



**RN TO BSN COMPLETION  
PROGRAM  
STUDENT HANDBOOK**

**2017-2018**

**ALVERNIA UNIVERSITY  
RN TO BSN COMPLETION PROGRAM**

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## **INTRODUCTION**

The RN to BSN Completion Program Student Handbook is designed to supplement the Alvernia University Catalog and Alvernia University Student Handbook. It has been prepared to assist the RN student and faculty in standardizing policies within the Nursing Department.

The policies contain essential requirements in the preparation of the professional nurse both academically and clinically in accord with the mission of Alvernia University, the outcomes of the Nursing Program, and the outcomes proposed by professional nursing standards.

Students are required to read this handbook upon matriculation in the RN to BSN Completion Program. A signed statement by the student that he/she acknowledges the availability of the on-line Handbook will be maintained in the student file.

# **1.0 Purpose, Organization, Administration**

# **ALVERNIA UNIVERSITY NURSING PROGRAMS**

## **MISSION STATEMENT**

The Nursing Programs are designed to function within the overall educational framework and in accord with the Mission Statement of Alvernia University. The Programs provide students with an education in the Catholic intellectual tradition, combining liberal arts, professional education, and ethical values. Learning takes place within a caring Franciscan environment, emphasizing respect for the dignity of all human beings and the call to serve others. Christian values are blended throughout courses that provides students with the knowledge and skills to serve in health care settings with diverse populations. Faculty and students work together to increase understanding of each other and clients with different cultural backgrounds and perspectives. Graduates are prepared to be reflective practitioners with high moral integrity, engaged in lifelong learning.

## **PROGRAM OUTCOMES**

1. Prepare learners for evidence-based, clinically competent professional practice that serves diverse populations within a rapidly changing healthcare practice and delivery system.
2. Develop professional nurses to contribute to the discipline through practice, research, education, and leadership.
3. Serve regional communities by educating nurses at the general or graduate levels.
4. Demonstrate Catholic Franciscan values through community leadership and service opportunities.

## **PURPOSE**

The purpose of the Bachelor of Science in Nursing (BSN) Program is to offer a dimension of learning for the student in a Christian-oriented environment. The RN to BSN Completion Program is designed for Registered Nurses who are graduates of diploma or associate degree nursing programs, or new graduates anticipating taking the NCLEX-RN examination. The primary goal of the RN to BSN Completion Program is to prepare graduates to integrate values, skills, knowledge, and ethical standards of the nursing profession into their nursing practice. The graduates will develop and enhance their expertise to deliver health care to individuals across the lifespan, families, and community groups in a wide range of health care environments with sensitivity to cultural and environmental factors. The RN student is recognized as an adult learner who brings professional skills and personal goals to the educational setting.

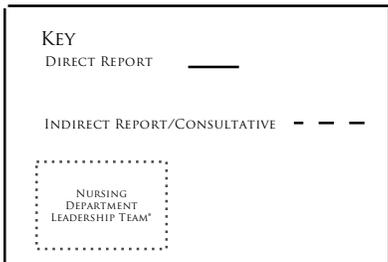
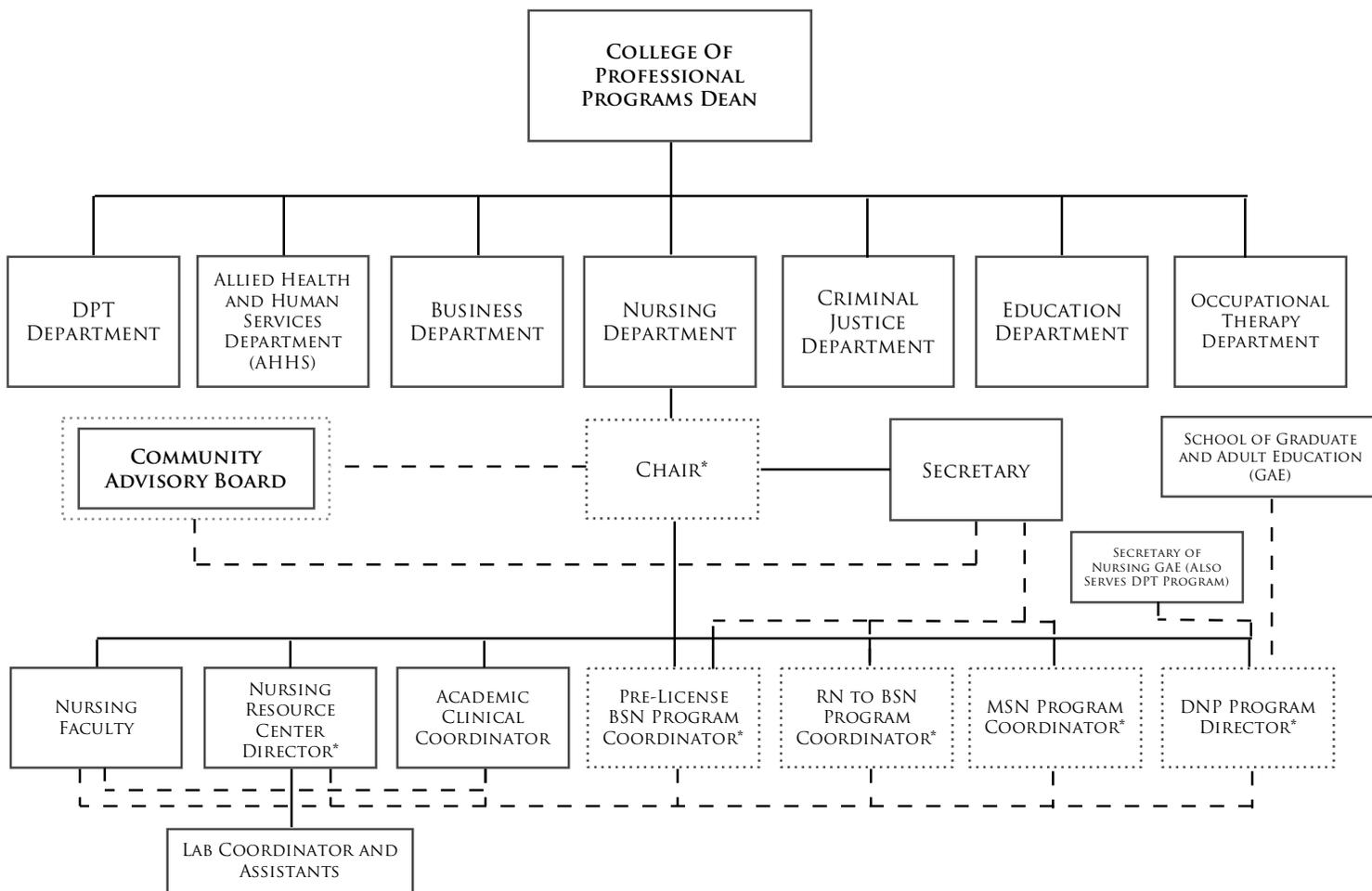
## **STUDENT LEARNING OUTCOMES: RN TO BSN COMPLETION PROGRAM**

1. Demonstrate a solid base in liberal education – humanities, social sciences, and natural sciences – to inform generalist nursing practice.
2. Assume an ethical leadership role to improve quality and safety of clients’ care within a variety of health care settings.
3. Integrate reliable evidence to inform practice and make clinical judgments.
4. Demonstrate skills in information technology and client care technologies to facilitate ethical and safe care.
5. Recognize local, state, national, and global trends in health policy and regulation and its effect on nursing practice.
6. Use professional communication and collaboration skills to deliver safe and evidence-based, client-centered care.
7. Use evidence-based disease prevention and health promotion practices across the life span.
8. Demonstrate the professional standards of moral, ethical, and legal conduct.
9. Synthesize core knowledge and skills for generalist nursing practice across the life span in a variety of health care settings.

## **PROFESSIONAL STANDARDS AND GUIDELINES**

The Bachelor of Science Degree in Nursing (BSN) Program utilizes *Scope and Standards of Nursing Practice* (ANA, 2010); *The Essentials of Baccalaureate Education for Professional Nursing Practice* (AACN, 2008); *Pennsylvania Nurse Practice Act [Professional & Vocational Standards (Title 49, Chapter 21), Pennsylvania Code (July 4, 2015)]*; and the *American Nurses Association Code of Ethics* (ANA, 2015).

ALVERNIA UNIVERSITY  
 TABLE OF ORGANIZATION  
 NURSING DEPARTMENT  
 AY 2017-2018



**ALVERNIA UNIVERSITY  
NURSING PROGRAMS**

**STATEMENT OF MISSION AND VALUES IN ACADEMIC LIFE**

The Nursing Department supports the Alvernia University Statement of Mission and Values in Academic Life. This is in conjunction with the professional nursing standards of conduct.

- Franciscan higher education provides a value system seeking integration of all academic disciplines and a curriculum that acknowledges these values as a transforming force in the light of the Gospel.
- Those who acknowledge this value system also recognize that we are to be “in relationship” with all our brothers and sisters in respectful, loving and compassionate concern for each other.

Therefore, we:

- Support peace and non-violence by respecting diversity and affirming the dignity of everyone in our University community.
- Practice civility, respect and courtesy in our daily conversation and behaviors.

In light of the issues raised and understanding that the solution lies primarily in our living according to the Franciscan values we support, the Alvernia University faculty should continue to explore creative opportunities for integrating our core values and the mission statement into academic life, thereby recognizing moral development across the curriculum as a priority at the University.

## **ALVERNIA UNIVERSITY NURSING PROGRAMS**

### **RN TO BSN CODE OF ACADEMIC AND PROFESSIONAL CONDUCT**

The RN to BSN Completion Program adopts the American Nurses Association (ANA) Code of Ethics and the Pennsylvania State Board Professional Conduct Standards as a guide for professional nurse behavior. These standards are based on an understanding that to practice nursing as a RN student is an agreement to uphold the trust with which society has placed in us. The statements of the Code and Standards provide guidance for the RN student in the personal development of an ethical foundation. They are not limited strictly to the academic or clinical environment, but can assist in the holistic development of the person.

### **ANA CODE OF ETHICS**

A code of ethics makes explicit the primary goals and values of the profession. When individuals become nurses, they make a moral commitment to uphold the values and special moral obligation expressed in their code. The *Code for Nurses* (ANA, 2015) is based on a belief about the nature of individuals, nursing, health, and society. The development of a code of ethics is an essential activity of a profession and provides one means for the exercise of professional self-regulation.

1. The nurse practices with compassion and respect for the inherent dignity, worth, and unique attributes of every person.
2. The nurse's primary commitment is to the patient, whether an individual, family, group community or population.
3. The nurse promotes, advocates for, and protects the rights, health, and safety of the patient.
4. The nurse has authority, accountability, and responsibility for nursing practice; makes decisions; and takes action consistent with the obligation to promote health and to provide optimal care.
5. The nurse owes the same duties to self as to others, including the responsibility to promote health and safety, preserve wholeness of character and integrity, maintain competence, and continue personal and professional growth.
6. The nurse, through individual and collective effort, establishes, maintains, and improves the ethical environment of the work setting and conditions of employment that are conducive to safe, quality health care.
7. The nurse, in all roles and settings, advances the profession through research and scholarly inquiry, professional standards development, and the generation of both nursing and health policy.
8. The nurse collaborates with other health professionals and the public to protect human rights, promote health diplomacy, and reduce health disparities.

9. The profession of nursing collectively through its professional organizations, must articulate nursing values, maintain the integrity of the profession, and integrate principles of social justice into the nursing and health policy.

American Nurses Association. (2015). *American Nurses Association code of ethics for nurses with interpretive statements*. Silver Spring, MD: Author.

## STANDARDS OF NURSING CONDUCT

A Registered Nurse shall:

1. Undertake a specific practice only if the RN has the necessary knowledge, preparation, experience, and competency to properly execute the practice.
2. Respect and consider, while providing nursing care, the individual's right to freedom from psychological and physical abuse.
3. Act to safeguard the patient from the incompetent, abusive, or illegal practice of any individual.
4. Safeguard the patient's dignity, the right to privacy, and the confidentiality of patient information. The standard does not prohibit or affect reporting responsibilities under 23 Pa.C.S. Chapter 63, the Older Adults Protective Services Act, and other statutes which may mandate reporting of this information.
5. Document and maintain accurate records.

A Registered Nurse may not:

1. Knowingly aid, abet, or assist another person to violate or circumvent a law or Board regulation.
2. Discriminate, while providing nursing services, on the basis of age, marital status, sex, sexual preference, race, religion, diagnosis, socioeconomic status, or disability.
3. Knowingly permit another individual to use his license or temporary permit for any purpose or knowingly permit the unlicensed person under the RN's jurisdiction or supervision to misrepresent that the individual is a licensed nurse.
4. Misappropriate equipment, materials, property, drugs, or money from an employer or patient.
5. Solicit, borrow or misappropriate money, materials or property from a patient or the patient's family.
6. Leave a nursing assignment prior to the proper reporting and notification.
7. Knowingly abandon a patient in need of nursing care.
8. Falsify or knowingly make incorrect entries into the patient's record or other related documents.
9. Engage in conduct defined as sexual impropriety in the course of a professional relationship.

*Pennsylvania Nurse Practice Act [Professional & Vocational Standards (Title 49, Chapter 21), Pennsylvania Code (July 4, 2015)].*

**ALVERNIA UNIVERSITY  
RN TO BSN COMPLETION PROGRAM**

**NON-DISCRIMINATION POLICY**

It is the policy of the RN to BSN Completion Program to follow through with the Alvernia University Nondiscrimination Policy in the admission process, classroom, and clinical practice settings. Please refer to the Alvernia University Catalog.

We are committed to equality. All persons have equal opportunity to be enrolled and progress in the Nursing Program; discriminatory and harassment practices are strictly prohibited.

Classroom and clinical opportunities are designed to be similar to meet the program objectives and profession standards. Students have the opportunity to explore various clinical experiences.

Policies included in the Alvernia University Catalog, Alvernia University Student Handbook, and the Nursing Program Student Handbook are consistently followed by all students.

**ALVERNIA UNIVERSITY  
NURSING PROGRAMS**

**SIGMA THETA TAU – NURSING HONOR SOCIETY  
UPSILON ZETA CHAPTER**

On April 17, 2007 the Nursing Honor Society at Alvernia University was chartered as an official chapter of Sigma Theta Tau International, the Honor Society of Nursing. Designated the Upsilon Zeta Chapter, the Honor Society is an organization which provides opportunities and responsibilities to make definite contributions to the Alvernia University Nursing Department, to the profession, and to the health of the public worldwide. Its purposes are to recognize superior achievement, recognize the development of leadership qualities, foster high professional standards, encourage creative work, and strengthen commitment to the ideals and purposes of the profession.

The precursor of Upsilon Zeta was the Alvernia College Nursing Honor Society, chartered on November 14, 2003. Approval for the Upsilon Zeta Chapter was granted at the Sigma Theta Tau International Biennial Convention in the fall of 2006. Membership in the honor society is by invitation only. The criteria for membership for undergraduate students is based on having completed at least half of the nursing curriculum, having achieved a cumulative grade point average of at least 3.0 on a 4.0 grading scale, and ranking in the top 35% of their class. Nurse leaders must hold a baccalaureate degree and have demonstrated achievement in nursing education, practice, research, administration, or publication.

At Alvernia University, 93 nurse leaders and senior level baccalaureate nursing students were inducted as Charter Members into the Upsilon Zeta chapter. Each candidate is required to meet the criteria for academic integrity. Academic integrity is defined as a “commitment, even in the face of adversity, to five fundamental values: 1) trust, 2) honesty, 3) fairness, 4) respect, and 5) responsibility.” At the Chartering Ceremony, Sister Mary Stella Cisz received the Chapter’s first “Friend of Nursing” award and was recognized as one of the principle founders of Alvernia’s nursing program in 1977.

The Honor Society of Nursing, Sigma Theta Tau International, is a not-for-profit organization whose mission is to improve the health of people worldwide through leadership and scholarship in practice, education, and research. Founded in 1922, the honor society currently has 135,000 active members in more than 90 countries. Members include practicing nurses, instructors, researchers, policymakers, entrepreneurs, and others. Sigma Theta Tau’s vision is to create a global community of nurses who lead using scholarship, knowledge, and technology to improve the health of the world’s people.

For additional information on Sigma Theta Tau International, contact [www.nursingsociety.org](http://www.nursingsociety.org).

## **2.0 Curriculum**

**ALVERNIA UNIVERSITY  
NURSING PROGRAMS**

**CONCEPTUAL FRAMEWORK**

The Conceptual Framework for the Nursing Programs at Alvernia focuses on the care of the client, which may be the individual, family, group, or the community. Eight essential concepts surround this central core. Each concept interrelates to the others as they circle the core, which impact and are impacted by the client or receiver/s of nursing care.

The outer ring of the model represents the continuously revolving process which is the system by which professional nursing care is accomplished. Each step in the nursing process connects by the vital link of communication. The entire system of nursing care operates in continual awareness of the core, the client, through the actualization of one or more of the essential concepts. The broken line represents the fluid movement between process, concepts, and the focus of nursing care.

The conceptual framework, built upon a firm foundation of the liberal arts, the sciences, and the humanities, operates within a caring teaching-learning environment. It illustrates the means to providing holistic nursing care across practice environments.

The eight essential concepts integral to the Alvernia Nursing Programs are:

Professional Role	Nurses are providers of care, designers, managers, coordinators of care, and members of an ever-evolving, multi-faceted practice profession (AACN, 2008).
Ethics	Ethical and legal principles define nursing practice and provide guidelines for responsible, effective, and compassionate care of individuals, families, groups, and communities. The nursing programs at Alvernia follow the tenets of the Code of Ethics for Nurses (ANA, 2015).
Evidence Based Practice	Nurses consciously and judiciously integrate the current best evidence with clinical expertise and patient/family preferences and values for delivery of optimal nursing care. Evidence Based Practice is a mark of excellence among professional nurses and healthcare organizations.
Diversity	Learning about and demonstrating respect for diversity and cultural awareness enhances the delivery of health care that is holistic and client centered. The promotion of cultural competence and respect for diversity are hallmarks of the nursing programs at Alvernia.

**ALVERNIA UNIVERSITY  
NURSING PROGRAMS**

**CONCEPTUAL FRAMEWORK (Cont'd)**

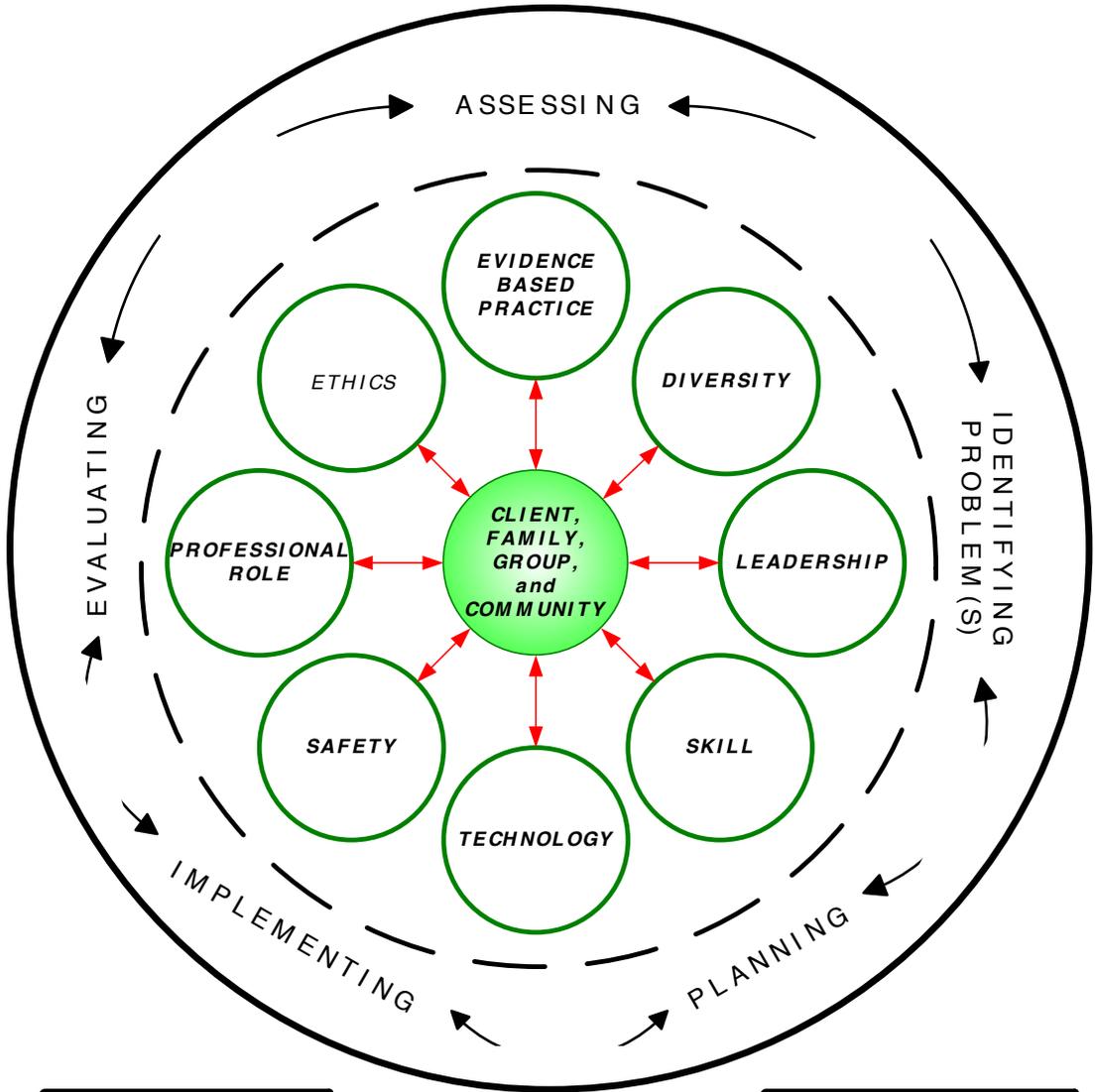
Leadership	Leadership is the informed and wise use of power and the ability to influence others effectively in order to accomplish a goal. The potential for capable and ethical leadership distinguishes Alvernia's nursing students.
Skill	The ability to do something well, according to standards of professional nursing practice, is usually gained through training or experience. Skill refers to both tasks performed and care provided by a nurse, as well as to critical thinking and problem solving ability within healthcare settings. Such activities of providing service to others in a competent, safe manner are essential to the promotion, maintenance, and restoration of health and well-being or in prevention of illness.
Technology	The systematic application or use of scientific knowledge, devices, machines, tools, and techniques to solve practical problems which affect those seeking and using healthcare is an expectation of professional nurses in the 21 <sup>st</sup> Century. The use of various technologies and software applications is woven throughout the nursing programs at Alvernia.
Safety	Within the healthcare environment, safety refers to freedom from whatever exposes one to danger or from liability to cause danger, harm, injury, or loss. Safety is taught and modeled at every level of the nursing programs and is considered a standard of all nursing practice and care.

**References:**

American Nurses Association. (2015). *Code of ethics for nurses with interpretive statements*. Silver Spring, MD: Author.

American Association of Colleges of Nursing. (2008). *The essentials of baccalaureate education for professional nursing practice*. Washington, DC: Author.

# ALVERNIA NURSING PROGRAMS CONCEPTUAL FRAMEWORK



**LIBERAL  
ARTS**

**SCIENCES**

**HUMANITIES**

Conceptual Framework\_FINAL\_6 08 kzw

**ALVERNIA UNIVERSITY  
RN TO BSN COMPLETION PROGRAM**

**COURSE DESCRIPTIONS**

**NUR 303**

***PREPARATION FOR PROFESSIONAL WRITING***

***1 credit***

This course is designed for students to develop proficiency in information access and evaluation skills. The principles and techniques of academic writing along with other types of writing used by professional nurses will be introduced. Students will transform information into clear and concise narratives.

**NUR 307**

***CONCEPTS AND THEORIES***

***3 credits***

The course provides an overview of historical aspects, contemporary issues, and future trends in nursing practice within a legal, moral, ethical, and political framework. The course introduces practicing nurses to multiple nursing theories, philosophies, and conceptual models with application to practice. **This course is limited to professional RNs.**

**Pre- or co-requisite “NUR 303: *Preparation for Professional Writing*”**

**NUR 316**

***HEALTH ASSESSMENT ACROSS THE LIFESPAN FOR PROFESSIONAL NURSES***

***3 credits***

The nursing process guides the enhancement of skills for the systematic collection, organization, interpretation, integration, and communication of data reflecting the health status of individuals. Building upon skills obtained in nursing practice, learning activities within the classroom and clinical laboratory are designed to facilitate acquisition of theory and skills necessary to perform a holistic assessment of individuals across the life span. This course includes classroom and laboratory components. **This course is limited to professional RNs.**

**NUR 318**

***DEVELOPING CULTURAL COMPETENCY AND GLOBAL AWARENESS*** 3 credits

This course focuses on improving the safety and quality of nursing practice in the light of our country’s cultural pluralism. Health care practices and beliefs of selected cultures in the United States, as well as legal, moral, ethical, political, economic, spiritual, and geographical factors impacting health care in a pluralistic society are explored. Client education and nursing research are integrated with accepted anthropological and sociological concepts and theories. This course fulfills the human diversity graduation requirement. **This course is limited to professional RNs.**

**Pre- or co-requisite “NUR 303: *Preparation for Professional Writing*”**

**NUR 320 INTRODUCTION TO HEALTHCARE INFORMATICS**

***3 credits***

This course introduces the student to an overview of the basic concepts of healthcare informatics. This course integrates nursing science with computer technology and information science used to enhance the student’s use of information technology for developing, evaluating, and disseminating health care information.

**Pre- or co-requisite “NUR 303: *Preparation for Professional Writing*”**

**NUR 403 HEALTH RESTORATION IN THE AGING POPULATION 6 credits**

The nursing process is utilized to explore theories of health restoration in the aging population with chronic illness. Various cultural and complementary modalities used in health restoration are introduced with a focus on family support and community resources. Research studies are reviewed that relate to nursing care of aging patients in the community and hospital setting. Provided is an overview of holistic care for individuals and family members that assures quality end-of-life care. This course includes a clinical component.

**This course is limited to professional RNs.**

**NUR 405 HEALTH PROMOTION IN FAMILIES AND COMMUNITIES 6 credits**

This course introduces varied aspects of community and public health nursing through the nursing process. Strategies will be utilized for health maintenance, health promotion, and disease prevention for clients of all ages, their families, the community, and multicultural populations. This course includes a clinical component.

**This course is limited to professional RNs.**

**NUR 411 NURSING LEADERSHIP AND MANAGEMENT 3 credits**

Provides the professional nurse with knowledge and skills essential to be a coordinator, manager, and leader within a personal and professional ethical framework. Skills essential to this role are leadership, communication, collaboration, effective time-management, appropriate negotiation, coordination, and evaluation of interdisciplinary health care teams for the purpose of outcome-based practice. **This course is limited to professional RNs.**

**Pre- or co-requisite “NUR 303: Preparation for Professional Writing”**

**NUR 419 RESEARCH METHODS FOR PROFESSIONAL NURSES 3 credits**

This course provides a comprehensive introduction to principles and practices underlying nursing research. Professional nurses are prepared to analyze, critique, interpret, and apply evidence-based research to nursing practice. Nurses relate the value of using evidence-based data in their nursing practice. This course builds on nurses' experience and expertise by introducing quality improvement principles and tools that support a culture of improvement. The underpinning of the course shows professional nurses how to enhance a culture of improvement and use evidence-based research with the goal of improving patient/client outcomes.

**This course is limited to professional RNs.**

**Pre- or co-requisite: MAT 208 or 209.**

**Pre- or co-requisite “NUR 303: Preparation for Professional Writing”**

**ALVERNIA UNIVERSITY  
RN TO BSN COMPLETION PROGRAM**

**Program Evaluation and Assessment of Outcomes**

The RN to BSN Completion Program evaluation processes are folded into current University-wide and Nursing Department evaluation practices. The Commission on Collegiate Nursing Education (CCNE) Accreditation Standards ensures comprehensive, ongoing evaluation from every level of the curriculum and internal/external consumers.

The purposes of the Nursing Department's program evaluation are to 1) systematically assess curriculum, instruction, student outcomes; 2) identify areas of challenge and opportunities for improvement, and 3) facilitate program improvement. The processes of collecting, analyzing, and providing data for reports to State agencies, accrediting agencies, and governing bodies are key to program evaluation.

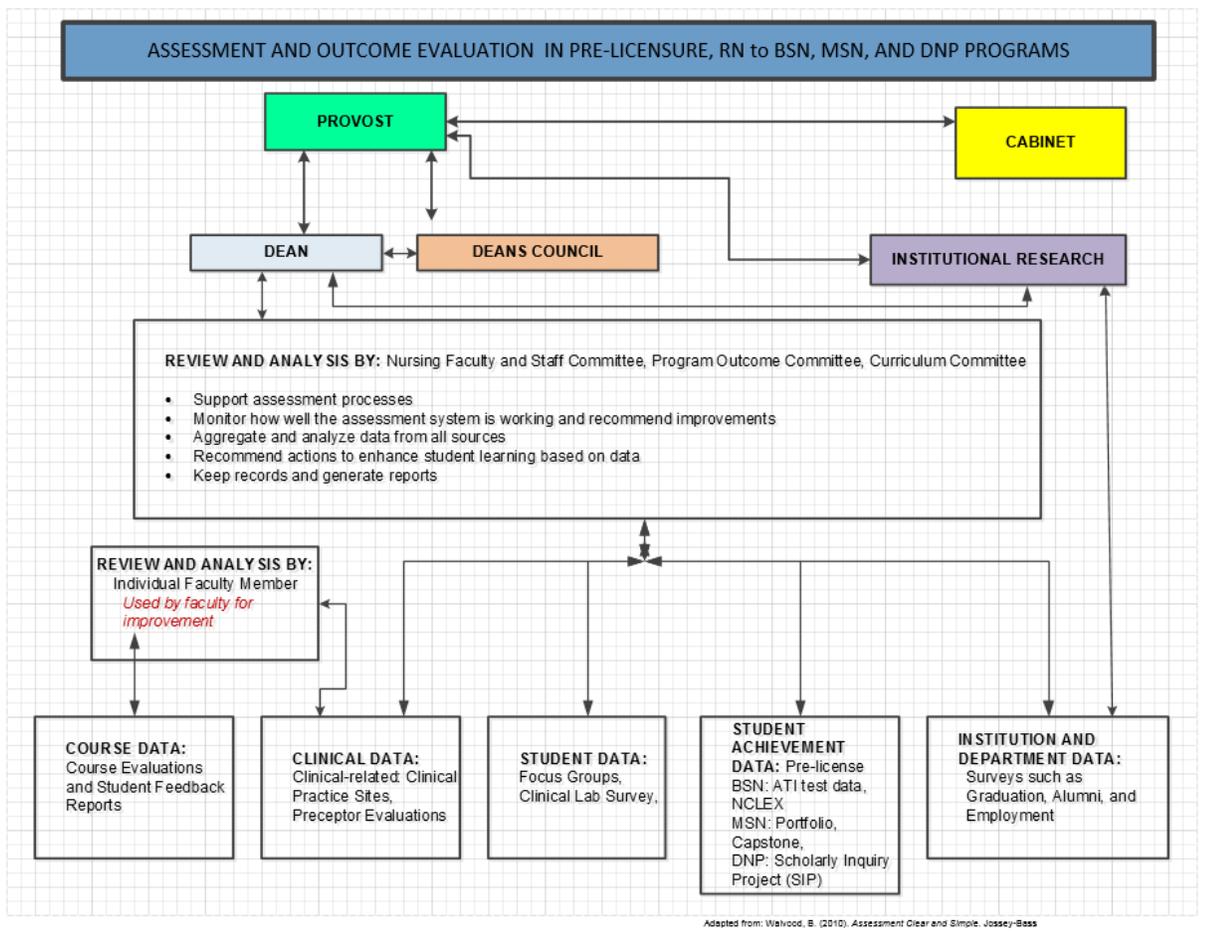
Multiple data sources from students, faculty, and employers are used to assess student learning and evaluate the RN to BSN Completion Program. The following table provides a snapshot of these data sources:

<b>Source</b>	<b>Why</b>	<b>Who</b>	<b>When</b>
<i>Student Feedback Reports</i>	The Nursing Department complies with the University-wide policy found in the Alvernia University Faculty Handbook. These evaluations are forwarded to the Office of the Provost and returned in aggregate form to the individual faculty member and relevant administrators.	Students	At end of course
<i>Course Evaluations</i>	Evaluate course content, process, evaluation methods, and teaching strategies. Methods may include formal evaluation tools, focus groups, or classroom discussions.	Students and Course Faculty	At end of course
<i>Focus Group</i>	Describe perception of satisfaction with curriculum, physical facilities and secretarial support in the Nursing Department, and academic support services such as Health, Counseling, Academic Advisement, Assistance/Disability Assistance, Career Services, and Financial Aid.	Coordinated by the RN to BSN Completion Program Coordinator and facilitated by neutral party from outside the Nursing Department.	Every few years
<i>Graduation Survey</i>	Evaluate student satisfaction with university and department -related services, for example, student support services, physical facilities, and financial aid.	Institutional Research Department	Annually
<i>Alumni Survey</i>	Evaluate satisfaction with preparation as a BSN prepared nurse.	Institutional Research Department and Nursing Department	Every three years
<i>Completion Rates</i>	Determine if RN to BSN graduates complete within the specified timeframe and if not, reason(s) for not completing program	RN to BSN Completion Program Coordinator	Annually

Data from the above evaluation methods are summarized annually using the *Systematic Plan for Program Evaluation and Assessment of Outcomes* as a guide. The Plan is comprehensive and designed to evaluate all aspects of the program based on CCNE Standards; starting with the mission and philosophy and continuing through with Program and Student Learning Outcomes. The Nursing Department Chair is responsible for gathering, interpreting, and presenting assessment and evaluation data to the entire nursing faculty and other interested stakeholders, as applicable. Through these mechanisms, the Nursing Department faculty evaluates the overall curriculum and makes appropriate changes.

Students are engaged in an on-going process of self-evaluation to assess their personal and professional development as they develop competencies and apply knowledge. These opportunities for self-evaluation foster professional independence and critical thinking. Student's success is judged by mastery of content knowledge and competencies, combined with their understanding of attitudes and values that link their education to responsible professional practice as they continue to develop expertise in an increasingly complex health care environment.

The flowchart below illustrates the process by which data are analyzed within the Nursing Department and Alvernia:



Note: The diagram illustrates flow of data collection, analysis, and dissemination for all nursing programs. Therefore, not all data sets are applicable to RN to BSN students.

## **3.0 Guidelines and Policies**

**ALVERNIA UNIVERSITY**  
**RN TO BSN COMPLETION PROGRAM**

**ADMISSION AND PROGRESSION POLICY**

The Bachelor of Science in Nursing Completion Program is available for the diploma or associate degree prepared Registered Nurse who wishes to earn a baccalaureate degree.

**PROGRAM OF STUDY**

Courses are predominantly designed to be taken non-sequential. However, it is strongly recommended that students take 300 before 400 level nursing courses because generally 400 level courses build on knowledge and skills obtained in 300 level courses. Students typically plan to take the two clinical courses (NUR 403 and 405) back-to-back in fall and spring semesters. NUR 411 and 419 are designed as culminating courses in the RN to BSN Completion Program.

**A total of 123 credits of nursing and liberal arts/sciences are required for each graduate.**

**Lower Level Requirements (ADN or Diploma)**

**67-70 credits**

(maximum of 75 transfer credits allowed)

- Composition and Research
- Physical and Biological Sciences
- Social Sciences
- Nursing Courses

**Upper Level Core Requirements**

**24 credits**

- Communication 3 credits
- Literature 3 credits
- Art/Music/Theatre 3 credits
- History or Social Science (possibility met in lower level) 3 credits
- Mathematics (Statistics required) 3-4 credits
- Philosophy 3 credits
- Philosophy/Theology 3 credits
- Medical Moral Theology 3 credits

**Upper Level Nursing Courses**

**31 credits**

- NUR 303 Preparation for Professional Writing\* 1 credit
- NUR 307 Concepts and Theories\* 3 credits
- NUR 316 Health Assessment across the Lifespan for Professional Nurses\* 3 credits
- NUR 318 Developing Cultural Competency and Global Awareness\* 3 credits
- NUR 320 Introduction to Healthcare Informatics\* 3 credits
- NUR 403 Health Restoration in the Aging Population+ 6 credits
- NUR 405 Health Promotion in Families and Communities + 6 credits
- NUR 411 Nursing Leadership and Management\* 3 credits
- NUR 419 Research Methods for Professional Nurses 3 credits

\*Blended, online class format, MOD schedule

+Blended, online class format, semester long

## **ALVERNIA UNIVERSITY RN TO BSN COMPLETION PROGRAM**

### **ADMISSION REQUIREMENTS**

Students are admitted to Alvernia University and are fully accepted in the RN to BSN Completion Program when the following documentation is submitted:

- RN to BSN Completion Program application
- Official transcript of high school grades or GED scores
- Photocopy of a current Pennsylvania Registered Nurse License (submit after NCLEX is completed)

Students may be admitted to the RN to BSN program prior to passing the NCLEX; however, students are not permitted to progress and register for the two clinical courses (NUR 403 and 405) without a *current* and *valid* RN license.

### **ACADEMIC PROGRESSION POLICIES**

- **123 credits required for Bachelor of Science in Nursing degree**
- **45 of the last 60 credits must be taken at Alvernia University**
- **Minimum of 30 credits at the 300/400 level**
- Community service and human diversity requirements met in major
- Both theoretical and clinical components of the professional nursing courses must be satisfactorily completed
- A grade of “C” or better in all nursing courses is required to progress in the RN to BSN Completion Program
- Some liberal arts courses may be challenged by the College Level Examination Program (CLEP)
- Maintain a cumulative GPA of 2.0
- Adhere to the Alvernia University Catalog, Student Handbook, and Nursing Department RN to BSN Completion Program Student Handbook policies

## **ALVERNIA UNIVERSITY RN TO BSN COMPLETION PROGRAM**

### **CHEMICAL IMPAIRMENT POLICY**

#### **POLICY**

It is the policy of the Alvernia University Nursing Department to address any emotional, psychological, or physical problems experienced by a nursing student that interferes with his/her safe function in the classroom or clinical practice settings. Suspected student behaviors that are consistent with chemical impairment in the student will be confronted to provide an avenue of evaluation and treatment and to ensure patient safety.

The Nursing Department will comply with the Alvernia University Alcohol and Drug Policy as outlined in the Alvernia University Student Handbook and the dismissal procedures set forth in this handbook.

#### **DEFINITION OF IMPAIRMENT IN THE CLINICAL PRACTICE SETTING**

Impairment includes: The deterioration of a student's ability to comprehend or implement a patient care assignment in a safe and competent manner. Unsafe clinical practice is behavior that places the client or staff in either physical or emotional jeopardy. Physical jeopardy is the risk of causing harm. Emotional jeopardy means that the student creates an environment of anxiety or distress that puts the client or family at risk for emotional or psychological harm. Unsafe clinical practice is an occurrence, or pattern of behavior involving unacceptable risk (Scanlon, Care, and Gessler, 2001).

#### **PURPOSE**

Chemical impairment compromises both the educational process and patient safety. The Alvernia University Nursing Department is responsible to the patients and families in the care of the student nurse. Early identification, evaluation, and treatment are in the best interest of our students.

#### **PROCEDURE**

1. The faculty member in the **clinical** setting who is confronted with a student who is unable to perform competently, exhibits symptoms of abuse (odor of alcohol, slurred speech, unsteady gait, altered thought processes) will immediately remove the student from the patient care area.
  - a. The student will remain in the health care facility until the faculty member has an opportunity to assist in finding safe transportation home.
  - b. Transportation, at the student's expense, will then be accomplished by calling a family member, public transportation, or taxi.
  - c. If the student insists on leaving the health care facility unattended, he/she will be asked to sign a waiver, stating that it is against the Nursing Department policy and is an unsafe action.

- d. The next school day, the faculty will meet the student on campus to allow another opportunity for explanation of his/her behavior.
2. The faculty member in the **classroom** who is confronted with a student who is unable to participate appropriately in that classroom and/or presents with the indications of being under the influence of drugs and/or alcohol will be asked to leave the classroom and submit to a drug and alcohol test pursuant to the Alvernia University Drug and Alcohol Testing Policy immediately and to speak with the faculty member after class. The student will be confronted with the behavior/symptoms observed and be allowed the opportunity for explanation.
  3. Written documentation will be submitted to the Nursing Department Chairperson within two working days of the incident. A meeting with the student, faculty member, and chair will be set up to:
    - a. Review incident and documentation.
    - b. Provide student with another opportunity to offer further explanation and additional relevant information.
    - c. Discuss procedures to be followed if policy is carried forward.
    - d. Discuss academic consequences related to alleged policy violation.
    - e. The meeting is to be documented in writing to include description of the incident, who was present, time, date, place, actions, and reactions.
  4. The Nursing Department Chair, in consultation with the Division Dean, will determine whether the procedure is to be carried forward.
  5. The student is notified by the Nursing Department Chair of the decision and a written agreement (sample agreement attached) to seek comprehensive chemical abuse evaluation is obtained.
  6. The student is referred to the Alvernia University Health and Wellness Center, which will be the referral base to the Alvernia University Campus Counseling Center for chemical abuse evaluation.
  7. **The student may not participate in clinical practice until the evaluation is obtained. Refusal to obtain an evaluation may result in immediate dismissal from the Nursing Program.**
  8. Possible outcomes:
    - a. Evaluation **does not substantiate** a substance abuse problem. The student returns to the classroom and clinical setting with no negative consequences. The faculty will provide opportunity for the make-up of missed work and assignments. Extra clinical time may be at the expense of the student.
    - b. Evaluation **does substantiate** substance abuse and **student agrees** to abide by policy. The student signs an agreement to participate in a treatment program and to have his/her progress monitored by the Health Center. The Campus Health Center Director is to provide written communication to the Nursing Department Chair on the treatment progress. The student is allowed to continue in the program of study as long as he/she is compliant with the treatment program. A grade of "I" or "W" will be awarded for courses interrupted by treatment. If further evidence of chemical impairment during any Alvernia University classroom, laboratory, clinical practice, or field activity occurs, then the student will be dismissed from the program.

- c. Evaluation **does substantiate** a substance abuse problem, but the student refuses to abide by policy of enrollment in a treatment program and ongoing monitoring. This will result in immediate dismissal from the Alvernia University Nursing Program.
9. The student has the right to appeal the application of this policy. See the Alvernia University Student Grievance Policy and Process in the Alvernia University Student Handbook.

Reference:

Scanlan, J. M., Care, W.D., & Gessler, S. (2001). Dealing with the unsafe student in clinical practice. *Nurse Educator*, 26(1), 23-27. Retrieved from [http://journals.lww.com/nurseeducatoronline/Abstract/2001/01000/Dealing\\_with\\_the\\_Unsafe\\_Student\\_in\\_Clinical.13.aspx](http://journals.lww.com/nurseeducatoronline/Abstract/2001/01000/Dealing_with_the_Unsafe_Student_in_Clinical.13.aspx)

## SAMPLE AGREEMENT

**This is a sample agreement. Each agreement will be individualized to the specific situation.**

I, \_\_\_\_\_, will receive a comprehensive substance abuse evaluation conducted by \_\_\_\_\_.

I understand that payment for the evaluation, treatment, and follow-up care will be my responsibility. If no treatment is recommended, evidence of such will be provided to the Nursing Department Chairperson before I return to the clinical practice setting. If treatment is recommended, I must successfully complete the program determined by the evaluator. Written evidence of my treatment program completion, ability to return safely without impairment of the academic program and my after-care treatment and monitoring plan will be submitted to the Nursing Department Chair and/or the RN to BSN Program Coordinator.

I give permission to the Alvernia University Health and Wellness Center Director to release information regarding my evaluation and treatment to the Nursing Department Chair and/or the RN to BSN Program Coordinator.

It has been explained to me that the grade of "I" or "W" will be awarded for courses interrupted by my treatment. I understand that my failure to successfully complete my treatment and after-care program and/or further evidence of chemical impairment during any Alvernia University classroom, laboratory, clinical practice, or field activity will result in dismissal from the program.

Student Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Witness Signature: \_\_\_\_\_ Relationship: \_\_\_\_\_

Witness Signature: \_\_\_\_\_ Relationship: \_\_\_\_\_

**ALVERNIA UNIVERSITY  
NURSING PROGRAMS**

**FORMAL COMPLAINT PROCEDURE**

A formal complaint is defined as a written expression of serious dissatisfaction related to any aspect of Alvernia University nursing programs. A formal complaint is distinguished from a dispute about a grade in a course or other course evaluation matter, which is handled under the Alvernia academic grievance procedures and harassment complaints, which are handled in accord with the Alvernia University Harassment policy.

Formal complaints may be initially received by any Alvernia faculty member or administrator. A formal complaint regarding any of the nursing programs is initially screened by the Nursing Department Chair, unless the complaint directly involves the Chair, in which case it is screened by the Dean of Professional Programs. After initial screening, the complaint is channeled to the individual or group judged to be most directly relevant and appropriate. Our guiding principle is to settle disputes in a prompt and fair manner, in keeping with the underlying Franciscan values of Alvernia University. If appropriate, an ad hoc panel may be appointed to seek resolution of the complaint or the complaint may be channeled to the Professional Programs interdisciplinary review body, consisting of the Department Chairs of the College of Professional Programs. A written response will be conveyed to the initiator of the complaint by the Department Chair or Dean within 90 days. Anonymous complaints are not accepted.

**ALVERNIA UNIVERSITY  
NURSING PROGRAMS**

**FRATERNIZATION POLICY**

It is the policy of the Alvernia University Academic Programs that students should NOT fraternize on a personal level with faculty, staff, patients, students, or clients during assigned academic field placements on or off campus. Selected examples of fraternization are:

- Unethical after hours personal contact with staff, client, patients or students
- Inappropriate touching or gestures
- Inappropriate communication (implied or direct)
- Flirting

Upon receipt of a written complaint, the Department Chair will initiate an investigation. Following the completion of an investigation, appropriate corrective measures, if warranted, will be taken. Corrective measures may include:

- Verbal warning
- Written warning
- Dismissal from course
- Dismissal from academic program

**ALVERNIA UNIVERSITY**  
**NURSING PROGRAMS**  
**Statement on the Use of Social Media**

Social media is a powerful communication tool that may have a significant impact on personal, professional, and organizational reputations. There are numerous resources available which include but are not limited to Twitter, Facebook, YouTube, and LinkedIn. Students are liable for anything that is posted on a social networking site whether or not it is directly related to their academic program. It is essential that students know and follow fair use laws, copyright laws, code/s of ethics, HIPAA regulations, and good conduct guidelines to be an appropriate representative of Alvernia University and, specifically, its Nursing Programs. Students are reminded not to provide any confidential or proprietary information when using social media. Be respectful of your audience. You are not permitted to post material that is obscene, threatening, harassing, abusive, slanderous, hateful, embarrassing, or unlawful. You are not permitted to utilize the Alvernia University logo in social media postings.

Privacy does not exist in social media. In fact, Facebook's Privacy Policy states:

*"You post User Content on the Site at your own risk. Although we allow you to set privacy options that limit access to your pages, please be aware that no security measures are perfect or impenetrable. We cannot control the actions of other Users with whom you may choose to share your pages and information. Therefore, we cannot and do not guarantee that User Content you post on the Site will not be viewed by unauthorized persons."*

Based on the current evidence, the following "best practices" for Social Media use are suggested:

- Think twice before posting anything.
- Be respectful of your audience or potential audience.
- Photographs should represent how you want the public at large or future employers to view you as a person.
- Protect confidential and proprietary information.
- Follow code of conduct guidelines for each institution/healthcare facility.
- Identify your views as your own opinions.
- Protect the institutional voice.
- Do not have the illusion that anything you do or say is private.

Any questionable situation that comes to the attention of the nursing faculty/staff will be reported to the Nursing Department Chair and Dean of Professional Programs. Students may be counseled about appropriate social media use and a written note placed in their academic file. Disciplinary action may be taken.

*Adapted from Conemaugh School of Nursing (8/11) and used with permission.*

American Nurses Association. (2011, September). *Principles for social networking and the nurse*. Silver Spring, MD: Author.

National Council of State Boards of Nursing. (2011, August). *White paper: A nurse's guide to the use of social media*. Chicago, IL: Author.

Initial 6/13; Reviewed Annually

**ALVERNIA UNIVERSITY  
RN TO BSN COMPLETION PROGRAM**

**HEALTH INSURANCE PORTABILITY AND ACCOUNTABILITY ACT (HIPAA)**

**STUDENT ACKNOWLEDGEMENT OF COMPLIANCE REGULATIONS**

I am aware of the HIPPA regulations and guidelines. I understand and agree to comply with the regulations while attending Alvernia University and during any of the clinical field experiences required in my program of study.

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Print Name

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Signature

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Date

**ALVERNIA UNIVERSITY  
NURSING PROGRAMS**

**PHOTO RELEASE POLICY**

Students may be photographed while participating in any student activity. A signed Photo Release Policy will be obtained from each student and maintained in his/her permanent file.

I, (please print your name) \_\_\_\_\_, give Alvernia University the absolute right and permission to use my photograph in its promotional materials and publicity efforts. I understand the photographs may be used in publications, print ads, direct-mail pieces, electronic media (e.g. video, CD-ROM, Internet/WWW), or other form of promotion. I release the University, the photographer, their offices, employees, agents, and designees from liability for any violation of any personal or proprietary right I may have in connection with such use. I am 18 years of age or older.

Signature \_\_\_\_\_ Date \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip Code \_\_\_\_\_

Telephone No. \_\_\_\_\_

**ALVERNIA UNIVERSITY  
NURSING PROGRAMS**

**POLICY ON STUDENTS WITH DISABILITIES  
CORE PERFORMANCE STANDARDS**

In keeping with its mission and goals and compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Alvernia University RN to BSN Completion Program promotes an environment of respect for and support of persons with disabilities. The two categories of individuals with disabilities are a) individuals with a physical or mental impairment that substantially limits one or more major life activities; and b) individuals with a record of physical or mental impairment that substantially limits one or more major life activities including care for oneself, performing manual tasks, walking, seeing, hearing, breathing, learning, and working.

The term “physical impairment” includes but is not limited to orthopedic, visual, speech and hearing impairments; cerebral palsy, epilepsy, muscular dystrophy, multiple sclerosis, cancer, heart disease, diabetes, HIV, tuberculosis, drug addiction, and alcoholism. Mental impairments include mental or psychological disorders such as intellectual disabilities, emotional or mental illness, and specific learning disabilities.

Individuals applying for admission, progressing to clinical courses and graduating from the Alvernia University RN to BSN Completion Nursing Program must be able to meet the physical and emotional requirements of the academic program. Individuals who pose a direct threat to the health or safety of others or to themselves may be denied admission, progression, and graduation. The school’s determination that a person poses a direct threat will be based on the best available objective evidence to assess a) the nature, duration, and severity of the risk; and b) the probability that the potential injury will actually occur.

The following statement appears on each nursing syllabus and indicates it is the responsibility of the student to self-disclose special learning needs:

*In accordance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act (ADA), the University offers accommodations to students with documented learning, physical and/or psychological disabilities. It is the responsibility of the student to contact the Disability Services Office, preferably prior to the beginning of the semester to initiate the accommodation process and to notify instructors as soon as possible so accommodations can be made early on in the semester. Course requirements will not be waived but, if possible, reasonable accommodations will be made to allow each student to meet course requirements. Students needing assistance should contact the Disability Services Office in BH 105 (inside the Learning Center), by phone (610-568-1499), fax (484-335-4486), or e-mail (disability.services@alvernia.edu).*

The faculty, having accepted the definition of nursing as a practice discipline with cognitive, sensory, affective and psychomotor requirements, have a list of “Core Performance Standards” which will provide an objective measure upon which an individual and the faculty can base informed decisions regarding whether the individual is “qualified” to meet the requirements of the academic program. Each standard

has an example of activities, which a student would be required to perform while enrolled in the RN to BSN Completion Nursing Program.

Initial 5/00; Reviewed Annually; Revised 5/05, 6/11, 6/12, 6/13, 6/14, 6/16

**CORE PERFORMANCE STANDARDS  
FOR  
ADMISSION, PROGRESSION AND GRADUATION**

<b>Issue</b>	<b>Standards</b>	<b>Some Examples of Necessary Activities (Not all inclusive)</b>
Critical Thinking	Critical thinking ability sufficient for clinical judgment	Identify cause and effect relationships in critical situations, and plan and implement safe and effective evidence-based nursing care.
Interpersonal	Interpersonal abilities sufficient to interact with individuals, families, and groups from a variety of social, emotional, cultural, and intellectual backgrounds	Establish rapport with patients/clients and colleagues.
Communication	Communication abilities sufficient for interaction with others in oral and written form	Explain treatment procedures, initiate health teaching, document and interpret nursing actions and patient/client responses. Give oral and written reports to other members of the health care team.
Mobility	Physical abilities sufficient to move from room to room and maneuver in small spaces.	Maneuver in patient rooms, work spaces, and treatment areas. Administer cardio pulmonary resuscitation procedures. Meet responsibilities in a timely manner. Lift or support at least 75 pounds in order to reposition, transfer, and ambulate patients.

<b>Issue</b>	<b>Standards</b>	<b>Some Examples of Necessary Activities (Not all inclusive)</b>
Motor Skills	Gross and fine motor abilities sufficient to provide safe and effective nursing care.	Calibrate and use equipment. Position patients/clients.
Hearing	Auditory ability sufficient to monitor and assess health needs.	Hear monitor alarm, emergency signals, auscultate sounds, cries for help.
Visual	Visual ability sufficient for observation and assessment necessary in nursing care.	Observe patient/client responses at a distance and close at hand. Comprehend three-dimensional relationships and spatial relationships of objects.
Tactile	Tactile ability sufficient for physical assessment.	Perform palpation, auscultation, percussion, and functions of physical examination and/or those related to therapeutic intervention.
Social Behavior	Compassion, integrity, interpersonal skills, interest, and motivation	Develop a mature, sensitive, and effective relationship with clients.

Adapted from:

1. Barry University, Nursing Dept., North Shore, Florida
2. National Council of State Boards of Nursing. (1999). *Guidelines for using results of functional abilities studies and other resources*. Chicago, IL: Author.

**ALVERNIA UNIVERSITY  
NURSING PROGRAMS**

**ACADEMIC GRIEVANCE PROCEDURES**

**Academic Grievance Procedures- Graduate and Adult Education**

The Graduate Student Grievance Committee attends to grievances of an academic nature. This Committee is comprised of all the Graduate Program Coordinators/Directors and a Graduate student representative appointed by the Graduate Academic Council. The Chair of the Committee is elected from the members at the start of each academic year and serves as Chair for the duration of that year, including summer months. Members can serve two (2) consecutive terms as Chair. Business days are defined as Monday through Friday, excluding holidays when the University is closed.

The process for appeal of a course grade is as follows:

1. The student discusses situation /grade with the course instructor within 20 business days from issuance of the grade.
2. If no accord is reached or if the student provides evidence that s/he has contacted the instructor via Alvernia email at least twice without response, the student has seven (7) business days from the issuance of the grade to submit an appeal to the Graduate Program Coordinator/Director of the appropriate graduate program.
3. A meeting between the student and the Graduate Program Coordinator/Director must be held within seven (7) business days of receipt of the student's written appeal. The Coordinator/ Director must provide written notification to the student of the decision within seven (7) business days of that meeting.
4. The student may appeal the decision of the Graduate Program Coordinator/ Director to the Department Chair; or, if the Program does not have a Department Chair, to the respective College Dean (College of Arts & Sciences or College of Professional Programs). The student has seven (7) business days to submit this appeal.
5. A meeting between the student and the Department Chair or College Dean must be held within seven (7) business days of receipt of the student's written appeal. The Department Chair or College Dean must notify the student of their decision within seven (7) business days of that meeting. The decision of the Department Chair or College Dean is final as to a course grade.
6. The student may appeal the decision of the Department Chair or College Dean to the Graduate Student Grievance Committee. The student has seven (7) business days to submit this appeal.
7. The Graduate Student Grievance Committee may independently request separate documentation from the student and the course instructor(s) outlining their perspectives on the events leading to the appeal within seven (7) business days of the grievance notification. If the grievance pertains to academic dismissal from a program or from the University, the student's Academic Advisor will also be asked to submit a letter

indicating their disposition recommendation. The Graduate Student Grievance Committee reserves the right to request further information/documentation or to meet with the student or course instructor as required to thoroughly review the appeal/ student issue.

8. The Graduate Student Grievance Committee issues a written recommendation of a resolution to the Dean of the School of Graduate and Adult Education within seven (7) business days. The Dean reviews the decision and notifies the student of the decision in writing within seven (7) business days. The Committee maintains a complete file of the grievance and Committee proceedings.

The process for appeal of dismissal from an academic program is as follows:

1. The Program Coordinator/Director verifies that the student has met the criteria for dismissal from the specific academic program and notifies the student in writing via electronic mail with 'return receipt requested' and followed by certified land mail.
2. The student may appeal the decision to the Department Chair or the respective College Dean. This appeal must be filed within seven (7) business days of receipt of the dismissal notification.
3. The Department Chair or College Dean must meet with the student within seven (7) business days of receipt of the written appeal. The student is notified of the decision within seven (7) business days of that meeting.
4. The student may appeal the decision to the Dean of the School of Graduate and Adult Education within seven (7) business days of receipt of the Department Chair/College Dean decision. The School Dean must meet with the student within seven (7) business days of receipt of the appeal.
5. The School Dean notifies the student the decision regarding the dismissal appeal within seven (7) business days of the meeting with the student.
6. The student can appeal the decision to the Graduate Student Grievance Committee within seven (7) business days of the School Dean notification. The Graduate student Grievance Committee will review the appeal and submit a final decision regarding dismissal within seven (7) business days of receiving the appeal from the student.
7. The Graduate Student Grievance Committee may independently request separate documentation from the student and the course instructor(s) involved, outlining their perspectives on the events leading to the dismissal within seven (7) business days of the grievance notification. The student's Academic Advisor will also be asked to submit a letter indicating their disposition recommendation. The Graduate Student Grievance Committee reserves the right to request further information/documentation or to meet with the student or course instructor(s) as required to thoroughly review the appeal/student issue.
8. The Graduate Student Grievance Committee issues a written decision recommendation with 30 business days of receipt of the appeal and forwards it to the Dean of the School of Graduate and Adult Education. The School Dean reviews the decision and notifies the student and the Provost of the decision in writing within seven (7) business days. The Committee maintains a complete file of the grievance and Committee proceedings.
9. The Provost issues a final determination on the appeal within seven (7) business days.

Dismissal from the University

Students who meet the criteria for dismissal from the University will receive an initial letter of dismissal from the Provost, sent via electronic mail with 'return receipt requested' and followed by certified land mail. Students may appeal this decision to the Graduate Student Grievance Committee within seven (7) days from receipt of the dismissal letter. The Committee will forward its decision to the Chair of the Graduate Academic Council within seven (7) business days. The Chair of GAC will notify the student of the final dismissal decision within seven (7) business days.

#### Due process for Appeals

In the event that the student believes that they were denied due process during an appeal of a grade, they may appeal the decision in writing to the Provost of the University within seven (7) business days of issuance of the decision from the Dean. Such an appeal examines the process by which the decision was reached and does not examine the content of the appeal. If it is determined that due process was not provided, the Provost can request that the Graduate Student Grievance Committee re-examine the appeal.

**ALVERNIA UNIVERSITY  
NURSING PROGRAMS  
HARASSMENT POLICY**

**ACADEMIC FIELD EXPERIENCES**

**A. Background**

It is the responsibility of each person on campus to respect the personal dignity of others. Alvernia has always encouraged its students, faculty, and staff to celebrate in the diversity of the University and to immediately confront any expressions of harassment within the community based on differences in sex, race, religion, disability, or ethnic background. Your Academic Field Experience will be taking you outside of the Alvernia Campus Community. The Agency has been carefully screened by the University and the Sponsoring Agency has affirmed its complete agreement with the policy of showing no tolerance for any form of harassment. The Sponsoring Agency has agreed to hold all members of its institutional community to the same high standards of respect and dignity essential to the mission of Alvernia.

**B. Definitions**

Sexual Harassment is one example of forbidden harassment and has been defined by the University as unwanted sexual attention, intimidation or advances that are made:

1. Either explicitly or implicitly as a term or condition of academic or employment status or advancement;
2. As a basis for academic or employment decisions;
3. Which unreasonably interfere with an individual's work or academic performance; and/or
4. Which create an intimidating, hostile or offensive work or academic environment.

**C. Resources**

Alvernia does wish to make known to all of the participants in Academic Field Experiences that there are available resources and procedures for resolving any instances of harassment, including sexual harassment, which might be confronted by program participants within the Alvernia Community, or while in the institutional community of the Sponsoring Agency.

1. Information, Counseling and Support

If a student believes that he/she may have been the victim of harassing conduct, and wish to seek information and/or counseling about the incident or incidences giving rise to this concern, the student should immediately contact any one of the following individuals:

- a. Course Faculty;
- b. RN to BSN Completion Program Coordinator
- c. Department Chair; or
- d. Dean of College of Professional Programs.

In order that the incident may be immediately addressed, a student may request a confidential counseling session with any one of the individuals listed above. This contact should be made within 10 days of the occurrence.

## 2. Formal Complaint Procedure

Any participant in an Academic Field Experience who feels he or she has been the subject of harassment of any kind may, after participating in the initial counseling session, file a Complaint in writing setting forth the material facts of the incident. To facilitate the contemporaneous investigation of the incident, the written Complaint should be filed within ten (10) days of the informal counseling session. The written Complaint should be directed to and addressed to the Provost.

Upon receipt of the written Complaint, the Provost will initiate an investigation concerning the Complaint. The investigation will include the contacting of the Sponsoring Agency, as well as others identified as being witnesses or having first-hand knowledge of the alleged behavior or incident.

Following an investigation and a completion of appropriate corrective measures, if warranted, the University will so advise the person filing the formal Complaint.

Initial 4/99, Reviewed Annually

**ALVERNIA UNIVERSITY  
RN TO BSN COMPLETION PROGRAM**

**NURSING STUDENT HEALTH POLICY**

It is the policy of the Alvernia University RN to BSN Completion Program to comply with university health policies.

**EACH STUDENT IS RESPONSIBLE FOR:**

1. Personal health insurance coverage.
2. Documentation of immunizations as required by the university.
3. Maintenance of good health promotion practices and utilization of preventive care in common illnesses.

Initial 4/99; Reviewed Annually; Revised 5/05, 6/12, 6/13, 3/16

**ALVERNIA UNIVERSITY  
RN TO BSN COMPLETION PROGRAM**

**UNSUCCESSFUL NCLEX EXAMINATION POLICY**

It is the policy of the Alvernia University Nursing RN to BSN Completion Program to require RN Licensure for participation in the upper division clinical courses (NUR 403 and NUR 405). If the student is unsuccessful with the NCLEX, he/she will not be allowed to progress to clinical courses.

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Faculty Signature

\_\_\_\_\_  
Date

**ALVERNIA UNIVERSITY  
RN TO BSN COMPLETION PROGRAM**

**STUDENT'S ACKNOWLEDGEMENT OF HANDBOOK**

The undersigned hereby acknowledges the on-line availability of the RN to BSN Completion Program Student Handbook containing the current policies and procedures of the Alvernia University Nursing Program. I understand that this Handbook is a compilation of policies and procedures in effect prior to this publication date, and that the application of its policies and procedures predates the publication of this Handbook. I further understand and agree that it is my responsibility to read and familiarize myself with this compilation of policies and procedures.

My signature below represents my acknowledgment that I have thoroughly read and understood the policies and my obligations under those policies and procedures, and further represents my consent to conducting myself in a way consistent with the policies and procedures.

I understand that my enrollment in the Nursing Program is conditioned upon my compliance with the policies of this Handbook. I further understand that nothing in this Handbook creates or is intended to create a promise or representation of continued enrollment, and that the policies and procedures contained herein may be changed by Alvernia University at any time. A copy of this signed document will be maintained in my student file.

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Student's Signature

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Student's Name Printed

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Date

Initial 6/04; Reviewed Annually; Revised 6/10, 6/13