

BROWARD COLLEGE BSN

STUDENT PROGRAM MANUAL



Content in this manual is subject to change at any time without prior notice.

REV November 2025



Welcome to Broward College Miramar West Center (MWC)!

We are excited to support your journey through the BSN Program and help you build a rewarding career in nursing. Our faculty and staff are committed to your success—please share your feedback and questions with us at any time.

This manual is designed to help you transition smoothly into your role as a BSN student and prepare for graduation. It includes program-specific guidelines that supplement the Broward College Student Handbook. For policies on sexual harassment, substance abuse, student rights, and other essential information, always refer to the most current Student Handbook.

Read this manual carefully and use it as a foundation for your success. We hope these guidelines inspire you to become a dedicated Broward College student and a compassionate nursing professional. We are here to assist you in every step of the way.

Respectfully,

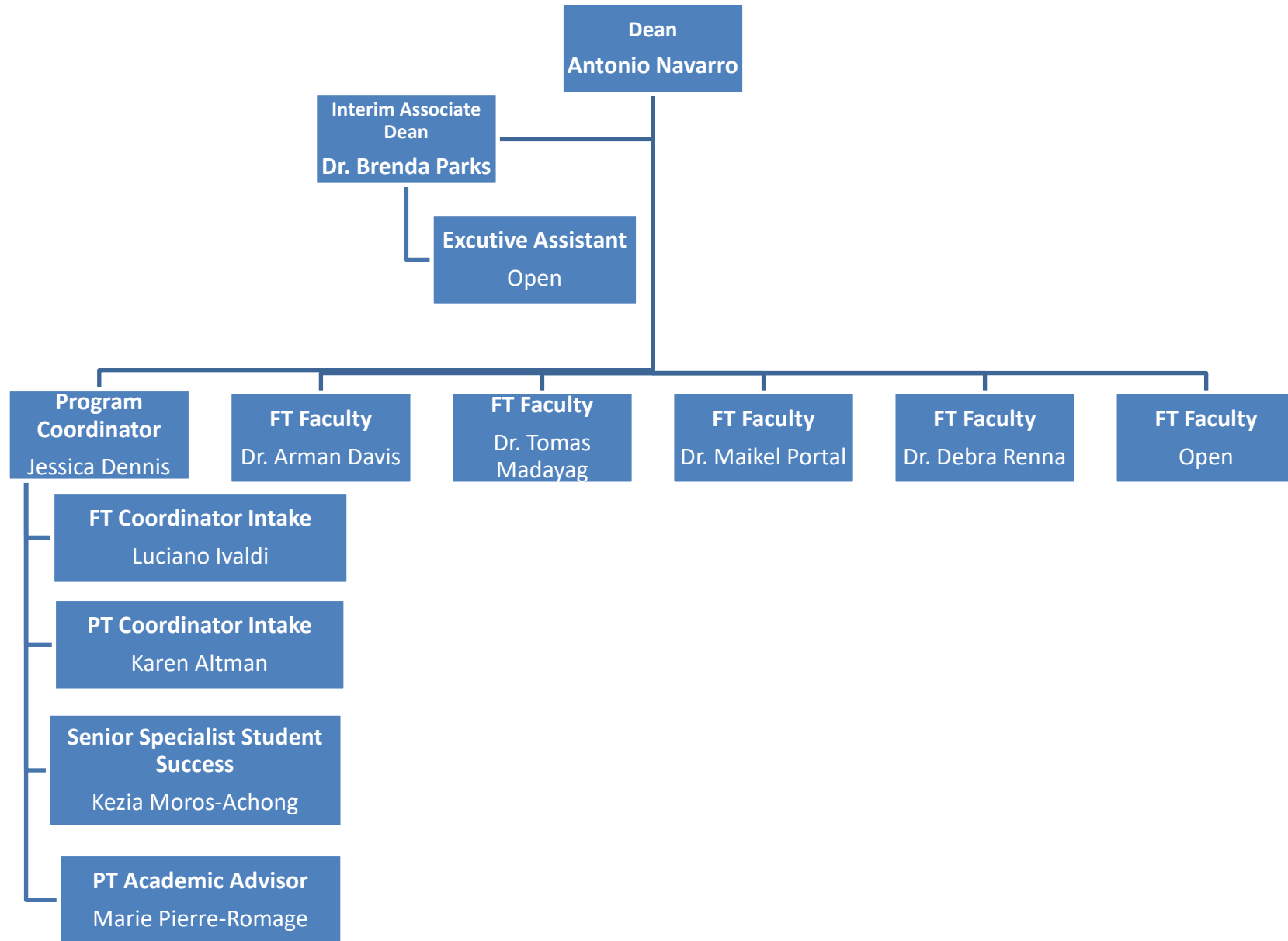
Broward College BSN Nursing Administration, Faculty, and Staff

***PLEASE KEEP THIS
GUIDE FOR THE DURATION OF YOUR PROGRAM***

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Department of RN-BSN Program



Program Approvals:

Florida Department of Education
May 2009

Program Accreditation:

***Commission on Colleges of the
Southern Association of Colleges and Schools (SACS-COC)***
To award associate and baccalaureate degrees.

*Contact the Commission on Colleges- SACS-COC
1866 Southern Lane
Decatur, Georgia 30033-4097
404-679-4500 SACS-COC Phone
Broward College 2024-2034*

Commission on Collegiate Nursing Education (CCNE)

Has accredited
Baccalaureate Degree Program in Nursing
Broward College

1 DuPont Cir NW # 530,
Washington, DC 20036
February 24, 2020 – December 31, 2030

College Calendar

Academic/ Instructional Calendars are now available for your viewing at <https://connect.broward.edu>

Then click on Academic Calendar (Academic Calendars and Final Exam Schedules)

College Catalog

Broward College Catalog is now available for your viewing at

<http://www.broward.edu/catalog/Pages/default.aspx>

Student Handbook

[Student Handbook | Broward College](#)

SECTION 1: MISSION & PHILOSOPHY

RN-BSN Mission

Consistent with Broward College's mission and building on the foundation of the Associate of Science in Nursing program, the RN-BSN Program is dedicated to student success by preparing baccalaureate nurse generalists to excel as providers of direct and indirect care, designers and coordinators of care, and leaders within the nursing profession.

The mission of the BSN Program is to prepare a professional and competent nurse who practices in a dynamic health care environment across communities, populations, and life-spans; providing leadership to promote and improve global health; is committed to the advancement of nursing knowledge and practice, celebrates diversity, and aspires to lifelong learning and achievement.

BSN Philosophy

The nursing faculty at Broward College ground their philosophy in the College's mission and a shared set of beliefs that unify the nursing profession. These beliefs are built upon the meta-paradigm concepts of **person, health, environment, and nursing**, which guide our approach to education and practice. We believe the role of the generalist nurse emerges from the discipline of nursing and reflects its core values and knowledge base.

Person

Every individual is unique, possessing inherent dignity, worth, and rights. Each person brings distinct abilities, resources, experiences, and values shaped by culture, family, and socio-economic and environmental systems. Within the meta-paradigm, the person is viewed as a client—an individual, family, community, or population—living in an increasingly diverse and globalized environment.

Health

Health is a dynamic state encompassing health promotion, illness prevention, recovery, and end-of-life care with dignity. It is influenced by biophysical, psychosocial, spiritual, and cultural dimensions across the lifespan and within populations. Nurses support health as a holistic process that adapts to individual and community needs.

Environment

The environment includes all internal and external factors that affect health and life. It forms the context for holistic nursing practice. Nurses provide culturally sensitive, supportive, and protective interventions while upholding the profession's core values: **integrity, altruism, caring, autonomy, dignity, and social justice**.

Nursing

Nursing is a discipline dedicated to meeting the holistic needs of individuals in diverse settings. Its foundation rests on four essential patterns of knowing:

1. **Empirics** – the science of nursing
2. **Esthetics** – the art of nursing
3. **Personal Knowing** – self-awareness and relationships
4. **Ethics** – moral knowledge guiding practice

The essence of nursing lies in person-centered, practice-oriented care, guided by ethical decision-making and shaped by social, cultural, political, and economic systems at local and global levels.

Generalist nurses demonstrate expertise, autonomy, ethical decision-making, and commitment to service. They embrace lifelong learning and professional development to meet the evolving needs of healthcare and society.

Based on core knowledge, including health promotion, risk reduction, illness prevention, disease management, human diversity and globalization concepts, healthcare systems, and policy constructs, legal-ethical precepts, and informatics and healthcare technology, the generalist nurse uses the following core competencies:

- | | |
|---|---|
| 1. Critical thinking, clinical reasoning, and judgment | 7. Health promotion strategies |
| 2. Information technology | 8. Patient/client health and safety goals |
| 3. Immersion into diverse and global settings (diversity) | 9. Teaching and learning |
| 4. Communication | 10. Leadership and management |
| 5. Lifelong learning (professional values) | 11. Knowledge of healthcare systems and policies |
| 6. Evidence-based practice (research) | 12. Knowledge of economic, legal, and political factors |

As a provider of care, the baccalaureate-prepared nurse integrates evidence-based practice, clinical judgment, and patient preferences to design, coordinate, and manage care across diverse settings. Guided by the 2021 AACN Essentials, the generalist nurse demonstrates competencies in person-centered care, quality and safety, and systems-based practice while functioning both independently and collaboratively to deliver optimal outcomes across the four spheres of care: health promotion and disease prevention, chronic disease management, restorative care, and hospice/palliative care.

Patient advocacy remains central to professional nursing. Nurses led efforts to ensure equitable, high-quality, and cost-effective care, evaluate outcomes, and drive continuous improvement through leadership and evidence-based practice.

The RN-BSN Program embraces the AACN Essentials' competency-based approach to teaching and learning. We believe learning is a lifelong process that fosters intellectual growth, civic engagement, and leadership in healthcare. Students develop skills in inquiry, analysis, critical thinking, and communication, preparing them to address complex health needs and advance the common good through technology, interprofessional collaboration, and problem-solving.

Teaching is a collaborative process that values each learner as unique. Faculty empower students to achieve competencies through active engagement in meaningful experiences, including scientific inquiry, evidence-based practice, quality improvement, and informatics. Our curriculum aligns with the ten AACN domains—such as Knowledge for Nursing Practice, Professionalism, and Scholarship for the Nursing Discipline—ensuring graduates are prepared for contemporary practice.

Baccalaureate nursing education thrives in an environment of shared responsibility. Faculty and students work together to create a climate that promotes integrity, altruism, human dignity, social justice, and lifelong learning. Guided by the NLN Core Competencies for Nurse Educators and the AACN Essentials, faculty serve as mentors and role models, providing resources and opportunities that respect diversity and support educational mobility. This approach empowers nurses to broaden their perspective and pursue advanced practice roles.

BSN Curriculum Design

The Bachelor of Science in Nursing (BSN) Program builds on the foundation of the Associate of Science in Nursing (AS) degree. General education and prerequisite courses strengthen the cultural, intellectual, and social dimensions of professional nursing.

Upper-division coursework prepares nurses to apply advanced knowledge, technology, and skills in today's interdisciplinary healthcare settings. The program develops creative leaders who promote quality care in a complex, dynamic, and global environment.

The curriculum follows a clear scope and sequence to ensure a seamless transition from the AS to the BSN level. Its conceptual framework aligns with the vision, mission, philosophy, and core values of Broward College and the AS Nursing Program.

Conceptual Framework

The curriculum design is based on a model in which the BSN Program beliefs are framed by the major meta-paradigm concepts of Human being/person/client (diverse populations), health (health and safety), environment (internal/external including policies), and nurse/nursing (Generalist nurse, nursing practice and patient advocacy). The curriculum design helps clarify the major concepts as they relate to the practice of nursing in a global healthcare and educational environment (see Figure 1).

The threads are twelve (12) constructs: (1) critical thinking, clinical reasoning and judgment; (2) information technology; (3) immersion into diverse and global settings (diversity); (4) communication; (5) lifelong learning (professional values); (6) evidence-based practice (research); (7) health promotion strategies; (8) patient/client health and safety goals; (9) teaching and learning; (10) leadership and management; (11) Knowledge of healthcare systems and policies, and (12) knowledge of economic, legal, and political factors that serve to guide the curriculum by ensuring that the common themes necessary for nursing practice and education at the bachelor degree level are addressed throughout the program. The twelve constructs lead to twelve student outcome abilities inherent to generalist nursing practices.

The evidence-based research processes adapted from Norwood (2009) are presented in the center column of the model. These research processes provide the core elements of research and evidence-based practices threaded throughout the curriculum. The four research processes include: 1) foundational elements, 2) methodological elements, 3) analytic and interpretive elements, and 4) communication and utilization. The four research processes are outlined in the conceptual framework.

The general education and common prerequisites included in the curriculum enhance the development of the cultural, intellectual, and social aspects of the professional nurse, integrating appropriate theory into the practice of nursing. The upper division nursing coursework is designed to prepare professional nurses to use the latest technology, knowledge, abilities, and skills to be effective in the current interdisciplinary setting and to prepare creative leaders for the promotion of quality health care in the complex, dynamic, global health care environment.

According to the AACN (2008), nursing generalist practice, with preparation at the bachelor level, includes both direct and indirect care to patients, individuals, families, groups, and populations. Nursing practice is built on nursing knowledge, theory, research and other knowledge derived from a wide array of disciplines, giving the nurse generalist a broad-based bio-psychosocial behavioral skill set. By using this skill set, the generalist nurse is able to coordinate continuous care across environments and life spans focusing on population-based health promotion, risk reduction, and clinical prevention.

The **Generalist nurse practice** encompasses many roles including, but not limited to caregiver, clinician, educator, researcher, consultant, manager, coordinator and integrator of quality client care for diverse populations across life-spans and the healthcare continuum locally and globally.

In summary, The BSN curriculum design and conceptual framework describes the inter-related student outcome abilities inherent to generalist nursing practices. The curriculum threads serve to guide the

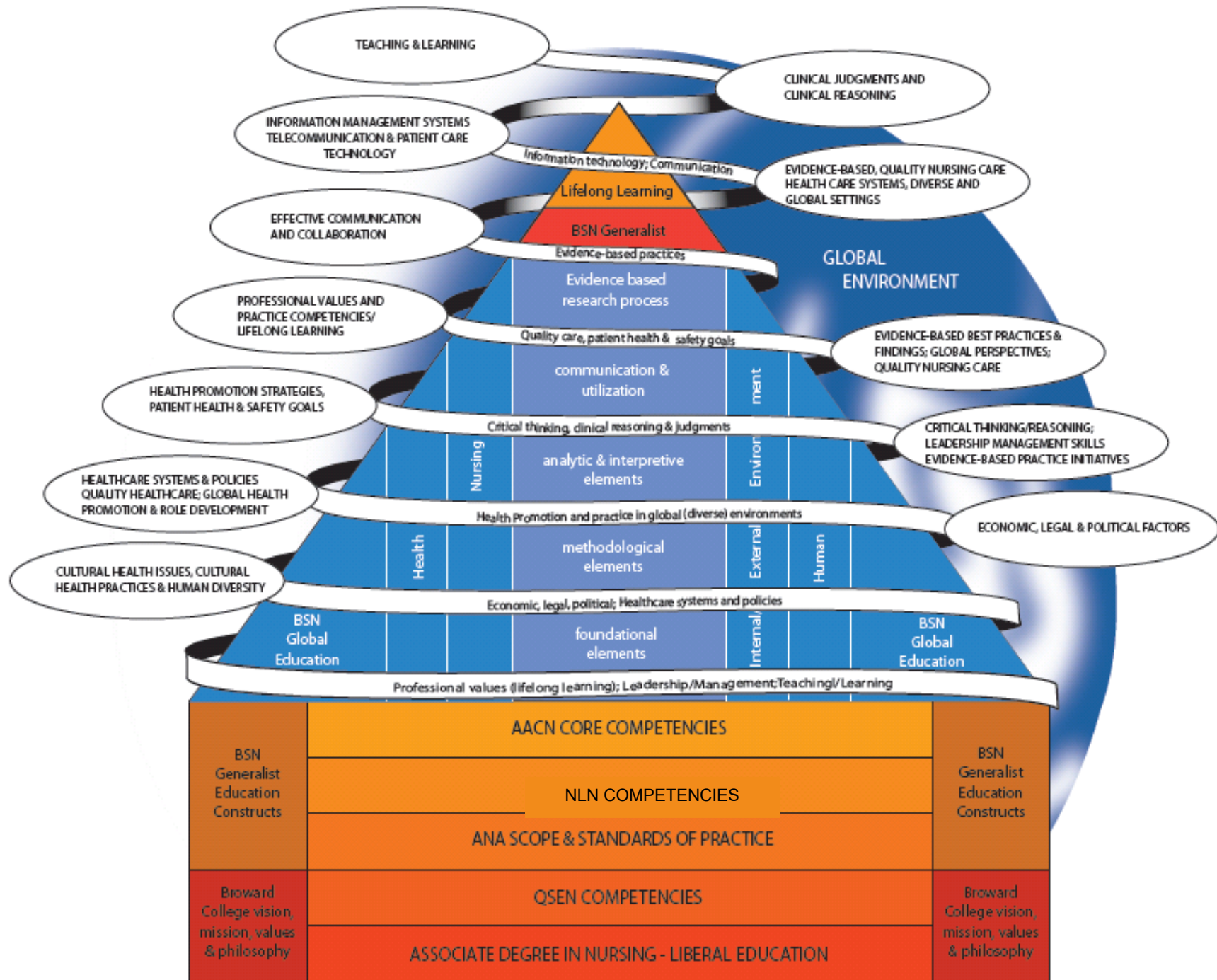
curriculum by ensuring that the common themes necessary for nursing practice and education at the bachelor degree level are addressed throughout the program.

Conceptual Framework

Conceptual Framework				
<u>Meta-paradigm Concepts</u>	Human being/Person/ Client	Environment	Health	Nurse/Nursing
<u>Sub-concepts</u>	Diverse Populations	Internal/external	Health and Safety	Nurse Generalist
		Policies		Nursing Practice
		Systems		Patient Advocate
<u>Constructs/Threads (Student Learning Outcomes)</u>	Critical thinking, clinical reasoning, and judgment			
	Information technology			
	Immersion into diverse and global settings (diversity)			
	Communication			
	Lifelong learning (professional values)			
	Evidenced-based practice (research)			
	Health promotion strategies			
	Patient/ client health and safety goals			
	Teaching and learning			
	Leadership and management			
	Knowledge of healthcare systems and policies			
	Knowledge of economic, legal, and political factors			
<u>Interconnecting Student Outcomes Abilities (evaluative measures)</u>	Analyze and synthesize data regarding the health status of the patient, community and defined population, utilize these findings to make sound clinical judgments regarding nursing interventions and outcome evaluation using clinical reasoning . (1)			
	Demonstrates a basic knowledge of information management systems and skills in emerging telecommunication and patient care technology . Utilizes this knowledge to employ principles of quality improvement that will lead to improving patient outcomes and correction of healthcare errors. (2)			
	Create an environment of inclusion in the provision of holistic, evidence-based, quality nursing care in increasingly complex situations, healthcare systems, diverse and global settings . (3)			
	Demonstrate effective communication and collaborative efforts with physicians and other members of the health care team; dialogue with faculty and students to conduct teaching-learning practices that address community needs and expectations. (4)			
	Integrate professional values and practice competencies through ethical decision making which may impact future healthcare demands. Commitment to lifelong learning demonstrated by regular student participation in culturally diverse curricula activities. (5)			

<p>Analyze and synthesize knowledge from liberal arts, natural and social sciences, nursing arts and evidence-based best practices in understanding research findings and global perspectives that leads to compassionate, culturally sensitive, direct and in-direct quality nursing care. (6)</p>
<p>Analyze and implement health promotion strategies and patient health and safety goals that address social and public health and cross cultural health issues; demonstrating respect for personal and cultural health practices and human diversity (7)</p>
<p>Analyze and implement health promotion strategies and patient health and safety goals that address social and public health and cross cultural health issues that minimize risk of harm to patients and providers through both system effectiveness and individual performance. (8)</p>
<p>Applies goal-directed processes involved in the transmission and assimilation of information in order to expand knowledge and change behaviors. The teaching-learning process is facilitated through planned sequences of experiences and by actively involving the learner in goal-directed activities that are perceived as having purpose and meaning. (9)</p>
<p>Demonstrate independent and interdependent decision making, critical thinking and reasoning, leadership and management skills that utilize nursing and other recognized theories, models, and evidence-based practice initiatives and knowledge, collegial dialogue, self-reflection, and a commitment to lifelong learning. (10)</p>
<p>Select and apply appropriate theories and research findings relevant to healthcare systems and policies, quality healthcare delivery, and global health promotion to continue role development as a professional nurse. (11)</p>
<p>Integrate economic, legal and political factors that impact health care delivery to influence health care policies on behalf of patients, the local community, global community, and the profession. (12)</p>

Bachelor of Science in Nursing Conceptual Model



BSN Student Outcomes

The NLN (2010) Outcomes and Competencies for Graduates of Baccalaureate Programs and the Essentials of Baccalaureate Education developed by American Association of Colleges of Nursing (AACN, 2008) were extensively reviewed providing the organizing framework for identifying BSN Program and student outcomes and nursing course objectives. The methods to fulfill the program's outcomes are delineated in the curriculum plan. The methods to achieve nursing competencies are reflected in each individual course's objectives. Upon completion of the BSN Program, the graduate will be able to:

	Student Learning Outcomes	Student Evaluative Measures
1	Critical Thinking/Clinical Reasoning and Judgment	Analyze and synthesize data regarding the health status of the patient, community and defined population, utilize these findings to make sound clinical judgments regarding nursing interventions and outcome evaluation using clinical reasoning .
2	Information Technology	Demonstrates a basic knowledge of information management systems and skills in emerging telecommunication and patient care technology . Utilizes this knowledge to employ principles of quality improvement that will lead to improving patient outcomes and correction of healthcare errors.
3	Immersion into Diverse and Global Settings (Diversity)	Create an environment of inclusion in the provision of holistic, evidence-based, quality nursing care in increasingly complex situations, healthcare systems, diverse and global settings .
4	Communication	Demonstrate effective communication and collaborative efforts with physicians and other members of the health care team; dialogue with faculty and students to conduct teaching-learning practices that address community needs and expectations.
5	Lifelong Learning (professional values)	Integrate professional values and practice competencies through ethical decision making which may impact future healthcare demands. Commitment to lifelong learning demonstrated by regular student participation in culturally diverse curricula activities.
6	Evidence-based Practice (research)	Analyze and synthesize knowledge from liberal arts, natural and social sciences, nursing arts and evidence-based best practices in understanding research findings and global perspectives that leads to compassionate, culturally sensitive , direct and in-direct quality nursing care .
7	Health Promotion Strategies	Analyze and implement health promotion strategies and patient health and safety goals that address social and public health and cross cultural health issues ; demonstrating respect for personal and cultural health practices and human diversity

8	Patient/ client Health and Safety Goals	Analyze and implement health promotion strategies and patient health and safety goals that address social and public health and cross cultural health issues that minimize risk of harm to patients and providers through both system effectiveness and individual performance.
9	Teaching and Learning	Applies goal-directed processes involved in the transmission and assimilation of information in order to expand knowledge and change behaviors. The teaching-learning process is facilitated through planned sequences of experiences and by actively involving the learner in goal-directed activities that are perceived as having purpose and meaning.
10	Leadership and Management	Demonstrate independent and interdependent decision making, critical thinking and reasoning, leadership and management skills that utilize nursing and other recognized theories, models, and evidence-based practice initiatives and knowledge, collegial dialogue, self-reflection, and a commitment to lifelong learning .
11	Knowledge of Healthcare Systems and Policies	Select and apply appropriate theories and research findings relevant to healthcare systems and policies, quality healthcare delivery, and global health promotion to continue role development as a professional nurse.
12	Knowledge of Economic, Legal, and Political Factors	Integrate economic, legal and political factors that impact health care delivery to influence health care policies on behalf of patients, the local community, global community, and the profession.

The BSN student learning outcomes listed above will be measured by evaluating completed course assignments, self-report, reflections, skill demonstration, classroom participation, and satisfactory performance in all required clinical practicum experiences.

BSN Program Outcomes and Measures

The Nursing Program of Broward College has defined program quality based upon the following standards /outcomes:

Program Outcomes	Program Measures
1. Professional Values	Broaden the perspective of the student by incorporating continuing professional values within a liberal arts context.
2. Knowledge-base	Prepare the student with a knowledge base and skills appropriate for further education at the graduate level.
3. Commitment to Lifelong Learning	Facilitate the students' appreciation for a continued commitment to lifelong learning for the promotion of personal and professional growth in cross-cultural, interdisciplinary, and inter connected global environments.
4. Community Satisfaction	Provide the community with graduates who indicate satisfaction with their program of learning.
5. Continued Professional Development	Provide the community with graduates who demonstrate involvement in personal enrichment and continued professional development. <i>(Graduate nursing survey to address: personal enrichment and individual professional development activities).</i>
6. Preparation for Post-Baccalaureate Certificates	Provide a curriculum design where upon successful completion, the graduate will be eligible to apply for post-baccalaureate certificates and/or continue the study of nursing at the graduate level.
7. Program Standards: <ul style="list-style-type: none"> • Liberal education • Education 	Maintain program standards to ensure liberal education and nursing education will include identified core competencies and core knowledge for the baccalaureate graduate.
8. Program Standards for Accreditation.	Maintain program standards defined by the Florida Department of Education (FLDOE), Southern Association of Colleges and Schools Commission on Colleges (SACS/COCS), Florida Board of Nursing (FBON), and Accreditation Commission for Education in Nursing (ACEN), Inc., and the Commission on Colleges of Nursing Education (CCNE).
9. Institutional Standards	Maintain program standards that follow the Mission, Philosophy, and Beliefs of Broward College including recruitment, admission, retention, counseling, and equal access to services.
10. Program Self-evaluation	Perform annual and on-going systematic program self-evaluation.

SECTION TWO: RN-BSN PROGRAM INFORMATION

Graduation Requirements BSN**Credits****Table**

<ul style="list-style-type: none"> General Education Requirements 	36	Table 1.1
<ul style="list-style-type: none"> Foreign language: Two years of the same foreign language in high school or complete requirements prior to graduation at the postsecondary level. Students may also take the College Level Exam Program (CLEP) for foreign language (students must present official exam results). 		
<ul style="list-style-type: none"> Additional State of Florida Common Prerequisite Courses (course work from Associate's Degree may count towards this requirement). 	14	Table 1.2
<ul style="list-style-type: none"> Required RN-BSN Nursing Prerequisite Courses 	4	Table 1.3
<ul style="list-style-type: none"> Upper - Level Nursing Courses 	39	Table 1.4
<ul style="list-style-type: none"> Lower- Level Validated Nursing Courses and completion of a professional portfolio in NUR 4945 	30	
<ul style="list-style-type: none"> Achieve a minimum 2.0 overall cumulative and a 2.0 nursing GPA and complete 25% of all coursework in residence at Broward College. 		
Total Program Credits	123	

Table 1.1**General Education Requirements***

Course	Course Title	Credits
ENC1101 and ENC1102	English Composition and/or Technical Writing	6
SPC 1024 or SPC 1608	Introduction to Speech Communications or Introduction to Public Speaking	3
PSY 2012	General Psychology***	3
See Catalog (Tier 1 and 2)	Historical, Political and Global Prospective Requirement**	3
See Catalog (Tier 1 and 2)	Humanities/Fine Arts Requirement	6
BSC 2085	Human Anatomy and Physiology I***	3
BSC 2085L	Human Anatomy and Physiology I Lab***	1
BSC 2086	Human Anatomy and Physiology II***	3
STA 2023	Statistics	3
MAC 1105 or MGF1106	Mathematics Requirement	3
HLP 1081, PEM 1131 or PEM1141	Wellness Requirement	2
Total General Education Hours		36

Table 1.2**State of Florida Common Prerequisites***

Course	Course Title	Credits
BSC 2086L	Human Anatomy and Physiology II Lab	1
CHM 1032	Chemistry for Health Sciences	3
DEP 2004	Developmental Psychology	3
MCB 2010	Microbiology	3
MCB 2010L	Microbiology Lab	1
HUN 1201	Essentials of Nutrition & Diet Therapy	3
HUN 3011		
Total Common Prerequisites Hours		14

Table 1.3**Required State of Florida and RN-BSN Nursing Prerequisite Courses**

Course	Course Title	Credits
CHM 1032L	Chemistry for Health Sciences Lab	1
SYG 2000	Principles of Sociology	3
RN-BSN Nursing Prerequisites Hours		4

Table 1.4**Upper – Level Nursing Courses**

Course	Course Title	Credits	
NUR4128R3146	Patho-Pharmacological Concepts in Health Care (12-week session)	3	3
SUBTOTAL		3	
NUR 3805	Nursing Roles, Dimensions, & Perspectives	3	
NUR 3069	Advanced Health Assessment	2	
NUR 3069L	Advanced Health Assessment Lab	1	
NUR XXXX*	Nursing Elective	3	
SUBTOTAL		9	
NUR 3119	Nursing Concepts & Theories	3	
NUR 3167	Nurse as Scholar	3	
NUR 4165	Nursing Research	3	
SUBTOTAL		9	
NUR 4667	Nursing Perspectives & Global Trends	3	
NUR 4636	Community Health Nursing	3	
NUR 4636L	Community Health Nursing Practicum	2	
SUBTOTAL		8	
NURXXXX*	Nursing Elective	3	
NUR 4827	Principles in Nursing Leadership & Management	3	
SUBTOTAL		6	
NUR 4945	Nursing Capstone	2	
NUR 4945L	Nursing Capstone Practicum	2	
NUR XXXX*	Nursing Elective		
SUBTOTAL		4	
Total Core Professional Hours		33	
*Total Nursing Electives		6	
Total Upper Level Nursing Course Hours		39	
Upper Level Nursing Electives			
NUR4826	Legal and Ethical Aspects of Nursing (online)	3	
NUR4870	Nursing Informatics (online and blended)	3	
NUR4195	End-of-Life (blended)	3	
NUR3678	Nursing Care of Vulnerable Populations (online and blended)	3	
NUR4284	Dynamic/Contemporary Issues in Aging (online)	3	

* Elective Course

Please be advised: Course requirements and credits are subject to change

Course Descriptions

NUR 3805 Nursing Roles, Dimensions and Perspectives – 3 credits

The discipline of Nursing has been identified as having the potential for making a major impact on the transformation of health care delivery to a safer, quality, and more cost-effective system, thus improving healthcare outcomes across populations. This course facilitates the transition of the Registered Nurse with an Associate Degree in Nursing or diploma to the role of the BSN graduate. It encompasses the history, evaluation, ethical imperatives, trends and issues impacting the nursing profession in evolving and global health delivery environments. It explores the responsibilities and values of the nursing profession, communication theories and techniques, teaching learning concepts, critical thinking and clinical reasoning and judgment.

NUR 3069 Advanced Health Assessment –2 credits

Registered Nurses are mandated to provide patient-centered care which identifies, respects, and addresses clients' differences, values, and preferences, expressed and unexpressed needs. Advanced health assessment addresses the totality of the client including the spiritual aspects of health, disease/disability, and the individual client's perceptions of the health/illness spectrum. The determination of the health/illness status of the client within the context of the client's socio-cultural values is essential in providing the framework for planning, implementing, communicating, and evaluating the outcomes of care. This course provides the knowledge, skills, interviewing and interactive techniques needed to obtain and communicate a systematic, culturally-appropriate, comprehensive health history and physical examination. It addresses pathophysiological processes, critical thinking and analysis, clinical reasoning and judgment in order to provide safe, ethical, quality care across life spans and populations.

NUR 3069L Advanced Health Assessment Lab – 1 credits

Registered Nurses are mandated to provide patient-centered care which identifies, respects, and addresses clients' differences, values and preferences, expressed and unexpressed needs. Advanced Health Care Assessment addresses the totality of the client including the spiritual aspects of health, disease/disability, and the individual client's perceptions of the health/illness spectrum. The determination of the health/illness status of the client within the context of the client's socio-cultural values is essential in providing the framework for planning, implementing, communicating, and evaluating the outcomes of care. This laboratory course provides the knowledge, skills, interviewing and interactive techniques needed to obtain and communicate a systematic, culturally-appropriate, comprehensive health history and physical examination. It addresses patho-physiological processes, critical thinking and analysis, clinical reasoning and judgment in order to provide safe, ethical, quality care across life spans and populations.

NUR 3119 Nursing Concepts and Theories– 3 credits

The profession of nursing is the culmination of concepts and theories. Concepts and theories are the body of knowledge used to support nursing practice. Nursing recognizes that socialization into a discipline is guided by theories' use of language, identification of concepts and definition of relationships, structured ideas and facilitation of disciplined inquiry, practice and communication, as well as predicting outcomes of nursing practice. The Nursing Concepts and Theories course will explore the major constructs, theories, and models that form the foundation of nursing. The course will also investigate the history and evolution of nursing leaders, evolving issues, concepts, and theories, and their application to nursing practice. Ethical issues as they relate to advocacy, self-determination and autonomy for the client as well as for the profession of nursing are addressed to assist the student to achieve an individualized professional perspective of nursing. Students will engage in constructive dialogue as they begin to conceptualize nursing phenomena in an area of interest.

NUR 3167 Nurse as Scholar– 3 credits

Present aspects of scholarship that support the values of the nursing profession committed to both social relevance and scientific advancement. The practice of nursing derives knowledge from a wide array of other fields and disciplines adapting and applying this knowledge as appropriate to professional practice. This course examines these interrelationships and allows the nurse to utilize scholarly evidence to design and implement nursing care that is high-quality and cost effective to address issues important to the profession of nursing to question assumptions and to utilize clinical reasoning and judgment. The course emphasizes skills of inquiry, analysis, information literacy, critical thinking and utilizing various communication modalities.

NUR 4165 Nursing Research – 3 credits

This course explores the research process and allows the student to apply research methods relevant to nursing and nursing practice. Emphasis is placed on the legal, ethical, socio-cultural, economic and political implications of research in nursing and health care. Evidence based practice is emphasized in guiding nursing practice.

Course Descriptions

NUR 4667 Nursing Perspectives & Global Trends – 3 credits

This course examines the knowledge and skills in order to facilitate the awareness and knowledge of increased globalization affecting health care and its delivery. The incorporation of ethical considerations and cultural sensitivity into nursing practice has become a greater need as a result of an increasingly diverse, multicultural, globally oriented world. Information covering the overall socio-political and economical health care environment changes occurring in the 21st century health care system is addressed.

NUR 4636 Community Health Nursing – 3 credits

The community based nurse cares for clients from many diverse cultures and must be prepared to give quality, effective, and culturally competent health care in a variety of settings and specialties. This course focuses on the role of the nurse in the community and emphasizes concepts and theories related to community health nursing. Community nursing addresses cultural, social, and epidemiological factors relative to health and illness, health promotion and disease prevention across the lifespan and families of diverse populations.

NUR 4636L Community Health Nursing Practicum – 2 credits

This course presents clinical concepts of community health nursing focusing on the community as client and the multiple determinates of health in community health care settings. The learner will participate in selected community based clinical activities and various community agencies as an interdisciplinary provider, designer, and manager in the process to provide competent care, promote health protection, provide assistance with health maintenance and health restoration to a diverse population within the community.

NUR 4827 Principles in Nursing Leadership & Management – 3 credits

This course provides a forum for the examination and discussion of concepts, theories, and principles of leading and managing for the nurse manager to be effective in today's diverse and global health care environment. Grounded in evidence-based, best practices, the ethical, economic, legal and political context of contemporary health systems are examined in terms of role development, interpersonal skills, networking, facilitation of groups, provision of quality care and quality improvement, budgeting and resource allocation. Health care systems, outcomes management, clinical judgment as it pertains to nursing management, and health and safety goals are emphasized across practice settings.

NUR 4945 Nursing Capstone – 2 credits

Professional practice of the Registered Nurse focuses on health promotion; risk reduction; direct and indirect care of clients, families, groups, and populations; and providing the human interface between health care systems and the client. Following the completion of all required RN-BSN courses, the Nursing Capstone Practicum requires the student to demonstrate the competencies consistent with program outcomes and to synthesize the knowledge, skills, concepts and theories he/she has attained in a written and approved professional portfolio. The course provides the student with the opportunity to enhance his/her knowledge and expertise in selected areas of nursing practice, including but not limited to specialty clinical nursing practice, nursing administration, nursing education, and community health nursing. The student will collaborate with clients, nursing preceptors, faculty, and health care professionals to refine skills as a caring clinician, manager of care, communicator, and professional involved in health care for diverse populations.

NUR 4945L Nursing Capstone Practicum – 2 credits

Professional practice of the Registered Nurse focuses on health promotion; risk reduction; direct and indirect care of clients, families, groups, and populations; and providing the human interface between health care systems and the client. Following the completion of all required RN-BSN nursing courses, the Nursing Capstone Practicum requires the student to demonstrate the competencies consistent with program outcomes.

NUR 4128 Patho-Pharmacological Concepts in Health Care - 3 Credits

This course provides the student with the basic understanding of pathophysiology related to human illness and pharmacotherapy related to the application of drugs for the purpose of disease prevention and treatment, within a systems framework. Emphasis is placed on biological theories and principles that provide a basis for understanding pathophysiology as an alteration in the normal physiology functioning of subsystems from conception to end of life and the chemical agents that are capable of producing biologic responses within the body. The course uses critical thinking processes to analyze diverse client presentations of selected illness for symptomatology, pathophysiology, and health care implications.

Elective Course Descriptions

NUR 3678 Nursing Care of Vulnerable Populations– 3 Credits

Caring for the vulnerable is an imperative for the compassionate, caring, effective and competent nurse. This course focuses on health issues affecting at-risk and vulnerable populations and how nurses can advocate reducing disparities in health care systems and health care delivery. The course emphasizes the interrelationships of socio-cultural and public health care systems. Barriers to the navigation and utilization of health care systems are explored as related to the economical, legal, political and cultural aspects of health protection and health maintenance.

NUR 4284 Dynamic & Contemporary Issues in Aging– 3 Credits

The aging population will affect the skills and services the healthcare workforce must be equipped to provide and the settings in which the care is provided. This course will provide an in-depth understanding of the concepts in normal aging, issues related to the client in communities, and health care issues confronted by the elderly. The impact of the elderly on society, end-of-life issues, the application of current theories and evidence of elderly, and available and potential health care systems and services are explored.

NUR4195C End-of-Life- 3 Credits

This course is designed to recognize death as the last stage of human growth and development. With a focus on the physical emotional, psychosocial, Spiritual and cultural considerations at the end-of-life, the student will explore ethical and legal issues to enhance their skills and knowledge when working with patients and families at the end-of-life.

NUR4826 Legal and Ethical Aspects of Nursing- 3 Credits

This course focuses on the ethical and legal aspects of nursing; exploring ethical issues, ethical decision making, and legal accountability in various populations.

NUR4870 Nursing Informatics- 3 Credits

This course is designed to explore the use of informatics in nursing practice and its role in enhancing client care to provide quality patient outcomes. The course provides an overview of various operating systems, hardware, and software and network configurations. With a focus on health information systems and the electronic health record; the course also examines issues related the protection of the privacy, confidentiality, and security of information in health care environments and the potential use of social networking tools used to communicate health-related information.



RN-BSN Frequently Asked Questions

1. Who can apply to the Bachelor of Science in Nursing program?

This program is designed for the Registered Nurse (RN) who wants to obtain a bachelor's degree. You must have an unencumbered registered nurse license, have a minimum of 2.5 cumulative GPA and a minimum of an Associate of Science Degree in order to apply to the BSN program. This one hundred twenty-three (123) credit hour program incorporates the AA and AS lower division coursework as the foundation of the baccalaureate program.

2. When is the deadline for applications?

There are three entry points for the program January, May and August. Application are accepted year-round.

3. When will I be notified of admission status?

You will be notified upon completion and submission of all required program documents.

4. When is the program orientation?

Please call the RN-BSN Program (954-201-4880) for time and location. **Orientation is mandatory for all admitted students.**

5. How long is the program?

The core nursing curriculum is 39 credits. This can be completed in 4 semesters.

6. Is this a full-time or part-time program?

We offer both. Speak with your advisor for more information.

7. How much will the current program cost?

College tuition cost per credit hour is \$117.90 in-state and \$373. out-of-state (this does not include other college fees).

These rates are subject to change before the program starts. Please refer to the College's website for the most current rates: [Financial Aid](#)

8. What class options are available?

Combined face-to-face classes and Online classes are offered in a synchronous and asynchronous format.

9. Can I work full-time while I am enrolled in this program?

Yes, the BSN Program was designed to accommodate the schedule of the working nurse. Full-time students are required to be on campus one day per week for lectures. Many of our current BSN students have family responsibilities and most work full or part-time while in the program. Some students may need to make adjustments to their schedule during the practicum courses. We also offer a part-time online track for students who are unable to attend our face-to-face full-time program.

10. Can I get financial aid for this program?

Yes, Broward College programs are affordable and the costs are considerably lower than University costs. There are many options available through the student financial aid office for those who qualify. For more information, go to: [Financial Aid](#)

11. Is student advisement available?

Yes, the BSN program has a student success coach that is specifically designated for this program. The program requires three mandatory advisement meetings. These take place before you start the program, mid-way through the program, and before graduation.

12. I have an Associate of Science (A.S.) or Associate of Applied Science (A.A.S.) degree. Will I need to take general education courses in addition to the nursing curriculum?

Yes, you will need to take general education courses in addition to the nursing core curriculum. You may take these courses before entering the program, concurrent with your nursing courses, or in some cases, after completing the nursing courses. Keep in mind that you may complete these general education courses at your local college or at BC and either online or face to face. You will need to complete all general education courses and requirements in order to receive your diploma. Use the [Checklist](#) provided to help you determine the general education courses that is required.

13. I am currently a student in a BSN program at another institution, how can I transfer to the RN-BSN program at BC?

Registered nurses who wish to transfer from another BSN program to the RN-BSN program at BC must complete the application process as a new student to BC. In addition, they may submit the course syllabi/descriptions for BSN courses completed elsewhere to the Intake Coordinator for the RN-BSN Program at BC. Students must complete at least 33 of the upper division BSN credits through BC.

14. Can I transfer this degree to another college or university?

Broward College and the BSN Program are accredited by the Southern Association of Colleges and Schools to deliver select Bachelor's Degree programs. The BSN Program is accredited by the Commission on Collegiate Nursing Education (CCNE). Degrees or credits obtained from a regionally accredited institution will typically be accepted at most universities.

15. I would like to take a basic computer literacy course in preparation for this program. Which one do you recommend?

Currently, the best one to take at BC is CGS 1060C Basic Computer and Internet Literacy. Students should be computer literate to begin the BSN Program.

16. Do I need to take a foreign language?

Two years of sequential foreign language studies from high school or eight semester credit hours at the college level is required.

17. Can I receive credit for Experiential Prior Learning?

Experiential Learning, developed primarily for working adults, is designed to recognize the academic value of what students have learned through experiences outside the college classroom. Credit for experiential learning may result from work experience, employment-related training programs and seminars, volunteer work, travel, military service or intensive self-directed study. If students have gained BC course equivalent knowledge, competencies, and/or skills as a result of prior learning experiences, they may be able to earn academic credit through the Prior Learning Assessment (PLA) for lower division and upper division coursework.

18. Is there a fee requirement to receive academic credit for Prior Learning Experiences?

Experiential learning credits are not available for all BC courses. Students who have been admitted and who have decided on an academic program may challenge courses through Experiential Learning. Students can obtain information from the academic department(s) responsible for the course(s) that the student wishes to challenge. Students who receive permission to challenge a course from an authorized faculty assessor must pay the required assessment fees and satisfactorily

pass a faculty-administered learning assessment before credit can be awarded.

19. How do I know when BSN courses start and end?

Each BSN course will be taught in an eight or six-week session. **You will be taking two to three BSN courses at a time.** It is best to review the RN-BSN sample course schedule because it does not follow the traditional college calendar. View the Sample Course Schedules to obtain an idea of the time frames for courses and the length of the program. You will also receive an email when you are registered for your course. The college calendar is available on line and in the student manual.

20. How much time during the week will I need to spend on my courses?

Expect to spend between 7 to 15 hours a week to complete course activities, papers, projects and other requirements.

21. Is there much writing required in the BSN program?

Yes, this program has a writing intensive curriculum. It is expected that students have an excellent command of written English language, and that written work is at the baccalaureate level. Student assessment is mostly derived from written communication via papers, projects, and e-mail and discussion forums. The approved writing style guide for the RN-BSN Program is the current edition of the Publication Manual of the American Psychological Association (APA) Manual.

22. Do I need to have a particular type of computer and software in order to take online courses?

BC has an informational page on the particular computer hardware needs for online courses. The computer software that is required for completion of writing and project assignments is Microsoft Word 98 or higher (with PowerPoint): Microsoft Office for Students and Teachers OR Microsoft Office Professional are both excellent choices to purchase if necessary.

23. What online program does Broward College use for the RN- BSN courses?

BC currently utilizes BC online/ D2L (Desire2Learn), a robust learning management system (LMS) that houses all online, blended, and web enhanced courses. Students can log into the LMS 24/7 from any Internet-connected computer to read course content, submit assignments, communicate via e-mail, participate in threaded discussions, and take exams. Students have access to their grade book at all times where they can also view specific feedback on assignments by the professor. At the Broward College's New Student Orientation (which is mandatory), you will be oriented to Desire2Learn and online learning.

24. Is there a clinical component or requirement for this program?

Yes, the RN-BSN program has an Advanced Health Assessment lab, a Community Health Practicum, and a senior Capstone Practicum. These clinical/laboratory courses are designed to enhance your interviewing and interdisciplinary skills. Students will need these skills to obtain and communicate systematic and culturally-appropriate health examinations in selected community based clinical activities. The Capstone Practicum is designed to enhance your knowledge and expertise in selected areas of nursing practice, research, management and education. These lab/clinical courses will require additional face to face hours. Advanced Health Assessment lab is 48 hours, Community Practicum and Capstone are 96 hours.

25. Will you accept transfer credits from any U.S. Institution?

Broward College accepts transfer credits from all regionally accredited institutions. Check with your institution for current accreditation status.

26. Who can I contact for more information?

For more program information, you should visit our website at www.broward.edu/BSN. You can also contact one of the RN-BSN Associates at: (954) 201 – 4880 or email us at BSN@broward.edu.

Technical Performance Standards RN-BSN Program

Students in the RN-BSN Program at Broward College must demonstrate the ability to perform specific cognitive functions and psychomotor skills in order to succeed in the profession of nursing. Students must possess the ability to perform all functions that are necessary components of the RN-BSN Program. Any student with a documented disability who wishes to discuss reasonable accommodations is encouraged to meet with the Dean of Student Affairs.

The Dean of Student Affairs will determine what reasonable accommodations may be provided for students with disabilities and will complete an accommodation letter that will be given to the Associate Dean of the RN-BSN Program. Potential students should carefully review all of the standards as detailed below.

1. Critical Thinking:

- Ability to assimilate, within a reasonable amount of time, large amounts of complex, technical and detailed information from a variety of sources
- Ability to identify cause/effect relationship in order to make judgments and set priorities in a clinical situation
- Recognize physiological changes in patient/client status and act appropriately
- Ability to prioritize multiple tasks, integrate information and make decisions promptly

2. Interpersonal skills:

- Demonstrate effective interactions with clients and colleagues from various social, emotional, cultural, and intellectual backgrounds

3. Communication skills:

- Possess sufficient communication skills to interact effectively with others verbally, non-verbally and in written form demonstrating sensitivity to individual and cultural differences
- Ability to express self verbally in a language that will be understood by a majority of patients/clients
- Ability to explain interventions, provide patient/client education, and assess/relate patient/client response to interventions
- Possess the ability to recognize, interpret and respond to non-verbal cues from patients/clients, self and others

4. Working Conditions:

- There is the potential for exposure to blood and body fluids from patients/clients and to air borne pathogens
- Must be able to deal with conflict resolution and must have effective confrontational skills

5. Motor Skills:

- Demonstrate physical ability to assess clients, perform technical skills involving gross and fine muscular movements and motor strength.
- Demonstrates ability to move effectively in patient care interactions
- Physically able to perform CPR.

6. Sensory Integrity:

- Demonstrate ability to effectively assess and care for clients utilizing the senses of sight, hearing, smell and touch.

7. Intellectual and Conceptual Standards:

- Ability to assimilate concepts, theories, and technical information
- Ability to identify cause/effect relationship in order to make judgments and set priorities in clinical situations

8. Behavioral and Social Standards:

- Possess sufficient interpersonal skills to establish meaningful and effective rapport with people from a variety of different social, emotional, economic cultural ethnic religious ad intellectual background as well as within all age groups
- Display adaptability
- Accept responsibility for own behavior
- Engage in self-assessment activities which includes identification of learning needs

9. Ethical Standards:

- Adhere to ethical and legal guidelines established by applicable national organizations and governmental agencies
- Abide by all institutional regulations
- Appreciate and respect patient/family confidentiality
- Exhibit a respect for the truth and a commitment to honesty in all didactic and clinical pursuits

SECTION THREE: STUDENT INFORMATION



ROLES & EXPECTATIONS OF STUDENTS

Students can be dismissed from the RN-BSN Program based on unsatisfactory clinical competence or violation of standards of practice. Students enrolled in the RN-BSN Program are expected to follow Broward College's RN-BSN Program and The American Nurses Association standards of practice in their clinical practicum. The professional responsibilities of students enrolled in the RN-BSN Program include the following:

1. Assume accountability and responsibility for one's professional growth and development, maintain safe nursing practice including specific interventions with clients and establish effective relationships with health team members, health care systems, peers, faculty, and College staff.
2. Demonstrate ability to assess and evaluate self, incorporating feedback from others. Accept constructive feedback in a positive manner.
3. Demonstrate an awareness of, and sensitivity to the values, attitudes, beliefs, and feelings of self and others.
4. Clarify personal and professional values and recognize the significance of formulating a philosophy of professional nursing practice.
5. Demonstrate self-directed behavior in setting learning goals and evaluating own performance.
6. Demonstrate the ability to be self-directive when apply the nursing process in the clinical setting and maintaining safe nursing practice.
7. Treat clients with respect regardless of age, gender, race, national origin, religious beliefs, or diagnosis.
8. Maintain a professional, caring manner at all times when interacting with clients from varied backgrounds, lifestyles, beliefs, and values.
9. Assume responsibility for continued learning and growth as an individual, professional nurse, and contributing citizen.
10. Utilize effective communication, negotiation, and problem-solving skills in professional interactions with clients and with health care agencies
11. Demonstrate leadership behavior and some understanding of the change process.
12. Students are required to dress in uniform except when in Nursing Capstone classes, where lab coat and business attire is required.

**NATIONAL STUDENT NURSES' ASSOCIATION, INC.
CODE OF ACADEMIC AND CLINICAL CONDUCT**

PREAMBLE

Students of nursing have a responsibility to society in learning the academic theory and clinical skills needed to provide nursing care. The clinical setting presents unique challenges and responsibilities while caring for human beings in a variety of health care environments.

The Code of Academic and Clinical Conduct are based on an understanding that to practice nursing as a student is an agreement to uphold the trust with which society has placed in us. The statements of the Code provide guidance for the nursing student in the personal development of an ethical foundation and need not be limited strictly to the academic or clinical environment but can assist in the holistic development of the person.

A CODE FOR NURSING STUDENTS

As students are involved in the clinical and academic environments we believe that ethical principles are a necessary guide to professional development. Therefore, within these environments we:

1. Advocate for the rights of all clients.
2. Maintain client confidentiality.
3. Take appropriate action to ensure the safety of clients, self, and others.
4. Provide care for the client in a timely, compassionate and professional manner.
5. Communicate client care in a truthful, timely and accurate manner.
6. Actively promote the highest level of moral and ethical principles and accept responsibility for our actions.
7. Promote excellence in nursing by encouraging lifelong learning and professional development.
8. Treat others with respect and promote an environment that respects human rights, values and choice of cultural and spiritual beliefs.
9. Collaborate in every reasonable manner with the academic faculty and clinical staff to ensure the highest quality of client care.
10. Use every opportunity to improve faculty and clinical staff understanding of the learning needs of nursing students.
11. Encourage faculty, clinical staff, and peers to mentor nursing students.
12. Refrain from performing any technique or procedure for which the student has not been adequately trained.
13. Refrain from any deliberate action or omission of care in the academic or clinical setting that creates unnecessary risk of injury to the client, self, or others.
14. Assist the staff nurse or preceptor in ensuring that there is full disclosure and those proper authorizations are obtained from clients regarding any form of treatment or research.
15. Abstain from the use of alcoholic beverages or any substances in the academic and clinical setting that impair judgment.
16. Strive to achieve and maintain an optimal level of personal health.
17. Support access to treatment and rehabilitation for students who are experiencing impairments related to substance abuse and mental or physical health issues.
18. Uphold school policies and regulations related to academic and clinical performance, reserving right to challenge and critique rules and regulations as per school grievance policy.

Adopted by the NSNA House of Delegates, Nashville, TN, on April 6, 2001

ANA CODE OF ETHICS FOR NURSES

The ANA *The Code of Ethics for Nurses (Code)* is the definitive standard for ethical nursing practice. This essential resource guides nurses as they make patient care and practice decisions in today's complex healthcare environment. The *Code* also supports nurses in maintaining their professional integrity in all care settings. Anchored in nursing's moral traditions, the *Code* emphasizes the profession's 21st Century imperative to advance social justice and health equity.

Life and death decisions are a part of nursing, and ethics are therefore fundamental to the integrity of the nursing profession. Every day, nurses support each other to fulfill their ethical obligations to patients and the public, but in an ever-changing world – there are increased challenges.

1. The nurse practices with compassion and respect for the inherent dignity, worth, and unique attributes of every person.
2. A nurse's primary commitment is to the recipient(s) of nursing care, whether an individual, family, group, community, or population..
3. The nurse establishes a trusting relationship and advocates for the rights, health, and safety of recipient(s) of nursing care.
4. Nurses have authority over nursing practice and are responsible and accountable for their practice consistent with their obligations to promote health, prevent illness, and provide optimal care.
5. The nurse has moral duties to self as a person of inherent dignity and worth including an expectation of a safe place to work that fosters flourishing, authenticity of self at work, and self-respect through integrity and professional competence.
6. Nurses, through individual and collective effort, establish, maintain, and improve the ethical environment of the work setting that affects nursing care and the well-being of nurses.
7. Nurses advance the profession through multiple approaches to knowledge development, professional standards, and the generation of policies for nursing, health, and social concerns.
8. Nurses build collaborative relationships and networks with nurses, other healthcare and non-healthcare disciplines, and the public to achieve greater ends.
9. Nurses and their professional organizations work to enact and resource practices, policies, and legislation to promote social justice, eliminate health inequities, and facilitate human flourishing.
10. Nursing, through organizations and associations, participates in the global nursing and health community to promote human and environmental health, well-being, and flourishing.

ANA (2025). Code of ethics for nurses.

Available at <https://codeofethics.ana.org/provisions>

THE ICN CODE

The ICN Code of Ethics for Nurses is a statement of the ethical values, responsibilities and professional accountabilities of nurses and nursing students¹ that defines and guides ethical nursing practice within the different roles nurses assume. It is not a code of conduct but can serve as a framework for ethical nursing practice and decision-making to meet professional standards set by regulatory bodies.

ELEMENTS OF THE CODE

1. NURSES AND PEOPLE

The nurse's primary professional responsibility is to people requiring nursing care. In providing care, the nurse promotes an environment in which the human rights, values, customs and spiritual beliefs of the individual, family and community are respected. The nurse ensures that the individual receives sufficient information on which to base consent for care and related treatment. The nurse holds in confidence personal information and uses judgment in sharing this information. The nurse shares with society the responsibility for initiating and supporting action to meet the health and social needs of the public, in particular those of vulnerable populations. The nurse also shares responsibility to sustain and protect the natural environment from depletion, pollution, degradation and destruction.

2. NURSES AND PRACTICE

The nurse carries personal responsibility and accountability for nursing practice, and for maintaining competence by continual learning. The nurse maintains a standard of personal health such that the ability to provide care is not compromised. The nurse uses judgment regarding individual competence when accepting and delegating responsibility. The nurse at all times maintains standards of personal conduct which reflect well on the profession and enhance public confidence. The nurse, in providing care, ensures that use of technology and scientific advances are compatible with the safety, dignity and rights of people.

3. NURSES AND THE PROFESSION

The nurse assumes the major role in determining and implementing acceptable standards of clinical nursing practice, management, research and education. The nurse is active in developing a core of research-based professional knowledge. The nurse, acting through the professional organization, participates in creating and maintaining safe, equitable social and economic working conditions in nursing.

4. NURSES AND CO-WORKERS

The nurse sustains a co-operative relationship with co-workers in nursing and other fields. The nurse takes appropriate action to safeguard individuals, families and communities when their health is endangered by a coworker or any other person.

2006 by ICN - International Council of Nurses

Available at https://www.icn.ch/sites/default/files/2023-06/ICN_Code-of-Ethics_EN_Web.pdf

UNACCEPTABLE CLINICAL BEHAVIORS

1. Disorganized work.
2. Not being familiar with patient history and record prior to care.
3. Not clarifying physician or practitioner's medication orders: route, dose, time, etc.
4. Discussing patients with outsiders.
5. Refusing to ask for help.
6. Refusing to accept constructive criticism.
7. Not following the accepted procedure.
8. Not using proper disposal facilities for contaminated dressings, syringes, etc.
9. Using poor judgment in measures concerning client/patient safety. (Side rails, etc.)
10. Concealing errors, blaming others for the situation, or making excuses for errors.
11. Not notifying proper personnel of changes in client/patient status.
12. Failure to assist patients when they need help.
13. Leaving a patient who requires student's presence.
14. Taking shortcuts to the detriment of patients.
15. Guessing at answers.
16. Relying on aides and peers for assistance instead of preceptor.
17. Not completing assignments, and not notifying the proper person (e.g. omitting a treatment or medication).
18. Failure to follow Standard Precautions.
19. Inability to work constructively with others.
20. Failure to attend clinical, arrive and leave on time and to notify appropriately if absent or late.

STUDENT SIGNATURES

Students must sign all college forms, charts, as well as other official clinical documentation with a signature that is legible.

What is Plagiarism

Many people think of plagiarism as copying another's work, or borrowing someone else's original ideas. But terms like "copying" and "borrowing" can disguise the seriousness of the offense:

According to the *Merriam-Webster OnLine Dictionary*, to "plagiarize" means

- 1) to steal and pass off (the ideas or words of another) as one's own
- 2) to use (another's production) without crediting the source
- 3) to commit literary theft
- 4) to present as new and original an idea or product derived from an existing source.

In other words, plagiarism is an act of *fraud*. It involves both **stealing** someone else's work and **lying** about it afterward.

But can words and ideas really be stolen?

According to U.S. law, the answer is yes. In the United States and many other countries, the expression of original ideas is considered intellectual property, and is protected by copyright laws, just like original inventions. Almost all forms of expression fall under copyright protection as long as they are recorded in some media (such as a book or a computer file).

All of the following are considered plagiarism:

- turning in someone else's work as your own
- copying words or ideas from someone else without giving credit
- failing to put a quotation in quotation marks
- giving incorrect information about the source of a quotation
- changing words but copying the sentence structure of a source without giving credit
- copying so many words or ideas from a source that it makes up the majority of your work, whether you give credit or not (see our section on "fair use" rules)

Attention! **Changing the words of an original source is *not* sufficient to prevent plagiarism.** If you have retained the essential idea of an original source, and have not cited it, then no matter how drastically you may have altered its context or presentation, *you have still plagiarized*

Self-Plagiarism

Plagiarism is the act of presenting the words, ideas, or images of another as your own; it denies authors or creators of content the credit they are due. (APA, 2020).

According to the APA Rule 8.3, “Self-plagiarism is the presentation of your own previously published work as original; like plagiarism, self-plagiarism is unethical.” (p.256). APA Rule 8.3, further stipulates that “the core of the new document must constitute an original contribution to knowledge, and only the amount of previously published material necessary to understand that contribution should be included, primarily in the discussion of theory and methodology” (p. 256).

Self- plagiarism according to APA Rule 8.3, “When feasible all of the author’s own words that are cited should be located in a single paragraph or a few paragraphs, with a citation at the end of each. Opening such paragraphs with a phrase like “as I have previously discussed” will also alert readers to the status of the upcoming material” (p.256) as work previously submitted.

Submitting aspects of one’s prior work, in whole or in part, to fulfill requirements of another class without crediting the source or sources constitutes self- plagiarism.

Reference

American Psychological Association (2020). *Publication manual of the American Psychological Association* (7th ed.).

Washington, DC: American Psychological Association.

COMPUTER COMPETENCIES

Broward College RN-BSN Program recommends that students have the following (minimum) technology competencies. Additional competencies may be required for particular courses/programs. Students need to have the ability to:

- Access course and program material on the Web.
- Use e-mail and post assignments to course bulletin board or discussion area.
- Complete, send, and receive assignments to faculty or other students using e-mail and attachments/files.
- Read/print e-mail and attachments/files from students, staff, and faculty.
- Use the Broward College Library or Internet for research and completion of course assignments.
- Prepare and conduct presentations in the classroom using presentation equipment.
- Use the appropriate software for the course. (The College uses as standard Microsoft products including MS Word, MS Project, MS Excel, MS PowerPoint, etc.)
- Use an appropriate anti-virus application to ensure the files transmitted and received are virus free.
- Purchase of Internet connection and home computer is recommended. Be aware that not all internet connections work well with the college so obtain written guidelines prior to purchase.
- Navigate web sites
- Copy to a portable USB flash drive.
- Use tables

ARE YOU READY FOR AN ONLINE COURSE?

Answer the following questions to find out if an online course is for you!

- | | | |
|--|------------------------------|-----------------------------|
| Do you tend to get things done ahead of time rather than waiting to the last minute? | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| Can you figure out written instructions very well on your own? | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| Do you stay on task without direct supervision? | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| Can you prioritize your own workload? | Yes <input type="checkbox"/> | No <input type="checkbox"/> |

Hardware and Software Requirements

- | | | |
|--|------------------------------|-----------------------------|
| Do you have reliable access to a computer and the Internet? | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| Are you proficient in using Microsoft Word, PowerPoint, Excel? | Yes <input type="checkbox"/> | No <input type="checkbox"/> |

Technical Skill Requirements

- | | | |
|--|------------------------------|-----------------------------|
| Do you frequently use e-mail and browse the web? | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| Do you enjoy solving problems and learning new programs on the computer? | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| Are you familiar with basic computer functions like copying and pasting text as well as backup procedures? | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| Can you copy and paste and switch between two open programs? | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| Can you "bookmark" or set as a "favorite" your class home page? | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| Can you create, save, and move files and folders around on your computer? | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| Do you know how to create attachments, e.g., in email? | Yes <input type="checkbox"/> | No <input type="checkbox"/> |

Time Requirements

- | | | |
|--|------------------------------|-----------------------------|
| Does your schedule make it difficult to attend classes on campus? | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| Do you like to plan ahead and finish assignments a few days ahead of schedule? | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| Have you discussed the demands of your online courses with family and friends and are they supportive of your decision to take online courses? | Yes <input type="checkbox"/> | No <input type="checkbox"/> |

Can you find at least 10 to 15 hours a week to devote to each online course you may take?

This will involve:

- | | | |
|---|------------------------------|-----------------------------|
| <ul style="list-style-type: none">• getting to know the learning environment• working online: using course materials plus participating in discussions and (in some courses) occasional chat meetings• Working off line: writing, reading, researching. | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
|---|------------------------------|-----------------------------|

- | | | |
|---|------------------------------|-----------------------------|
| Are you able to be online for a total of at least 7 of those hours? | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
|---|------------------------------|-----------------------------|

Personal Skill Requirements

- | | | |
|--|------------------------------|-----------------------------|
| Do you read course material carefully? | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| Do you enjoy writing and participating in discussions? | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| Do you have excellent organizational skills? | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| Are you a very self-directed learner? | Yes <input type="checkbox"/> | No <input type="checkbox"/> |

CHANNELS OF COMMUNICATION

Because most student concerns are directly related to their experiences in the classroom and/or clinical course, **the faculty member most directly involved is usually your first and best resource.** The following guidelines should prove helpful.

1. Your instructor's schedule will be made available to you.
2. All faculty maintain office hours to confer with students. You will find that scheduling an appointment will be most helpful.
3. You are encouraged to communicate with the instructor whenever this is perceived as necessary.
4. Conferences will be scheduled by your instructor periodically during the school term as needed or as requested.
5. If you and the instructor cannot successfully resolve an issue, the next line in the chain of command is the RN-BSN Program Coordinator.
6. If all previous steps have been taken without resolution, the Associate Dean, then the Dean of Health Sciences (in that order) is the next individual to be consulted in the channel of communication.
7. To summarize, you are encouraged to use the following channels of communication in their respective order:
 - a. Course Faculty (lecture class and/or clinical courses)
 - b. Program Coordinator
 - c. RN-BSN Associate Dean
 - d. Nursing Dean of Health Sciences

If after following these channels, your concerns have not been resolved, you can schedule an appointment with the Provost of Central Campus.

EXPECTATIONS OF STUDENTS FOR COURSE COMMUNICATION

- **BC Email:** Please do not send course related emails to the instructor's BC email address. Use the Desire2Learn email address instead. Assignments sent to the instructor's BC email address will not be accepted. Send your assignments to the instructor via Desire2Learn using the Desire2Learn feature identified in the syllabus.
- **Desire2Learn Email:** Use the email tool only for private, personal, one to one communication with a specific individual or groups of individuals.
- **Discussions:** Use the class discussion tool to post questions that might be of general interest to all students such as questions about assignments, tests, etc. Feel free to respond to other students if you think you can help them. Remember - we are all in this together and we can learn from each other. Remember that the discussion tool is public - everyone will be able to view posts and responses.
- **Chat Rooms:** Chat Rooms allow you to talk with other students in the course in real-time outside of your on-campus class meetings. Students must setup times at which to meet other students in the chat room. This is a useful tool for coordinating group projects.
- **Netiquette:** In all online communication, it is expected that all students will follow rules of online "netiquette". Netiquette is a set of rules for polite online behavior that all members of this class is expected to follow. See details at <http://www.albion.com/netiquette/index.html>) basically, these rules say "be respectful and be polite to each other" and "be patient and considerate of others". No one is perfect and we all have different approaches to life, work, and school.

Individuals who violate the netiquette policy or engage in disruptive online behaviors such as flaming (posting disrespectful or hostile comments), posting inappropriate comments, or shouting (posting messages using all capitals) may have their course access privileges revoked and/or they may be referred to the Student Dean. Students, who continue to engage in unacceptable online behavior even after being warned, may be permanently denied access to the course and/or may receive an F for the course.

Please do not use email short hand like ROTFLO (rolling on the floor laughing out loud) or BTW (by the way) - not everyone knows what these abbreviations mean.

Remember that in the real world we can see the facial expressions, gestures, and hear tone of voice. We can't do that online so it's very easy to misinterpret another person's meaning to be misinterpreted ourselves. Be careful of how you communicate to your instructor and to your peers online. If you want to use emoticons (smiley's) to convey feelings, please stick with the basics happy :-) sad :-(or wink ;-) Others are less well known and are subject to different interpretations. The idea is to be clear in your communications.

If you have a concern about the course, a test or an assignment, please contact the instructor.

Privacy Notice

- Desire2Learn software automatically stores course access records, quiz scores, email postings, discussion postings, and chat room conversations. One more reason to make sure that your communications adhere to the netiquette policy.

Alternate Communication

- In the unlikely event that a Desire2Learn problem makes it impossible to use the course communication tools for more than 24 hours, the instructor will communicate with students (if necessary) via their BC email addresses. Access your BC email account at [Student Email](#)

Faculty Response Policy

- Course emails and discussion posts will be answered within 48 hours. Emails sent on Saturday or Sunday may not be answered until Monday or Tuesday. It is recommended that you post course related questions in the discussion area. If you need information related to a test or assignment, plan ahead and submit your questions well ahead of the due date. Your instructor is not online 24 hours per day, please allow time for response.

STUDY HABITS

Effective study habits will help achieve your goal. Should you experience difficulty adjusting to college level study **consult with your instructor**; in addition, there are learning resources on campus that can help.

Map out a schedule that includes some study time every day. **Read assignments before class** time so that the value of attendance and participation is maximized. Some students find **study groups** helpful and fun. If you desire to record a faculty member's lecture or discussion on tape it is mandatory to obtain the instructors written permission before taping. In addition to taping, you should continue to take notes while in class. **Repetition facilitates learning.**

The following information provides tips for better study habits and decreased test anxiety.

The Immediate Environment - The environment in which you study can have a big effect on how efficient your study time is. Check your place of study for the following conditions:

- Noise
 - Interruptions
 - Lighting
 - Temperature
 - Neatness
 - Comfort
 - Equipment
- ✓ Minimize distracting noise. Some people need some sound and some like silence. Find what works for you.
 - ✓ Culprits are family and friends. Consider a "do not disturb sign" and turning on your answering machine. You can catch up with folks later.
 - ✓ 75 watt bulbs are best, but not too close and placed opposite the dominant hand.
 - ✓ Better cool than warm.
 - ✓ Have plenty of room to work; don't be cramped. Your study time will go better if you take a few minutes at the start to straighten things up.
 - ✓ A desk and straight-backed chair is usually best. Don't get too comfortable--a bed is a place to sleep, not study.
 - ✓ Have everything (book, pencils, paper, coffee, dictionary, typewriter, calculator, tape recorder, etc.) close at hand. Don't spend your time jumping up and down to get things.

Preparing for or Anticipating Test Anxiety

- What is it you have to do? Focus on dealing with it.
- Think about what you can do about it. That's better than getting anxious.
- No negative or panicky self-statements; just think rationally.

Confronting and Handling Test Anxiety

- Relax; you're in control. Take a slow, deep breath.
- Stay relevant.

Coping with the Feeling of Being Overwhelmed

- Keep the focus on the present; what is it you have to do?
- You can convince yourself to do it. You can reason your fear away.

Reinforcing Self-Statements

- It worked! You did it!
- It wasn't as bad as you expected.
- You like how you handled it. You can be proud of it.
- Adapted from Asserting Yourself, Bower, Sharon Addison-Wesley Publishing Co., 1976.

TIME MANAGEMENT

Introduction

- There is no such thing as time management! So why should you read the rest of this handout?
 - Because there is such a thing as self-management and that is the key to making time your ally rather than your enemy.
- There are only 24 hours in your day, just the same as everybody else is. So, how do you end up frustrated, angry, behind in your work, and dead on your feet?
 - Maybe because you do not know how to use those 24 hours to your advantage.

Step #1

- If using your time wisely is a problem for you, you probably do not have a very good idea of where it all goes. It just seems to go! Keep track of how you use your time. Get a Weekly schedule and faithfully keep track of how you use your waking hours for one week. The results will probably surprise you.

Step #2

- The next step is to pick up several more of these Weekly Schedules and do some planning. You will discover, among other things, that if you get seven hours sleep a night, you have 119 hours per week to do everything you need to do. That, of course, includes going to class, eating, athletic events, social activities, personal hygiene, time-in-transit, studying, student organizations, telephone and TV time, etc.
- Be sure to schedule time for all your activities. Then try sticking to your schedule for a week. This should give you a good idea of where your real priorities are!

Procrastination

- If you have trouble, chances are there is a culprit lurking somewhere, dodging your every move. Chances are this culprit's name is Procrastination. Procrastination masquerades in a million disguises. Among the more common of these are:
 - "One more day would not make any difference; I will just put that off until tomorrow."
 - "It would not matter if I am a few minutes late; no one else will be on time."
 - "I cannot start on this paper until I know just how I want the first paragraph to read."
 - "I work best under pressure."
 - "I will watch just 15 more minutes of TV."
 - Fill in the blank: "_____."

Interruptions

- Learn to say NO once your priorities are set. Turning down an invitation does not mean you will never be asked to do something again.
- Weigh the consequences. Making a decision based on what you know is best for you at the time, leads to greater respect from your friends, not to a reputation as a party-pooper.
- Stay away from the telephone when you are trying to get work done. Turn off your cell phone or pager. If it is really important, they will call back.
- Stay away from email and instant messaging. Limit how often you check these things.

Schedule / Plan Ahead

- Use a monthly calendar to help you allocate your study time on the Weekly Schedule. At the beginning of each quarter, spend an hour with your calendar to enter all important dates.
- As you receive course syllabi, enter the dates for quizzes, papers, etc., on your calendar. Then estimate the time needed to prepare for each of these.
- If you have an assignment due the third week of the semester and it usually takes you two weeks to do a paper, start work on the paper the first week of the semester, allowing yourself an extra week for typing and an extra week for disaster.
- If you stick to this schedule, you will amaze yourself by having the paper finished in the third week. The rule-of-thumb is "Plan ahead by working backwards."
- By counting backwards like this, you will be surprised how well you are using your time and how much better your grade will be when you are not under pressure. And, by being really honest with yourself and taking account of all your priorities, you'll be able to go to the football game and not feel guilty.
- At the start of each week, transfer important items from your calendar to your Weekly Schedule. This helps you to avoid things that might otherwise sneak up on you.
- An alternative to a paper calendar is to use an electronic calendar. You could use the one on your desktop computer (e.g., Microsoft Outlook), or better yet, on a PDA (e.g., Palm Pilot). Set alarms to remind you when to do things.
- Be sure to schedule time for your fitness routine and for study breaks. Your brain works best when it has sufficient oxygen.
- Your concentration is enhanced when you go hard at a task until you feel yourself fading.
- Then Break! A good rule-of-thumb is to work for 45 minutes and then break for 15.
- But watch yourself! More than 15 minutes is more than a break!

Conclusion

Suggestions such as these do not lead to enslavement by a calendar. It may sound awful, especially if you are a skilled time mis-manager. But it actually leads to a greater sense of freedom and accomplishment because you are in control. That is all self-management is--managing your life more effectively. By following these suggestions, you will be happier, more satisfied, and more productive. Try it—you will like it!

LATE PAPERS AND TESTING REQUIREMENTS

LATE PAPER ASSIGNMENTS

All late papers will receive a grade of zero unless prior arrangements are made within the course by the instructor. Please refer to course syllabus for additional information on late submissions. All late papers submitted after arrangements have been made with the instructor will be subjected to a 10% grade penalty if submitted within five days of the due date.

TESTING PROTOCOL

1. Testing is a means of providing the student with an opportunity to demonstrate his/her knowledge of course content. Sharing of information related to test items is a violation of the Student Code of Conduct, **(6hx2-5.02)**, and is considered Academic Dishonesty as described in **Student's Rights and Responsibilities** in section A of the Code of Conduct.
2. For detailed information about academic dishonesty please refer to **(6hx2-5.02)**, in the **Student's Handbook**, related to Academic Dishonesty.
3. The following guidelines for test taking are to be observed by all nursing students. Special guidelines, referring only to laboratory (performance) testing, classroom (paper and pencil) testing or computerized testing are given below.

BSN CLINICAL PRACTICUM

RN-BSN clinical practicums are developed in a collaborative model between faculty and students. The practicum may function somewhat differently than previously experienced in the pre-licensure program.

These guidelines are designed to assist the student in having a productive and successful clinical rotation.

1. Students **must** plan for additional time each week to complete clinical assignments. **Under no circumstance can clinical hours be completed during regular work hours.**
2. Faculty will assist students as needed in identifying appropriate activities or sites that will provide an opportunity to complete the course objectives. Faculty approval is required prior to the learning activity. Clinical experiences may take place in several settings under one preceptor and must be communicated to the clinical faculty **prior** to the clinical activity.
3. Students **cannot** start clinical activities prior to the start of the clinical courses. Except under special approve conditions.
4. Clinical course objectives combined with students' personal objectives provide each student with the opportunity to focus on the behaviors identified in each course.
5. Students will adhere to the student orientation and health requirements of the agency. Compliance with additional health documentation or other contractual requirements must be provided upon request by clinical agencies.
6. Students **must complete** the required clinical hours for each clinical course. Documentation of clinical activities and time will be reviewed on a weekly basis by the faculty. This will allow faculty to help students with time management ideas or suggestions for completing the clinical objectives
7. Students will have the opportunity to participate in the following clinical activities during their clinical courses: collaboration, and resource identification for families and groups, teaching projects, participation in community groups/coalitions, community assessment, and a management and leadership experience.
8. Students must comply with all current HIPAA confidentiality agreements.
9. Students must provide their own transportation to and from their assigned practicum site. They must also provide their own transportation when accompanying a preceptor on a visit to any alternate site.

Tips for planning clinical coursework and practicum time:

1. Clinical hours may be completed in a block of time such as a one- or two-week vacation after the third week of the course by special permission.
2. Student clinical practicum experience **must** be completed outside of normal work hours.
3. Plan early to take time off from work, such as vacation or altered work hours, to allow for sufficient time to complete the clinical objectives.
4. For NUR 4945L, Capstone Practicum, Clinical hours can be flexible and must be arranged with the preceptor; however most of the time will probably be during the week or only within the preceptor's available hours.
5. Clinical hours can be completed on unit where student is currently employed per agency guidelines.
6. Broward Nursing Skills' Labs Operating Hours for RN-BSN Students will be announced in the class.

CLINICAL GUIDELINES

1. When in the health care agency collecting clinical data or assessing client, students will wear uniforms along with the official Broward College student nametag and a white lab coat (no shorts, jeans, tank tops, miniskirts, open-toed shoes, etc.). In capstone practicum students are required to wear business attire and BSN lab coat.
2. Upon arrival, students will identify themselves to the Department Administrator in charge and meet with assigned preceptor.
3. Students will limit their data collection to those clients to whom they have been assigned.
4. Students will adhere to the confidentiality laws that protect patients' identities (Health Information Portability and Accountability Act: HIPAA).

CLINICAL PRACTICUM CREDIT and HOURS

Clinical practicum credit follows:

Clinical Courses		Course Credit	Clinical Hours
NUR 3069L	Advanced Health Assessment	1	48
NUR 4636L	Community Health Nursing	2	96
NUR 4945L	Nursing Capstone Practicum	2	96

UNIFORM DRESS CODE GUIDELINES

Students will wear the prescribed uniform to ALL classes, labs and practicums.

1. The BSN uniform is a navy-blue uniform skirt or slacks, dress RN-BSN shirt or blouse **and** white lab coat. Students in the health care agency collecting clinical data should wear uniforms along with the student's name pin/identification badge and BSN white lab coat (no shorts, jeans, tank tops, miniskirts, etc.).
2. The uniform also consists of polished and **clean professional closed toe shoes**, plain, un-patterned hose with dresses or socks with slacks. No colored sneakers or backless shoes will be worn.
3. **Hair should be neatly arranged and worn off the collar.** No adornments will be worn in the hair.
4. A wedding band and small stud earrings may be worn. Other jewelry is not acceptable when in uniform.
5. Fingernails will not extend beyond the fingertips. Nail polish will be un-chipped and a neutral color. **No artificial nails can be worn.**
6. The wearing of a Broward College identification badge is required. A specific agency may also require students to wear agency identification.
7. Baths are to be taken on the morning or afternoon preceding a clinical and on the first opportunity after clinical experiences. Perfumes and body odor may be offensive to ill clients. Therefore antiperspirant/deodorant is required.
8. Fragrant colognes and perfumes should not be worn to clinical.
9. Excessive make-up should not be worn to clinical.
10. In capstone practicum students are required to wear business attire and BSN lab coat.

TRANSPORTATION

Since agencies are in a variety of community settings, all students are required to provide their own transportation to the clinical sites. Under no circumstances are clients to be transported in the student's vehicle. Clients are to be met at the agency or their home.

Students must provide their own transportation to and from their assigned practicum site. They must also provide their own transportation when accompanying a preceptor on a visit to any alternate site.