



# RN to BSN Degree Completion Program Student Handbook

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## WELCOME TO CNI COLLEGE

CNI College is located in the heart of Orange County near the city of Santa Ana. CNI College has a strong background in the provision of vocational education (vocational nursing, surgical technology, medical assisting, and MRI technology) since 1994, associate degree nursing since 2012, and is accredited by the Accrediting Bureau of Health Education Schools (ABHES) and the Bureau for Private Postsecondary Education (BPPE). The Registered Nurse (RN) to Bachelor of Science in Nursing (BSN) degree completion program is the newest addition to CNI College offerings since 2015 and is also accredited by ABHES.

The CNI College RN to BSN Degree Completion Program is designed for the working RN wishing to advance their career through a program of study leading to a baccalaureate degree in Nursing, including eligibility for certification in public health nursing through the State of California. The program prepares a nurse generalist to function independently in a variety of health settings and provide care within a framework of scientific and professional accountability. Coursework includes upper division nursing and general education courses. All courses, except for a community health practicum (90 hours), will be delivered online (asynchronous) using the Pearson online learning management system which is available through Pearson Learning Solutions. Digital textbooks will be available in conjunction with each online course.

CNI College operates on a set of six core values. All activities and interactions between administration, faculty, staff, students, and clients are guided by the following core values:

- achieve the highest integrity at all times;
- provide excellence at every opportunity;
- practice dignity, respect, humility, and justice at all times;
- create an environment of positive, forward thinking fun energy;
- contribute to the highest good of the community and the employers that we serve;
- and embrace and drive change with passion.

These same core values --- integrity, excellence, dignity, respect, humility, social justice, and embracing change --- are foundational to the Nursing Program. CNI College strives to contribute to the highest good of Orange County by providing a full scope of career options to meet the healthcare needs of our surrounding community.

## MISSION STATEMENT

CNI College is committed to providing excellent academic educational opportunities in allied health disciplines for the intellectual, social, and professional development of a diverse student population. CNI College is devoted to the community we serve and committed to our graduates successful employment in the health care field.

The mission of the CNI College Nursing Program is to provide a quality nursing education to students of diverse backgrounds, which enables graduates to be awarded a BSN upon successful program completion. The CNI College program of study is designed to prepare safe and competent RNs who are able to provide quality and culturally appropriate nursing care to the patients, families, and community they serve within the context of an increasing complex healthcare environment.

The CNI College Nursing Program strives to prepare future nurses to respond to the growing complexities of the health care delivery system who are dedicated to the promotion of human flourishing through the provision of ethical, culturally sensitive, and evidence-based practice (EBP). A societal vision of *health and well-being for all people* guides the CNI College emphasis on preparing morally reflective graduates who are leaders and life-long learners. This same vision guides current and future initiatives of the CNI College Nursing Program. The foundation of the nursing program is built upon:

- the recognition of the dignity of human beings;
- the growth-affirming role of nursing in meeting the current and future healthcare needs of society;
- health and illness as dynamic entities;
- the complex and caring nature of nursing practice; and
- the individualized process of education.

## PROGRAM PHILOSOPHY

The Nursing Program Philosophy identifies a set of core values and reflects the faculty's beliefs about the nature of nursing, the teaching/learning process, and adapting the teaching/learning process to the individual differences of the students we serve. The Conceptual/Practice Framework for the BSN program is adapted from the Pearson's Concept-Based Approach to Learning<sup>1</sup>. This framework provides a unifying theme for the curriculum.

Nursing education at CNI College is defined as a process that facilitates change in student behavior through the acquisition of knowledge, skills, and attitudes necessary to function in the role of a professional nurse. The CNI College Nursing Program provides an education that is flexible, progressive, and sensitive to the learner, and changing needs of the health care environment [e.g. student learning styles, significant support person(s), and community healthcare trends]. Through planned and structured educational experiences, students have the opportunity to develop and apply advanced critical thinking and clinical decision making skills.

The CNI College faculty believes that nursing curriculum should be conceptually-based, founded on principles of adult and collaborative learning, and provided within the Nursing Program. Basic teaching-learning assumptions include self-direction of the learner, utilizing adult experiences that the learner brings with them to the learning environment, and problem-and activity-centered learning.<sup>2</sup> The curriculum incorporates nursing theory, nursing research and EBP, ethics, sociocultural considerations, leadership and management principles, and community health theory and practice opportunities. Foundational to the RN to BSN Degree Completion Program are RN theory and clinical experiences and general education courses including coursework in the social and biological sciences (Anatomy, Physiology, and Microbiology). Integration of general education and nursing education comes from faculty members who guide students in building bridges between key concepts in both. Education is provided within the context of an environment that is conducive to learning, challenging the status quo, and forward thinking. The organizing framework for the program integrates concepts foundational to the nursing metaparadigm: The individual, nursing, the environment, and health-illness. The following metaparadigm concept definitions are adapted from the North Carolina Curriculum Improvement Project (CIP) and are the concepts that are foundational to professional nursing practice.

### *Individual*

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The CNI College faculty believes that each patient or individual is a complex, multi-dimensional, unique, and significant human being. The individual possesses inherent value and worth, and is seen as a member of a family, community, and culturally diverse society. All individuals have dynamic bio-physical,

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<sup>1</sup> Available at <http://media.pearsonhighered.com/conceptbasednursing/index.php>

<sup>2</sup> Rachel (2002)

psychological, socio-cultural, spiritual, and developmental needs that may contribute to or detract from health, quality of life, and achievement of the individual's full potential. Adaptation to the environment requires that the individual change throughout the lifespan. Each individual has a right to healthcare and to information that will assist him/her to participate actively in his/her healthcare in order to achieve the highest level of wellness possible. All individuals should be cared for, respected, nurtured, understood, and assisted by healthcare providers across settings. In order to provide and manage care, nurses must view the individual at the center of all nursing activities.

### *Nursing*

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Nursing is the art and science of integrating and assimilating knowledge and skills derived from biological, sociological, and behavioral sciences and information technology. The nurse practices with ultimate compassion and respect for the inherent dignity, worth, and uniqueness of every patient, regardless of socioeconomic status, personal attributes, or health problems.<sup>3</sup> The goal of nursing is to deliver client-centered, culturally competent, safe, and holistic care. Through caring, empathy, ethics, and the development of a therapeutic relationship with the individual and significant support person(s), the nurse integrates the art of nursing with the scientific foundation for nursing practice by utilizing the nursing process. The nurse incorporates documented best practice, quality improvement practices, research, and professional standards in planning and providing care. The nurse functions both autonomously and collaboratively with the interprofessional healthcare team to assist individuals to reach their maximum health potential. This occurs through assurance of quality client outcomes, promotion of wellness, prevention of illness, restoration of health, or in assisting the individual in achieving a dignified death.

### *Environment*

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The individual is in constant interaction with a changing environment that consists of both internal and external forces that vary throughout the lifespan and that have the potential to cause stress in the individual. The nurse can assist the individual in altering aspects of the environment and to utilize his/her innate and learned coping mechanisms to adapt to these stressors. The healthcare system is also a part of the environment that influences health. The community healthcare system is a macrosystem and consists of a variety of parts or microsystems. Clinics, hospitals, pharmacies, laboratories, long term care, rehabilitation facilities, and internet sites are microsystems that are a part of the individual's environment as they seek services and navigate through the healthcare system.

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<sup>3</sup> American Nurses Association (2001) Code of Ethics for Nurses Retrieved from:  
<http://www.nursingworld.org/MainMenuCategories/EthicsStandards/CodeofEthicsforNurses/Code-of-Ethics.pdf>

## *Health-Illness*

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Health is a dynamic, ever-changing state of mental, physical, and spiritual well-being, which exists on a continuum from optimal wellness to illness and ending in death. The individual's needs for healthcare are determined by his/her position on the health-illness continuum. Each individual's health is based on his/her cultural perceptions and beliefs of health and illness and the ability to adapt to internal and external environmental forces. The individual is responsible for and capable of identifying, learning, and practicing health behaviors that promote wellness, prevent illness, and restore or maintain wellness. At the end of the health-illness continuum is death. Nursing assists the individual and their family in achieving a peaceful and dignified death through the provision of empathetic end-of-life care.

## *Conceptual Framework*

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The conceptual model (Appendix A) provides a framework to prepare learners for new instruction and motivates the learner by making a meaningful connection between and among concepts. The learner must attain mastery of each part of the conceptual framework (the individual, the healthcare system, and nursing) in order to understand the complete curriculum.<sup>4</sup> The domains of the individual, the healthcare system, and nursing provide an organizing framework for the CNI nursing curriculum. Concepts are organized within each of these domains and learning occurs from simple to complex.

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## TEACHING-LEARNING

The RN to BSN Degree Completion Program curriculum is based on learning theory rooted in neurobiology. Neuroscientists discovered that the brain develops circuitry and grows as a result of experience and learning. Learning is about making connections. Neurologists and cognitive scientists agree that humans build their minds by “constructing” mental structures and “hands-on” concrete application that connects and organizes information.<sup>5</sup> Thus learning is seen as a continuous process that results in a change of behavior and occurs when the individual is challenged and motivated to enhance personal knowledge. Teaching and learning is an interactive process between teacher and learner. The responsibility of the faculty of CNI College RN to BSN Degree Completion Program is to facilitate the student's understanding and ability to meet the competencies for nursing practice through the design, implementation, and ongoing evaluation of learning experiences. The nursing student is seen as an adult learner responsible for actively participating in learning experiences and who develops the knowledge, skills, and attitudes necessary to provide quality client-centered nursing care.

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<sup>4</sup> Knowles (2005)

<sup>5</sup> Barkley, Cross & Major (2005)



## TEACHER/LEARNER RELATIONSHIP

The teaching-learning process is at its best when students actively participate in their learning experiences and take responsibility for achieving programmatic competencies. In this process, the instructor is a facilitator, coach, counselor, and resource person. The instructor and student share the responsibility of building an atmosphere that fosters a learning environment that promotes intellectual curiosity, critical and analytical thought, and individual creativity. To that end, instructors use a variety of online teaching techniques to accommodate students from diverse cultural and ethnic backgrounds and experiences. Teaching strategies are matched to student individual learning styles, goals, and support systems, reflect on-going formative and summative assessment, include the opportunity for remediation as appropriate, and are driven within an environment that fosters and values continuous improvement. The teacher focuses on learners and provides environments that facilitate student learning where desired learner outcomes (knowledge, skills, and abilities) can be achieved.

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## CORE PROGRAM COMPONENTS

Other core program components include the American Association of Colleges of Nursing (AACN) Essentials of Baccalaureate Education for Professional Nursing Practice<sup>6</sup> and the National League for Nursing's (NLN) Core Components of Nursing Practice.<sup>7</sup>

The Essentials of Baccalaureate Education for Professional Nursing Practice (9) are:

### **Essential I: Liberal Education for Baccalaureate Generalist Nursing Practice**

- A solid base in liberal education provides the cornerstone for the practice and education of nurses.

### **Essential II: Basic Organizational and Systems Leadership for Quality Care and Patient Safety**

- Knowledge and skills in leadership, quality improvement, and patient safety are necessary to provide high quality health care.

### **Essential III: Scholarship for Evidence Based Practice**

- Professional nursing practice is grounded in the translation of current evidence into one's practice.

### **Essential IV: Information Management and Application of Patient Care Technology**

- Knowledge and skills in information management and patient care technology are critical in the delivery of quality patient care.

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<sup>6</sup> American Association of Colleges of Nursing (2008) The Essentials of Baccalaureate Education for Professional Nursing Practice. Retrieved from: <http://www.aacn.nche.edu/publications/order-form/baccalaureate-essentials>.

<sup>7</sup> National League for Nursing 2010 Education Competencies. Retrieved from: <http://www.nln.org/facultyprograms/Competencies/index.htm>

**Essential V: Health Care Policy, Finance, and Regulatory Environments**

- Healthcare policies, including financial and regulatory, directly and indirectly influence the nature and functioning of the healthcare system and thereby are important considerations in professional nursing practice.

**Essential VI: Interprofessional Communication and Collaboration for Improving Patient Health Outcomes**

- Communication and collaboration among healthcare professionals are critical to delivering high quality and safe patient care.

**Essential VII: Clinical Prevention and Population Health**

- Health promotion and disease prevention at the individual and population level are necessary to improve population health and are important components of baccalaureate generalist nursing practice.

**Essential VIII: Professionalism and Professional Values**

- Professionalism and the inherent values of altruism, autonomy, human dignity, integrity, and social justice are fundamental to the discipline of nursing.

**Essential IX: Baccalaureate Generalist Nursing Practice**

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

The National League for Nursing's (NLN) Core Components of Nursing Practice Competencies for Graduates of Baccalaureate Programs include the following:

- **Human Flourishing**

Incorporate the knowledge and skills learned in didactic and clinical courses to help patients, families, and communities continually progress toward fulfillment of human capacities.

- **Nursing Judgment**

Make judgments in practice, substantiated with evidence, that synthesize nursing science and knowledge from other disciplines in the provision of safe, quality care and that promote the health of patients, families, and communities.

- **Professional Identity**

Express one's identity as a nurse through actions that reflect integrity, a commitment to evidence-based practice, caring, advocacy, and safe, quality care for diverse patients, families, and communities; and a willingness to provide leadership in improving care.

- **Spirit of Inquiry**

Act as an evolving scholar who contributes to the development of the science of nursing practice by identifying questions in need of study, critiquing published research, and using available evidence as a foundation to propose creative, innovative, or evidence-based solutions to clinical practice problems.

**CLASS SCHEDULES AND BREAKS**

The CNI College RN to BSN Degree Completion Program courses are delivered on-line and are designed to provide students with the knowledge and professional nursing skills necessary to assist patients and clients toward an optimal level of health. This program is offered in a 7.5 week quarter format (1-2 courses each quarter) and can be completed in seven (7) quarters / 52 weeks.

<b>Quarters</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
Quarter 1	8:30 – 4:30	8:30 – 3:10			
Quarter 2	8:30 – 3:10	8:30 – 3:10			
Quarter 3	8:30 – 1:50				
Quarter 4	8:30 – 4:30	8:30 – 4:30			
Quarter 5	8:30 – 4:30	8:30 – 3:10			
Quarter 6	8:30 – 4:30	8:30 – 4:30			
Quarter 7	8:30 – 1:50	8:30 – 4:30	*	*	*
* Practicum hours will vary according to site and rotation					

**SCHOOL HOLIDAYS & IN-SERVICE DAYS**
**(All dates subject to change)**
**SCHOOL HOLIDAYS & IN-SERVICE DAYS**
**2017-2018 TENTATIVE SCHEDULE (ALL DATES SUBJECT TO CHANGE)**

January 1, 2017	New Year's Day
January 2, 2017	First day of school after Winter Break
January 16, 2017	Martin Luther King's Birthday
February 20, 2017	President's Day
May 29, 2017	Memorial Day
July 4, 2017	Independence Day
September 4, 2017	Labor Day
November 23 to 24, 2017	Thanksgiving Holiday
December 23, 2017 to January 1, 2018	Winter Break (No school)
January 2, 2018	First day of school after Winter Break

**2018-2019 TENTATIVE SCHEDULE (ALL DATES SUBJECT TO CHANGE)**

January 1, 2018	New Year's Day
January 2, 2018	First day of school after Winter Break
January 15, 2018	Martin Luther King's Birthday
February 19, 2018	President's Day
May 28, 2018	Memorial Day
July 4, 2018	Independence Day
September 3, 2018	Labor Day
November 22 to 23, 2018	Thanksgiving Holiday
December 22, 2018 to January 1, 2019	Winter Break (No school)
January 2, 2019	First day of school after Winter Break

\* Faculty In-service Training

\*Dates to be determined (Held two times a year)

**FACULTY AND STAFF**

Sasha Rarang, PhD, MSN/Ed, RN .....	Director of RN to BSN Degree Completion Program
Kimberly D. Hoyt, MBA, MA .....	Director of Online Technologies, Instructor
Priya Desai .....	Online Instructor
Michele Hanley .....	Online Instructor
Maria Mariano .....	Online Instructor
Khalid Suleman .....	Online Instructor
Dr Thayer .....	Online Instructor

## COURSE OUTLINE

The CNI College RN to BSN Degree Completion Program courses are delivered on-line and are designed to provide students with the knowledge and professional nursing skills necessary to assist patients and clients toward an optimal level of health. CNI College strives to prepare future BSN Nurses to respond to the growing complexities of the health care delivery system and who are dedicated to the promotion of human flourishing through the provision of ethical, culturally sensitive, and evidence-based nursing practice. A societal vision of health and well-being for all people guides the CNI emphasis on preparing morally reflection graduates who are leaders and life-long learners. The RN to BSN Degree Completion Program curriculum integrates critical thinking, decision-making, leadership and management techniques with moral, ethical and legal principles associated with providing outstanding patient care.

This program is being implemented to provide an online Registered Nurse (RN) to BSN Degree Completion option at CNI College based on the community need for a more highly educated nursing workforce. The courses that will be offered in this new program include Nursing courses. All courses except for a community health practicum (90 hours) will be delivered online (asynchronous) using the Pearson an online learning management system which is available through Pearson Learning Solutions. Digital textbooks will be available in conjunction with each online course.

Upon completion of the RN to BSN Degree Completion Program, students will be prepared to:

1. Support professional generalist nursing practice with concepts and theories from the biological, physical, and social sciences.
2. Plan preventive and population focused interventions with attention to healthcare policy, regulatory environments desired outcomes, cost effectiveness, and equitable access to care.
3. Provide patient-centered care for patients and families in a variety of healthcare and community settings using reliable evidence in nursing practice.
4. Apply nursing process and critical thinking when providing holistic, patient-centered care to diverse populations.
5. Design health care education for individuals, families, and communities.
6. Demonstrate professional core values and behaviors that reflect baccalaureate nursing practice.
7. Develop effective communication style(s) in interacting with patients, families, and the interprofessional health care team.
8. Utilize organizational leadership skills to collaborate and coordinate with healthcare teams to improve patient health outcomes and ensure safe and quality care.
9. Use patient care technology and information systems effectively when providing nursing care in a variety of settings.

The candidate for the RN to BSN Degree Completion Program:

- Complete all classes (credit units and hours) with a grade point average (GPA) of at least 75% (on a scale of 1-100 percent).
- Fulfill all financial obligations to the College prior to graduation and attend Graduate and Financial Aid Exit Interviews, as applicable.
- \*Any student that applies for the program would need to meet the below noted GE requirements.

**RN TO BSN DEGREE COMPLETION PROGRAM  
STUDENT HANDBOOK**

The program was designed based on the American Association of Colleges of Nursing (AACN) Essentials of Baccalaureate Education for Professional Nursing Practice (October 20, 2008). CNI College requires specific coursework to be completed prior to admission into the RN to BSN degree program. RNs will receive 107 quarter credits for an A.D.N. degree and associated coursework. Students who have a RN license but no degree will have specific additional education requirements to complete in addition to having a clear RN license (General Education Requirements indicated below). This program is offered in a 7.5 week quarter format (1-2 courses each quarter) and can be completed in seven (7) quarters.

- English/Communication
  - Written ..... 4 Quarter Credit Hours
  - Oral ..... 4 Quarter Credit Hours
  - Therapeutic Communication ..... 2 Quarter Credit Hours
  
- Science with Lab
  - Human Anatomy ..... 6 Quarter Credit Hours
  - Physiology/Human Biology ..... 6 Quarter Credit Hours
  - Microbiology ..... 6 Quarter Credit Hours
  
- College Algebra ..... 5 Quarter Credit Hours
- Social Sciences
  - Psychology ..... 4 Quarter Credit Hours
  - Sociology ..... 4 Quarter Credit Hours
  - Life Span/Development ..... 4 Quarter Credit Hours
  
- A.D.N. Nursing courses (32/30) ..... 62 Quarter Credit Hours
- **TOTAL..... 107 Quarter Credit Hours**

\*Any student that applies for the program would need to meet the above noted GE requirements

**CNI RN to BSN Degree Requirements – Quarter Units**

- Units from A.D.N. RN Degree ..... 107 Quarter Credit Hours
- General Education (course descriptions follow) ..... 9 Quarter Credit Hours
- Nursing Major Units (course descriptions follow)..... 64 Quarter Credit Hours
- **Total units needed for B.S.N. Degree ..... 180 Quarter Credit Hours**



RN to BSN Degree Completion Program		CLOCK HOURS			TOTAL CLOCK HOURS	TOTAL QUARTER CREDITS AWARDED
COURSE NUMBER	COURSE TITLES	LECTURE	LAB	PRACTICUM		
<b>QUARTER 1</b>						
Nsg 305	Professional Issues in Nursing	60			60	6
Eng 301	Professional Writing	50			50	5
	<b>TOTALS</b>	<b>110</b>			<b>110</b>	<b>11</b>
<b>QUARTER 2</b>						
Nsg 306	Ethics in Today's Health Care	50			50	5
Nsg 307	Nursing Informatics	50			50	5
	<b>TOTALS</b>	<b>100</b>			<b>100</b>	<b>10</b>
<b>QUARTER 3</b>						
Mth 300	Statistics	40			40	4
	<b>TOTALS</b>	<b>40</b>			<b>40</b>	<b>4</b>
<b>QUARTER 4</b>						
Nsg 308	Cultural Issues in Nursing	60			60	6
Nsg 309	Pathophysiology	60			60	6
	<b>TOTALS</b>	<b>120</b>			<b>120</b>	<b>12</b>
<b>QUARTER 5</b>						
Nsg 400	Health Assessment for the RN	60			60	6
Nsg 401	Health Promotion in Nursing	50			50	5
	<b>TOTALS</b>	<b>110</b>			<b>110</b>	<b>11</b>
<b>QUARTER 6</b>						
Nsg 402	Research and Evidence-Based Practice in Nursing	60			60	6
Nsg 403	Leadership and Management for Nursing	60			60	6
	<b>TOTALS</b>	<b>120</b>			<b>120</b>	<b>12</b>
<b>QUARTER 7</b>						
Nsg 404	Population-Based Nursing	40		90*	130	7
Nsg 405	Capstone Course	60			60	6
	<b>TOTALS</b>	<b>100</b>		<b>90</b>	<b>190</b>	<b>13</b>
<b>PROGRAM TOTALS</b>		<b>700</b>		<b>90</b>	<b>790</b>	<b>73</b>

(Each Quarter is 7.5 weeks for a total of 52 weeks)

\*Clinical site rotation(s) for the practicum experience will be located within a reasonable distance from the college's campus.

## COURSE DESCRIPTIONS

**Mth 300 Statistics****(4.0 Quarter Credit Hours)**

This course is designed to offer students the skills necessary to interpret and critically evaluate statistics commonly used to describe, predict, and evaluate data in an information driven environment. The focus is on the conceptual understanding of how statistics can be used and how to evaluate statistical data. (College Algebra or its equivalence is a prerequisite for this course.)

**Eng 301 Professional Writing****5.0 Quarter Credit Hours**

This course builds on lessons learned in English Composition I. In addition to reviewing the writing process, students learn research techniques, citation techniques, documentation formats, and critical analysis of written topics.

**Nsg 305 Professional Issues in Nursing****6.0 Quarter Credit Hours**

This course provides a transition for professional nurses as they begin their studies to achieve a baccalaureate of science in nursing degree. The course addresses qualities that professional nurses need to be leaders in the complex and ever-changing global health care environment. Topics include role transition, nursing history, ethical and legal issues, nursing theory, professional roles of the nurse, cultural considerations, violence in society, and advanced practice roles.

**Nsg 306 Ethics in Today's Health Care****5.0 Quarter Credit Hours**

As a health care professional it is important to understand the legal and ethical issues that can impact the role one has in the health care setting. This course provides an introduction to the laws that regulate the health care industry such as HIPAA, the Patient's Bill of Rights, and standard of care. In addition to the legal aspects, this course presents information on ethical and moral issues that health care professionals may encounter and encourages you to consider the impact that personal ethics and morals have on decision making.

**Nsg 307 Nursing Informatics****5.0 Quarter Credit Hours**

This course is the foundation for the improvement of nursing practice and patient outcomes through the application of knowledge and understanding of the history, terminology, and impact of informatics to the promotion of nursing professionalism in patient care and safety.

**Nsg 308 Cultural Issues in Nursing****6.0 Quarter Credit Hours**

This course focuses on culture and its impact on health care delivery at the individual, community, and system levels. This course is designed to raise awareness, to inspire action, and to open discussion of cultural issues affecting professional nursing practice.

**Nsg 309 Pathophysiology****6.0 Quarter Credit Hours**

This course provides a study of variations in physiologic functioning and alterations in physiologic response of body systems. The course addresses physiologic changes that will help identify alterations in body systems and their relationship to the patient's state of health. Topics include altered cell functioning, genomics, genetic disorders, risk factors, health promotion, and disease prevention.

**Nsg 400 Health Assessment for the RN****6.0 Quarter Credit Hours**

This course provides the RN-BSN student with the opportunity to build on knowledge and skills of performing and documenting a comprehensive health assessment of diverse individuals across the life span. Critical analysis and synthesis of assessment findings will be emphasized to aid in clinical judgment and decision making for patient care.

**Nsg 401 Health Promotion in Nursing****5.0 Quarter Credit Hours**

The course explores the concepts of health promotion and the application of health promotion concepts to nursing practice to enable the client to control and improve health outcomes. While focusing on methodology that is critical to developing a plan of care for clients, students will learn the rationale and techniques for using specific assessment tools, analysis of assessment data, selection of life span appropriate interventions, implementation of interventions, and measurement of resulting outcomes. Content will be focused on cultural diversity, disparity in healthcare, and social determinants that impact the client's plan of care and resulting approaches for promoting a healthier society. The use of technology and health promotion research will be explored and applied to nursing practice.

**Nsg 402 Research and Evidence-Based Practice in Nursing****6.0 Quarter Credit Hours**

The course explores evidence-based practice as a foundation for improved nursing practice and patient outcomes. Students will learn the history of evidence-based practice and the significant research methodologies that serve as its foundation. Students will explore the rationale for evidence-based practice and learn how to form research questions, hypotheses, and research methodologies. They will also learn about population sampling, data collection tools, and statistical analysis. Students will learn how to determine whether research is credible through the criticism of research articles, and they will be introduced to potential ethical concerns in the development of research and evidence-based practice. Emphasis will be placed on student-centered learning that will give students the opportunity to implement what they learn during the course into their nursing practice, regardless of specialty (Prerequisite: Statistics).

**Nsg 403 Leadership and Management for Nursing****6.0 Quarter Credit Hours**

This course provides an in-depth study of leadership and management principles as they apply to professional nursing practice. Students will explore teamwork, communication, the change process, and evidence-based practice. This course will also cover health care quality, legal policies, ethics, finance, and technology as they apply to leadership and management in nursing.

**Nsg 404 Population-Based Nursing****7.0 Quarter Credit Hours**

This course provides a transition for professional nurses as they begin their studies to achieve a baccalaureate of science in nursing degree. The course addresses qualities that professional nurses need to be leaders in the complex and ever-changing global health care environment. Topics include role transition, nursing history, ethical and legal issues, nursing theory, professional roles of the nurse, cultural considerations, violence in society, and advanced practice roles. Seven hours of child abuse/neglect training are included to provide graduate eligibility for CA Public Health Nursing (PHN) certification. Ninety (90) hours of mentor-guided clinical experience in a qualified community health services setting, such as a public health department or clinic, is also required in the practicum component of this course.

**Nsg 405 Capstone Course****6.0 Quarter Credit Hours**

This Capstone course is designed for RN-BSN students at the end of their program of study. It provides students with an opportunity to synthesize their knowledge of the concepts learned throughout the RN-BSN program. The primary focus is on applying this knowledge to a chosen evidence-based project that is related to an area of interest in nursing and health care.

## PROGRAM LEARNING OUTCOMES

Program learning outcomes are achieved through progressive acquisition of knowledge, skills, and competencies acquired through the meeting of progressive nursing objectives throughout the curriculum.

Upon completion of the RN to BSN Degree Completion Program, students will be prepared to:

1. Support professional generalist nursing practice with concepts and theories from the biological, physical, and social sciences.
2. Plan preventive and population focused interventions with attention to healthcare policy, regulatory environments desired outcomes, cost effectiveness, and equitable access to care.
3. Provide patient-centered care for patients and families in a variety of healthcare and community settings using reliable evidence in nursing practice.
4. Apply nursing process and critical thinking when providing holistic, patient-centered care to diverse populations.
5. Design health care education for individuals, families, and communities.
6. Demonstrate professional core values and behaviors that reflect baccalaureate nursing practice.
7. Develop effective communication style(s) in interacting with patients, families, and the interprofessional health care team.
8. Utilize organizational leadership skills to collaborate and coordinate with healthcare teams to improve patient health outcomes and ensure safe and quality care.
9. Use patient care technology and information systems effectively when providing nursing care in a variety of settings.

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## ANA CODE OF ETHICS

The ANA Code of Ethics “establishes the ethical standards for the profession. It is not negotiable in any setting...”<sup>8</sup> It governs the development of professional conduct and behavior, compliments the college’s core values and serves as the standard for nursing student behavior.

1. The nurse, in all professional relationships, practices with compassion and respect for the inherent dignity, worth and uniqueness of every individual, unrestricted by consideration 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 nursing 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 to 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 health care environments in which the condition of employment is conducive to the provision of quality health care and consistent with the values of the profession through 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 healthcare professionals 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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<sup>8</sup> ANA Code of Ethics

## ADMISSION

### ADMISSION POLICY

Requirements for entrance to the bachelor's degree nursing program are:

- Preferred overall 2.5 GPA (out of 4.0) – official transcripts required for verification
- Minimum grade of “C” (2.0) on all degree requirement course work
- Minimum grade of “C” (2.0) on all nursing coursework, preferred GPA of 2.5
- Three letters of reference, two professional and one personal
- Applicant's Statement of Purpose
- Personal Interview (may be a face-to-face, online, or conference call interview)
- Verification of valid California RN License. License must be current and clear.
- Verification of current certification in CPR
- One year work experience recommended
- Background Check (contracted by CNI)
- Health clearance requirements needed prior to enrollment

### ADMISSION PROCEDURE

All applicants must:

1. Complete an application for admission
2. Provide proof of age
3. Submit transcription and proof of licenses and certifications
4. Attend an initial interview with a career planner (may be a face-to-face, online, or conference call interview)
5. Complete financial arrangements prior to admission
6. Complete a comprehensive health questionnaire
7. Satisfy criminal background clearance requirements
8. Complete an interview with the Nursing Director and faculty (may be a face-to-face, online, or conference call interview)

### ENTRANCE INTERVIEW

During the interview the Nursing Director and one nursing faculty will discuss with the applicant their past history, ability, goals, and interests. Interviews may be online or via conference call if the applicant does not live locally. Potential problems for program completion will also be discussed. Student and program expectations will be addressed. Potential student psychosocial issues that may hinder program success will be identified and information on how to remedy the issues will be provided.

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**ADDITIONAL REQUIREMENTS FOR ADMISSION*****Health Requirements***

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All students attending clinical programs must be in good health. The student must possess sufficient visual acuity to independently read and interpret writing of all sizes; independently be able to provide verbal communication to and receive communication from clients, family members and members of the healthcare team; as well as possess sufficient gross and fine motor skills to independently position and assist in lifting clients, manipulate equipment and perform other skills required for the needs of nursing care. Students complete a comprehensive health questionnaire to satisfy these requirements. In accordance with the American Disabilities Act, CNI College will make reasonable accommodation for a student whose primary healthcare provider certifies that the candidate can potentially participate in the rigor of the nursing program without self-injury or injury to others in his/her care.

Pregnancy is considered to be a natural life event and not a disability. An individual who is pregnant at the beginning of the program or becomes pregnant during the program should disclose this to the Director of the BSN Program. The student must present a written statement from her physician stating it is safe for the student to continue clinical participation without restriction. This procedure is in place to protect the student, her unborn child, and clients. Students need to be aware that time off for pregnancy, delivery, and recovery may impact the student's ability to complete the program within the prescribed time allotment. A health clearance is also required after the baby is born to validate that the student can return to the program and engage in clinical participation without restriction.

Students who have been injured must have a physician's written medical clearance, without restrictions, which is presented to the Director of the BSN Program prior to returning to course enrollment.

***Background Check***

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To comply with requests from community and clinical agencies the RN to BSN Program requires a background check on all eligible applicants. The screening will include a criminal history background check. CNI follows the Orange County/Long Beach Consortium guidelines for background checks. This policy is available at: <http://www.oclbcp.org/Pages/default.aspx>.

Final acceptance of the applicant is determined by the Director's review of the background screening results. Applicants denied admission may reapply after 1 year. Students should be aware that unlawful activity participated in during the course of the nursing program could prevent program completion and nursing licensure.

Acceptance into the program is granted after successful completion of all components of admission.

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## COMPUTER REQUIREMENTS AND RELATED POLICIES

Since this is an online program, students will need to have access to a secure computer with internet access to complete coursework. Students are required to participate in an on campus orientation specific to distance learning to students prior to the first day of class to acclimate to the distance education learning methodology and to learn how to navigate the online classroom. Policies related to the online environment include student conduct, plagiarism and academic dishonesty, consequences of academic dishonesty, and netiquette guidelines.

### *Netiquette Guidelines*

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Netiquette is vital to the success of the online educational experience. It is imperative that we treat each other with courtesy and respect at all times. Please keep the following in mind when posting to discussion boards or sending emails to classmates or instructors.

- Never write in all CAPS. On the internet, using all capital letters is often considered the equivalent of shouting at someone.
- Use of profanity is never acceptable in an academic environment.
- Do not send junk mail or chain letters to your classmates or instructor. Restrict your email communication to course related issues.
- Consider carefully how the “tone” or intent of your messages may be misinterpreted. Avoid sarcasm at all costs.
- Keep in mind that once you send a message, it cannot be taken back. Think carefully about what you write, especially if you are angry or upset at the time.
- Flaming occurs when someone is being verbally abusive in a discussion board or through email messages and is considered a violation of student conduct standards. If you find yourself dealing with this type of situation, contact your instructor directly with your concerns.

The following are also helpful suggestions for improving the quality of electronic communication and make for a more pleasant online learning experience.

- Take the time to ensure that your messages use good grammar and spelling. Poor grammar and spelling reflects poorly on you and your message.
- Proofread your message to ensure the proper tone of your intended message.
- Write to your audience. Consider the needs and level of understanding of your audience. Do not assume that they have all of the information that you have.
- Get to the point. Be concise. Avoid unnecessary rambling and wordiness.
- Be respectful, polite, friendly, and professional at all times.



## CREDIT GRANTING

### TRANSFER CREDIT

Prior to admission, the candidate must submit official transcripts and documents, as well as the catalog course description for all courses for which transfer credit is being requested. An exception to this is students who attended the CNI A.D.N. program who already have transcripts on file at the College.

Transfer credit shall be granted to students who have successfully completed an equivalent course or courses and who have provided course description and transcript documentation to demonstrate compliance with course equivalency.

Transfer credits earned within the previous five years from an accredited college or university will be given for courses in which a grade of C (2.5) or better was earned. Courses will be evaluated as to content and hours appropriate to the school's curriculum.

### DRESS POLICY

Students will be in a lab coat and/or professional dress when conducting school business.

- Students will present a professional appearance in clinical attendance (Nsg 403) by wearing business casual dress, a white lab coat, and name tag.
- Shoes with closed heel and toes are to be worn in clinical. White tennis shoes without insignias or markings are allowed.
- Identification badges must be worn at all times.
- Hair must be neat, controlled, a natural color, off the collar and face. Hair longer than shoulder length must be secured with a plain fastener.
- Minimize use of make-up, cologne, hairspray, deodorant, lotions, etc. to prevent client adverse reactions.
- No facial hair other than a moustache is allowed. Mustaches must be neatly trimmed.
- Fingernails will be short and clean. Acrylic nails are not allowed. Only clear nail polish may be worn.
- A watch, one pair of stud earrings and a plain band ring may be worn. No other jewelry (including body piercings), may be worn.
- Body art and/or undergarments are not to be visible when in uniform.

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## DRESS POLICY INFRACTION

Non-compliance with the dress policy will result in student dismissal from the program. All appropriate attendance policies will be applied to the resulting absence.

## ATTENDANCE

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### CLINICAL ATTENDANCE POLICY

There is only one clinical course in the program, Nsg 404 Population-Based Nursing, that requires on site attendance. Clinical attendance and performance is required for students in this practicum. The student will be required to make up missed clinical hours due to absence. The student is required to complete 90 practicum hours to receive credit for the course.

## PROCEDURES FOR REPORTING AN ABSENCE

If an absence cannot be avoided, students are required to contact the program coordinator or designee and clinical site. Clinical absence requires a minimum notification one (1) hour prior to the beginning of the clinical shift.

## TARDINESS AND LEAVING EARLY

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### CLINICAL POLICY

In the event of an emergency, notify the clinical instructor as well as the assigned preceptor. Failure to comply with this procedure may result in being dismissed from the program.

Whenever a student leaves the assigned clinical area for break, lunch, end of shift or any other reason the student must perform a hand-off procedure with the appropriate preceptor/staff member. Failure to return to the clinical area in a timely manner after lunch or break will result in fewer completed hours for the shift. Missed time will need to be made up at a later date.

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### REQUIRED DOCUMENTATION

The student is responsible to provide all requested health clearance documentation for an extended absence to the NP Office prior to return to the clinical area.

## GRADING POLICY

CNI nursing student grades are based on an assessment of the individual student's demonstration of mastery of course objectives.

The following grading scale is used by all courses in the program. Grade rounding is not permitted in the CNI grading scale (i.e. if a student receives a 79.9% grade, the grade for the course is a "C").

A = 90 – 100 %

B = 80 – 89.9

C = 75 – 79.9

F = less than 75%

The passing grade of C (75%) is required to progress in the Nursing Program.

The grade received is a composite of student performance in the online learning environment and practicum in Nsg 403 (Appendix B). A student must demonstrate mastery in each area to successfully pass the course.

Theory grades are based on a point system. A student's grade is determined by dividing the student's total points by the total points possible in each term course. Extra credit, retesting, and make-up work will not be assigned to individual students in order to achieve a passing grade.

Learning activities may include but are not limited to: Reading of text, professional journals or other literature, audiovisual or computer instructional materials, online virtual community, group discussion, case study analysis, written papers, simulation, examinations, clinical experiences, and related written work.

The clinical course is graded as satisfactory, needs improvement, or unsatisfactory. A passing grade consists of satisfactory and timely completion of all course competencies and activities as indicated in the course criteria and outcomes.

Students are expected to complete all exams, assignments, and course requirements at the scheduled time. At the discretion of the faculty, a student may submit incomplete or outstanding work within 5 school days for a 10% reduction in points. An alternate form of the exam or assignment may be given at the discretion of the faculty.

## PROMOTION (PROGRESSION) POLICY

A student must pass all courses with 75% or greater. Program learning builds upon the domains of the individual, health care and nursing progressing from simple to complex to promote quality of life, health, and achievement of potential. Failure to acquire necessary skills, competencies, and knowledge will compromise the student's progress. A student failing to pass a course may need to repeat that course prior to progression to the next term. Students are permitted to repeat only one course during the nursing program. A student failing to comply with this policy may be removed from the program.

Students must also maintain satisfactory levels of competency for clinical activities. A student who receives a needs improvement (NI) in clinical activities will be required to participate in remediation activities. A student who receives an unsatisfactory (U) or two NI in a row may be dropped from the program.

Any activity, which has the potential for causing client injury either physical or psychological, will result in immediate dismissal from the nursing program. Re-admittance to the program will be considered on a case-by-case basis by the BSN Director and faculty decision.

Due to the physical activity required to provide client care, the students must pass a general physical and have a written physician's release upon admission to the program. Students must produce an Immunization Record and be free from transmittable diseases, including measles, mumps, rubella, hepatitis, pertussis, tuberculosis, and flu. Documentation of immunity to measles, mumps, rubella, and pertussis must be provided. Health requirements will need to be updated prior to the first client contact in Nsg 403. Health records will be maintained in the student's file.

A student in the health care field is at a higher risk of contracting Hepatitis B than the general population. Immunization is highly recommended. Information on the risks and benefits of the Hepatitis B Immunization Series will be provided. Protection from Hepatitis requires a series of 3-injections. Students must complete the series prior to client contact in Nsg 403.

A two-step TB skin test is required on admission and screening tests for tuberculosis are required annually. The procedure for a two-step TB skin test is as follows. If the initial PPD test is negative the student must have another PPD test for a total of two tests, one week apart, and documenting two negative PPD tests. If the PPD test is positive, the student must have a clear chest X-ray within three months prior to the first client contact in Nsg 403. An annual respiratory system review, signed by a health care provider must be submitted. The review will determine if a chest X-ray is indicated.

All students must have current malpractice insurance coverage for a 'student nurse' to participate in clinical experiences. A copy of the policy face sheet must be provided to the NP office prior to client contact in Nsg 403. Currently licensed RNs need to purchase student nurse liability insurance. Employer coverage or RN malpractice insurance policy is not adequate.

Students must maintain current certification in cardiopulmonary resuscitation (CPR) for healthcare providers throughout their clinical experience. The course must be approved by the American Heart Association. A current copy of the CPR card must be provided to the NP at admission, prior to client contact in Nsg 403, and at each renewal.

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## ACADEMIC DISHONESTY POLICY

CNI College nursing faculty considers acts of academic dishonesty inconsistent with safe and professional nursing practice. Therefore, any nursing student who engages in academic dishonesty, or is in collusion with such actions, may be dismissed from the NP.

Academic dishonesty is defined as cheating of any kind, including misrepresenting one's own work, taking credit for the work of others without crediting them and without appropriate authorization, and the fabrication of information and includes the following:

Plagiarism is to present as one's own the ideas, words, or creative product of another. Credit must be given to the source for direct quotations, paraphrases, ideas, and facts which are not common knowledge. CNI College considers academic integrity to be an essential quality for academic success. Students are expected to be the sole authors of their work, citing and attributing the ideas of others using accepted guidelines set by the American Psychological Association (APA). Plagiarism includes, but is not limited to the following forms of deception:

1. Copying work from any source
2. Assisting, or allowing another to assist you, in an act of academic dishonesty
3. Any attempt to share answers when submitting an assignment or completing an exam
4. Any attempt to claim work, ideas, or creative efforts of another without following accepted guidelines
5. Resubmitting previously graded assignments in multiple courses

To avoid plagiarism, do not “copy and paste” into assignments, including discussion posts, without following APA guidelines. Using another's intellectual property without permission or without giving appropriate credit is plagiarism and considered the academic equivalent of theft.

Collusion occurs when any student unknowingly or intentionally helps another student perform an act of academic dishonesty. Collusion, in an act of academic dishonesty, will be disciplined in the same manner as the act itself.

Cheating is any act or attempted act of fraud, deception, or distortion of the truth by which a student misrepresents mastery or understanding of academic information or material. Cheating includes, but is not limited to:

1. Submitting work completed by another person as one's own work
2. The use of unauthorized sources of information during tests.
3. Using another's exams, assignments, or other work, or allowing another student to do so.
4. Completing an exam or assignment for another person or allowing another person to complete any part of an assignment or exam for one's self.
5. Altering graded class work and resubmitting that work for reconsideration.
6. Engaging in any kind of unauthorized assistance or communication with another person during an exam.

7. Purchasing, copying, accepting, stealing, or otherwise obtaining exam information, assignments, or other class work.

## CONDUCT POLICY

A professional environment is maintained by the college. Students are expected to maintain professional conduct at all times in the school, the online learning environment, and in the clinical area and are responsible for behaving in a manner consistent with the best interest of CNI College and conforming to local, state, and federal laws. Students should be considerate of the rights of their peers, instructors, and other college personnel. Violations of student conduct standards include, but are not limited, to the following:

- Abusive, harassing, or threatening email message sent to classmates or instructors.
- Discourtesy to instructors, staff, and fellow students. Any actions that disrupt the learning opportunities of other students will not be tolerated.
- Disruptive behavior, inappropriate language, graphics, and symbols.
- Harassing or abusive acts which invade an individual's right to privacy, sexual harassment, or abuse against members of a particular race, ethnic, religious, or cultural group.
- Threats to damage property or cause physical harm to others.
- Plagiarism, cheating, theft, or unauthorized or unethical use of another's work in completion of assignments or exams.
- Reckless or intentional use of invasive software, such as viruses or worms, destructive of hardware, software, or data files.

CNI College reserves the right to dismiss or suspend any student for violations of student conduct standards. All violations of student academic conduct standards are documented and made part of the student's academic record. Violations of academic standards may result in one of the following actions:

- Reduction in grade on the assignment on which the violation occurred
- No credit on the assignment or exam on which the violation occurred
- A failing grade in the course
- Suspension or dismissal from CNI College

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## ACADEMIC DISHONESTY PROCESS

Faculty will conduct a prompt comprehensive investigation of any suspected act of academic dishonesty.

Consequence of first offense academic dishonesty may include one or more of the following sanctions:

- No credit for the assignment with no possibility of repeat
- An F in the course
- Academic learning contract
- Unsatisfactory status in the clinical component of the course

Consequence of a second offense of academic dishonesty, depending on the egregious nature of the behavior may include one or more of the following sanctions:

- Academic probation for two quarters
- Suspension for one quarter
- Dismissal from the program

## DISMISSAL POLICY

A student may be dismissed from the program for:

- Failure to make sufficient academic process;
- Unsatisfactory clinical performance;
- Placing a client in physical or psychological jeopardy;
- Excessive unexcused absences (greater than 10% of any course/clinical rotation);
- Any behavior that constitutes academic dishonesty (refer to Academic Dishonesty Policy);
- Knowingly furnishing false information to any college employee or clinical facility;
- Participation in any illegal activity;
- Possessing a weapon or illicit drugs on college property or clinical settings;
- Being under the influence of alcohol or drugs (recreational or prescribed) on the college campus or clinical setting;
- Sexual harassment, assault or battery or abuse (verbal, psychological, financial, or physical) against clients, college students, and staff or clinical staff; and/or
- Theft of property from the college, its employees, a fellow student, a clinical site or client.

The school reserves the right to notify law enforcement agencies for any illegal activities.

A student who has been dismissed from the program may apply for readmission. Decision of the faculty and college administration to readmit the student will be final.

Re-admittance will be considered if:

- Restitution has been made.
- Change in behavior can be documented.
- Academic and clinical remediation has been completed.

A student who has participated in an activity that will compromise licensure as a registered nurse will not be readmitted to the Nursing Program.

## RETENTION POLICY

The goal of the CNI College NP is that all students admitted to the program complete all degree requirements. The faculty and administration are available to assist students individually and in groups if they are experiencing difficulty. This being said, it is the responsibility of each student to participate fully in the NP and fulfill all requirements. Extra credit, retesting, and make-up work will not be assigned to individual students in order to achieve a passing grade. Additional assignments may be made equally to all students.

Information concerning retention rates is made available to students, the public, the college's accrediting bodies, and the Board of Registered Nursing.

## REMEDIATION POLICY

It is the goal of the CNI College NP that all students will be successful and that each acquires adequate knowledge and skills to be a professional nurse.

The faculty understands that some concepts and skills may be difficult to grasp, this being said faculty is available to provide 1:1 assistance, tutoring and remediation.

All students must exceed the minimum requirement for both theory and clinical (e.g. 75% for all theory courses and a satisfactory clinical evaluation). Student should take personal responsibility to seek out help when needed. A student in need of remediation or makeup will be provided a referral form from his/her theory or clinical instructor. A copy of the form will be forwarded to the BSN Director. The instructor assisting with remediation will complete a remediation plan with the student. When all the required activities have been completed, the plan and the referral form will be signed off and returned to the referring instructor, who will also sign off on it and submit on the form to the BSN Director within 3 days. The documentation will be placed in the student's file.

A student who receives a "Needs Improvement" or an "Unsatisfactory" on a clinical evaluation will be placed on clinical probation and will be assigned to attend skills lab during the remediation and tutoring opportunities. A student who has "Unsatisfactory" clinical evaluations in two clinical rotations may be dropped from the program.

Students are permitted to repeat only one course during the nursing program.

A student failing to comply with this policy may be removed from the program.



## GRADUATION POLICY

## REQUIREMENTS FOR GRADUATION

The student must:

1. Complete all required coursework.
2. Achieve a minimum of 75% for all courses.
3. Achieve a passing grade for any repeated course (1 opportunity only)
4. Satisfy clinical, lab and simulation competencies.
5. Not be on probationary status for absenteeism or behavioral deficiencies
6. Must have completed the program within 1½ times the planned program length.
7. Must be in good standing with the College (e.g. satisfied all financial obligations).

## REQUIREMENTS FOR PUBLIC HEALTH NURSING CERTIFICATION

Theoretical and practicum requirements for the Public Health Nurse (PHN) Certificate are provided by the Board of Registered (1491. Qualifications and Requirements) and include topics such as

- (A) Physical, mental, and developmental assessment: child and adult;
- (B) Surveillance and epidemiology: chronic and communicable diseases;
- (C) Health promotion and disease prevention;
- (D) Multicultural nursing concepts;
- (E) Research methodology and statistics;
- (F) Health teaching concepts and strategies;
- (G) Population based practice: assessment and development of community collaboration at the level of systems, community and family/individual;
- (H) Assessment of health needs of individuals and families, to include environment, and interventions across the lifespan;
- (I) Legal and health care financing issues;
- (J) Family violence, e.g., child, adult, domestic, elder abuse, etc., prevention, detection, intervention, treatment, and California reporting requirements;
- (K) Case management/care coordination; and
- (L) Emergency preparedness and response.

In the clinical component of the course, a faculty member of the nursing program is responsible for coordinating students' clinical experience and supervision. Supervised clinical experience shall be:

- (A) In public health settings with individuals, families, and community;
- (B) Concurrent with or following acquisition of theoretical knowledge prescribed by the curriculum; and
- (C) A minimum of 90 hours.

(7) Training in the prevention, early detection, intervention, California reporting requirements, and treatment of child neglect and abuse that shall be at least seven (7) hours in length and shall be acquired through:

- (A) A baccalaureate nursing program or a specialized public health nursing program; or

(B) A course of instruction in the prevention, early detection, intervention, California reporting requirements, and treatment of child neglect and abuse that is offered by a continuing education provider approved by the Board.<sup>9</sup>

The RN to BSN curriculum at CNI covers the required content in Nsg 404 Population-Based Nursing to be eligible to receive a Public Health Nurse (PHN) certificate. CNI faculty will assist in arranging clinical site rotation(s) for the practicum experience within a reasonable distance from the college's campus. Students may not attend a clinical site without faculty involvement, since a contract for student placement may need to be established first between CNI and the practicum site.

Students are encouraged to apply for a PHN certificate as soon as their BSN degree is awarded. You will need to request an official transcript from CNI and download the PHN certificate application from the BRN's website at <http://www.rn.ca.gov>. Also send your PHN Certificate application to the CNI BSN Director who will verify your completion of the BSN program and will return the form to you. Once the PHN Certificate application is completed, you will send the completed application, your official transcript, and a \$75.00 fee to the BRN.

## STUDENT CONCERN AND GRIEVANCE PROCEDURES

If a situation arises in which a student has a concern or grievance of any kind, the following procedure is in effect.

### STUDENT CONCERN:

1. Discuss the concern immediately with the appropriate instructor. All discussions are to be held before or after class or by a scheduled appointment.
2. If the concern cannot be resolved through the instructor, present the concern in writing to the BSN Director, who will assist in the resolution of the concern.
3. Students not satisfied with the Director's response should schedule an appointment to discuss the concern with the Director of Education.
4. The Director of Education will meet with all pertinent parties to conduct an investigation of the concerns before a decision is reached. The Director of Education will provide the student a written decision within five (5) days based upon the information received in accordance with the policies and guidelines of the college.

### STUDENT GRIEVANCE:

1. Students may file a formal written grievance within five (5) days of being notified of the Director of Education's decision if they do not believe their concerns to be resolved.

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<sup>9</sup> Authority cited: Section 2715, Business and Professions Code. Reference: Sections 2817 and 2818, Business and Professions Code.

2. Appointments with the Review Board are scheduled through the Director of Education's office. The Review Board has the responsibility for reaching a decision that is in balance with the best interests of all parties named in the complaint. The following procedure is in effect:
  - a. The student will be notified by the Director of Education to attend a Review Board meeting which will convene within five (5) days from receipt of the written grievance.
  - b. The Review Board will be composed of the President, Director of Education, Director of Operations and Nursing Department Head or their designee.
  - c. The Review Board convenes with the student and any other individuals whose participation is warranted by the circumstances of the particular concern. Evidence will be presented by the student and then by all other parties involved. Minutes will be taken.
  - d. The Review Board will immediately meet in the absence of those involved to review the evidence and resolve the student's concern.
  - e. The Review Board members support the President's decision. The President's decision is final and binding.
  - f. The President's decision will be communicated in writing to the student within five (5) days of the Review Board Meeting.

For additional information, refer to the college's accrediting/approving agencies and the procedures for processing complaints of unlawful discrimination and other grievances.

## STUDENT PARTICIPATION

Students are encouraged to participate formally or informally with the faculty in the identification of policies and procedures relating to students in the NP.

Students provide feedback to the faculty through committee membership, student government meetings, and course and clinical evaluations.

One student is appointed from each cohort to serve as student representative to faculty meetings, curriculum committee, and ad hoc committees. The BSN Director will appoint the representatives from a list of nominees received from the student body. Student representative are ex officio members of the committees and serve as a liaison between the student body and the committees.

Communication from students to committee and from committee to students regarding information and processes discussed in meetings will occur through agenda items at monthly student government meetings. Representatives will sign-in at all meetings in order to verify participation. They are encouraged to bring student concerns, preparing a written report for each meeting. Representatives are responsible to communicate pertinent information formally at student governance meetings.

Data gathered through student evaluation of courses, faculty effectiveness, and clinical sites and programs are used to initiate changes as appropriate.

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## COURSE EVALUATION

At the conclusion of each course the students will participate in an online anonymous survey in order to evaluate the achievement of course outcomes and faculty effectiveness. These are conducted electronically and the data is analyzed and reviewed by the BSN Director/Assistant Director of Nursing to identify opportunities to enhance the student academic experience and ensure student success.

## CLINICAL EVALUATION

In Nsg 403 Population-Based Nursing students are assigned to a variety of community-based agencies with direct supervision by a preceptor and oversight by the assigned course faculty. At the conclusion of Nsg 403, students will participate in an online anonymous survey in order to evaluate the achievement of clinical objectives, faculty effectiveness, and experience provided by the facility and facility preceptors. These surveys are conducted electronically and the data is analyzed and reviewed by the BSN Director/Assistant Director to identify opportunities to improve the student clinical experience.

## CHANGE IN PROGRAM OR POLICY

CNI College has the right, at its discretion, to make reasonable changes in program content, materials, schedules, or locations in the interest of improving the student's education, or where deemed necessary due to industry changes, academic scheduling, class size, or professional requirements.

The college is required to make the appropriate changes when ongoing federal, state, or professional changes take place that affect students currently in attendance.

Exception to policy may be made on a case-by-case basis at the discretion of the BSN Director and documented in the student record.

## APPENDIX A: CONCEPTUAL FRAMEWORK

APPENDIX B: CLINICAL EVALUATION TOOL

**CNI RN to BSN Program**  
**Nsg 404 Population-Based Nursing**  
**Clinical Evaluation Tool - Community-based Settings**

**Purpose**

The baccalaureate nurse generalist is expected to provide direct and indirect care for diverse patients across the lifespan, including individuals, families, communities, and populations in the roles of provider of care, manager/coordinator, member of the nursing profession, and member of the interdisciplinary health care team. Ninety (90) hours of preceptor-guided clinical experience in a qualified community health services setting, such as a public health department or clinic, is required in the practicum component of this course. Preceptor Role and Responsibilities for Clinical Faculty in Community Health are defined on page 5.

**Performance Scale**

Student practicum performance is to be evaluated at mid-term and completion of the course. Documentation is provided for objective(s) evaluated as needs improvement (N.I.) or fail.\* Written corrective action plans are initiated at mid-term to improve performance on clinical objectives that are not met. In order to pass clinical, the student must achieve a rating of “pass” on each clinical objective by the end of the course. A minimum grade of C in theory and a satisfactory clinical evaluation (Pass) is required to receive a passing grade in this course. The following criteria will be used to evaluate each clinical objective:

**Pass:** The student requires the expected amount of guidance. By the end of the course, the student can demonstrate the clinical objective independently or with little guidance by the preceptor or clinical faculty.

**Needs Improvement (NI):** The student demonstrates inconsistent performance of the clinical objective. The quality of performance is often below the expected level of achievement, and the student often requires more than the expected amount of guidance by the preceptor or clinical faculty.

**Fail:** The student demonstrates unsatisfactory performance of the clinical objective. The quality of performance is usually below the expected level of achievement, and the student usually requires more than the expected amount of guidance by the preceptor or clinical faculty.

**I. Provider of care:**

Clinical Competency Being Evaluated	Midterm Evaluation			Final Evaluation	
	Pass	N.I.*	Fail*	Pass	Fail*
A. Utilize the nursing process in providing evidence-based care					
B. Integrate scientific principles in identifying needs of individuals, families, groups, communities, and populations					
C. Consider biophysical, psychological, age/developmental, and spiritual factors in planning care for individuals, families, groups, communities, and populations					
D. Identify and act upon demographic variables, cultural beliefs and practices, and health/illness state					
E. Participate within the ethical/legal framework of nursing and applicable community health nursing standards in implementing, evaluating, and modifying the plan of care					
F. Provide care with sensitivity and respect for the client, family, group, and community					
G. Identify the role of the RN in preventing and responding to child and elder abuse/neglect					

**II. Designer/Manager/Coordinator:**

Clinical Competency Being Evaluated	Midterm Evaluation	Final Evaluation



	Pass	N.I.*	Fail*	Pass	Fail*
A. Support the client, family, and group participation in determining healthcare decisions					
B. Demonstrate awareness of own role in anticipating and preventing errors in community-based environments of care					
C. Act as an advocate in delivering high quality care, evaluating care outcomes, and providing leadership in improving care					
D. Assume accountability for own professional practice and outcomes and for delegated nursing care					

**III. Member of the nursing profession:**

Clinical Competency Being Evaluated	Midterm Evaluation			Final Evaluation	
	Pass	N.I.*	Fail*	Pass	Fail*
A. Demonstrate responsibility for personal/professional behavior (attendance/being on time, dress standards, health and practicum requirements)					
B. Engage the role of the advanced student nurse and demonstrate accountability for own nursing practice in new and unfamiliar settings					
C. Select ethical/legal/professional/regulatory standards of care appropriate to the community based setting					
D. Demonstrate awareness of and accept responsibility for own learning needs					

**IV. Member of the interdisciplinary health care team:**

Clinical Competency Being Evaluated	Midterm Evaluation			Final Evaluation	
	Pass	N.I.*	Fail*	Pass	Fail*
A. Communicate effectively with members of the interprofessional team					
B. Function competently within student scope of practice and as a member of the interprofessional team					
C. Demonstrate respect for differing views among team members					
D. Demonstrate leadership skills in ensuring that client, family, group, and community needs are identified and addressed by the team					

\* All needs improvement (N.I.) and fail areas must have documentation

**Clinical Documentation (midterm evaluation):**

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\_\_\_\_\_ **Course** \_\_\_\_\_ **R.N.**  
\_\_\_\_\_ **Date**

**Student Comments (midterm):**

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\_\_\_\_\_ **Student** \_\_\_\_\_ **Date**

**Clinical documentation (final evaluation):**

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\_\_\_\_\_ **Course** \_\_\_\_\_ **R.N.**  
\_\_\_\_\_ **Date**

**Student Comments:**

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\_\_\_\_\_ **Student** \_\_\_\_\_ **Date**

Use additional pages as needed

## **Preceptor Role and Responsibilities for Clinical Faculty in Community Health**

Before a RN can be utilized as a preceptor for Community Health students, he/she must become familiar with the responsibilities of that role. The preceptor must have a minimum of one year's experience in a community or public health setting.

In addition, the preceptor must be willing to supervise RN students as they complete their clinical rotation. The role of preceptor is to guide students toward learning experiences that assist them in meeting the Community Health Course Objectives. The preceptor also collaborates with the faculty of record to evaluate student performance.

The preceptor must:

1. Review course objectives prior to the beginning of the clinical rotation.
2. Submit their resume to the clinical faculty at the beginning of the clinical rotation.
3. Orient student/s to the clinical facility.
4. Introduce students to responsible individuals in the agency.
5. Coordinate student experiences in the agency.
6. Maintain communications with students and faculty.
7. Assist students with activities that help them meet the course objectives.
8. Act as a role model for students.
9. Provide feedback to faculty for student performance evaluations.
10. Complete all forms and paperwork at the end of the clinical rotation and return to the nursing faculty.

CNI College

RN to BSN completion Program

Preceptor Agreement for Community Health

TO: Nursing Faculty

FROM: Name of Preceptor: \_\_\_\_\_

Title of Position: \_\_\_\_\_

Preceptor's email address: \_\_\_\_\_

Preceptor's Work Phone: \_\_\_\_\_

Agency: \_\_\_\_\_

Address of Agency: \_\_\_\_\_

\_\_\_\_\_

DATE: \_\_\_\_\_ SEMESTER: \_\_\_\_\_

AGREEMENT: Please return the completed form to the student. It is the student's responsibility to return the completed form to the faculty of record **prior to beginning clinical hours. This is due no later than week 2 of course.**

\_\_\_\_\_ I have read and understand the role and responsibilities of the preceptor.

\_\_\_\_\_ I have attached my professional resume.

\_\_\_\_\_ I agree to be a preceptor for (student's name): \_\_\_\_\_

SIGNATURES:

STUDENT: \_\_\_\_\_ DATE: \_\_\_\_\_

PRECEPTOR: \_\_\_\_\_ DATE: \_\_\_\_\_

COURSE FACULTY: \_\_\_\_\_ DATE: \_\_\_\_\_



*“Believing in Brighter Futures”*