



**The Cincinnati State Bethesda  
School of Nursing  
RN-to-BSN Completion Program  
Student Handbook**

**2023-2024**

**CINCINNATI STATE TECHNICAL & COMMUNITY COLLEGE  
3520 CENTRAL PARKWAY, CINCINNATI, OH 45223**

Approved August 2023, Effective Fall Semester 2023

# **Approval and Accreditation**

This Nursing Program is seeking accreditation through the Candidacy process by:

The Accreditation Commission for Education in Nursing, Inc.

3390 Peachtree Road

NE Suite 1400850

Atlanta, Georgia 30326

Telephone (404) 975-5000

<http://www.acenursing.org>



## **Welcome to the RN-BSN Program**

*Dear RN-to-BSN Student:*

*Welcome to the RN-to-BSN program at Cincinnati State! We are glad that you have chosen to expand your educational goals by completing your Bachelor of Science in Nursing (BSN) degree. Earning your BSN can help you move your career forward in today's complex healthcare environment. The RN-to-BSN program will build upon your foundational nursing knowledge, expand your ability to lead change, positively affect the delivery of healthcare and prepare you for graduate school.*

*This program is challenging. To do well, you will need the help of family and friends, and you will really need the support of others who are going through the program with you. Take a chance! Reach out and get to know other students. Your classmates will understand precisely what you are going through.*

*The faculty, staff and advisors are here to help you be successful. We are committed to providing you with quality educational experiences. We stand ready to assist you and to cheer you on. Let us help you! This Handbook is intended to provide information regarding the RN-to-BSN program. You are responsible for this information; please use it as a reference.*

*Congratulations, and best wishes as you continue your educational journey!*

*The Faculty, Staff, and Advisors of the Nursing Program  
Health and Public Safety Division*

# Table of Contents

	<b>Page</b>
Accreditation	1
Welcome to the RN-to-BSN Program	2
Table of Contents	3
RN-to-BSN Faculty and Staff Directory	4
Purpose of the Handbook	5
Nursing Mission Statement	5
Nursing Philosophy	5
RN-to-BSN End-of-Program Student Learning Outcomes	9
Admission	10
Steps to Apply	10
RN-to-BSN Credit Transfer	11
Credit for Prior Learning	12
Transfer/Military Credit Policy	13
Continuation Policy	13
Readmission	13
Student Health Records	14
Criminal Background Checks	16
Drug and Alcohol Screening Policy	16
Full-time Curriculum Plan	17
Part-time Curriculum Plan	18
RN-to-BSN Program Core Nursing Descriptions	19
Required General Education Courses	20
Completion/Graduation	21
Grading Policy for Nursing Courses	21
Nursing Program Dress Code	22
Attendance Policy	23
Student Illness in Classroom or Experiential Setting	24
Title IX	25
Office of Disability Services	26
The Bethesda Heritage	27
Student Handbook Acknowledgement	28

## **RN-to-BSN Program Faculty and Staff Directory**

<b>Faculty/Staff</b>		<b>Phone</b>	<b>Room</b>
Dr. Bonnie Smith, PhD, MSN, RN	Associate Dean/Director	513-569-1662	318
Dr. Beth Hamon, DNP, MSN, RN, CNE	Program Chair/Professor	513-569-1291	319
Dr. Anne Dean, DNP, MSN-Ed, RN	Instructor	513-569-5802	360
Dr. Nikki Howard, DNP, MSN, RN	Professor	513-569-5803	331
Dr. Janice Lockett, PhD, MSN, RN	Professor	513-569-1292	322
Dr. Connie Rose, DNP, MSN, RN	Professor	513-569-1229	340
Dr. Jennifer Tyler, DNP, MSN, RN	Instructor	513-569-5787	329
Dr. JoAnne Worthington, DNP, MSN, RN-BC, OCN	Instructor	513-569-1290	338

## **Purpose of the Handbook**

This handbook was prepared to assist students with the policies, procedures, and other information specific to the RN-to-BSN program. It does not replace the Health and Public Safety Division Handbook and the Academic Policies and Student Code of Conduct as published in the College Catalog.

## **Nursing Mission Statement**

The Cincinnati State Bethesda School of Nursing's RN-BSN Completion Program's mission is to build upon the mission of the Associate Degree Nursing Program while providing a high-touch option for nurses to obtain a Bachelor's of Science in Nursing Degree. The faculty is committed to providing a student-centered learning environment, preparing graduates for increased responsibility in the provision of safe, effective nursing care in a complex healthcare system.

## **Nursing Philosophy**

The philosophy of the RN-to-BSN program is consistent with the mission statements of the Cincinnati State Technical and Community College. Nursing education is an interactive process by which the learner, upon successful completion of the program, is prepared to apply nursing knowledge and skills in the care of patients. The teaching and learning process involves joint participation between faculty and student in planned activities which utilize the cognitive, psychomotor, and affective domains.

Students are adult learners with various learning styles. Learning is motivated by the individual's own needs and goals and is evaluated by both the learner and the teacher. Students and educators bring to the educational experience their own unique knowledge and experiences. A positive exchange of ideas between students and educators is facilitated by mutual respect, which enhances the teaching-learning process. The educational program is responsive to changing health care issues and to the changing needs of the community and students. The program relies upon the use of specific objectives and outcome-based evaluation. The outcomes of the program are derived from the Essentials: Core Competencies for Professional Nursing Education (AACN, 2021). These Essentials introduce 10 domains that represent the essence of professional nursing practice and the expected competencies for each domain. (AACN, 2021, p.26).

The AACN (2021) document identifies the domains as:

### **• Domain 1: Knowledge for Nursing Practice**

- Descriptor: Integration, translation, and application of established and evolving disciplinary nursing knowledge and ways of knowing, as well as knowledge from other disciplines, including a foundation in liberal arts and natural and social sciences. This distinguishes the practice of professional nursing and forms the basis for clinical judgment and innovation in nursing practice.

### **• Domain 2: Person-Centered Care**

- Descriptor: Person-centered care focuses on the individual within multiple complicated contexts, including family and/or important others. Person-centered care is holistic,

individualized, just, respectful, compassionate, coordinated, evidence-based, and developmentally appropriate. Person-centered care builds on a scientific body of knowledge that guides nursing practice regardless of specialty or functional area.

- **Domain 3: Population Health**

- Descriptor: Population health spans the healthcare delivery continuum from public health prevention to disease management of populations and describes collaborative activities with both traditional and non-traditional partnerships from affected communities, public health, industry, academia, health care, local government entities, and others for the improvement of equitable population health outcomes.

- **Domain 4: Scholarship for Nursing Discipline**

- Descriptor: The generation, synthesis, translation, application, and dissemination of nursing knowledge to improve health and transform health care.

- **Domain 5: Quality and Safety**

- Descriptor: Employment of established and emerging principles of safety and improvement science. Quality and safety, as core values of nursing practice, enhance quality and minimize risk of harm to patients and providers through both system effectiveness and individual performance.

- **Domain 6: Interprofessional Partnerships**

- Descriptor: Intentional collaboration across professions and with care team members, patients, families, communities, and other stakeholders to optimize care, enhance the healthcare experience, and strengthen outcomes.

- **Domain 7: Systems-Based Practice**

- Descriptor: Responding to and leading within complex systems of health care. Nurses effectively and proactively coordinate resources to provide safe, quality, equitable care to diverse populations.

- **Domain 8: Informatics and Healthcare Technologies**

- Descriptor: Information and communication technologies and informatics processes are used to provide care, gather data, form information to drive decision making, and support professionals as they expand knowledge and wisdom for practice. Informatics processes and technologies are used to manage and improve the delivery of safe, high-quality, and efficient healthcare services in accordance with best practice and professional and regulatory standards.

- **Domain 9: Professionalism**

- Descriptor: Formation and cultivation of a sustainable professional nursing identity, accountability, perspective, collaborative disposition, and comportment that reflects nursing's characteristics and values.

- **Domain 10: Personal, Professional, and Leadership Development**

- Descriptor: Participation in activities and self-reflection that foster personal health, resilience, and well-being, lifelong learning, and support the acquisition of nursing expertise and assertion of leadership.

**The Essentials also includes the following featured concepts:**

- **Clinical Judgment**

- Descriptor: As one of the key attributes of professional nursing, clinical judgment refers to the process by which nurses make decisions based on nursing knowledge (evidence, theories, ways/patterns of knowing), other disciplinary knowledge, critical thinking, and clinical reasoning (Manetti, 2019). This process is used to understand and interpret information in the delivery of care. Clinical decision making based on clinical judgment is directly related to care outcomes.

- **Communication**

- Descriptor: Communication, informed by nursing and other theories, is a central component in all areas of nursing practice. Communication is defined as an exchange of information, thoughts, and feelings through a variety of mechanisms. The definition encompasses the various ways people interact with each other, including verbal, written, behavioral body language, touch, and emotion. Communication also includes intentionality, mutuality, partnerships, trust, and presence. Effective communication between nurses and individuals and between nurses and other health professionals is necessary for the delivery of high quality, individualized nursing care. With increasing frequency, communication is delivered through technological modalities. Communication also is a core component of team-based, interprofessional care and closely interrelated with the concept Social Determinants of Health.

- **Diversity**

- Descriptor: Diversity references a broad range of individual, population, and social characteristics, including but not limited to age; sex; race; ethnicity; sexual orientation; gender identity; family structures; geographic locations; national origin; immigrants and refugees; language; any impairment that substantially limits a major life activity; religious beliefs; and socioeconomic status. Inclusion represents environmental and organizational cultures in which faculty, students, staff, and administrators with diverse characteristics thrive. Inclusive environments require intentionality and embrace differences, not merely tolerate them (AACN, 2017; Bloomberg, 2019). Everyone works to ensure the perspectives and experiences of others are invited, welcomed, acknowledged, and respected in inclusive environments. Equity is the ability to recognize the differences in the resources or knowledge needed to allow individuals to fully participate in society, including access to higher education, with the goal of overcoming obstacles to ensure fairness (Kranich, 2001). To have equitable systems, all people should be treated fairly, unhampered by artificial barriers, stereotypes, or prejudices (Cooper, 2016).



- **Ethics**

- Descriptor: Core to professional nursing practice, ethics refers to principles that guide a person's behavior. Ethics is closely tied to moral philosophy involving the study of or examination of morality through a variety of different approaches (Tubbs, 2009). There are commonly accepted principles in bioethics that include autonomy, beneficence, non-maleficence, and justice (ANA 2015; ACNM, 2015; AANA, 2018; ICN, 2012).

- **Evidence-Based Practice**

- Descriptor: The delivery of optimal health care requires the integration of current evidence and clinical expertise with individual and family preferences. Evidence-based practice is a problem-solving approach to the delivery of health care that integrates best evidence from studies and patient care data with clinician expertise and patient preferences and values (Melnik, Fineout-Overhold, Stillwell, & Williamson, 2010). In addition, there is a need to consider those scientific studies that ask: whose perspectives are solicited, who creates the evidence, how is that evidence created, what questions remain unanswered, and what harm may be created? Answers to these questions are paramount to incorporating meaningful, culturally safe, evidence-based practice. (Nursing Mutual Aid, 2020).

- **Health Policy**

- Descriptor: Health policy involves goal directed decision-making about health that is the result of an authorized public decision-making process (Keller & Ridenour, 2021). Nurses play critical roles in advocating for policy that impacts patients and the profession, especially when speaking with a united voice on issues that affect nursing practice and health outcomes. Nurses can have a profound influence on health policy by becoming engaged in the policy process on many levels, which includes interpreting, evaluating, and leading policy change.

- **Social Determinants of Health**

- Descriptor: Determinants of health, a broader term, include personal, social, economic, and environmental factors that impact health. Social determinants of health, a primary component of determinants of health “are the conditions in the environment where people are born, live, learn, work, play, worship, and age that affect a wide range of health, functioning, and quality of life outcomes and risks.” The social determinants of health contribute to wide health disparities and inequities in areas such as economic stability, education quality and access, healthcare quality and access, neighborhood and built environment, and social and community context (Healthy People, 2030). Nursing practices such as assessment, health promotion, access to care, and patient teaching support improvements in health outcomes. The social determinants of health are closely interrelated with the concepts of diversity, equity, and inclusion, health policy, and communication.

## **RN-to-BSN End-of-Program Student Learning Outcomes**

1. Integrate knowledge from the arts and sciences, nursing theory, and evidence-based practice into the design, implementation, and evaluation of patient – centered care for individuals, families, groups, communities, and populations across the continuum of healthcare.
2. Utilize information systems and technology in conjunction with written, verbal, and nonverbal methods, to communicate about, collaborate on, and improve care decisions.
3. Apply collaborative leadership and systems management skills when leading teams and when functioning as a member of health care interdisciplinary teams to achieve safe and cost-effective care and quality outcomes.
4. Engage in learning-centered experiences and activities consistent with scope of practice and nursing standards that address the social determinants of health, reduce health disparities, and incorporate cultural sensitivity.
5. Integrate the concepts of population-based nursing to manage alterations in health, promote wellness, and reduce health disparities for individuals, families, groups, communities, and populations.

## **Admission**

To be admitted to the RN- to- BSN Completion Program, the student must submit the following materials:

- Application to Cincinnati State Technical and Community College
- Official transcripts of previous college coursework
- Documented completion of an associate degree or diploma in nursing for RN licensure with a minimum GPA of 2.0
- Documentation of an active, unrestricted RN license
- eForm application to enter Nursing Courses

### **Steps to Apply:**

1. Fill out the Cincinnati State college-wide application at <https://apply.cincinnatiastate.edu>
2. Select “NURB.BS” as the major you are applying to.
3. After you receive your Cincinnati State acceptance, fill out the RN-BSN Program Application.  
*Please note that at this point you are only accepted to Cincinnati State, not to the BSN program.*
4. To fill out the RN-BSN Program Application:
  - Go to: <https://mycstate.cincinnatiastate.edu>
  - Log-in with your Cincinnati State username and password.
  - On the left side of the screen, select “eForms.”
  - Select the radio button for “Search eForms” and search “BSN.”
  - Complete the form as requested.
5. Wait to receive notification on acceptance.
6. You may take general education courses at any time before applying to enter Nursing courses.

## RN-to-BSN Credit Transfer

- The RN- to- BSN Program accepts previously completed general education coursework from regionally accredited institutions.
- The RN -to -BSN program does not require RNs to have completed certain courses before they are admitted and begin the program; however, RNs who have not completed one or more of the general education courses as part of their associate degree must complete the course(s) before taking the Nursing courses in the BSN degree.
- Students are required to have transfer credit or complete the following group of 26 credit hours of general education courses at Cincinnati State:

BIO 151	Anatomy and Physiology I
BIO 152	Anatomy and Physiology II
BIO 220	Microbiology
MAT 105	Quantitative Reasoning
PSY 110	Introduction to Psychology
SOC 105	Introduction to Sociology
ENG 101	English Composition I
ENG 102	English Composition II: Contemporary Issues
or	
ENG 103	English Composition II: Writing about Literature
ENG 104	English Composition II: Technical Communication
ENG 105	English Composition II: Business Communication

- Many of these general education courses are offered in both a face-to-face and online format. Substitutions may be made if a course with similar outcomes was taken but is not a direct transfer equivalent to the above courses, as long as Ohio Department of Higher Education general education requirements for Associates of Applied Science degrees was met.

## **Credit for Prior Learning**

### **NUR 300 Pre-Licensure Nursing General Education Advanced Standing**

- Students complete general education courses in English Composition, Mathematics, Natural and Physical Sciences, and Behavioral and Social Sciences, and may receive up to 26 credit hours for these courses.

### **NUR 310 Pre-BSN Nursing Program Technical Advanced Standing**

- Students complete an Associate Degree Nursing program with grades of C or higher for each nursing course and may receive up to 39 credit hours for these courses.

### **NUR 350 Nursing RN-to-BSN Technical Advanced Standing**

- Students successfully complete the NCLEX-RN Licensing Examination and receive 13 credit hours for the NCLEX-RN credential. Students also may earn up to 26 additional credit hours for successful completion of professional nursing certifications, continuing nursing education credits accrued within two years of admission to the BSN program, and/or workplace training activities.
- Students receive 39 credits for blanket transfer of nursing courses from their Associate Degree in Nursing program. Students must have received a C or better for each nursing course within their ADN curriculum for this blanket transfer to be effective. Students may also demonstrate prior learning and receive 13 credits through successful completion of the NCLEX-RN Licensing Examination. If additional credit is needed, professional nursing certifications, continuing nursing education credits accrued within two years of admission, and workplace training may be considered.

## **Transfer/Military Credit Policy**

- Credits from other institutions will transfer based on the policies and procedures documented in the College catalog.
- The transfer of nursing credits will be assessed on a case-by-case basis using student learning outcomes. Course requirements and the curriculum plan to determine eligibility. A course syllabus must be provided to facilitate this assessment. The program reserves the right to determine the acceptability of nursing credit in accordance with its mission and outcomes.
- Military credit will transfer if appropriate to the requirements of the curriculum plan for the program. The Joint Services Transcript will be used to determine transfer credit eligibility.

## **Continuation Policy**

- A grade point average of at least 2.0 is required to remain in and graduate from the program.
- Students with less than a 2.0 GPA may not register for nursing courses. They cannot register for nursing courses until their GPA is greater than 2.0. A “nursing course” is defined as any course that appears in the catalog beginning with the prefix “NUR”.
- Minimum grades of “C” or “S” are required in all courses.
- If a student does not register for nursing courses for 3 or more semesters, they will need to apply for readmission to the program.
- Students in the RN to BSN completion program can be dismissed from the program and the college for not complying with the Academic Policies and Student Code of Conduct of the College and/or Division as published in the College Catalog and Division Handbook.

## **Readmission**

- RN-to-BSN Completion Program students who were admitted to the program but have not enrolled in classes for more than three semesters must complete a readmission application. Depending on the length of time from the last semester of enrollment activity, they may also need to re-apply to the college.

## **Student Health Records**

- A written report of a physical exam is required to clinical nursing courses. This exam must have been within the past six months. The written documentation on the immunizations and the tests listed here must include the actual dates for each immunization or test. Please note that all immunizations and tests listed on the report are required by clinical facilities where clinical laboratory experiences are scheduled.
- Students who do not submit the proper verification of immunizations/vaccines and tests will not be allowed to register for NUR courses. Experiential learning placements will be denied. Some of the immunizations and tests listed here will require periodic updates and must be compliant during the semester NUR 410 is taken.

## **Required: IMMUNIZATIONS and TESTS**

- **Diphtheria/Tetanus**
  - Documentation of Tdap after 2005 Documentation of booster within last 10 years.
  - A repeat booster will be required if the ten-year expiration date occurs while you are taking technical courses.
- **Measles, Mumps, Rubella**
  - Documentation of 2 doses (dates received) of MMR (measles, mumps, rubella) vaccine. The 1<sup>st</sup> dose must have been given after the age of 12 months, and at least one dose must have been given after 1967 or titers (blood tests) to demonstrate immunity to each specific illness (measles, mumps, and rubella).
- **Tuberculin (PPD) Test**
  - Documentation is required of an initial 2-step PPD skin test (two separate injections, 1-2 weeks apart), and then proof of a yearly one-step PPD skin test every year thereafter.
  - The most recent skin test must be within 12 months of starting the clinical courses. If you cannot verify the dates that this has been done, you will need to obtain a new two-step PPD skin test.
  - A 1-step PPD skin test must be repeated each year to remain in the program. Written documentation with dates and results is required.
  - Individuals with a *positive* PPD skin test result are required to have a chest X-ray (completed within the past year) to rule out active disease.
  - Individuals who have received the BCG vaccine in the past should not take a PPD skin test. They are required to have a chest x-ray (within the past year) and complete the TB symptom questionnaire. Students must obtain the TB symptom questionnaire from the [nursinghealthrecords@cincinnatiastate.edu](mailto:nursinghealthrecords@cincinnatiastate.edu)

- **Hepatitis B**
  - Documentation of the completion of the series of three (3) Hepatitis vaccine injections, given over six months, as recommended by the Center for Disease Control (CDC), or documentation of or have a Hepatitis titer (blood test) to determine the level of antibodies. A lab value of 10 IU indicates the titer is positive.
  - For students beginning the injection series, completion of the *first two injections* (given one month apart) is required prior to being allowed to register for technical courses.
  - The third injection must be obtained as recommended (within six months from the first injection), to remain in the program. Written documentation must be submitted that includes the dates of all three Hepatitis injections.
  - Students who do not complete the Hepatitis injection series correctly (three injections over a six-month period) will be required to have a titer (blood test) done in order to demonstrate immunity status prior to clinical rotation.
  - Proof of documented of *two* vaccinations for chickenpox.
  - If the individual's immune status is unknown, a titer (blood test) is required to demonstrate immunity.
  
- **Chicken Pox**
  - Proof of documented of *two* vaccinations for chickenpox.
  - If the individual's immune status is unknown, a titer (blood test) is required to demonstrate immunity.
  - If the titer does not demonstrate immunity, the chickenpox vaccination is required.
  
- **Influenza Vaccine**
  - The seasonal flu vaccination is required annually by all of our clinical facilities by November 1.
  - Acceptable documentation would be the Cincinnati State Influenza Form or other valid forms from the agency administering the vaccine.
  
- **Other Vaccinations:**
  - Students may be required to receive other vaccinations at the discretion of our clinical partners. Failure to follow facility policy will result in the denial of clinical placement and may prevent progression through the nursing program.



## **Criminal Background Checks**

Successful completion of an FBI and BCII background check through the Ohio Attorney General's Office is required prior to admission.

- These background checks are required by our contracts with experiential learning partners.
- This background check should have been completed within one year prior to the start of NUR courses. If a student has completed a background check for another agency within one year of the start of NUR courses, they can contact the AG's office to have copies sent to Cincinnati State.
- **All background checks should be sent directly to the college at the following address:**

BSN Program Admissions  
Cincinnati State Technical and Community College  
3520 Central Parkway  
Cincinnati, OH 45223

- Clinical agencies can establish more stringent standards, if they so desire, to meet regulatory requirements for their facility.
- Clinical agencies can conduct additional background checks at their discretion.

- **Drug and Alcohol Screening Policy**

- Students enrolled in any Health and Public Safety program have placed themselves into a relationship where there is a special concern relative to the possession or use of drugs, alcohol, or controlled substances.
- If a student in a Health and Public Safety program appears to be functioning in an impaired manner, exhibiting inappropriate behavior in the classroom or clinical setting, or demonstrating any unprofessional conduct or negligence, the faculty or clinical affiliate representative responsible for that student, using professional judgment, will remove the student, document the circumstances and report the alleged violation immediately to the Dean of Student Enrollment Services and the Dean of the Health and Public Safety Division.
- Clinical facilities may require Health and Public Safety Division students to undergo drug and alcohol screening prior to placement.
- Refusal to submit to screening when requested will result in dismissal from the Health and Public Safety Division program due to the inability to progress in the curriculum. The screening will be done by a third-party administrator. Instructions regarding when and how to complete a drug screen will be issued to students by their faculty member. Students will be responsible for the cost of the drug screen. Results of the drug screen will be forwarded directly to the Director.
- Confirmation of a positive drug screen will result in the student being immediately withdrawn from the clinical course and may result in dismissal from the program of study.

## Full-Time Curriculum Plan

Placement	Course #	Course Title	Semester Credits
<b>Prerequisites/ AAS Credit</b>			
	300	General Education Elective	26
	310	Nursing Advanced Standing Technical Coursework	39
	350	Nursing Advanced Standing RN-BSN	13
<b>First Semester</b>			
	NUR 400	Transition to the BSN Role	3
	NUR 405	Healthcare Informatics for Clinical Decision Making	3
	NUR 410	Population-Based Community Healthcare: Theory and Concepts	4
	MAT 131	Statistics	3
	XXXXXX	Cultural Diversity Elective	3
<b>Second Semester</b>			
	NUR 415	Evidence-Based Practice, Research, Scholarship and Clinical Decision Making	3
	NUR 420	Health Care Policy and Ethical and Legal Issues	3
	NUR 425	Nursing Leadership and Management for Professional Practice	4
	XXXXXX	Humanities/Fine Arts Elective	3
<b>Third Semester</b>			
	NUR 430	Healthcare Outcome Measures, Quality Improvement Processes & Interdisciplinary Collaboration	3
	NUR 435	BSN Capstone Seminar	3
	NUR 440	BSN Capstone Project	4
	HIST XXX	History Elective	3
<b>Total Credits</b>			<b>120</b>

## Part-Time Curriculum Plan

Placement	Course #	Course Title	Semester Credits
<b>Prerequisites/ AAS Credit</b>			
	300	General Education Elective	26
	310	Nursing Advanced Standing: Technical Coursework	39
	350	Nursing Advanced Standing: RN-BSN	13
<b>First Semester</b>			
	NUR 400	Transition to the BSN Role	3
	MAT 131	Statistics	3
	XXXXXX	Cultural Diversity Elective	3
<b>Second Semester</b>			
	NUR 415	Evidence-Based Practice, Research, Scholarship and Clinical Decision Making	3
	XXXXXX	Humanities/Fine Arts Elective	3
<b>Third Semester</b>			
	NUR 430	Healthcare Outcome Measures, Quality Improvement Processes & Interdisciplinary Collaboration	3
	HIST XXX	History Elective	3
<b>Fourth Semester</b>			
	NUR 405	Healthcare Informatics for Clinical Decision Making	3
	NUR 410	Population-Based Community Healthcare: Theory and Concepts	4
<b>Fifth Semester</b>			
	NUR 420	Healthcare Policy and Ethical and Legal Issues	3
	NUR 425	Nursing Leadership and Management for Professional Nursing Practice	4
<b>Sixth Semester</b>			
	NUR 435	BSN Capstone Seminar	3
	NUR 440	BSN Capstone Project	4
<b>Total Credits</b>			<b>120</b>

## **RN-to-BSN Program Core Nursing Descriptions**

### **NUR 400: Transition to the Bachelor's degree Nursing Role**

A course on essential concepts and theories for the registered nurse transitioning to the baccalaureate-prepared nurse role. Topics include: Preparing an academic and professional portfolio utilizing skills and resources such as computer skills, professional writing style, and library services.

### **NUR 405: Healthcare Informatics for Clinical Decision Making**

An exploration in the advances of computer technology and information sciences and their impact on the culture of safety within healthcare environments. Topics include: The impact of technology and information sciences on cost-effectiveness, safety, quality, and outcomes of care.

### **NUR 410: Population-Based Community Healthcare**

A course on theory and concepts of community health nursing with an emphasis on social determinants of health. Topics include: The effect of social determinants on health, wellness and disease management in a community; and strategies for working with special populations. Students plan and complete a community-based health promotion project.

### **NUR 415: Evidence-Based Practice, Research, Scholarship and Clinical Decision Making**

A course on the processes used to translate evidence to practice. Topics include identifying practice issues, the development of an answerable research question, evaluating the evidence for validity, impact, and applicability, and ethical considerations associated with research.

### **NUR 420: Health Care Policy and Ethical and Legal Issues**

An exploration of the impact of healthcare policy and legal and ethical issues on healthcare decision making and delivery of care. Topics include: The effect of policies and issues on healthcare disparities in diverse and vulnerable groups, communities, and populations.

### **NUR 425: Nursing Leadership and Management for Professional Practice**

A course on knowledge and skills needed to effectively lead and manage teams in constantly changing healthcare systems. Topics include: Change and innovation, self-knowledge and leader development, communication and conflict skills, resource management, value-based care, and budgeting.

### **NUR 430: Health Outcome Measures and Quality Improvement Processes**

A course on health outcome measures that enhance patient experiences, improve population health, reduce costs, and improve the work-life balance of health care providers. Topics include: Optimizing health outcomes and system performance through quality improvement processes and interdisciplinary collaboration.

### **NUR 435: BSN Capstone Seminar**

Students engage in reflective activities on how their academic learning experiences affected their current and future practice roles, develop a description of their professional pathway for the next three to five years, and complete their academic and professional portfolios.

### **NUR 440: BSN Capstone Project**

Students synthesize knowledge and skills acquired throughout the RN-BSN curriculum to develop, implement, and present a capstone project that focuses on community needs, bedside nursing issues, or organizational leadership issues. Project topics must be approved by faculty. The course includes a workplace-based experience with preceptors from health care and community agencies.

## **Required General Education Courses**

There are four required general courses in the RN-BSN Program

- **MAT 131 (statistics 1) is required.** If you have already taken MAT 131, you can take MAT 132 (Statistics 2) **OR** another math course listed on the Ohio transfer 36 page (see link). If you have completed MAT 131 and another three-credit math course, you should not need another math course.
- **Cultural Diversity course:** Click on link below for the NURB (RN to BSN completion program) webpage and scroll to the bottom of the page for a full list of courses that satisfy this requirement:

<http://catalog.cincinnatiastate.edu/academicdivisionsanddegreeampcertificateprograms/healthandpublicsafetydivision/nursing/nurb/#curriculumtext>

- **History course:** You may take any course listed under the history category on the Ohio transfer 36 page (see link)
- **Arts/Humanities course:** You may take any course listed under “Arts/Humanities” from the Ohio transfer 36 page (see link)

Click here for the [Ohio Transfer 36 page](#) to see lists of specific courses.

## **Completion/Graduation**

The following criteria must be met for program completion:

- All required courses within the curriculum must be completed with a minimum grade of “C” or “S”.
- A minimum overall GPA of 2.0.

## **Grading Policy for Nursing (NUR) Courses**

Minimum Passing Grades: A minimum grade of “C” or “S” must be earned in all nursing courses.

### **Grading Scale:**

**A** = 90.00% - 100%

**B** = 81.00% - 89.99%

**C** = 75.00% - 80.99%

**D** = 70.00% - 74.99%

**F** = below 70.00%

**S** = at least 75.00% achievement of total course points and 100% achievement of clinical or contract objectives.

**U** = less than 75.00% achievement of total course points and less than 100% achievement of clinical or contract objectives.

## **Nursing Program Dress Code**

Students should be aware that they are representatives of the program at any time they are identifiable as our students; therefore, the dress code applies at any time they appear in the uniform, not only while on the clinical unit.

- At all times, the student's attire must be clean and pressed. Appropriate clothes are "business casual." Tops or blouses should cover all of the chest area back and shoulders. Dresses, skirts, and split skirts shall be no more than two inches above the knee.
- Students will wear a white lab coat during experiential learning activities. The hem of the lab coat should fall at or just below the level of the hips.

### **Not permitted:**

1. jeans of any color
2. knee pants, shorts, capris
3. low cut clothing
4. net or see-through clothing
5. tight-fitting clothing
6. short skirts or dresses
7. tank tops, halter, or midriff tops
8. sleeveless t-shirts/sundress
9. scarves
10. clothing with inscribed messages
11. leggings unless covered by dress or skirt
12. tennis shoes
13. baseball caps, skull caps, sun visors or pullover hats, or others that impair vision and hearing.

### **Name Badge**

- The nursing program identification name badge is to be worn, picture upright and visible, at all times while at the clinical site. Some clinical facilities require additional ID that must also be worn.

## **Hair**

- Hair is to be clean and neatly groomed at all times. Hair must be pulled back away from the face, and secured in such a way that it does not fall forward.
- Small combs, simple barrettes and elastic bands in neutral colors are acceptable. Hair ornaments/colored scarves are not permitted. Hair must be of a natural color.
- Beards, mustaches, facial hair, and sideburns are to be neatly trimmed.

## **Nails**

- Fingernails are to be short and well-groomed.
- Clear, unchipped nail polish only is permitted. Nail polish may not be worn in certain clinical areas. Please note that many clinical facilities define “short” as 1/4 inch or less.

## **Jewelry/Tattoos**

- A watch is permitted to monitor patient vital signs.
- A single ring/set on one finger may be worn. Rings must be removed in certain clinical areas.
- A thin, simple necklace that remains within the neckline of the uniform is permissible.
- A single pair of small, simple, stud-type earrings may be worn. No other body piercings or tattoos should be visible. If tattoos are visible then lab coat is required.

## **Make-up/Scents**

- Makeup should reflect a natural look and be subtle.
- No perfume, cologne, or aftershave should be worn.
- The scent of tobacco is not permitted.
- Some scents can trigger nausea or asthma attacks in susceptible individuals.

## **Attendance Policy**

- A student who misses a class meeting is responsible for the information shared during the session.
- Students must complete any test, assignment, or assessment by the scheduled due date and time.
- If a test or assessment cannot be included by the due date and time, an alternate test or assessment may be administered. Points may be deducted if due dates are not met.
- If a student is unable to attend a scheduled experiential learning activity, the instructor and preceptor must be contacted as soon as possible.



## **Student Illness in the Classroom or Experiential Setting**

### **Medical Emergency in the Classroom Setting**

#### **When a medical emergency arises:**

- Report all accidents and medical emergencies immediately to Campus Police, 569-1558.
- The reporting person must stay on the phone until he/she is released by the Campus Police Dispatcher.
- Campus Police will provide first aid.
- If necessary Campus Police will call the local EMS who will provide preliminary treatment and transportation to a local medical facility.

### **Illness That Occurs in the Classroom Setting**

- The instructor will follow the above policy for a medical emergency, depending on the severity of the illness. The student will be asked to leave the classroom setting when an illness (not an emergency) occurs. The instructor will recommend a visit to the student's personal physician.

### **Illness That Occurs During Experiential Activities**

- The student will be instructed to leave the experiential setting when an illness occurs. The instructor will recommend a visit to the student's personal physician.

### **Injury to a Nursing Student During Experiential Activities**

- In the event of an injury, the instructor should be notified immediately. The experiential facility policy may be followed regarding the completion of an Incident Report. The injury may require treatment with the consent of the student (as fees may be assessed). A report of the incident should be completed and placed in the student file.
- The program director should be notified of the student's injury as soon as possible. Experiential facilities should not file student claims under Workman's Compensation as students are not considered employees.
- PLEASE NOTE: If the student receives treatment at the experiential site, the student's private insurance company should be billed. If the student has fees above that covered by the student's health insurance, the student, or instructor, may obtain an insurance claim form in the Health and Public Safety office. The student must complete this form and return it to the Health and Public Safety Office as soon as possible after the

## Title IX

- Cincinnati State is dedicated to the advancement of knowledge and learning and to the development of ethically responsible individuals. Cincinnati State students are expected to uphold appropriate standards of behavior and to respect the rights and privileges of others. Student conduct is expected to be in accordance with all federal, state, and local laws, and Board of Trustees and College rules, regulations, and policies. As a result, Cincinnati State has a Student Code of Conduct for which all students are held accountable.
- Please use this form to report violations of the Student Code of Conduct, Title IX violations, Academic Integrity violations, and general student behavior concerns.  
<https://publicdocs.maxient.com/incidentreport.php?CincinnatiState>
- While we want you to feel comfortable coming to us with issues you may be struggling with or concerns you may be having; please be aware that there are some reporting requirements that are part of our job at Cincinnati State. For example, if you inform us of an issue of sexual harassment, sexual violence, and/or other forms of prohibited discrimination, we will keep the information as private as possible, but we are *required* to bring it to the attention of the college's Title IX Coordinator, Falonda Rodgers.
- If you or someone you know has experienced prohibited discrimination, sexual harassment, or violence (including assault, domestic or dating violence, and gender or sex-based bullying and stalking), we encourage you to tell someone promptly. Help and support are available. For more information, please contact Falonda Rodgers directly at 513-569-1759. She can also be reached by email at [Falonda.Rodgers@cincinnatiastate.edu](mailto:Falonda.Rodgers@cincinnatiastate.edu).

## **Office of Disability Services**

- Pursuant to the Americans with Disabilities Act, each testing institution must provide reasonable accommodations to individuals with a documented disability that hinders their ability to take any assessment under standard conditions. It is the responsibility of each administering institution to determine how the disability will be reasonably accommodated in the testing process and for the proctor to ensure that the approved accommodation is in place.
- **Please contact the Office of Disability Services (see course syllabus) when ADA accommodations are indicated. The Office of Disability Services will notify faculty of required online testing accommodations. Faculty are unable to make any accommodations to online testing unless instructions are received from the Office of Disability Services.**
- Examples of requests for testing accommodations that may be provided include, but are not limited to, the following: • Use of an electronic reader.
- Providing for a reasonable extension of testing time. Please note that, while time extensions may be permitted, the total allocated time must never be split over more than one day. No accommodation should be provided that would compromise the security or integrity of the exam or require the testing institution or proctor to violate any of the test administration requirements.

### **Prohibited Accommodations**

The following accommodations are prohibited:

- Use of a camera or any other recording device.
- Providing verbal or other clues or prompts.
- Permitting the use of any electronic device (no phones, iPads, etc.).

Note: The exam is written and administered in the English language, and a lack of facility with the English language is not considered a disability. Interpreters should not be permitted inside the exam room for purposes of translating the test text from English into another language for an examinee.

## **The Bethesda Heritage**

In 1896 seven German speaking Methodist Deaconesses separated from the Elizabeth Gambel Deaconess Home associated with the Christ Hospital, to form the German Deaconess Association under the direction of Dr. Christian Golder. His sister, Louise Golder, became the Superintendent of the Deaconesses and the Founder of the Nursing School. The name Bethesda Hospital and Deaconess Association was adapted in 1898. These changes came about in response to a need created in Cincinnati by the influx of German immigrants whose health needs were not being adequately addressed.

At first, the deaconess nurses moved in to the homes of those needing care and did the things that were necessary to care for the family and the sick. Resources were stretched to the limit.

Eventually, Dr. Golder was able to arrange the purchase of a private hospital at the corner of Oak Street and Reading Road that was to become the beginnings of Bethesda Hospital, a name honored in Cincinnati as an example of an institution devoted to pursuit of excellence and commitment to community service.

By 1908, non-deaconess applicants were being admitted to the nursing school and by 1914 the graduates formed an association that had the title “The Nightingale Club”, later changed to the “Alumni Association”. The objectives of the group, as originally adopted, were “To promote Nursing Education” and “To promote fellowship among the members.” While the methods of achieving them have changed throughout the years, the objectives have not. The Alumni Association has a rich and colorful history and members are proud to welcome the graduates of Cincinnati State Bethesda School of Nursing to their ranks.

**Cincinnati State Bethesda School of Nursing**  
**RN-to-BSN Completion Program**  
**Student Acknowledgement and Understanding of the RN-to-BSN Handbook**

I have read and understand the student expectations and requirements outlined in the fall 2023 RN-to-BSN Student Handbook for the Bachelor of Science in Nursing Program.

_____	_____
Printed Name	Date
_____	_____
Student Signature	Student ID#