communicate, manage knowledge, and mitigate error and support decision making. Graduates who develop the KSA's in informatics will be able to participate in the design, selection, and evaluation of information technologies used in support of patient care.

NURSING METHODS

Nursing methods are those entities in nursing practice that are brought to bear on the client during the planning, implementing and evaluating of nursing care. The specific entities identified below are those the faculty believes are fundamental to a curriculum based on the Nursing program philosophy.

- Empathy and Caring - Empathy is the nurse's ability to understand, be aware of, be sensitive to, and vicariously experience the feelings, thoughts, and experiences of the client and/or family. The faculty believes that it is the nurse's ability and willingness to "tune in" to and focus on the client's experiences that is fundamental to the methods nurses use to manage care for clients. Empathy is based upon respect for the dignity of the client and an appreciation for the independence and self-actualization of the client.

  Caring involves knowing and trusting the client, an interest in the client's growth and well-being, honesty, courage and humility. The caring nurse knows that (s)he does not know all there is to know about the client and projects the confidence and patience to help the client maintain hope or the sense of continued possibility for growth and change. Caring involves the planning and provision of culturally sensitive and appropriate care.

- Communication - Communication, or the exchange of thoughts, messages, or information, by speech, signals, writing, or behavior, is of vital importance to the nursing process. The nurse uses communication skills during client assessment as well as the planning, implementing and evaluating of nursing care. The nurse communicates with clients, families, groups and members of the health care team. The nurse is competent in oral and written forms of communication as well as in techniques of therapeutic communication.

- Teaching - One of the most important roles of the nurse is to assist clients and their families with receiving information that is necessary for maintaining optimal health. The nurse provides clients and families with information that is based on the clients' assessed learning needs, their abilities, their learning preference and readiness to learn. Fundamental to the provision of client education is the nurse's belief that clients have the right to make informed decisions about their care. The nurse provides information that is accurate, complete and relevant to client needs. The nurse often clarifies information provided by other members of the health care team.

- Critical Thinking - Nurses are constantly involved with making accurate and appropriate clinical decisions. Nurses must be able to think critically and make decisions when clients present problems for which there may not be clear, textbook solutions. The nurse must question, wonder and be able to explore various perspectives and possibilities in order to best help clients. Critical thinking involves an active, organized cognitive process designed to allow the nurse to explore options and challenge assumptions. Nurses that engage in critical thinking reflect on past experiences, think independently, take risks based on knowledge, and persevere in the face of difficult problems, and are curious, creative and ethical.

- Psychomotor Skills - Fundamental to nursing is the "laying on of hands" to provide comfort and the use of specific skills to accomplish client assessment and to provide and evaluate nursing care. Nursing skills are utilized in a manner that maximizes client comfort and dignity, optimizes the client's ability to respond positively, provides the highest level of accuracy of information and provides for the most favorable client outcomes. Psychomotor skills are best learned through practice after achieving an understanding of the basic principles of the skills.

- Applied Therapeutics - The nurse applies medically-ordered therapeutic modalities (i.e., pharmacological and nutritional interventions). The nurse's application of these modalities is based on a knowledge base regarding their therapeutic uses as well as skills in client assessment and evaluation when these modalities are used. The competent application of nutritional knowledge also involves its use in health and wellness as well as when therapeutic diets are prescribed.

- Ethical-Legal Considerations - The nurse plans, provides and evaluates nursing care guided by specific ethical and legal boundaries. The Code for Nurses provides the ideal framework for safe and correct practices and behavior. Ethical behavior also involves accountability, responsibility, confidentiality, truthfulness, fidelity and justice. Nurses who clarify their values are enhanced in their ability to practice ethically.

  Legal parameters of nursing are defined by statutory, regulatory and common law. In addition, professional standards of care provide the legal guidelines for nursing practice.

  Legal considerations in the care of clients involve issues like negligence, malpractice, abandonment, assault, battery and informed consent. Nurses must understand legal boundaries to protect their clients' and their own rights.

- Professionalism - Professionalism involves the characteristics of the nurse that reflect his/her professional status. These characteristics involve behaviors of the nurse with regard to self, clients, others and the public as they reflect the values of the profession of nursing. Professional personas are knowledgeable in their subject matter, conscientious in their actions, and responsible for themselves and others. Written standards for practice and professional performance guide the behaviors of professional practitioners. Nurses enhance their professionalism by understanding history, educational choice, professional research and theory and their professional organizations and standards.

Cronenwett, L. et al. (2007). Quality and safety education for nurses, Nursing Outlook, 55(3), 122-131.

OPERATIONAL GUIDELINES

Classes
Nursing classes are online. Faculty are available for advising during office hours and by appointment.

Attendance
1. All students are expected to adhere to the class policies of each course.
2. All exams/quizzes are online. If you are unable to take a scheduled exam/quiz, contact faculty within 24 hours of the test date to reschedule. Faculty will determine the due date of the make-up exam/quiz.
3. For additional questions for online classes refer to the specific class policies on the syllabus.

Clinical Policies
The RN-BSN program institutes a variety of high-impact practices in courses that require activity in community settings. In particular, *NUR 361: Public and Community Health Nursing* requires a minimum of 45 indirect and direct clinical hours in the program's *Population Health Project.*

Conduct in Clinical and Community Settings
The nursing student will demonstrate safe and ethical professional behavior in all clinical settings.

Examples of unsafe, unethical or unprofessional conduct include, but are not limited to:

1. Failure to notify the agency and instructor of inability to keep date and time of clinical experience
2. Failure to follow Nursing Program and/or clinical agency policies and procedures
3. Reporting for clinical sessions under the influence of drugs and/or alcohol
4. Refusing assignments given by preceptors based on the client's race, culture, religious preference, sex, national origin, age, handicap condition, medical diagnosis or any protected status category
5. Denying, covering up or not reporting own errors in clinical practice
6. Ignoring or failing to report unethical behavior of other health care persons in the facility, i.e. behavior that jeopardizes client welfare
7. Displaying mental, physical or emotional behavior(s) that may adversely affect well-being of self or others
8. Failing to follow through on suggested referrals or interventions to correct deficit areas that may result in harm to others
9. Acts of commission or omission in the preparation for and actual care of clients (i.e., including but not limited to physical abuse, emotional abuse, placing clients in hazardous positions, conditions or circumstances, medication errors)
10. Interacting inappropriately with agency staff, co-workers, peers, clients, families or faculty
11. Performing activities that are beyond the preparation or capabilities of the student
12. Performing activities that do not fall within the legal realm of professional nursing practice

A faculty member may take the following measures if a student demonstrates unsafe or unethical behavior(s) in any setting:

1. Immediate dismissal from the learning facility and initiation of immediate remediation in collaboration with the student; and
2. Recommendation for immediate dismissal from the nursing program – i.e., if the behavior is of a grave nature, including but not limited to safety violations, substance abuse, unlawful or unethical acts.

Clinical Dress Code

Students are required to conduct interviews and observations in a variety of community settings. It is expected that Goodwin College nursing students dress in neat, professional attire.

Grading Guidelines

Specific grading guidelines for each nursing course will be included in the syllabi and will be reviewed with students on the first night of class. A C+ is required in NUR courses and courses substituted for a NUR course.

Nursing Grading Scale

A	93-100	4.0
A-	90-92	3.7
B+	87-89	3.3
B	83-86	3.0
B-	80-82	2.7
C+	77-79	2.3
FAILURE	< 77	0

Advanced Placement

Students in the RN-BSN program receive a maximum of sixty-two (62) nursing credits through the Connecticut Articulation Model. Students may transfer applicable general education credits for courses with a grade of "C" or better taken from the official college transcript. Students must complete thirty credits (30) at Goodwin College including all of the upper division nursing courses to qualify for the Bachelor of Science in Nursing degree.

Grievance Policy and Procedure

Any complaint or suggestion regarding a class should be discussed first with the instructor. If a student is unable to satisfactorily address the problem, (s)he should make an appointment with the appropriate Department Chair. After that, appeals may be made, in writing, to Goodwin College's Appeals Board (GCAB). All appeals should be sent to Ann Clark, Executive Vice President/Provost and Chair of the Appeals Board. Decisions will be rendered in writing within two (2) weeks (*Goodwin College Student Handbook*).

Access to Records

Students should refer to the policy governing rights under the Family Educational Rights and Privacy Act (FERPA) in the *Goodwin College Catalog*.

Graduation Requirements

To complete the BSN degree, the student must achieve a cumulative GPA of 2.0 or higher and a minimum of a C+ in each of the nursing courses. In addition, the student must meet all general graduation and college requirements as stated in the College catalog. A minimum of thirty (30) credit hours including all upper division nursing courses must be completed at Goodwin College.

Please see following page for "Degree Audit" requirements.

Required RN-BSN Program Courses

Name _____ Student ID _____ Semester Start Date _____

Use the following course list to identify courses that you need to complete the program. Refer to SonisWeb for an official degree audit. Please consult with your nursing department academic advisor prior to registering for any courses. **Degree requirements:** A minimum of 120 credits is required to earn the BSN.

ADN or Diploma Pre-Licensure Program	62 Credits	Transfer/Term
AP I (SCI), AP II, MICRO, ENG 101 and 1XX (WR), PSY 112 (SS) and 212 (SS), SOC 101, and Lower Division Nursing Courses	62	
General Education Courses	**27 Credits**	**Transfer/Term**
Computer Literacy Competency (CU) (CAP 110)	3	
Oral Communication Competency (COM) (COM101 or 105)	3	
English Advanced Writing Competency (AW) (ENG 300, 320, or 325)	3	
Ethical & Legal Issues in Healthcare (E/P) (HSC 305)	3	
Global Studies Competency (G/US)	3	
Global Studies Competency (G/W)	3	
Cultural Competency (CU)	3	
Math Competency (MATH) (MATH 125 or 135) or Credit By Exam (CBE)	3	
Statistics (STAT 167)	3	
Open Electives	**7 Credits**	**Transfer/Term**
Open Elective 1XX	4	
Open Elective 1XX	3	
Upper Division Nursing Courses	**24 Credits**	**Transfer/Term**
NUR 300 – Foundations of Professional Nursing	3	
NUR 310 – Health Assessment	3	
NUR 351 – Introduction to Nursing Research (RE)	3	
NUR 361 – Public and Community Health Nursing (MC)	3	
NUR 363 – Clinical Nursing Leadership	3	
NUR 459 – Introduction to Healthcare Policy and Advocacy	3	
NUR 460 – Seminar in Professional Nursing Leadership	3	
NUR 3XX – Open Elective (NUR 379, 442, or 470; HSC 310 or 350)	3	
Graduation Requirements	**0 Credits**	**Transfer/Term**
Library Research (ASD 110)	0	N/A
Community Service Initiative (20 hours and paper)	0	N/A

TOTAL PROGRAM CREDITS   *120 CREDITS*

Advisor Signature _____ **Date** _____

ACADEMIC POLICIES

Academic Integrity
This program follows the Academic Integrity Policy of Goodwin College. Refer to the college website http://www.goodwin.edu/policies/ for details of the policy or contact the office of the Vice President for Academic Affairs where the policy is available.

Progression Policies
Students must refer to the current Goodwin College Catalog for specific requirements of the RN-BSN program.

To participate in the RN-BSN program at Goodwin College, in addition to holding a diploma or associate degree in nursing, it is required the student holds an unencumbered R.N. license in the state where they practice nursing.

The program utilizes the Connecticut Articulation Model and the student's official transcript(s) to determine advanced placement. A grade of C+ (77) in each NUR course or a course substituting for an NUR course is required for the NUR course to be transferred into Goodwin College. Usually students are admitted as Juniors and have 60-89 credits.

Dismissal from the Program
The decision to dismiss a student from the program may result from one or a combination of behaviors, listed but not limited to below:

1. Failure to successfully complete any NUR 300 or greater nursing course or a course substituting for a NUR course, taken for the second time with a grade of C+(77) or better
2. Unauthorized possession, use, sale or distribution of alcoholic beverages or of any illegal or controlled substance
3. Unauthorized use, possession, or storage of any weapon
4. Physical and/or psychological abuse, threat or harassment of any client, visitor, agency staff, student or faculty member
5. Theft, abuse, misuse or destruction of another person's or agency's property
6. Unauthorized disclosure, removal or misuse of confidential information about any client, student or agency staff
7. Engaging in or prompting others to engage in conduct that threatens or endangers the health, safety or physical/psychological well-being of another person
8. Being on clinical agency property, in a student capacity, without proper authorization

Process of Dismissal and Guidelines for Appeal
In the event that a nursing faculty member recommends a student for dismissal, the following process will be followed:
1. The nursing faculty member recommending dismissal notifies the Program Director in writing with the circumstances preceding/surrounding the recommendation
2. The Program Director and Chair determine the dismissal status. In cases of dismissal, the Program Director sends formal notification to student, with copies to Chair, Vice President of Academics, and the Registrar

3. Students wishing to appeal the final determination may follow the procedure found in the Appeals and Grievances section in the *Goodwin College Catalog*

Academic Standing

All students must be familiar with the policies regarding academics (including, but not limited to), placement, credits, grading, classification, advanced placement, independent study, externship, attendance, tardiness, satisfactory progress, minimum achievement and course completion, academic probation, extended enrollment status, reinstatement, appeal process, failing, academic counseling, course repeats, course incompletes or withdrawals, transfers, course/program changes, student rights regarding review of records and graduation requirements). These policies are clearly outlined in the Goodwin College catalog.

A student's academic standing is determined by his/her cumulative Grade Point Average.

CLASSROOM POLICIES

Behavior

Students are expected to behave in a manner that demonstrates respect for their instructors as well as their peers. They should be prepared to actively participate in discussion.

Grading Guidelines

Specific grading guidelines for each course will be included in the syllabus. Students must attain a grade of C+ (77) or higher for all nursing courses and a cumulative GPA of 2.0 or higher to graduate.

If a student is taking a substitute for a NUR 3XX elective, they must achieve a minimum grade of C+, as a C+ is required for NUR courses.

The course syllabus will be posted on Blackboard and will include all reading assignments, project and paper descriptions and any other assignments with accompanying dates for submission for the course.

Cancellation Information

In the event of inclement weather, students are required to listen to WTIC (96.5 FM), WTIC (1080 AM), WRCH (100.5 FM), or tune in to WFSB-TV (Channel3), WVIT-TV (Channel 30) or WTNH-TV (Channel 8) for information on whether Goodwin College is open or closed. Students may also access school closing information by calling 860-218-1240 or by checking the College student intranet website (www.goodwin.edu). These notices will be aired by 6:30 AM for day classes and 3:00 PM for evening classes. The college will assume responsibility for informing clinical instructors of the status of the college. If the college is closed due to inclement weather, the clinical experience is also cancelled.

Academic Calendar

Clinical hours are not in session when the college is observing the following holidays:

New Year's Day	Labor Day Weekend
Martin Luther King Day	Columbus Day
President's Day	Veteran's Day
Good Friday	Thanksgiving Weekend
Independence Day Weekend	Christmas
Memorial Day Weekend	

Vacations are typically three (3) weeks at Christmas, two (2) weeks in the beginning of May, and two (2) weeks at the end of August. The specific dates are available in the college catalog.