RN to BS in Nursing Program
Student Handbook

(2024-2025)

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Welcome To Regent University School of Nursing

Dear Student,

It is our pleasure and honor to welcome you to Regent University. You have made a great investment in your future by selecting a school that will give you the high-quality, Christ- centered education necessary to bring innovative solutions to the field of nursing and to prepare you to be Christian leaders to change the world. We offer a supportive, collaborative environment to enhance your success as you progress through our program.

This handbook is a very important resource designed to provide you with information on life as a student at Regent University. Our highly trained faculty and staff will support you every step of the way and help you get the most out of your experience here.

Graduates of this program represent the future of nursing and are well-prepared to improve the care of the patients we serve. We extend our best wishes for a dynamic and rewarding educational experience. Thank you for being a part of Regent's mission to prepare Christian leaders for lives of significant purpose and service.

God's blessings,

Regent School of Nursing Faculty

For this reason, since the day we heard about you, we have not stopped praying for you. We continually ask God to fill you with the knowledge of his will through all the wisdom and understanding that the Spirit gives, so that you may live a life worthy of the Lord and please him in every way: bearing fruit in every good work, growing in the knowledge of God, being strengthened with all power according to his glorious might so that you may have great endurance and patience, and giving joyful thanks to the Father, who has qualified you to share in the inheritance of his holy people in the kingdom of light. For he has rescued us from the dominion of darkness and brought us into the kingdom of the Son he loves, in whom we have redemption, the forgiveness of sins.

~Colossians 1: 9-14

Purpose of the Handbook

The information in this RN to B.S. in Nursing Student Handbook is intended to provide you with the current policies and guidelines important to your success as an undergraduate student in the RN to B.S. in Nursing Program at Regent University. The policies and procedures and other information contained within this handbook are in compliance with and are supplements of the Regent University Student Handbook, Regent University Undergraduate Catalog, and other Regent University policies as specified.

Every reasonable effort has been made to ensure the accuracy, reliability, and completeness of the policies and guidelines found in the handbook. However, if any discrepancies exist between the information in the handbook and the official Undergraduate Catalog or other Regent University policies, the information in the official policies shall take precedence.

All students are responsible for following the policies and procedures in the RN to B.S. in Nursing Student Handbook. The plans, policies and procedures described in this handbook are subject to change by the Nursing Program faculty as deemed necessary. Per the student expectations and communications policy outlined in the handbook, students will be notified through a Canvas announcement and email and are responsible for remaining up to date.

Mission, Vision, Philosophy

Mission

Regent University's nursing programs exist to create a dynamic community of learning to develop exceptionally prepared nurses who will lead to improve health outcomes locally and globally. We promote excellence in teaching, research, service, and practice with a primary focus in faith integration and Christian leadership to change the world. We are committed to being purposeful, caring, disciplined, and celebrative with each student who enters our programs.

Vision

The vision of Regent University's School of Nursing is to deliver premier nursing programs dedicated to cultivating Christian leaders in the field of nursing to improve health outcomes both locally and globally.

Philosophy

The philosophy of the Regent University nursing programs is consistent with the mission, vision, and core values of Regent University in fostering Christian leaders to change the world in the discipline of nursing. The philosophy addresses the concepts of the nursing metaparadigm: patient, environment, health, and nursing. Nursing practice reflects the views of the faculty regarding learning, teaching, and specifically nursing education.

Person

The person is multidimensional and encompasses the physical, emotional, social, and spiritual components of the individual that is receiving nursing care. A holistic approach is necessary to care for the patient in body, mind and soul and extends to the family and community. The patient is valued and is to be treated with respect and dignity and should be empowered to manage their own health and retain the right to make informed decision about their healthcare. Regent students value each individual as a creation of God complete with a giftedness to serve their unique purpose.

Environment

The environment represents external and internal influences for the patient and student. The external environment goes beyond surrounding physical parameters to include historical, political, economic, cultural, and spiritual influences. Individual experiences and perceptions form the internal environment. Thus, there is a relationship between the health of the patient and the quality of their environment, both externally and internally. It is important that the patient responds and adapts to their environment in order to achieve healthy outcomes. Likewise, it is important that the student responds and adapts to their learning environment in order to master their student outcomes.

Regent University's nursing program seeks to support a healthy learning environment, with emphasis on spiritual adaptation and enlightenment, as an essential element in promoting wellness in student development and patient outcomes.

Health

Health is a dynamic, multidimensional phenomenon that occurs on a wellness to illness continuum. It is influenced by a patient's body, mind, and spirit. The two concepts, wellness, and illness, are mostly self-defined, allowing for individualized perceptions of health. Wellness is sought throughout the process of healing; therefore, wellness promotion and healthy patient goals are an integral element in nursing and patient education. Healing is an active process that is patient driven by perception, subjective information, and objective, physical evidence. It is therefore important to recognize the autonomy of patients in the healing process. Regent University's nursing program seeks to support the process of health and improving patient outcomes through creating a learning environment that emphasizes the three parts of the person and the definition of healing based on patient autonomy and world-view perspectives.

Nursing

Nursing is a multifaceted healthcare profession that seeks to enhance the quality of life for individuals, families, and communities. Through coordinated care, nurses effectively promote health and prevent illness. Regent University's nursing program seeks to develop caring, service-minded nurses who believe nursing is a calling and a ministry of healing.

Learning

Learning is a continuous, life-long process that occurs at any developmental level and is evidenced by consistent changes in behavior. Students bring previous life experiences to the learning environment. These previous experiences influence the student's attitudes and motivation to learn. To facilitate learning, Regent University nursing faculty serve as teachers, resources, mentors, and professional role models for students. Faculty use a variety of teaching and learning strategies to facilitate the student's practice of professional and advance nursing.

The goal of nursing education at Regent University is to assist the students to think critically, solve problems creatively, integrate faith in the decision-making process, and practice nursing from a caring perspective. The post- licensure BS student is prepared to function as a generalist in diverse roles in a variety of settings, use cultural sensitivity, and adhere to the standards of professional practice guidelines. The focus is on developing expertise in leadership and advance nursing roles to the meet the health and educational needs of the patient, local and global communities, and overall profession.

RN to B.S. in Nursing Program Overview

The RN to B.S. in Nursing curriculum consists of 120 credit hours: 30 credits of general education requirements, 60 general elective hours, and 30 credit hours of RN to B.S. in Nursing curriculum. Transfer credit may be applied to courses for previous coursework. All coursework is offered in an asynchronous online format. Students are required to complete practicum hours in three nursing courses: NURS 310 Professional Health Assessment, NURS 330 Nursing Leadership and Management Practices, and NURS 430 Community and Public Health Strategies.

The nursing program is designed to provide individuals with a broad educational background, which integrates the Christian faith, liberal arts, behavioral and social sciences as well as nursing. The curriculum for the nursing program at Regent University are derived from the stated purpose, philosophy, student learning outcomes, and The Essentials of Baccalaureate Education for Professional Nursing Practice, (2008), set forth by the American Association of Colleges of Nursing, (AACN), which serves as a framework for practice and a conceptual approach to the nursing curriculum.

Disclaimer

The purpose of this program is to provide individuals with a broad educational background, which integrates the Christian faith, liberal arts, behavioral and social sciences as well as nursing. Courses offered through the School of Nursing, as well as any accompanying materials and instruction, are intended for educational purposes. They are neither designed to give medical / legal advice nor take the place of appropriate legal, professional, or medical consultation. As laws vary from state to state, and from state to state, students are advised to discuss any specific questions with the proper authorities.

Program Learning Outcomes

Graduates of the Regent University baccalaureate nursing program will be able to:

1. **Deliver** professional care that integrates faith, ethics, and morality in the art of nursing practice through caring behaviors and service-minded approaches. (*2008 Essential* VIII; 2021 Essentials** 9, 10*)

2. **Deliver** professional nursing care that is theologically, philosophically, and scientifically informed from the arts, humanities, biological and social sciences. (*2008 Essential I; 2021 Essential 1*)

3. **Evaluate** current research and translate findings to provide evidence-based nursing care. (*2008 Essential III; 2021 Essential 4*)

4. **Utilize** information technology into the decision making required in providing safe, quality patient-centered care in healthcare settings. (*2008 Essential IV; 2021 Essential 8*)

5. **Evaluate** and apply legal aspects of healthcare policy, finance, and regulatory environments locally, nationally, globally to ensure safe, quality patient-centered care. (*2008 Essential V, VIII; 2021 Essentials 3, 5, 7, 9*)

6. **Communicate** and **collaborate**, inter-professionally, in providing safe, quality patient-centered care. (*2008 Essential VI; 2021 Essential 6*)

7. **Apply** principles of prevention and health promotion in providing care to individuals, families, groups, and communities. (*2008 Essential VII; 2021 Essential 3*)

8. **Engage**, professionally, with diverse and multicultural stakeholders in providing safe, quality nursing care. (2008 *Essentials II, VIII, IX; 2021 Essentials 2, 5, 9, 10*)

   *The Essentials of Baccalaureate Education for Professional Nursing Practice (American Association of Colleges of Nursing [AACN], 2008)

   **The Essentials: Core Competencies for Professional Nursing Education (AACN, 2021)

Alignment of General Education to Student Learning Outcomes

The nursing curriculum outcomes are consistent with the core curriculum outcomes of Regent University. The required supporting courses in the humanities, history, and social sciences provide the nursing student with a broad knowledge base which provide the basis for building life skills, as well as a basis for a career in nursing. The curriculum plan follows a logical sequence, building on levels of increasing complexity and previous knowledge through sequenced general education courses prior to entering into the nursing (NURS) curriculum. Regent has a generous transfer policy for the general education and the team evaluates prior courses to see that they meet the school's standards and rigor. The general education courses are aligned with and contribute to the students' successful achievement of the RN to BS in Nursing Program outcomes as noted in the following table.

Supporting General Education Courses	RN to BS in Nursing Program Learning Outcomes
GENE 100 – Making of the Christian Mind GENE 250 -Making of the Christian Life GENE 402 – Making of a Christian Leader	PLO 1. Deliver professional care that integrates faith, ethics, and morality in the art of nursing practice through caring behaviors and service- minded approaches.
BIOL 201 – Human Anatomy & Physiology I ENGL 205 – Literature ECON - Economics	PLO 2. Deliver professional nursing care that is theologically, philosophically, and scientifically informed from the arts, humanities, biological and social sciences.
MATH 201 – Statistics ENGL 102 – Research and Academic Writing	PLO 3. Evaluate current research and translate findings to provide evidence-based nursing care.
UNIV 100- Foundations of Success ENGL 101 – English Composition ENGL 102 – Research and Academic Writing	PLO 4. Utilize information technology into the decision making required in providing safe, quality patient-centered care in healthcare settings.
HIST – History or Government	PLO 5. Evaluate and apply legal aspects of healthcare policy, finance, and regulatory environments locally, nationally, globally to ensure safe, quality patient centered care.
MATH 201 – Statistics ENGL 102 – Research and Academic Writing	PLO 6. Communicate and collaborate, inter-professionally, in providing safe, quality patient-centered care.
GENE 250 -Making of the Christian Life	PLO 7. Apply principles of prevention and health promotion in providing care to individuals, families, groups, and communities.
GENE 250 -Making of the Christian Life GENE 402 – Making of a Christian Leader HIST – History or Government	PLO 8. Engage, professionally, with diverse and multicultural stakeholders in providing safe, quality nursing care.

Course Sequencing

The Nursing courses at Regent University are built and offered in sequence to foster student learning and build on student's knowledge and facilitate the best outcomes. NURS 301, Transitions to Professional Nursing, is the foundation course for the program and is the required first nursing course. NURS 498, Professional Nursing Capstone Project, is the final nursing course taken.

Additionally, all 300 level courses must be taken before 400 level courses. There may be circumstances where a late 300 level course may be taken with an early 400 level course.

Nursing Course Sequence

NURS 301 - Transitions to Professional Nursing
NURS 305 - Pathophysiology
NURS 307 - Pharmacology for the RN
NURS 310 - Professional Health Assessment
NURS 330 - Nursing Leadership and Management Practices
NURS 410 - Evidence-Based Nursing Research and Technology
NURS 430 - Community and Public Health Strategies
NURS 440 - Nursing Informatics
NURS 498 - Professional Nursing Capstone Project

Nursing Course Descriptions

NURS 301 Transitions to Professional Nursing (3) Provides an introduction to the AACN's BSN essentials, overview of scholarship and professional nursing with use of APA formatting, and application to professional collaboration and interdisciplinary communications. MUST BE THE FIRST NURSING COURSE.

NURS 305 Pathophysiology (3) Basic knowledge of common physiologic pathologies in pediatric and adult patients and their clinical management.

NURS 307 Pharmacology for the RN (3) Pharmacokinetics and pharmacodynamics of selected drug classes. Current issues in pharmacotherapy: identify vulnerable populations and the principles of pharmacotherapeutics across the lifespan including the effects of race, gender, and ethnicity.

NURS 310 Professional Health Assessment (4) Develops skills in acquisition of clinical evidence to determine health risk, treatment modalities, and psychological and physical status. Three credit lecture hours and one clinical credit hour.

NURS 330 Nursing Leadership and Management Practices (4) Develops leadership in complex transcultural systems while improving professional nursing practices and the application of novel administrative strategies to solve complex problems in large healthcare systems. Three credit lecture hours and one clinical credit hour. Prerequisite: NURS 310.

NURS 410 Evidence-Based Nursing Research and Technology (3) Develops skills in the use of evidence-based practice and the proper formation of appropriate forms for documentation and improvement of research.

NURS 430 Community and Public Health Strategies (4) Develops global perspective on community-based health promotion and protection with emphasis on improving practices, equity, and affordability. Three credit lecture hours and one clinical credit hour. Prerequisite: NURS 310.

NURS 440 Nursing Informatics (3) Computer technology in the healthcare field in order to improve patient outcomes; familiarity with the various technology media encountered in health care settings. Evaluate the legitimacy of information gathered from the Internet and assess electronic information as it relates to Evidence-Based Practice.

NURS 498 Professional Nursing Capstone Project (3) Capstone course for the Nursing major. Includes development of an evidence-based research project that solves a clinical management problem. MUST BE THE LAST NURSING COURSE TAKEN.

Student Representation

- Appointed students are invited to participate in select committees to include Nursing Faculty Council. The function of the participating student is to foster communication among administrators, faculty, staff, and students. This occurs through structured meetings, dialogue, and facilitated constructive feedback.

- Student appointees will identify needs within the RN to BS in Nursing program and promote resources and support systems which will facilitate successful completion of the baccalaureate program.

- Student appointees may provide opportunities for involvement in community and university service.

- Students who are interested should contact the nursing program's Director of Nursing.

Policies for Admission, Progression, & Retention Criteria

Admission Requirements

To be considered for admission to the RN to B.S. in Nursing program of study, prospective students must meet the following qualifications:

- Adhere to all policies and procedures outlined in the current Regent University Undergraduate Catalog unless otherwise stated.

- Hold an unencumbered, active, and current Registered Nurse license from your state of practice.

- Provide official transcripts from prior coursework documenting a GPA of 2.0 or higher.

- Report no more than two previous documented failures in an RN to BSN or RN to B.S. in Nursing courses.

Progression and Retention Policy

To successfully progress through the RN to B.S. in Nursing program of study and graduate on time, current students must meet the following criteria:

- An overall GPA of 2.0 must be maintained to continue in the nursing major and a nursing student must achieve a "C" or better in every nursing course.

- If a student achieves a failing grade (e.g., achieves a grade of "C-" or below) in a nursing course, they must repeat that course when it is next offered to remain in the program.

- If a student's cumulative grade point average falls below 2.0, the student will be placed on Academic Warning. Students who do not raise their cumulative GPA to 2.00 or higher by the end of the subsequent semester will be placed on Academic Probation.

- If the student does not achieve a 2.0 cumulative grade point average after one probationary semester, the Director of the School of Nursing will determine if the student should be dismissed from the nursing program or continue on Academic Probation. No student will be allowed more than two probationary semesters, whether consecutive or cumulative. At the end of a second probationary semester, a student whose cumulative grade point average is still below 2.0 will be dismissed from the program.

- Students whose performance results in a GPA so far below 2.0 as to make it mathematically impossible to attain an overall GPA of 2.0 after one semester may be subject to dismissal without a probationary term.

- An incomplete grade ("I") indicates that the student was passing the course at the end of the semester but, due to circumstances beyond the student's control, was unable to complete the course work for which the "I" is assigned. The "I" grade cannot be used to allow a student to do additional work to raise a deficient grade or to repeat a course. Incomplete grades are not recommended but may be necessary for courses in which clinical hours need to be completed.

- W/F will be treated as an unsuccessful attempt in all nursing courses.

- Students may only enroll in a nursing course twice.

Students are required to read the progression policy and sign the Progression Policy acknowledgement document. (Appendix C)

Academic Probation

Academic probation notifies the student that the quality of work is below the required standard and that continuation of unsatisfactory work will result in dismissal from the School of Nursing. A student is placed on probation following one failure in a nursing course or if the GPA falls below 2.0. The maximum load for students on probation is 12 credit hours. Students can remain on probation for only one semester. To be removed from probation, the student must pass the nursing course in question and/or raise the GPA to a minimum of 2.0. If this does not occur, the student is dismissed from the nursing program.

Graduation Requirements

All requirements for the RN to BS in Nursing must be met. In addition, a grade of C or better must be earned in each nursing course. Students must follow the Regent University policy for Intent to Graduate and fulfill all Regent University requirements for graduation.

In order to qualify for graduation, baccalaureate degree candidates must complete all the requirements on the following checklist and any listed within the University catalog. A student deficient in any area will not receive a diploma until the requirement is complete.

- Submit a completed Graduation Application to the Registrar by the posted deadline. September 15 is the deadline for fall semesters and December 1 is the deadline for spring and summer semesters.
- Successfully complete a minimum of 120 semester hours of credit (includes transfer credit from pre-licensure nursing program).
- Complete all required coursework with a minimum of 2.0.
- Fulfill all financial obligations to Regent University.

RN to B.S. in Nursing Policies and Procedures

Performance and Competency Standards

Students who wish to qualify for admission and progression in the nursing program must meet both academic requirements and performance standards. A student must, with or without reasonable accommodation, satisfy the Program Learning Outcomes (see table below).

Other Essential Behavioral Attributes: Ability to engage in activities consistent with safe nursing practice without demonstrated behaviors of addiction to, abuse of, or dependence on alcohol or other drugs that may impair judgment. The student must demonstrate responsibility and accountability for actions as a student of Regent University and also as a developing professional nurse.

Meeting the program learning outcomes are assessed through successful completion of discussions, quizzes, presentations and professional papers and practice immersion experiences.

Disability Services

Regent University and the nursing program strive to make courses and facilities as accessible as reasonably possible for all individuals. Please visit the Disability Services website at https://www.regent.edu/community-spiritual-life/disability- services/ for further information.

Grading Scale for Theory and Practicum Courses

The following grading scale will be used for all NURS courses at Regent University:

Grade	Percentage	Quality Points	Meaning of Grade
A	93-100	4.00	Superior
A-	90-92	3.67	
B+	87-89	3.33	
B	83-86	3.00	Good
B-	80-82	2.67	
C+	77-79	2.33	
C	73-76	2.00	Satisfactory
F	0-72	0	Failing

Length of Courses

Courses are generally eight weeks, and subject to change.

Disenrollment

A student's enrollment may be terminated by the School of Nursing for any of the following reasons:

1. Academic:

a. For failure to perform satisfactorily at the graduate level and/or make satisfactory progress toward the degree. Examples of unsatisfactory performance include, but are not limited to, the following: failure to maintain an overall 2.0 or better grade point average (GPA) or inability to complete academic courses within reasonable time frames.

b. For failure to register for more than one semester without an authorized leave of absence.

c. For failure to graduate within the maximum time limit allowed. Maximum of six (6) year time limit. The student may petition to the University's Vice President of Academic Affairs to have this requirement waived / length of the program extended for an appropriate cause.

2. Unprofessional Personal Conduct:

a. For failure to behave consistently with the code of ethics of the nursing profession and the rules, regulations, and code of conduct of the School of Nursing, the College of Health and Behavioral Sciences, and Regent University.

b. For failure to uphold principles of academic honesty and integrity.

c. For failure to demonstrate suitability for clinical practice and as defined by professional standards of practice.

3. *Failure to maintain the required cumulative GPA (2.00):*

    a. In order to remain in good standing, the required cumulative GPA for courses taken at Regent University is 2.00. (You may be required to maintain a higher GPA to meet some financial aid requirements.)

4. *Multiple Failures of Coursework:*

    a. Students who fail to pass two or more classes may be subject to academic dismissal, even if the initial failed course is taken again with a passing grade. Courses are considered not passed if a student earns a grade below C or a grade of FX, WF, or NP is posted.

5. *Failure to Demonstrate Clinical Competence:*

    a. Faculty members evaluate students for clinical competence and serve as "gatekeepers" to the profession. This role exists outside of a student's academic performance. Rather, it focuses on the student's ability to meet the plurality of professional competencies such as, but not limited to professional judgment, competence, adherence to ethical standards, conducting oneself with compassion and respect for others, displaying personal accountability and responsibility, integrity, boundary management, psychological well-being, and personal maturity. Students who fail to demonstrate appropriate conduct and competencies described above, students who do not achieve a passing level of clinical competency during clinical placements, those who are judged to be clinically unsuitable for continued patient responsibilities (because of personal or professional conduct), or unsuitable for advanced nursing practice by the SON / CHBS faculty and leadership may be dismissed from the program.

    b. Because of the risk to the public for failing to prevent a person from advanced nursing practice who is not properly suited, the presumption in any dismissal case will be in favor of the program's judgment and the student must produce a successfully compelling argument. demonstrating that the program acted arbitrarily or capriciously in reaching its decision to win an appeal.

6. *Financial:*

    a. For failure to meet tuition and financial obligations to Regent University.

Preceptor and Affiliation Information

The nursing program at Regent University will utilize preceptors in the monitoring of student experience within practice immersion settings. Faculty will be responsible for the final student evaluation and grading with preceptor input. For the purposes of Regent University's RN to BS in Nursing program, preceptor is defined as one who meets the criteria to facilitate the learning process in the practice immersion setting with the responsibility of serving as a practitioner and mentor for role acclimation.

Preceptors serve as a mediator between communicating the student's performance and helping the student to reach the pre-established practice immersion goals for the assigned course.

Preceptor Requirements

- Must hold a BSN or BS in Nursing degree or higher.
- Must be actively employed in the specified fields.
- Must have an un-restricted, active RN license.
- Must be willing to adhere to mutually established goals/objectives of the course.
- Must be willing to offer the necessary practicum hours required to complete NURS 330 and NURS 430.
- Must actively work with the patient population to ensure efficient role orientation for the student.
- Must submit a copy of the CV or resume to the student.

Practicum Requirements

In order to complete the nursing curriculum, students within the RN to B.S. in Nursing are required to complete practice immersion hours in NURS 310, NURS 330, and NURS 430. Students will enter practice immersion courses at different times according to their individualized degree plans. Prior to entering these courses, students will be directed to the Director of Clinical Training to ensure all proper documentation is complete prior to obtaining practicum hours. Faculty will work with students on documentation of preceptors and facilities for practicum sites.

Practicum Guidelines & Procedures

During the practicum course, students will demonstrate an advanced level of understanding of nursing science and integrate this knowledge into nursing practice. In the courses associated with component of the practicum, students must complete supervised practice experiences in the arena of the associated course. A minimum of 135 hours of direct/ indirect care are required for successful completion of the degree plan. A minimum of 45 hours in each practicum course.

The student is expected to demonstrate flexibility and professionalism as they align their personal and work schedules to accommodate the schedule of the preceptor. Students should not precept more than 3 days in a row, 36-40 hours in any given week. Students are REQUIRED to complete and be current in the logging system prior to entering any Practicum experience. Failure to meet this requirement is grounds for dismissal from the Regent School of Nursing.

Direct Care: Direct care refers to a professional encounter between a nurse and actual patients, either face to face or virtual, that is intended to achieve specific health goals or achieve selected health outcomes. Direct care may be provided in a wide range of settings, including acute and critical care, long-term care, home health, community-based settings, and telehealth (AACN, 2021; Suby, 2009; Upenieks et al., 2007).

Indirect Care: Indirect care refers to nursing decisions, actions, or interventions that are provided through or on behalf of individuals, families, or groups. These decisions or interventions create conditions under which nursing care or self-care may occur. (AACN, 2021; Suby, 2009; Upenieks et al., 2007).

Preceptorship Site Compliance

The Nursing Program requires students to enroll in an electronic management of student screenings as required by Regent University. The system is both FERPA and HIPAA compliant. Components include a background check, drug screen, CPR certification, immunizations, and signed program forms (including verification of meeting program technical standards). All forms are available for download. Students are responsible for completing all documentation and proper filing of documents with the clinical compliance vendor. Students must maintain current documentation throughout program progression.

Practicum Hour Clinical Logging System

This policy outlines the requirements and guidelines for all RN – BS in Nursing students at Regent University regarding the use of the Practicum Hour Clinical Logging System for maintaining and demonstrating effective completion of the required patient care experiences applicable to their degree. The purpose of this policy is to ensure consistency, accuracy, and compliance with regulatory bodies while documenting clinical hours and experiences during the practicum. Additional information is in the RN to BS in Nursing Practicum Guide.

Criminal Background Check and 10 Panel Drug Screen Progression

1. Students must complete a background check, and drug screen application through the tracking database. A report is generated and sent to the Director of Clinical Training.
2. Reports are reviewed by the Director of Clinical Training as part of the pre-enrollment approval process and before student may enroll in nursing classes.
3. On receipt of the background check, the Clinical Clearance Coordinator Director of Clinical Training the 10-panel drug screen. The results will be placed in to one of two categories: no concern or concerns.

No Concern

The student has no discrepancies or areas of concern and may proceed with enrollment.

Concern

Results of the background check or 10-panel drug screen have results that present concern. When this occurs, the Clinical Clearance Coordinator will meet with the Director of the School of Nursing. A hold will be placed on the enrollment process until the nursing program has cleared the applicant's background check and/or drug screen or has rejected the applicant.

Progression of Concerns(NOTE OF CONCERN APPENDIX D)

1. The student is contacted and asked to review the report.
2. The student must submit a written explanation to include.
   A. The circumstances surrounding the reported incident or provide proof of prescription medication for a positive drug screen.
   B. The reason the information reported should not be a disqualifying factor for continuation in the nursing program.
3. A conference or conference call may be scheduled with the student and the Director of Clinical Training will meet with the Director of the School of Nursing to discuss results to allow the applicant to answer questions or provide additional information.
4. Director of the School of Nursing will contact the applicable Board of Nursing (per the student's license) and explain the circumstances and provide supporting documentation and ask for the BON recommendation.
5. Director of the School of Nursing will present the circumstances and the applicable BON recommendation to the Nursing Faculty Council.
6. The Nursing Faculty Council reserves the right to make a decision regarding eligibility for admission into the program.
7. If approved for admission into the program, the student must sign a release of information document that may be shared within the University or the affiliating clinical sites. Some criminal convictions and pending criminal charges may result in limitations on a student's practicum placement and in some cases dismissal from the nursing program.

Substance Abuse Policy

The substance abuse policy of the nursing program is consistent with that of the University. The Regent University nursing program is committed to maintaining a healthy and drug and alcohol-free environment for the safety of our students, faculty and staff, visitors, and patients. The program believes that each nursing student has a personal obligation to practice health- conscious behaviors intended to foster clear and rational decision making as well as function in a safe and therapeutic manner throughout the program.

Our patients' safety is paramount; this concern serves as the foundation of the Substance Use Policy. Use, possession or distribution of illegal drugs, impairment while in the educational setting, and/or abuse of drugs or alcohol that impacts a student's ability to operate in the nursing program will subject a student to dismissal from the program (see Regent University Student Handbook).

Drug testing is required prior to beginning practice immersion coursework into the RN to B.S. in Nursing program and is to be completed by the nursing program's procedure.

Dress Code Policy

All students, regardless of education concentration, will present to all practicum and clinical simulation experiences in a manner that demonstrates professionalism. Students will appear in business casual dress with mid-thigh length white lab coat and School of Nursing name tag. Women will wear dresses, or skirts or dress pants with modest blouses and appear neatly groomed. All dresses and skirts must be between mid-knee and ankle length. Men will wear dress pants with dress shirts and appear neatly groomed. Pants and skirts must cover all undergarments completely and student's midriff and waist area such that the top fit is appropriate, conservative, and modest in nature. All students should wear dress shoes that are slip resistant, and closed toe. No attire should restrict the student's mobility or ability to participate in clinical activities or sterile procedures. All hair color should be natural in color and maintained in a style that does not interfere with clinical procedures as long hair should be pulled back and off the patient's face and neck. Facial hair must be trim and hygienic such that it would fit under a mask for sterile procedures and not interfere with N95 mask fitting appropriate. Nails should be kept short and neutral tones. Students should not have any visible facial piercings; students are permitted a single piercing per ear lobe with a single stud. Any deviation from this standard of dress code will require prior approval by RN – BS in Nursing Program Director and Director of School of Nursing

Unsafe and Unethical Nursing Practice

The safety of the students, faculty and staff, and patients is of utmost importance to Regent University and the Regent University nursing program. Any behavior that is deemed unsafe or unethical will immediately be addressed by the nursing program and Regent University. The nursing program will follow the discipline procedures as outlined in the Regent University Handbook: *The Student Discipline Process*.

Academic Integrity/Plagiarism

All students are expected to adhere to the Regent University Honor Code which can be found within the Student Handbook. Each examination, paper and other written or electronically submitted assignment is submitted pursuant to the Honor Code Policies on Plagiarism.

Confidentiality and Privacy in Practice (HIPAA)

HIPAA - Health Insurance Portability and Accountability Act- "The Department of Health and Human Services and all other health care agencies must ensure their customers (ex: clients, insured individuals, providers and health plans) that the integrity, confidentiality, and availability of electronic protected health information they collect, maintain, use, or transmit is protected" (Federal Register, 2003, p. 1). Individual practice immersion sites may require students to attend their own HIPAA training sessions.

All students of the Department of Nursing are required to sign the HIPAA form and upload to the tracking database. (See Appendix A)

Communication Policy

The Regent University nursing program maintains open and clear communication with all students and constituents. As such, it is the policy to update students on changes via their Regent University email address and Canvas announcement. As outlined in this handbook, students are expected to check their email on a regular basis.

Necessary changes to curriculum will be communicated and approved via the University's Curriculum and Instruction Review Committee (CIRC).

Late Assignment Policy

- Quizzes and written assignments will have 5 % taken off each day it is not submitted up to 7 days and after 7 days a student will receive a zero.

- Discussion Posts- Discussion Posts- Due to the nature of discussions (specifically, regarding responses), Discussion posts are more time-sensitive than other assignments, because of this both the initial post and the responses are due as scheduled by the professor and participation is required. Discussion responses must be posted within the assigned week. Late discussions will not be accepted.

Please note: Regardless of the details described above for late assignments, it is very important that you keep your instructor apprised of your progress and any significant factors that may be contributing to your delay and requiring additional time.

Emergent situations may include, but are not limited to:

- Hospitalization
- Serious illness
- Military service obligation
- Natural disaster
- Death or serious injury/illness of an immediate family member ***Documentation may be required.

All non-emergent situations will be subjected to the late assignment penalty outlined above.

Non-Emergent situations may include, but not limited to:

- Work and or family obligations
- Vacations
- Computer or internet problems
- Other personal reasons that may interfere with the student's ability to submit assignments by the due date.

Attendance Policy

Regent University recognizes the importance of class attendance and participation for students' learning. While attendance alone does not guarantee learning, engagement with the class through regular attendance and participation is essential to learning, both to the individual student and to the class itself as all benefit by others' contributions. At Regent University, class attendance, understood as the act of being present, is considered to be separate from participating in the class, understood as active engagement through discussion and other forms of interaction. Both are valuable to student learning. Like other institutions of higher education, Regent University is required to maintain accurate attendance records by the U.S. Department of Education. Instructors are responsible to maintain accurate records regarding attendance and to follow course policies for grading student work, including student's participation. Students are responsible to attend and participate in class and to follow campus policies. The instructor (not the student) is responsible to establish and make decisions about applying the class attendance policy. Normally, expectations for participation—such as those for quality work in the group discussions (including those in Canvas)—differ from the minimal requirements for attendance. Thus, at the instructor's discretion, a student who is merely present or absent might lose participation points. Instructors determine whether students may gain back lost participation points (for example, through additional work). Students should be aware that work turned in late (papers, discussion board posts, etc.) could result in the loss of participation points or other components of the final course grade, as instructors follow their policy for receiving late work from students. Attendance is tracked weekly as follows: For any week (seven (7) days) in which a student does not attend class or, for online courses, participate in academic activities for the course in Canvas, the student will be considered as having not attended. The standard by which a final date of attendance in the class is measured will be the last date on which the online student engages in academic activity for the course in Canvas or the on-campus student attends the on-campus class for a course, whichever is more recent. "Academic activity" includes submitting an assignment, taking an exam or tutorial, engaging in computer-assisted instruction, participating in online discussion about academic matters, or initiating contact with a faculty member to discuss academic matters concerning the course. Students should be aware that this date could affect their financial aid and financial obligations. In all classes, it is the student's responsibility to contact his/her instructor(s) to notify them of illness when the illness prevents the student from meeting academic requirements, such as attending class or meeting stated deadlines. In the case of illness which prevents students from attending a campus class, students are normally expected to notify the professor either prior to the scheduled class or at least within twenty-four (24) hours after the absence. In all cases, the instructor may request of the student a medical excuse from a health professional or other appropriate person (such as a resident director.) Students who are excused from a campus class (or from meeting an academic deadline) due to an illness or authorized activity (see below) maintain the responsibility to meet course requirements; the absence does not remove the responsibility for the student to complete required work.

Students are advised to seek communication with the instructor as soon as possible regarding how they may make up missed work. Conversely, a student who has unauthorized absences normally may not make up missed work. In all cases, communication with the instructor about how to meet the academic requirements of the course is critically important since the instructor establishes these requirements. Students are responsible for notifying and seeking approval from the instructor whose classes will be missed due to an academic activity authorized by the administration, such as a theatre production or similar, planned event approved by the university. A student's absence due to an approved out-of-course activity shall not be considered authorized unless 1) the absence is in fact a result of participation in the approved out-of-course activity; 2) the student has notified the faculty member whose class will be missed before the date of the anticipated absence and has arranged to make up any missed work; 3) the student is absent only for the dates originally approved. Additional absences shall not be considered acceptable. The student must notify the instructor in writing before the class occurs and, when approved by the instructor, make arrangements to make up the missed work. Such arrangements may include additional assignments in lieu of class attendance. When, in the judgment of the instructor, the student is performing so poorly in class or the nature of the class session is such that the student will be put at risk by the absence, the instructor will notify both the student and the other faculty member about the risks, with the intention of working out a mutually agreeable solution. The final decision for administering the class attendance policy resides with the faculty member whose class is missed.

Participation Policy

There will be 8 synchronous live Zoom sessions. Attendance of live sessions is expected. However, we understand that work schedules and other circumstances can preclude students from attending every live session. In those situations, students can earn their credit for attendance by watching the recording of the live session and providing a brief write up of what they learned in that session. Therefore, credit for each live session can be earned by: (1) either attending the session live or (2) watching the recorded session and providing the write up. Students must attend the live session or provide an alternative assignment per course instruction.

Quizzes

Quizzes will be completed in Canvas. The quizzes are timed and require students to have adequately studied the material prior to taking each quiz. The utilization of Lockdown Browser and a webcam should be anticipated by students for all quizzes and exams.

Canvas Policy

Students are expected to log in to Canvas and check the Announcements section of Canvas at least once a week beginning one week before the start of the course. Students must keep their e-mail address current in Canvas; **they are expected to check their Regent e-mail daily to ensure timely receipt of messages from the professor.**

For courses with online discussions, they will be posted in Canvas. Unless otherwise instructed, the student's postings have word limits. The purpose of these parameters is to promote writing that is both thorough and concise. The instructor will post questions and activities weekly. Discussion questions will be posted in advance. Since not everyone will see things identically, students are to review one another's postings to further their insight and learning. This is an important benefit of dialogue.

Note that the expectations for quality work in the Canvas group discussions differ from the *minimal* requirements for attendance.

Please check the RU Resources tab in Canvas for University Library and Academic Support information, Student Services, Canvas Tutorials and Resources, and Disability Services, among others.

Some basic computer skills you are expected to have mastered before taking an online course include the following: sending and receiving emails, opening, or sending an email attachment, searching the Internet, using Microsoft Word, and downloading files. Numerous online tutorials are available to teach you how to use Canvas.

If you have technical problems with Canvas and/or are not able to log in, please contact the Help Desk/IT department. You can e-mail the Help Desk at: helpdesk@regent.edu or call at (757) 352-4076.

Student Expectations

Student Responsibilities

It is the responsibility of Regent University nursing student to adhere to the Regent University Code of Conduct and to the policies and procedures described in this Handbook. It is the student's responsibility to periodically check the student handbook for changes and updates.

Online Learning Responsibilities/ Email Etiquette

Regent University RN to B.S. in Nursing students must also demonstrate academic readiness and technological proficiency.

- **Academic Readiness**- It is the responsibility of the student to have

those supplies necessary to participate in the online environment and practice immersion setting. This includes but is not limited to a computer, secure internet connection and Microsoft Office software.

- **Technology Proficiency**- All Regent University students should demonstrate a minimum level of technological proficiency to be successful in the online environment. The Help Desk is available to students via telephone at 757-352- 4076.

- **Email Etiquette** – Students are expected to read, and when appropriate, respond to emails within 24 hours. Email will be utilized as the standard mode of communication and will be utilized to disseminate changes. All email communication will use the student's Regent University email address.

Course expectations

Courses will be delivered on the online learning platform Canvas. Student engagement and attendance will be closely monitored by the instructor. Assessments will include (but are not limited to) dialogues, quizzes/tests, case studies and presentations. It is the responsibility of the student to access the course at least once weekly to be considered present. Attendance and participation policies are clearly outlined in course syllabi.

Shadow Health

Shadow Health is a Digital Clinical Experience (DCE) found in some courses. Students are expected to participate in the DCE in assigned. These experiences prepare students for the practicum. Learning from the Shadow Health modules and other class assignments should be incorporated into the practicum experience to meet the course objectives. Students will receive a PIN number in the specific class. Once enrolled in Shadow Health, students will only need to add course and will not re-enroll.

Student Evaluations

At the end of each course, students are given the opportunity to evaluate the course and the instructor/s. Evaluations will be reviewed by faculty and administrators. Evaluations will be used to continually improve the program.

Access to Student Records (FERPA)

FERPA is a federal law that protects the privacy of student education records and information. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. The rights transfer to the student when they reach the age of 18 or attends a school beyond high school level. Please see: http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html. Faculty must have documented written permission from a student before they can speak to a parent/spouse regarding the student's education record or academic progress.

Academic Advising

Students will have access to an academic advisor and faculty mentor upon admission to the University. The advisor and nursing faculty collaborate to ensure the best experience possible for the student.

Student Grievance Procedure

Student appeals and grievances must follow the procedures as outlined in the Regent University Student Handbook.

Appendix A

Regent University's Nursing Program Health Insurance Portability and Accountability Act of 1996 (HIPAA)

Information Packet Protecting the Privacy of Patient's Health Information

<u>**Overview:**</u>

The first-ever federal privacy standards to protect patient's medical records and other health information provided to health plans, doctors, hospitals, and other health care providers took effect on April 14, 2003. Developed by the Department of Health and Human Services (HHS), these new standards provide patients with access to their medical records and more control over how their personal health information is used and disclosed. They represent a uniform, federal base of privacy protections for consumers across the county. State laws providing additional protections to consumers are not affected by this new rule.

The HIPAA legislation had four primary objectives:

1. Assure health insurance portability by eliminating some instances of failure to insure due to pre-existing conditions.
2. Reduce healthcare fraud and abuse.
3. Enforce standards for health information.
4. Guarantee security and privacy of health information.

Congress called on HHS to issue patient privacy protections as part of the Health Insurance Portability and Accountability Act of 1996 (HIPAA). HIPAA included provisions designed to encourage electronic transactions and also required new safeguards to protect the security and confidentiality of health information.

<u>**Patient Protections:**</u>

The new privacy regulations ensure a national floor of privacy protections for patients by limiting the ways that health plans, pharmacies, hospitals, and other covered entities can use patients' personal medical information. The regulations protect medical records and other individually identifiable health information, whether it is on paper, in computers, or communicated orally. Key provisions of these new standards include:

☐ *Access to Medical Records*. Patients generally should be able to see and obtain copies of their medical records and request corrections if they identify errors. Health plans, doctors, hospitals, clinics, nursing homes, and other covered entities generally should provide access to these records within 30 days and may charge patients for the cost of copying and sending the records.

☐ *Notice of Privacy Practices*. Covered health plans, doctors, and other health care

providers must provide a notice to their patients how they may use personal medical information and their rights under the new regulation. Patients will be asked to sign, initial, or otherwise acknowledge that they received this notice.

☐ *Limits on Use of Personal Medical Information.* The privacy rule sets limits on how health plans and covered providers may use individually identifiable health information. To promote the best quality care for patients, the rule does not restrict the ability of doctors, nurses, or other health care providers to share information needed to treat their patients. In other situations, though, personal health information generally may not be used for purposes not related to health care, and covered entities may use or share only the minimum amount of protected information needed for a particular purpose. In addition, patients would have to sign a specific authorization before a covered entity could release their medical information to a life insurer, a bank, a marketing firm or another outside business for purposes not related to their health care.

☐ *Prohibition on Marketing.* The privacy rule sets new restrictions and limits on the use of patient information for marketing purposes. Pharmacies, health plans, and other covered entities must first obtain an individual's specific authorization before disclosing their patient information for marketing. At the same time, the rule permits doctors and other covered entities to communicate freely with patients about treatment options and other health-related information, including disease management programs.

☐ *Stronger State Laws.* The new federal privacy standards do not affect state laws that provide additional privacy protections for patients. They confidentiality protections are cumulative; the privacy rule will set a nations "floor" of privacy standards that protect all Americans, and any state law providing additional protections would continue to apply. When a state law requires a certain disclosure---such as reporting an infectious disease outbreak to the public health authorities---the federal privacy regulations would not preempt the state law.

☐ *Confidential Communications.* Under the privacy rule, patients can request that their doctors, health plans, and other covered entities take reasonable steps to ensure that their communications with the patient are confidential. For example, a patient could ask a doctor to call his or her office rather than home, and the doctor's office should comply with that request if it can be reasonably accommodated.

☐ *Complaints.* Consumers may file a formal complaint regarding the privacy practices of a covered health plan or provider. Such complaints can be made directly to the covered provider or health plan or to HHS' Office for Civil Rights (OCR), which is charged with investigating compiling and enforcing the privacy regulations.

☐ Information about filing complaints should be included in each covered entity's notice or privacy practices. NOTE: 866-627-7748 orhttp://www.hhs.gov/ocr/hipaa.

Civil and Criminal Penalties:

Congress provided civil and criminal penalties for covered entities that misuse personal health information. Penalties may range from $100 per violation up to $25,000 per year for each requirement or prohibition violated. A more severe penalty may be levied (up to $250,000 and 10 years in prison) if the offenses are committed with the intent to sell, transfer, or use protected health information for commercial advantage, personal gain, or malicious harm.

A major outcome of HIPAA is the creation of security rules that ensure the safety and privacy of individually identifiable healthcare information and records.

REFERENCES/RESOURCES:

U. S. Department of Health & Human Services. (2003). *Fact sheet: protecting the privacy of patients' health information.* Available online:
http://www.hhs.gov/ocr/hipaa

University of California, San Francisco. (2002). *UCSF Campus & UCSF Medical Center: What is HIPAA?* Available online
http://www.fresno.ucsf.edu/housestaffportal/documents/HIPAA101module.pdf

Appendix B

Acknowledgement of Receipt of HIPAA Privacy Guidelines

I have received a copy of the HIPAA Privacy Guidelines. I have read and understand

the privacy regulations set form in the Health Insurance Portability Accountability

Act of

1996. I will not violate these guidelines in any way when working with clients,

patients, or residents in healthcare facilities.

_____
Signature

_____
Printed Name

_____
Date

Appendix C

PROGRESSION POLICY ACKNOWLEDGEMENT

Regent University School of Nursing
Progression Policy

1. Students in undergraduate nursing programs must meet the requirements of the School of Undergraduate Studies to remain in good standing. An overall grade point average (GPA) of 2.0 or better must be maintained to continue in the bachelor program.

2. In addition, a nursing student must achieve a "C" or better in every nursing course. If a student achieves a failing grade in a nursing course, they must repeat that course when it is next offered to remain in the program.

3. If a student's cumulative grade point average falls below 2.0, they will be placed on academic probation the following semester. If the student does not achieve a 2.0 cumulative grade point average after one probationary semester, the Director of the School of Nursing will determine if the student should be dismissed from graduate study or continue on academic probation. No student will be allowed more than two probationary semesters, whether consecutive or cumulative. At the end of a second probationary semester, a student whose cumulative grade point average is still below 2.0 will be dismissed from graduate study.

4. Students whose performance results in a GPA so far below 2.0 as to make it mathematically impossible to attain an overall GPA of 2.0 after one semester may be subject to dismissal without a probationary term.

5. An incomplete grade ("I") indicates that the student was passing the course at the end of the semester but, due to circumstances beyond the student's control, was unable to complete the course work for which the "I" is assigned. The "I" grade cannot be used to allow a student to do additional work to raise a deficient grade or to repeat a course.

6. Students must maintain an unencumbered registered nurse license in all states where they are currently licensed throughout the duration of the graduate program and in the state(s) where they fulfill clinical course requirements. If at any time during enrollment in the graduate program student's nursing license becomes encumbered, suspended, or revoked, the student must immediately report this to the Director of the School of Nursing. If a student's registered nurse license is suspended or revoked, or a student fails to report any changes in licensure status to the Director of the School of Nursing, the student will be administratively withdrawn from the graduate program. A student's ability to continue enrollment in the graduate program with an encumbered license will be reviewed on an individual basis considering the restriction/limitations placed on the student's practice as a registered nurse by the board of nursing in the state issuing the encumbered license.

7. W/F will be treated as unsuccessful attempts in nursing courses.

8. Students can only enroll in a nursing course twice.

I have read and understand the expectations and regulations of the Regent University Undergraduate Nursing Progression Policy.

_____

Printed Name

_____

Signature   Date

Appendix D

NOTE OF CONCERN

Student Name:
Faculty Name:
Date:
Course (if applicable):

The Note of Concern refers to the initial point of contact when concerns about student's professional behavior or academic performance have been observed by faculty/instructor. This form is to serve primarily as a communication tool. The specific categories of concern and observations are noted below.

The note of concern serves to complete four goals:

- Identify the specific area to be addressed by faculty to the student.
- Schedule a meeting with the faculty and student at an agreed-upon time.
- Conduct a meeting with the faculty and student; and
- Determine the need for further action to include a potential remediation plan with specific expectations and timeline for meeting said expectations.

- The Note of Concern remains on file in the School of Nursing until graduation.
- If the Note of Concern is completed satisfactorily, the Note of Concern will reflect student improvement.
- If unsatisfactory resolution of the Note of Concern (a guidance document), the concern may warrant the utilization of additional measures per the Regent University Student Handbook. University Disciplinary actions are reserved for extreme situations yet are available if guidance documents do not yield an appropriate resolution.

1) Identified Areas of Concern and reason for Note of Concern

___Lack of participation in class discussions/collaborate/Zoom. Explanation:
___Assignment(s) late or missing. Explanation:
___Repeated missed classes/required meetings. Explanation:
___Written and/or oral communication not at undergraduate level standard. Explanation:

____Response to faculty requests not appropriate/respectful/lacks professionalism
Explanation:

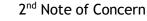____Inability to be open, flexible, and cooperative.
Explanation:

____Repeated excuses for late or inadequate work
Explanation:

____Amenability to supervision/ Lack of responding to faculty and professional supervision/Inability to be flexible.
Explanation:

____Inability to demonstrate basic clinical skills.
Explanation:

☐ 1st Note of Concern ☐ 2nd Note of Concern

2) Schedule meeting with the faculty and student at an agreed-upon time

____Persistent difficulties with technology.
Explanation:

3) Conduct a meeting with the faculty and student.

☐ Conference with Faculty/Instructor Scheduled:

☐ Student refused to meet or sign the Note of Concern:

Instructions: Clearly indicate the expectation to be taken by the student with the following timeline: initial task & begin date, mid-review (and follow up meeting), and expected completion date

4) Professor Recommendations & Collaborative Action Plan to be taken by student:

☐ Referred to Writing Center for assistance with writing skills/paper preparation.
☐ Referred to Writing Mentor to assist in more detailed and comprehensive remediation for writing skills development.
☐ Remedial work or additional assignments to include:
☐ Referred to outside counseling
☐ Other (Specify):

_____

Begin Date:

Mid-Review Date: Meeting Scheduled?   ☐ Yes   ☐ No   If no, reason:

Expected Completion:

STUDENT ACKNOWLEDGEMENT/UNDERSTANDING of RECOMMENDATIONS

☐	I have met with the faculty and discussed the recommendations. I understand and agree to complete the steps required.
☐	I have met with the faculty and do not agree with the recommendations and requirements. I understand that this concern may be upgraded to a Professional Development Form (PDF) and subsequent meetings.

The Note of Concern, NOC, is intended to guide students and give them an opportunity to improve before their academic progress is affected. If a student does not sign and return the NOC in 7 days, it may result in the receipt of a Professional Development Form.

_____   _____
Student Signature   Date

_____   _____
Faculty Signature   Date

Instructor: Please send this completed form to the Director of Nursing

Appendix E

RN to BS in Nursing Program Student Signature Page

I,_____ , have read the RN to B.S. in Nursing Student Handbook in its entirety. I understand that I am bound by the policies and procedures outlined in the handbook and those in the University Catalog and Regent University Student Handbook.

I have read and understand the Progression and Retention Policy_____(initial)

I have read and understand that while didactic courses are in an asynchronous online format, per program requirements, I must complete practice immersion hours in NURS 310, NURS 330, and NURS 430_____ (initial)

I understand that NURS 498 is the final course in the RN to BS in Nursing program.
_____(initial)

I have read and understand the necessity of medical clearance prior to obtaining practice immersion hours. Medical clearance will be documented and reviewed by the Director of Clinical Training _____(initial)

I understand that a background check and drug screening will be complete using a tracking database program prior to obtaining clinical hours. _____(initial)

_____
Student Name

_____   _____
Student Signature   Date