

# Bethune-Cookman University

## School of Nursing

### STUDENT HANDBOOK



**Dr. Trudie Kibbe Reed**  
President

**Dr. Sarah Williams**  
Vice President for Academic Affairs

**Dr. Paula C. Pritchard**  
Dean and Assistant Professor

Dear Student:

Welcome to Bethune-Cookman University School of Nursing. On behalf of the faculty and staff of the School of Nursing, I welcome you to an exciting and new challenge in your life and designated profession. Our nursing program is built on the strongest educational foundation. It is a foundation designed to support our graduates; desire to serve population groups that fall along the entire health and wellness continuum. You will experience the profession of nursing through active learning within each classroom setting using a state of the art simulation laboratory, skills lab, as well as different clinical experiences within agencies throughout the Central Florida region. We admit to the School of Nursing two times a year. Admissions occur once in the spring and once in the fall. Dates for submission of applications are posted on the University website.

The faculty and staff are committed to helping you achieve success in our nursing program. We are here to support you from the first day you enter to learn to your formal Pinning Ceremony and Commencement and your successful completion of NCLEX-RN licensure.

The Bethune-Cookman University School of Nursing handbook is designed to provide you with the information that you will need throughout your educational journey at B-CU. Therefore, it is important that you keep and reference it whenever a question arises. It does not negate the need to ask questions for clarification from the faculty and staff.

The learning and educational experience in the School of Nursing is a partnership between you and the faculty. Therefore, we are committed to helping you achieve success in your educational program. It is important that you see your advisor before registering for classes or changing your course schedule. A list of faculty and staff are included in this document.

You will need to work closely with your advisor and faculty in order for you to remain on target for your graduation. This is a mutual plan between you and your advisor. The faculty strongly suggests that you do not make changes in this plan without prior consultation. This practice may delay your progression as outlined in your plan.

The faculty and staff at Bethune-Cookman University School of Nursing are always seeking ways to maintain excellence. When changes in policies and regulations are deemed necessary, revisions to the student handbook will be communicated through oral presentations and/or written publications.

Again, welcome to the School of Nursing. You have chosen a challenging and rewarding career. On behalf of our excellent faculty, I wish you success, as you prepare to become a competent and caring Baccalaureate Prepared Professional Registered Nurse.

Sincerely

*Paula C. Pritchard*, PhD, RN  
Dean, School of Nursing

Revised 01/ 21/2010

## **The Mission of Bethune-Cookman University**

The mission is to serve in the Christian tradition the diverse educational, social, and cultural needs of its students and to develop in them the desire and capacity for continuous intellectual and professional growth, leadership, and service to others. The University has deep roots in the history of America and continues to provide services to the broader community through a focus on service learning and civic engagement.

Bethune-Cookman University accomplishes its mission by providing quality instruction in an intellectually stimulating environment that nurtures the head (intellect), the heart (transformative leadership) and the hand (service learning) which are the three words displayed so prominently on the University's official institutional seal. This mission was approved by the Board of Trustees in March of 2009.

The core values that are incorporated in Members of the Bethune-Cookman University Family draw motivation and direction from six strongly held principles. These principles guide the manner in which we treat each other and those we serve.

### ***Christian Mission***

We exist to serve the needs of our communities and incorporate Christian values at every level of service.

### ***High Ethical Standards***

We conduct our business with integrity, honesty, and fairness. As responsible stewards, we use our financial resources wisely by choosing business practices which are cost-effective, productive, and which result in a fair return on our investment.

### ***Quality and Service Excellence***

We strive to meet or exceed both the service standards of the education industry and the expectations of the students we serve. We measure our success by continuously surveying student satisfaction.

### ***Compassion***

We are sensitive to the needs of the individuals and families we serve and meet their needs with kindness and empathy.

### ***Focus on Community***

We commit time, talent, and financial support to involve and educate our neighbors on the principles of civic engagement and social responsibility. Examples are the Town Hall Forums which are held year around and meetings with stakeholder groups, (i.e. church, community, businesses, political leaders, alumni, parents, etc.).

### ***Cultural Diversity***

Revised 01/ 21/2010

We value the diversity of our students, employees, business colleagues, and visitors and treat them with kindness and respect, regardless of race, religion, creed or culture.

### **History of Bethune-Cookman University School of Nursing**

The inception of the School of Nursing began early in the hopes and dreams of Dr. Mary McLeod Bethune. Her desire to build a school of nursing came from her experiences with her students and the racial disparities that existed in those times. When a Black student was turned away from a hospital in Daytona Beach, Dr. Bethune opened a hospital to serve the black community. This hospital later led to the evolution of the School of Nursing that exists today.

In 1978, the School of Nursing was established as an area of Nursing within the Division of Science and Mathematics. The first class of the School of Nursing graduated five Bachelor of Science (BSN) prepared nurses in 1981. In December 1996, the National League for Nursing Board of Review for Baccalaureate and Higher Degree Programs granted initial accreditation to the baccalaureate program for five years.

In the spring of 1997, the Board of Trustees approved divisional status and the Area of Nursing became the sixth academic Division within the college. A baccalaureate completion program (RN-BSN option) within the baccalaureate-nursing program was reinstated in fall semester 2000. In 2001, the School of Nursing was reaccredited by the National League for Nursing Accrediting Commission. Since the initial accreditation in 1996, Bethune-Cookman University School of Nursing has remained in full approval and good standing with the State of Florida. In 2005, the Division of Nursing became the School of Nursing.

In 2008, the L. Gale Lemerand School of Nursing opened. This building is approximately 33, 628 square feet in size. It serves to facilitate learning environments for the students and faculty of the School of Nursing. This building also houses the Odessa Chambliss Wellness Center. This wellness center serves as a hub for health literacy and community outreach for the B-CU faculty, staff and students as well as the surrounding community. In addition it serves as a clinical site for School of Nursing students.

The School of Nursing defines public service as community service, clinical practice and political activism from a nursing perspective. Within this framework, community service is aimed at fostering collaboration and sharing of nursing faculty and student expertise within the health care professionals, formal and informal groups that exists in the community. This service includes membership or offices held on community boards, sharing professional knowledge and skills to help others solve actual or potential problems, and presentations at local, state or national professional meetings.

Clinical practice remains focused on effecting positive change in the profession or in the health care system through professional nursing services. Some of the environments that services are provided include community based programs, annual health fairs, and in hospital facilities. Students are encouraged to incorporate political activism in their community service.

Political activism includes interaction and service provided to political/governmental policy-making entities. Regardless of the environment, the focus of service remains at the core of all educational components in the School of Nursing. Throughout the history of the School of Nursing, the mission of Bethune-Cookman University has permeated all efforts to improve the nursing program towards the goal of "Enter to Learn and Depart to Serve". The mission of teaching, learning, departing and serving excellently places the student at the center of its planning.

Historically, Dr. Bethune's mission was to provide education to minority students who would not be afforded the opportunity of education. As such, the cornerstone of this institution has been to provide the delivery of high quality, relevant baccalaureate nursing program that remains accessible, affordable to qualified students and taught by a qualified faculty. It is this program, its structure, its resources, its faculty, its students and its plan to ensure educational effectiveness that is mandated by our founder, and the governing bodies that maintain professional standards for nurses.

The address for NLNAC is:

National League for Nursing Accrediting Commission, Inc.  
3343 Peachtree Road NE, Suite 500  
Atlanta, Georgia 30326

The address for the Florida State Board of Nursing is:

Florida State Board of Nursing  
4052 Bald Cypress Way  
Tallahassee, Florida 32399-3252

**BETHUNE-COOKMAN UNIVERSITY  
SCHOOL OF NURSING**

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## PHILOSOPHY OF THE SCHOOL OF NURSING

The philosophy of the School of Nursing emerges from and is consistent with the mission of the college. For example, the college mission includes a dedication to educate leadership and service to others. As a consequence, faculty and staff are committed to making higher education in nursing accessible to a diverse student body, both traditional and nontraditional. The faculty believes that baccalaureate education is the basic purpose to educate men and women as beginning generalists who are qualified for leadership roles in the practice of their profession, and are prepared to serve the communities in which they live.

### **Philosophy of the School of Nursing**

Central to the philosophy of the School of Nursing are the definitions that follow:

#### ***Health***

Health is viewed by the faculty as a dynamic state of being that exists on a continuum from optimal wellness to illness and death. Changes on this continuum are influenced and, in fact, may be caused by internal and external environmental stressors. Health is an essential element for effective adaptation and growth in a changing environment, an environment which is influenced by health beliefs, culture, genetic disposition, and individual behavior. A state of health exists when a person functions as an integrated whole, living and interacting with environments in a productive manner. Movement on the health-illness continuum depends on the severity of stressors, the adaptive mechanisms of the person and the accessibility to quality health care services available. Furthermore, it suggests a harmonious development and preservation of physical functioning; a balance in the ability to gain support from and give support to others, and a fulfillment of perfect trust in a higher power, and a sharing of this trust with mankind.

The wellness-illness continuum is dynamic, indicating that a person's health status can move from one level to another, the goal being an optimal level of health. The levels of functioning will vary according to the individual's state of health and the developmental level. When the usual adaptive abilities are inadequate, the individual moves on the wellness-illness continuum towards a lower level of functioning.

#### ***Environment***

Environment is the sum of all external and internal conditions affecting the life and development of an individual. This includes the physical and nonphysical environment (temperature, water, air, food, workplaces, cultural/ethnic beliefs, values, attitudes, religion, community relationships, etc.). All aspects of environment interact and influence the person's unique response to illness.

#### ***Nursing***

The faculty in the School of Nursing regards nursing as a unique profession that is concerned with all the variables affecting a client's health (physically, psychologically, and spiritually). The goal of nursing is to form therapeutic partnerships with the client, family, community, and

other health care providers to improve, maintain, or restore health. This goal is implemented throughout the framework of the nursing process and interdisciplinary care plans. The expected outcome is optimal health that adds to the value of life, and quality care that is also cost effective. As an interdisciplinary profession, nursing influences and is influenced by internal and external forces in providing health care services while maintaining, promoting, and restoring health.

### ***Client***

The faculty in the School of Nursing views the client as a holistic being, who as an individual and a member of society has rights, choices, and responsibilities. To promote these attributes, an interactive and collaborative relationship between the client and the client's health care providers must be facilitated.

In accordance with the Christian belief, faculty members in the School of Nursing strive to instill spiritual growth by nurturing a continuous understanding and appreciation of the ecumenical tradition of Bethune-Cookman University. These beliefs and values of religious culture are manifested by demonstrating understanding, acceptance and love toward all mankind. Furthermore, the faculty believes that the client may be an individual, family, group, or community and these ought to be an interactive and collaborative relationship with this client at all times. In order to insure this relationship, the faculty is committed to preparing, caring, and competent nurses who respect and value differences in others, engage in critical thinking, provide therapeutic interventions, communicate effectively, and demonstrate professionalism at all times.

### ***Professionalism***

The faculty defines professionalism as an outcome of professional behavior demonstrated by the baccalaureate prepared nurse's ability to synthesize specialized and abstract knowledge, adhere to standards of competence, and believe in commitment to public service. Students learn that nursing practice is autonomous and self-regulated through professional organizations and agencies and is guided by a code of ethics.

### ***Nursing Education***

Nursing education is a dynamic process by which a person adopts or establishes values, develops the ability to think critically and assimilates knowledge and skills, which will assist others to achieve optimal health. Nursing education is an integration of the teaching and learning process. The learning process is self-directed and requires active participation. It is effectively accomplished by an orderly sequence of learning experience, from simple to complex, which incorporates the student's cognitive, affective and psychomotor domains. The teaching process is a method of assisting the student to acquire values, knowledge and skills. This process is enhanced by the teacher's ability to synthesize, evaluate, coordinate, and serve as a catalyst in the learning process.

### ***Research***

Research and scholarly activities are essential components to the mission of Bethune-Cookman University. Therefore, Bethune-Cookman University School of Nursing faculty members are

encouraged to take an active part in the development and improvement of research. The primary focus of that research should be directed towards the solution of problems and the development of knowledge and technology essential to the betterment of the quality of life.

### ***Commitment to Diversity***

Originally established to respond to the need to educate persons of color, B-CU now serves a diverse student population from city, state, national and international communities. Further, the School of Nursing has a proud tradition of representing a number of educated individuals in nursing and health care settings from several minority groups. Faculty in the School of Nursing shares a commitment to the value of incorporating diversity in its programs and services because of a belief that diversity contributes to the quality and relevance of the educational experience.

### **Organizing Framework**

The organizing framework guides course objective and essential outcomes as well as learning activities throughout the baccalaureate program. Health care is changing at a dramatic rate accompanies by the technological era of the twenty first century. This creates an environment where the art of nursing practice must become dynamic and ever changing. Nurses must be able to integrate their knowledge and practice in order to process information from multiple sources and critically analyze the information in order to provide appropriate.

In keeping with the mission of the University, the curriculum is designed to enable students to develop the necessary competencies for the provision of professional nursing care. These competencies are based upon the overall institutional outcomes, an eclectic theoretical framework, the National Council of Licensure Examination for Registered Nurses, and the American Association of Colleges of Nursing 'Essentials of Baccalaureate Education for Nursing Practice' (2008).

The curriculum content is consistent with this philosophy, maintaining the paradigmatic framework within the four theoretical domains of nursing practice. The School of Nursing utilizes an eclectic theoretical and empirical knowledge from the biological, physical, behavioral, social sciences, humanities, religion and incorporates this using the paradigm of nursing and evidenced based practice in order to prepare graduates to perform as competent entry level generalist nurses. The curriculum is built around several frameworks including a wellness to illness continuum, communication theory, critical thinking, and the American Association of Colleges of Nursing 'Essentials of Baccalaureate Education for Nursing Practice' (2008). These curricular components are integrated into the student learning outcomes:

- ***In order to demonstrate a Safe and Effective Care Environment:***
  - The generalist nurse will promote achievement of client outcomes by providing and directing nursing care that enhances care delivery setting in order to protect clients, family, significant other, and other health care personnel as evidenced by clinical practice in a variety of settings, a passing score on the National Council of Licensure Examination (NCLEX-RN), and job placement.

- ***In order to demonstrate Health Promotion and Maintenance:***
  - The generalist nurse will provide and direct nursing care of the client, and family/significant others that incorporate the knowledge of expected growth and development principles; prevention and/or early detection of health problems, and strategies to achieve optimal health as evidence by clinical practice in a variety of settings, a passing score on the National Council of Licensure Examination (NCLEX-RN), and job placement.
  
- ***In order to maintain and improve Psychosocial Integrity:***
  - The generalist nurse will provide and direct nursing care that promotes and supports the emotional, mental, and social well-being of the client and family/significant others experiencing stressful events, as well as clients with acute or chronic mental illness as evidence by clinical practice in variety of settings, a passing score on the National Council of Licensure Examination (NCLEX-RN), and job placement
  
- ***In order to promote Physiological Integrity:***
  - The generalist nurse promotes achievement of client outcomes by providing and directing nursing care that enhances the care delivery setting in order to protect clients, family/significant others and other health care personnel as evidence by clinical practice in variety of settings, a passing score on the National Council of Licensure Examination (NCLEX-RN), and job placement.
  - A solid base in liberal education provides the cornerstone for the practice and education of nurses.
  - Knowledge and skills in leadership, quality improvement and patient safety are necessary to provide high quality health care.
  - Professional nursing practice is grounded in the translation of current evidence into one's practice.
  - Knowledge and skills in information management and patient care technology are critical in the delivery of quality patient care.
  - Healthcare policies including financial regulatory, directly and indirectly influence the nature and functioning of the healthcare system and thereby are important considerations in professional nursing practice
  - Communication and collaboration among healthcare professionals are critical to delivering high quality and safe patient care
  - Health promotion and disease prevention of the individual and population level are necessary to improve population health and are important components of baccalaureate generalist nursing practice.
  - Professional and the inherent values of altruism, autonomy, human dignity, integrity and social justice are fundamental to the discipline of nursing
  - 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.

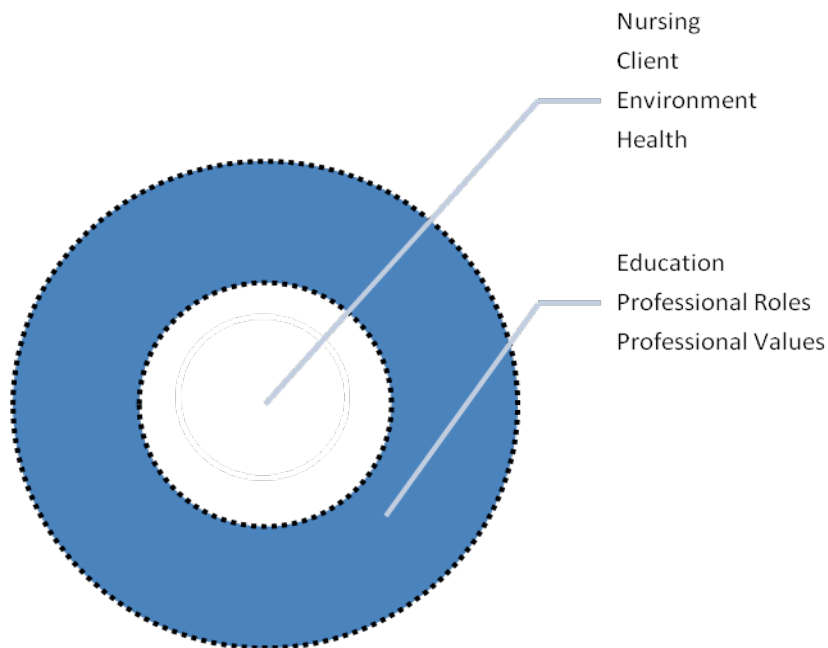
- The baccalaureate graduate understands and respects the variation of care, the increased complexity, and increased use of healthcare resources inherent in caring for patients.

### **Flow of Concepts Across the Curriculum**

The Institutional Learning Outcomes provide the direction for which learning objectives are developed and implemented within the curriculum. These outcomes are a result of the faculty formulating a philosophy and conceptual framework to implement the curriculum.

### **Conceptual Framework**

The shared values and beliefs of the faculty serve as the foundation of the philosophy of the nursing program. The conceptual framework illustrates the discipline of nursing within four domains: *client, environment, health, and nursing* which are central to the teaching core throughout the nursing program. Surrounding these concepts are the components of baccalaureate nursing education which include education, professional roles, and professional values which are threaded throughout the curriculum. The four domains, shown in a non-ending center circle are related to each other. The outer circle surrounds the inner circle indicating the continuous connections between the nursing domains and the key components.



#### ***Client***

Individuals (clients) in communication with their environments are the main focus of nursing with the objective of promoting their well-being. The term individual may be more broadly interpreted to mean family, groups, and community. People are unique in their responses to health and illness, and represent various socio-economic, educational, ethnicity, and lifestyle

models. The dignity and integrity of all persons should be preserved in health and illness through deliberate, responsible, conscious, nonjudgmental, and continuous nursing assessment and intervention.

### ***Environment***

In today's environment, nurses are challenged to care for patients who may be socially, politically and economically disadvantaged. Because of this, nurses must move from a psychological conceptualization of the environment into a sociopolitical-economic and cultural conceptualization. An individual's response to health and illness is related to the structure of their social world, the economic and political policies that govern the structure and the human and social relationships that are produced by the structure and the policies in place. Poverty, lack of education, and various social problems are linked to health concerns. When nurses understand how environment shapes the health of a society, they are more likely to become health care advocates on behalf of the population they serve.

### ***Health***

Nursing's primary focus is to promote health and quality of life, and prevent premature death, illness, disability, and suffering. Health is influenced by biological, social, cultural, spiritual, political, and psychological dimensions. For some, the attainment of health and quality of life cannot be achieved because of their environment or lack of choices or opportunities.

### ***Nursing***

Nursing is an evidenced-based practice-oriented discipline that promotes health in persons within their environment. Nursing applies knowledge from a liberal arts foundation, sciences, computer science/informatics, and the body of knowledge within nursing and other related health care fields. The goal of nursing care is to provide a safe, healing environment that respects the choices, values and goals of all recipients. Nursing involves all phases of the life span and all phases of health and illness, including death. Nursing works to provide access to health promotion and disease prevention while respecting the uniqueness of those for whom care is provided. The key components surrounding the center of the framework model are education, professional roles, and professional values.

### ***Education***

Nursing education is built upon a foundation of knowledge in the arts and sciences that promote critical thinking, synthesis of facts, concepts, principles and theories from nursing and other disciplines. Nursing education prepares students to apply knowledge and competencies gained in the program. Basic and applied research-generated knowledge is included throughout the curriculum.

### ***Professional Roles***

Professional Nursing is a practice oriented discipline that uses theory and research in care delivery. Encompassed in nursing education is the role development of the nurse as provider of care, manager of care, and member of the profession.

### ***Professional Values***

Professional values relate to the ethical and legal behaviors and practice standards that guide nursing. Ethical decisions are based on knowledge of ethical principles and theories, use of an ethical decision making model and the Code of Ethics for Nurses (ANA, 2001).

This conceptual framework for curriculum development supports both clinical and didactic education in nursing and related sciences. As such it is congruent with the overall mission of the University.

In order to develop this evolution from student to professional, the School of Nursing faculty has developed key components that promote this paradigmatic process. These components include critical thinking, interpersonal communication, therapeutic interventions, professional practice and community service. These components are the catalyst for the conceptual framework for student learning. These definitions are not absolute; instead they represent composite pictures of broad concepts. As these definitions are the basis for measuring student and program success, they are particularly detailed. These definitions are used guidelines in to measure student success in their pursuit to acquire these skills over the course of each academic year and at the end of the program. Evidence of the flow of these concepts in the nursing curriculum can be found as they are threaded throughout the nursing curriculum.

### ***Critical Thinking***

Critical thinking skill is exemplified by asking questions about alternative possibilities in order to reliably achieving an objective. Critical thinking in nursing is an essential component of professional accountability and quality care. Critical thinkers have the ability discern information about a problem or situation by means using multiple data sources. In turn, nurses create mental models of all of the alternative possibilities; evaluate the models using knowledge, experience, and reason. Through this process there is analysis of this information and care is provided. However, a critical thinker continues to update these mental models by adding new information as it becomes available. This allows a revision of the models and care provision always adapting to the dynamic state of health care provision. Critical thinkers in nursing exhibit these habits of the mind: confidence, contextual perspective, creativity, flexibility, inquisitiveness, intellectual integrity, intuition, open-mindedness, perseverance, and reflection. Critical thinkers in nursing practice the cognitive skills of analyzing, applying standards, discriminating, information seeking, logical reasoning, predicting, and transforming knowledge.

### ***Interpersonal Communication***

Interpersonal communication is defined by the faculty as a complex process of exchanging verbal and nonverbal messages and interpreting their meaning. Skilled communication involves: the ability to initiate, maintain and terminate therapeutic relationships; collect comprehensive and accurate data; collaborate with colleagues; express ideas clearly both orally and in writing; and utilize multimedia technology to communicate ideas, information and messages verbally, nonverbally, visually, and electronically.

### ***Therapeutic Interventions***

The School of Nursing defines therapeutic nursing interventions as theory-based psychomotor and psychosocial therapeutics directed at the goal of resolving actual or potential health problems, promoting positive healthy states, and rehabilitating to optimal levels of functioning for individuals, family, groups, and community. These actions are based on the ability to utilize knowledge and theory with knowledge from the humanities and sciences as well the ability to use the nursing process within legal and ethical guidelines.

### ***Professionalism***

Professionalism is defined by the faculty as an outcome of professional behavior demonstrated by the baccalaureate-prepared nurse's ability to synthesize specialized and abstract knowledge, adherence to standards of competence and autonomous self-regulated practice through professional organizations and agencies guided by a code of ethics.

### ***Community Service***

The liberal arts courses, sciences, and humanities provide the foundation upon which the student builds a growing and complex body of specialized knowledge. The knowledge is applied through the implementation of the nursing care in diverse clinical settings, and during community-based service learning activities. Bethune-Cookman University's commitment to community service is demonstrated by its involvement and support of several community-based service learning projects, community committees and boards of directors, and political activities that promote access to holistic health care for a culturally diverse population of individuals.

The School of Nursing defines Community Service as service to others by assisting to meet the needs of a vulnerable, culturally diverse, and often disenfranchised, population, including individuals, groups, and communities. Many of these objectives are met through the collaborative participation of the Odessa Chambliss Wellness Center of the Bethune-Cookman University School of Nursing. One of the goals of the Wellness Center is to reduce racial and ethnic health disparities by increasing health literacy in targeted communities and empowering individuals to make lifestyle changes that improve their health.

### **Resources**

Bethune-Cookman University provides a variety of resources and services to support the educational mission of the institution and its constituents. Services are provided through the Carl S. Swisher Library/Learning Resource Center (LLRC) and the School of Nursing computer laboratory, skills laboratory-simulation laboratory, and wellness center.

### **Library**

The Carl S. Swisher Library and Learning Resource Center services the faculty and students in the School of Nursing by offering support in areas such as research, instruction, and faculty development. Resources available through the library include print and electronic books, electronic databases, interlibrary loan services, and library instructional services.

Centrally located on campus, the library was constructed in 1971, has 39,340 square feet and a collection of over 126,000 volumes. The collection is made up of a circulating main and special collection, a non-circulating reference collection and special collection, a reserve collection, a computer lab, a periodical collection available in both print and online format, and a non-print media center. The library maintains an open-stack system on the first and second floors. The first floor contains the Circulation, Reference, and Technical Processing Departments. A media room, designed for small group viewing of non-print media and a reference computer lab primarily used for access to the electronic resources are also housed on the first floor. A Reference Librarian is available during all hours of operation to assist in the Reference Lab. Group 3 study rooms, a multi-purpose computer lab, the bibliographic instruction computer lab, conference rooms and the special collections are provided on the second floor.

The Library/Learning Resource Center has subscriptions to several online databases, and access is available from any computer housed on-campus and remote access is also available through the Bethune-Cookman University Library's webpage. Since the online databases are subscription based, the library access system is controlled through the registration process. Library accounts may be activated at the circulation desk. In support of the School of Nursing, the library subscribes to EBSCO's CINAHL Plus with Full text, Medline with Full text, and Proquest's Health Module. In addition, the library offers over 13,000 electronic books. Orientations on the use of the online databases are offered to the School of Nursing through the Bibliographic Instruction sessions. Online tutorials in the use of the databases are also available via the library's website for off-campus students. Users may also ask reference questions online via the Ask-A-Librarian service. The master list of current material is located in the Documents Room.

### ***Hours of Operation***

The library is open 90 hours per week. The hours of operation are: Sunday: 3 p.m.-12 am; Monday-Thursday: 8 a.m.-12 a.m.; and Saturday 9 a.m.-5 p.m. Summer and holiday hours may vary and are posted online via the library's website.

### **Computer/Technology**

The School of Nursing has a vast quantity of instructional aids, which include media carts, computers, power point presentations, projectors, and distance learning through Blackboard. All classrooms have wireless internet connectivity and have either a multi-media cart or access to projectors or overheads to enhance student learning during lectures.

The School of Nursing provides student access to learning in the Student Lounge/Study Room and computer lab. The rooms are open from 8:30-5:00 Monday through Friday and offer a variety of electronic resources as well as textbooks. The computers vary in specifications, but all are loaded with Microsoft Windows XP, Microsoft Office 2003, Antivirus software and other

University licensed software. The Director of Learning Resources is responsible for managing the School of Nursing computer lab.

Within the School of Nursing, 36 computers are dedicated for student use. These computers are located in the computer lab. The computers are equipped and used to enhance nursing skills through interactive simulated programs. The computer labs are designed to provide a setting where computers are used as a learning tool for instructional and developmental purposes, as well as a resource tool. Computer access is available in the school via the computer lab, wireless in the school for students with laptops, and in every faculty and staff office.

Faculty supplements teaching-learning activities with web-based tools (available through Evolve Resources or the internet). Technical support is provided for faculty and students through the Director of Learning Resources or through the B-CU Center for Information Technology (CIT). CIT is responsible for the maintenance and monitoring of University wide web servers. The Director of Learning Resources is responsible for the acquisition and preparation of electronic resources for students. The faculty of the School of Nursing designates the appropriate learning tools that are offered through electronic resource services (e.g. EVOLVE, ATI, Pub Meds) and are able to make recommendations at the monthly faculty meetings. These resources are designed to augment classroom and clinical education.

### **Nursing Skills Laboratory-Simulation Laboratory**

Bethune-Cookman University School of Nursing Skills and Simulation Laboratories resides within the first level of the SON. The labs are a state of the art facility that provides an interactive environment that simulates a variety of clinical settings. Resources available to all nursing students have been selected in order to facilitate the acquisition of nursing knowledge and skills which in turn link education, research and practice. Students participate in designed learning activities requiring faculty supervised, independent assessment and interventions within the framework of the nursing process. The undertaking of psychomotor skills occurs through collaborative interactions between the students, faculty and staff of the SON. Psychomotor skill practice and implementation are the result of the use of knowledge and the application of judgment which assists in the development of decision making that adheres to current standards of professional nursing practice. Adult learning principles guide these interactions resulting in knowledge acquisition leading to skill mastery.

### **Wellness Center**

Odessa Chambliss Wellness Center is an integral part of the learning resources for students because it provides the opportunity for students to apply knowledge learned in the classroom that focuses on racial/ethnic disparities in illness, injury and death related to diabetes, influenza, domestic violence and end of life care

The Center also serves as a laboratory for students to practice the professional behaviors of writing for publication and teaching diverse audiences. For example, students write articles of interest for the monthly Center Newsletter.

### **Professional Ethics**

Ethics is concerned with a moral duty to fulfill an obligation to practice in a safe, competent manner.

The faculty of the School of Nursing endorses the code of ethics stated by the American Nurses' Association (2001). It is based upon beliefs about the nature of individuals, nursing, health and society. Recipients and providers of nursing services are viewed as individuals and groups who possess basic rights and responsibilities and whose values and circumstances command respect at all time. Nursing encompasses the promotion, restoration and maintenance of health, the prevention of illness, and the alleviation of suffering. The statements of the code and their interpretation provide guidance for conduct in relationships while carrying out nursing responsibilities consistent with the ethical obligations of the profession and quality of nursing care.

The code of ethics and general rules of conduct derived from it are based upon a deep sense of professional responsibility. Students should study in detail, the professional code of ethics in order to understand its implications. Although the general suggestions outlined here may seem obvious to most students, they are based upon acceptable rules of conduct, good taste, consideration for others, and a strong sense of personal responsibility.

1. The nurse, in all professional relationships, practices with compassion and respect for the inherent dignity, worth and uniqueness of every individual, unrestricted by considerations of social or economic status, personal attributes, or the nature of health problems.
2. The nurse's primary commitment is to the patient, whether an individual, family, group or community.
3. The nurse promotes, advocates for, and strives to protect the health, safety, and rights of the patient.
4. The nurse is responsible and accountable for individual practice and determines the appropriate delegation of tasks consistent with the nurse's obligation to provide optimum patient care.
5. The nurse owes the same duties to self as others, including the responsibility to preserve integrity and safety, to maintain competence, and to continue personal and professional growth.

6. The nurse participates in establishing, maintaining, and improving healthcare environments and conditions of employment conducive to the provision of quality health care and consistent with the values of the profession through the individual and collective action.
7. The nurse participates in the advancement of the profession through contributions to practice, education, administration, and knowledge development.
8. The nurse collaborates with other health professional and the public in promoting community, national and international efforts to meet health needs.
9. The profession of nursing, as represented by associations and their members, is responsible for articulating nursing values, for maintaining the integrity of the profession and its practice, and for shaping social policy.

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## **STANDARDS OF BEHAVIOR**

### ***Academic Honesty***

A student is required to maintain an honor code as written the Academic Catalog. Charges of cheating on tests or examinations, plagiarism in the production of written papers, other products or processes subjects the student to disciplinary action and possible expulsion from the School of Nursing, and the University by the faculty and administration.

As members of an academic community which places a high value on truth and the pursuit of knowledge, students are expected to be honest in every phase of their academic life and to present as their own work only that which is genuinely theirs. Students have the responsibility to maintain the highest standards of academic integrity and to refrain from cheating, plagiarism or any other form of academic dishonesty.

Students who are academically dishonest undermine the integrity of the University. If students receive recognition through academic dishonesty, the value of the degree is diminished, and the reputation of the University and its graduates jeopardized. Thus, academic dishonesty not only hurts the University; it is unfair to other students.

This information is intended to help students understand academic honesty and protect themselves from academic dishonesty. A listing of disciplinary sanctions with the violation and penalties is found in the B-CU Student Handbook.

## **Standards of Behavior**

The B-CU School of Nursing maintains standards of appropriate behaviors for students, instructors, and staff. These standards are based on cultural norms that reflect respectful conduct that is moral, ethical and appropriate to the circumstances. Modest casual or professional dress is expected at all times. Bethune-Cookman University School of Nursing adheres to the policies as set down by the University.

Respectful language is language that requires students addressing faculty by their professional titles. Profane language is unacceptable. During class, students are expected to pay attention to the speaker and not engage in side conversations. When a guest speaker is present, students should be especially mindful of professional conduct that helps the speaker to feel welcomed and honored. These professionals are donating their own time to enrich the educational experience of the student. It is a matter of treating others the way one would expect to be treated. Maintaining subdued conversation in common areas is also expected.

If a student is having difficulty with a fellow student or with a faculty member, it is appropriate to address that person directly in a calm, non-accusatory manner after asking permission for a meeting. Disputes that cannot be corrected in this matter will require the initiation of an internal grievance process. Disputes with a grade or academic decision should be handled according to the procedures outlined under Grade Appeal in the B-CU University Catalog. With regard to hearsay, Faculty or the Dean should be consulted if a rumor is circulating. When in doubt, ask.

Students are expected to arrive at school at the designated time and to plan their travel time anticipating traffic delays. Excused absences occur only with specific documentation detailing circumstances that led to the absence. Students are encouraged to read the B-CU policy related to absence in the B-CU Catalog.

When nursing students are in clinical settings or out in the community representing B-CU, they are expected to act like professionals in training. Therefore, students listen before speaking, ask questions before acting and follow the directions that they are given without arguing, disagreeing or acting out in hostile ways. Disrespectful behaviors in these circumstances will result in the student being dismissed for the day with an unexcused absence. The School of Nursing may take disciplinary actions if it is deemed necessary.

### ***Professional Conduct***

As part of academic honesty, it is important that clinical errors are immediately reported to the instructor. The student and instructor are responsible to determine how the error occurred and how it can be prevented.

### ***Client Confidentiality***

Students are to maintain client/patient confidentiality at all times. Discussion of confidential information is restricted to clinical conferences and meetings with other members of the health care team responsible for the care of the client. Discussion about the client at other times is a serious breach of confidentiality and will lead to disciplinary action. It may also involve legal action against all involved parties.

No official client documents may be removed from any clinical agency. Removal of client's information from any clinical agency is a serious breach of confidentiality and violation of policy.

### ***Smoking and Gum Chewing***

Smoking and chewing gum are not questions of ethics, but of taste and appropriateness. Smoking is not permitted on the Bethune-Cookman campus. Also, smoking is not permitted in clinical settings, except in designated areas. Gum chewing in clinical areas is not permitted and should not be obvious in classroom settings. Eating and/or drinking are permitted only in designated areas.

### ***Tips and Gifts***

Professional codes indicate that gratuities should not be accepted. For the client who insists on doing something, an acceptable and inexpensive alternative is a letter of appreciation addressed to the Dean of the School of Nursing.

### ***Verbal and Non-Verbal Expression***

Use of abusive and profane language is inappropriate and unacceptable in any setting. Restraint must be observed in the use of abusive and profane language. Non-verbal behavior should be self monitored to display acceptance or a non-judgmental attitude in the clinical setting. Students are monetarily fined for use of abusive and profane language according to Bethune-Cookman University policies.

## **ACADEMIC REQUIREMENTS**

Accountability in nursing education places all students in a position of being responsible for their own learning. The role of the faculty member is to provide learning experiences, however, actual learning and acquisition of needed skills is the student's responsibility. Faculty members will assist and counsel students throughout their progression in the nursing program. However, each student is expected to make decisions and will be held accountable and responsible for his/her actions. Three general areas of accountability for students are personal behavior, acquisition of knowledge and skills, and planning a schedule for successful completion of requirements. If assistance is needed in any of these areas the student should consult with the academic advisor.

## **Course Requirements**

In this age of complex technology and culturally diverse society, the practice of professional nursing requires that nurses be well-grounded in natural and behavioral sciences, humanities, and liberal arts. The student will possess a strong theoretical and experiential base in nursing. Contemporary nurses practice in a variety of settings including the community, acute care, and long-term care settings. Therefore, the course requirements for the School of Nursing may be completed as outlined in the curriculum plans located in Appendices A and B.

It is the student's responsibility to see his/her nursing academic advisor prior to pre-registration, registration, changing assigned courses, taking courses at another institution and as needed. Students are strongly encouraged to follow the Advisement Plan, which is developed as a mutual plan with their advisors

## **Transfer Students**

Acceptance to the School of Nursing is contingent on acceptance to Bethune-Cookman University.

All students wishing to enter the School of Nursing as a pre-nursing major with advanced standing on the basis of equivalent preparation will be evaluated on an individual basis. All prerequisites must be met prior to acceptance as a nursing major at Bethune-Cookman University.

Registered nurses must satisfy requirements for transfer students as outlined in the in Bethune-Cookman University Catalog and in the Academic Advisement Manual. RN –BSN students must have a current Florida License and carry professional liability insurance.

## **Grades and Grade Appeal**

In the School of Nursing, the grading policy is as follows:

A = 1000 --- 930

B = 929 --- 850

C = 849 --- 780

D = 779 --- 700

F = 699 --- 0

A minimum of 780 point is considered passing. Therefore, in the School of Nursing, a student must earn at least 780 points in order to pass an exam as well as a course.

Students are responsible for taking examinations as scheduled by the individual instructor. Request for alternate test times must be made in advance. This request can only be made because of a serious occurrence, e.g., illness or death in the family. The serious occurrence must be documented.

In order to appeal a grade the student should follow the procedure outlined in the B-CU Catalog Grade Appeal Process.

### **Class Attendance**

Students are expected to adhere to the regulations stated in the Bethune-Cookman University Academic Regulations section. Specifically, class attendance is compulsory. No student will be permitted unexcused absences. However, in the event of illness or an emergency, e.g., death in the family the student is to notify the individual instructor. In the event the instructor cannot be reached students may leave a message with the School of Nursing secretary. The student is responsible for all class content during these absences.

### **Submission of Written Assignments**

All written material must be typed in APA style and at a University level of preparation. Written work must have proper documentation, giving credit to the original author(s). Evidence of plagiarism is a breach of The Honor Code and is grounds for disciplinary action that may lead to dismissal.

### **Clinical Experiences**

Clinical nursing practice experience is an inherent part of each professional nursing program, and is a requirement of the Florida State Board of Nursing for approval of the program. Experiences required by the program are designed to assist students to acquire the competencies needed for beginning professional practice. Completion of these experiences in several participating health care institutions, are required for graduation from the program. Students are expected to be on time and prepared for all clinical sessions. Students are required to attend every scheduled clinical experience. They are to report to the B-CU faculty member at the assigned unit.

In planning for student clinical experiences in nursing, faculty selects clients for students' experiences. Therefore, the instructor assumes responsibility for the care and health promotion of those selected patients. The nursing service staff in clinical agencies has the right to assume that the needs of those selected patients (within the assigned functions of the students) will be met during the period of the student's assignments.

Students' lateness, failure to report on duty, and failure to notify the faculty of absence can result in patient care being jeopardized. The development of a deep sense of professional responsibility toward clients and professional colleagues is a basic objective of the nursing curriculum. It is inevitable, then, that if students fail to achieve this objective such failure will be reflected in the clinical evaluation. In addition to the policy, the following guidelines will be upheld:

1. Students who are unable to report for a clinical experience must personally notify the faculty member no less than one hour prior to the beginning of the clinical experience; students are to notify the faculty member at the clinical site, not at the faculty's home.
2. Attendance is necessary in order to learn from the clinical experience. Excused absences may be granted only in exceptional cases, by permission of the faculty member and/or the Dean of the School of Nursing;
3. Unexcused absences will be considered a failure to observe a regulation of the School of Nursing educational requirements and may result in failure of the clinical component.
4. Before returning to the clinical experience, students who have been absent because of an infectious illness or injury must have a written statement from a physician, or other health provider, indicating that he/she can be safely involved in patient care.
5. Students may be required to make-up the clinical experience before receiving a grade for the course.

Students are required to complete prior preparation for clinical experience as determined by the faculty in each course. This may entail going to the clinical area the day before the experience, reviewing the client's chart, meeting the client, and completing the nursing care plan; including medications, etc. The faculty member responsible for clinical supervision may ask unprepared students to leave the clinical area.

Transportation to and from clinical agencies for clinical experience is the responsibility of the student. Since public transportation in the Daytona Beach area is not usually convenient to the hours of clinical schedules, students must have access to some other means of transportation or form car pools. Also, from time to time, field trips to an institution or agency at some distance from campus will be required for an entire class or section of a class.

## **SCHOOL OF NURSING REGULATIONS**

### **Health Requirements**

The student must provide the School of Nursing with proof of an annual health physical including PPD or Chest X-ray and current immunizations. Students will not be able to participate in clinical until updates are provided.

### **Policy Statement Regarding AIDS**

Students who may become infected with the AIDS virus will not be excluded from enrollment, or restricted in their access to University services or facilities, unless medically based judgment in individual cases establishes that exclusion or restriction is necessary for the welfare of the individual or other members of the University community. Decisions regarding these situations will be made on a case-by-case basis. Students should seek expert medical advice regarding

their health. Students are obliged, both ethically and legally, to conduct themselves responsibly in accordance with such knowledge for the protection of others. In addition, students who are affected should inform the University physician in order that they may be provided proper medical care and education. Such information will be disclosed to the responsible University official only on a strictly limited, need-to-know basis, unless the individual consents in writing to release of information. (B-CU Student Handbook.)

### **Cardio-Pulmonary Resuscitation Card (CPR)**

Students must maintain a **current** CPR Card (Health Care Provider) and provide the School of Nursing with proof of current CPR card. Students will not be able to participate in clinical until updates are provided.

### **Change of Name, Address, Telephone Number, and E-mail address**

Changes in a student's name, address or telephone number are to be reported to the School of Nursing Office within 5 days of the change. Students are required to maintain an active Bethune-Cookman University e-mail address and provide it to the School of Nursing. This is the only email address to be used when corresponding with faculty.

### **Uniform**

The student uniform is worn when giving nursing care to clients. The clinical area defines the uniform and the faculty member assigned to the area will inform the student of the dress code. Failure to follow the dress code may result in a student having to leave the clinical area. The following requirements have been established in an effort to reduce transmission of microorganisms from person to person or to eliminate the possibility of injury to the client while care is provided in an acute care setting:

1. Hair should be neat, well confined, and should not come in contact with clients and or equipment.
2. Fingernails should be clean and short, artificial (acrylic) nails are not allowed.
3. Nail polish, if worn, should be neutral color with no design.
4. A watch, wedding ring, and small studs for pierced ears are the only jewelry that may be worn while in uniform.

All students must have a lab coat with the B-CU emblem and name pin with student's name, student nurse, B-CU (black background, white lettering). The student uniform for women consists of a dress or pantsuit, white stockings, and white shoes. The student uniform for men consists of white trousers, white tunics, white shoes and white socks. The B-C U patch must be sewn on the left sleeve, midway from the top. Solid white footwear is to be worn.

Information regarding purchase of the School of Nursing approved uniform will be given during orientation.

The dress code in Psychiatric Mental Health Nursing and Community Health Nursing is geared towards the client's therapeutic milieu. Therefore, students wear the School of Nursing polo-type shirts, neat trousers and comfortable closed shoes.

When obtaining clinical assignments, students must wear their uniforms and lab coat with ID pin. Students are required to wear their B-CU Identification Badge with Picture in all clinical settings for identification purposes and security reasons.

Please refer to the B-CU University catalog and B-CU Student Handbook for the University policy on appropriate dress on campus and in the classroom setting. This dress code is upheld in the School of Nursing.

### **Dress Code**

The following is adapted from the B-CU Student Handbook:

#### Female

1. No exposure of bust, stomach, and full back.
2. Skirt, splits and dress length, etc. should be such that if the wearer bend over at a 45-degree angle there should be no exposure of inner thighs or under garments.
3. No types of clothing should be skintight
4. Hair should always be clean and well groomed.
5. No artificial (acrylic) nails
6. No hats should be worn inside buildings.

#### Male

1. No exposure of chest, stomach, and full back
2. Pants should not be worn below waist level
3. No types of clothing should be skintight
4. Hair should always be clean and well groomed
5. No hats should be worn inside buildings

**FACULTY MEMBERS WILL EXCLUDE FROM CLASS THOSE INDIVIDUALS WHO DRESS IN A MANNER NOT CONSISTENT WITH THIS POLICY.**

### **Cell Phones and Beepers**

All cell phones and beepers must be turned off during clinical and classroom experiences.

### **Activities**

All nursing students are encouraged to participate in the National Nursing Student Association, the local chapter of the Florida State Nurses' Association, or the National Black Nurses' Association as part of the nursing students' professional education and development.

Students are encouraged to be active members by serving on committees and attending conferences sponsored for nursing students. Nursing students are also encouraged to participate in University functions and activities.

### **Transporting Clients**

Students are not to transport clients in their cars for any purpose because of the potential liability in case of accident. Transporting clients is against the policies of the School of Nursing. While in the clinical area, students may transport a client off the unit only if accompanied by a staff member.

### **Admission Requirements**

Students are admitted to the School of Nursing at the beginning of the spring or fall semester of their sophomore year after completion of all pre nursing curriculum courses. Enrollment may be limited by the number of physical and clinical facilities that are available for comprehensive learning environments. Therefore, consideration of admission will be given only to applicants who meet or exceed the requirements listed in the Bethune-Cookman University Academic Catalog and in the School of Nursing Student Handbook.

Credit received on the basis of CLEP examinations or equivalent transfer credit from another educational institution may be included as part of these requirements. Nursing transfer credits in the generic BSN program are not accepted from another institution.

The following requirements are part of the process used to determine eligibility for admission to the School of Nursing:

1. The nursing curriculum is based on seven semesters with required summer semester(s). Students are admitted in the fall or spring semester following the semester in which general education and nursing prerequisites are met. The plan for fall and spring admission is contained in the School of Nursing Handbook.
2. All courses listed as nursing prerequisites must be completed at a level of "C" or above. Students who receive a grade below "C" in these courses must retake the course.
3. A physical examination (as defined in the School of Nursing Student Handbook) is required from a qualified physician or advanced health care practitioner
4. Two letters of reference, e.g., from an employer, teacher, professor, counselor or community leader
5. A current CPR (adult and child) card; and

6. Students must demonstrate appropriate communication and mathematical skills as part of the University's General Education competencies as described in the Bethune-Cookman University Academic Catalog.
7. Completion of the Pre-Nursing Major Prerequisites (lower division courses) with a minimum 2.80 overall cumulative grade-point-average (GPA) and a minimum 2.50 GPA in support courses as listed below:
  - a. **Anatomy and Physiology I and II (BI 235 and BI 236)**
  - b. **General Biology (BI 141) and Microbiology (BI 244)**
  - c. **College Math and College Algebra (MA 132 and MA 134)**
  - d. **General and Developmental Psychology (PS 230 and PS 236)**
8. Courses designated as support may not be repeated more than once to achieve a minimum passing grade of "C".
9. No more than two (2) of the support courses may be repeated as listed above. Support courses are designated by asterisk in the Nursing Vertical Curriculum.
10. Students must take and pass a Nursing Admission Examination (NAE). The student must achieve a passing score as designated by the Bethune-Cookman University School of Nursing. The NAE will be administered as a proctored examination after initial screening evaluation of applicants completed admission packets. The fee for the examination is separate and students are responsible to pay for the exam. The approximate cost is estimated to be \$50.00 to \$70.00. Students will have two attempts to obtain the minimum passing score.
11. A physical examination is required from a qualified physician or advanced health care practitioner as defined in the School of Nursing Student Handbook. Proof of an up to date and complete immunization record must be submitted at the time of application.

### **Background Check Policy**

Bethune-Cookman University requires that students submit to a criminal background check by the Florida Department of Law Enforcement prior to enrolling in the School of Nursing. The State of Florida Board of Nursing requires this information as a condition of licensure, and many clinical sites at which students will train require fingerprinting and background checks as well. The University does not use this information for the purpose of making decisions regarding admission to the School of Nursing. However, because clinical experience is an integral part of the nursing curriculum, a criminal history may hinder a student's progression through the program. The School of Nursing will make reasonable accommodations to provide alternative clinical sites for students whose participation is not accepted by a clinical agency. A student's inability to satisfy clinical requirements, however, may result in dismissal from the School of Nursing.

## **RN-BSN Program**

Within the bachelor's degree program there is a section for Registered Nurses who practice in the state of Florida to enroll in the RN-BSN program. Registered nurses with an Associate of Arts degree, Associate of Science, or diploma may receive credit for prior nursing and science courses through a variety of validation procedures. RN-BSN students may complete their studies in as little as one year, once they have met all of the prerequisite courses required by the School of Nursing.

## **Course Progression Examination Requirements**

In ATI supported courses, a course progression exam is defined as successful completion of a proctored ATI specialty exam at Level Two proficiency or higher. Additionally, the ATI course progression exam is worth one hundred (100) of the one thousand (1000) points available for the course. If the student does not achieve level two proficiency, the student will receive zero (0) points out of one hundred (100). ATI supported courses include NU 281 Fundamentals of Nursing, NU 284 Care of the Emerging Family, NU 305 Medical Surgical Nursing, NU 307 Child Health Nursing, NU 403 Psychiatric Mental Health Nursing, NU 405 Community Health Nursing, and NU 433 Leadership and Management

Student must pass the ATI progression exam at a level two proficiency. Level 2 is considered to exceed the minimum expectation and indicates that success for this topic on the NCLEX-RN examination is *fairly certain*. Additionally, the student must have a minimum of 780 points or higher to pass this course. This means that you must have 780 points or greater and pass the ATI course progression examination with a level two proficiency or higher.

## **Progression - Retention and Graduation**

Once a student has been admitted to the nursing program, he or she will be required to comply with the following progression, retention, and graduation policies:

- 1) All co-requisite courses and all courses in the upper level of the School of Nursing must be completed with a grade of "C" or above.
- 2) Students who earn a grade below "C" in a nursing course must retake the course and pass with a "C" or better. Students, who fail NU 283 Nursing Concepts, and NU 285 Pharmacology, may continue in the program and repeat the course the next time it is offered. Failure in all other courses will stop the student's progression in the program and the course must be taken the next time it is offered.
- 3) Students who earn a failing grade in NU 281 Fundamentals of Nursing, NU 282 Health Assessment, NU 284 Care of the Emerging Family, NU 303 Adult Health I, NU 305 Adult Health II, NU 307 Child Health, NU 403 Psychiatric Mental Health Nursing, NU 405 Community Health

Nursing, NU 406 Nursing Research, NU 449 Comprehensive Review I, NU 407 Adult Health III, NU 433 Leadership & Management, NU 499 Nursing Seminar, NU 401 Nursing Internship and NU 450 Comprehensive Review II, and are considered out of sequence in the nursing curriculum and are required to take and pass NU 395 Success Strategies or NU 495 Success Strategies prior to repeating the course in which a failing grade was earned.

4) Failure in a course that was repeated constitutes a second failure in a nursing course and the student will be terminated from the School of Nursing. A student who fails two nursing courses is permanently dismissed from the School of Nursing. Such students may not reapply to the Bethune-Cookman University School of Nursing.

5) A comprehensive exit examination is required of Bethune-Cookman University. In the School of Nursing this comprehensive examination is given in NU 450, Comprehensive Review II. In order to pass NU 450 Comprehensive Review II, a student must pass the School of Nursing comprehensive Exit Exam. Failure of NU 450 Comprehensive Review II constitutes failure of a nursing course. This exit exam is given three times a year, twice during the spring semester and at the end of the summer semester. Students are eligible to sit for the exit examination only if they have successfully passed all of the courses in the nursing curriculum with a grade of C or better.

6) The School of Nursing adheres to all general requirements and procedures of the University for Progression and graduation.

### **Special Requirements for Nursing Majors**

Clinical experience is essential to augment learning in the classroom. In order to practice in the clinical area a student must have an annual physical. Standardized tests are an important measure of student mastery of classroom content and clinical experiences.

### **Students with a Criminal History**

For the purposes of the Florida State Board of Nursing Licensing requirements, **NOT FOR THE PURPOSES OF MAKING ADMISSION DECISIONS**, students will be asked if they have ever been found guilty of, or pled guilty or no contest to, any charge (all misdemeanors or felonies) other than a minor traffic offense. This information is required as a part of the licensing application and if it is brought to the attention of the School of Nursing in a timely manner, it will be verified and documented long before application for the licensing examination. In addition, to participate in some required clinical experiences students may be required to submit a Florida Department of Law Enforcement (FDLE) background check. This is required by several of the agencies with which we affiliate. See the Guidelines for applicants with criminal history located in Appendix F. (CertifiedBackground.com is a background check service that allows you to purchase your own background check. The results of a background check are posted to the CertifiedBackground.com web site in a secure, tamper-proof environment, where the student, as well as the school can view the results. Our package code is EH59.)

## **Graduation Requirements**

In order to graduate with a Bachelor of Science degree in nursing, a student must complete all graduation requirements identified in the Bethune-Cookman University catalog. In addition, a student must take and pass the School of Nursing Comprehensive Exit Examination (per B-CU policy).

### **Exit Examination**

A comprehensive exit examination is a graduation requirement of Bethune-Cookman University. In the School of Nursing this comprehensive exit examination is given in NU 450 Comprehensive Review II. In order to pass NU 450, a student must pass the School of Nursing Comprehensive Exit Exam. The exit exam is given twice during the spring semester and once at the end of the summer session. The passing score of the exit examination is a score of 90% or greater on the exam. Assessment Technologies Institute (ATI ) is the comprehensive exit examination that is currently used by the School of Nursing. Students in the RN-BSN examination are exempt from taking this examination as they have prior proof of competency in their chosen field

Students are eligible to sit for the exit examination only if they have successfully passed all of the courses in the nursing curriculum and all of the courses required for graduation with a grade of C or better and achieved 780 points on exams in NU 450.

If a student has failed another nursing course and fails the exit exam, (and consequently fails NU 450 Comprehensive Review II) it will constitute a second failure in a nursing course and will result in termination from the School of Nursing.

### **Readmission Following Second Failure on Exit Examination**

When a student has failed the Exit Examination, by policy the student cannot graduate from the School of Nursing. If a student desires to wait and take the course the next time it is offered (per policy) the following criteria must be met (this refers only to students who have failed the Exit Examination or NU 450 Comprehensive Review II once and have not failed another nursing course)

1. A student who fails the Exit Examination in the summer semester must notify the School of Nursing of the intent to retake NU 450 Comprehensive Review in the spring of the following year.
2. The student will then be required complete a diagnostic test that will form the basis of an individualized student program (ISP)
3. The student is strongly encouraged to take NCEX-PN and secure employment as a licensed practical nurse (LPN)

4. The ISP will be developed for the semester that the student is out of sequence and will be administered in NU 495 Strategies for Success.
5. The student must register and pay for NU 495 Strategies for Success in the fall semester prior to the spring semester of NU 450 Comprehensive Review II.
6. After successful completion of NU 495 Strategies for Success and the ISP, students will be allowed to register for NU Comprehensive Review II and take the exit exam.
7. If the student does not pass the exit exam at the conclusion of this additional year, no further attempts at readmission into the nursing program or remediation will be allowed.
8. Students may expect guidance from his or her advisor but it is the student's responsibility to become familiar with the requirements for graduation from the School of Nursing at Bethune-Cookman University. Please refer to the Bethune-Cookman University catalog and the B-CU Student Handbook for additional information.



**Bethune-Cookman University School of Nursing**  
**Pre Nursing Curriculum**

Freshman Year					
First Semester			Second Semester		
EN 131	College English I	3	EN 132	College English II	3
MA 132	College Algebra	3	MA 134	College Math	3
NU110	Freshman Seminar	1	NU 111	Freshman Seminar II	1
BI 141	General Biology	3	BI 235	Anatomy Physiology I	4
PS 230	Introduction to Psychology	3	RE 260	Critical Reading	3
PE	Physical Education Activity	1			
	<b>Total</b>	<b>14</b>		<b>Total</b>	<b>14</b>

Sophomore Year					
First Semester			<u>Second Semester</u>		
SC 230	Introduction to Oral Communication	3	<b><u>Admission to the School of Nursing</u></b>		
BI 236	Anatomy Physiology II	4			
PS 236	Human Growth and Development	3			
BI 244	Microbiology	4			
HU 230	Humanities (requirement)	3			
	<b>Total</b>	<b>17</b>			



**Bethune-Cookman University School of Nursing Major Curriculum**  
**128 Credit Hours (total)**

<b>Sophomore Year Cohort Year One</b>					
<b>Fall Semester</b>			<b>Spring Semester</b>		
NU279	Nutrition for Nursing	3	NU 284	Care of the Emerging Family	6
NU 281	Fundamentals of Nursing	6	NU 285	Pharmacology	3
NU282	Health Assessment	3			
NU 283	Nursing Concepts	3			
	<b>Total</b>	<b>14</b>		<b>Total</b>	<b>9</b>

<b>Sophomore Year Cohort Year Two</b>					
<b>Spring Semester</b>			<b>Summer Semester</b>		
NU279	Nutrition for Nursing	3	NU 284	Care of the Emerging Family	6
NU 281	Fundamentals of Nursing	6	NU 285	Pharmacology	3
NU282	Health Assessment	3			
NU 283	Nursing Concepts	3			
	<b>Total</b>	<b>14</b>		<b>Total</b>	<b>9</b>

<b>Junior Year Both Cohorts</b>					
<b>Fall Semester</b>			<b>Spring Semester</b>		
NU 303	Adult Health I	6	NU305	Adult Health II	6
BI 303	Pathophysiology I	3	BI 305	Pathophysiology II	3
RP 230	Ethics	3	HI 130	African American History	3
	<b>Total</b>	<b>12</b>		<b>Total</b>	<b>12</b>
<b>Summer Semester</b>					
NU 307	Child Health	6			
	<b>Total</b>	<b>6</b>			

<b>Senior Year Both Cohorts</b>					
<b>Fall Semester</b>			<b>Spring Semester</b>		
NU 403	Psychiatric and Mental Health Nursing	6	NU 407	Adult Health III	6
NU 405	Community Health Nursing	6	NU 433	Leadership and Management	3
NU 406	Nursing Research	3	NU 499	Nursing Seminar	3
NU449	Comprehensive Review	1	NU 450	Comprehensive Review	1
	<b>Total</b>	<b>16</b>		<b>Total</b>	<b>13</b>

## **Petitions and Grievances for the School of Nursing**

Grievance will be defined as a concern, complaint, incident or belief of unfair treatment which may or may not have merit. It is expected that nursing students will act in a professional manner during the entire grievance process. Professional behavior is speaking in a normal tone, using appropriate language and reporting factual information that is verifiable, and objective. A student who is unable to maintain this level of professionalism will be referred to BCU student services. This policy is to involve only the student and no other individuals may take part in any of the steps in the process.

The first attempt at resolution of any grievance should be directed toward the individual involved. The grievance must be addressed within 14 days of the incident.

**Grade Appeal Process can be found in the BCU student handbook. All SON students are expected to follow University policy for appealing grades.**

### **GRIEVANCE PROCESS**

#### ***STEP ONE***

The student is required to verbally address the grievance with the faculty or person involved within 14 days of the incident. Together the parties will attempt to clearly identify the issue(s) and identify any possible actions which may resolve the grievance. If this process fails to resolve the grievance the student will proceed to step two of the process.

#### ***STEP TWO***

The student will put their grievance in writing and request a meeting with both the level coordinator and their advisor, within 14 days. The grievance letter should include all of the following details: date of incident; description of grievance; policy or practice violated; individuals involved; any previous actions taken; possible solutions; and signature of student filing formal grievance. If the grievance remains unresolved, the level coordinator will forward the student's written grievance and supportive documentation to Assistant Dean of SON

#### ***STEP THREE***

The Assistant Dean will review the complaint and take any immediate actions deemed necessary. If resolution occurs supportive documentation of process and resolution will be submitted to SON grievance committee. However if the grievance is not resolved the Associate Dean will proceed to step four of the process.

#### ***STEP FOUR***

As a member of the grievance committee the Assistant Dean will turn the written complaint over to the Dean of the SON. The Dean will review the complaint and supporting documentation and then turn the written documentation and supporting information over to the SON grievance committee. The committee will review all documentation provided and will make written recommendations toward resolution of the grievance. If at the end of this process the student feels their grievance was not resolved they may appeal the outcome to the Vice

President of Student Affairs within one week of receiving written notification of grievance committee' decision.