



Bachelor of Science in Nursing Program



2026-2027 Student Handbook

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School of Nursing
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PURPOSE

The School of Nursing Handbook is a Handbook to supplement Blue Mountain Christian University Student Handbook and College Catalogue. Information in this Handbook was compiled and edited by the School of Nursing. The School of Nursing reserves the right at any time to revise this Handbook by creating additional policies or modifying existing ones. Failure to read this Handbook does not excuse students from the requirements and regulations described herein.

ACCREDITATION

Blue Mountain Christian University is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award baccalaureate and master's degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Blue Mountain Christian University.

The School of Nursing has been approved by the Mississippi Institutions of Higher Learning to admit nursing students.

The baccalaureate degree program in nursing at Blue Mountain Christian University is accredited by the Commission on Collegiate Nursing Education (<http://www.ccneaccreditation.org>).

NON-DISCRIMINATION STATEMENT

Blue Mountain Christian University does not discriminate on the basis of sex, race, color, age, national origin, or ethnic group in the education programs and activities which it operates according to the Civil Rights Act of 1964, and Title IX of the Education Amendment of 1972, Public Law 92-318. Nor does the College discriminate against qualified handicapped persons, according to the requirements of Section 504 of the Rehabilitation Act of 1973, Public Law 93-112. This policy extends to both employment and admission to the University. Under Title VII of the Civil Rights Act of 1964, "religious organizations" and "religious educational institutions" are exempt from religious discrimination provisions. Blue Mountain Christian University is both a "religious organization" and a "religious educational institution."

The following person has been designated to handle inquiries regarding the nondiscrimination policies:

Provost/Vice President
P O. Box 160, Blue Mountain, MS 38610 (662) 685-4771, Ext. 136

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WELCOME FROM THE PRESIDENT

Dear Students,

How delighted I am to welcome you to Blue Mountain Christian University, a very special place where you will partner with faculty and staff in the pursuit of academic excellence through the life of the mind. Recognizing the Lordship of Christ over all the disciplines, together we will seek to know Him more as we seek to know our fields of study and prepare to serve God in our respective callings. Thank you for joining us in this noble and challenging pursuit!

In the pages of this handbook, you will find the information that you need to thrive as a member of the BMCU community. In addition to following the practices and procedures found throughout this document, let me encourage you to abide by the following principles as well. Standing firm in your faith, seek excellence in all that you do, keep Christ at the center of your endeavors, take the initiative to serve, and plan now for a brighter tomorrow.

May God's favor rest on you!



Dr. Barbara Childers McMillin, President

WELCOME FROM THE DEAN/PROVOST

Welcome to Blue Mountain Christian University and to a special place where faith and learning are integrated. Our faculty are dedicated Christians and live out their faith as they teach from the perspective of a Christian Worldview. As you enter the gates of the campus, you will be reminded to “enter to grow in wisdom.” Your years at Blue Mountain Christian University will provide many opportunities for you to grow spiritually, intellectually and socially. Take advantage of these opportunities.

The faculty, staff, and administration are prepared to invest their lives in yours and to enable you to become all that God plans for you to be. Make wise use of the opportunities to learn from the faculty at Blue Mountain Christian University and recognize that God will bring you success as you yield yourself to Him.

Whether you are beginning your journey with us at Blue Mountain Christian University or continuing your journey from the general education courses into the nursing program, Blue Mountain Christian University and the School of nursing are here to support you.

The faculty and staff are excited to assist you in acquiring the knowledge and the skills necessary to serve patients. You will learn the specific challenges of providing care to patients of all ages and with diverse needs. You will also learn ways to adapt to the many challenges of communicating with and working with a team in providing outstanding, safe patient centered care. May God bless you in this educational journey in answering your call to caring for others.



Dr. Tammie McCoy, Dean of Nursing, Provost

WELCOME FROM THE ASSOCIATE DEAN

Dear Nursing Students,

Welcome to the Blue Mountain Christian University School of Nursing Program. It is my pleasure to welcome you to a profession built on compassion, integrity, knowledge, and service. By choosing nursing, you are entering a field that has the power to change lives every day — including your own.

Our program is committed to preparing skilled, confident, and caring nurses who are ready to meet the challenges of today's healthcare environment from a Christian World View. Throughout your journey, you will gain the academic knowledge, clinical experience, and professional values necessary to provide safe and compassionate patient care.

I am honored to be part of your educational journey and look forward to celebrating your accomplishments along the way. Thank you for choosing the BMCU SON and for answering the call to serve others through nursing. Wishing you success in all that lies ahead!



Dr. Hannah Bascomb, Associate Dean of the School of Nursing

INTRODUCTION

Blue Mountain Christian University is a private, four-year liberal arts university, founded in 1873, by Brigadier General Mark Perrin Lowery in Blue Mountain, Mississippi. Blue Mountain Christian University is affiliated with the Mississippi Baptist Convention and Southern Baptist Convention.

Historically, Brigadier General Lowery had the vision of creating missional education in the three areas of education, theology and healthcare. While the two prior areas have been established, the area of healthcare education in the profession of nursing began in 2023.

The School of Nursing was a vision of founder Brigadier General Lowery and was initiated by President McMillin. With the decision to develop a School of Nursing that gained its approval from the Institute of Higher Learning in Mississippi, the School of Nursing was implemented in Spring 2023.

The School of Nursing offers three tracks that are calculated in the Bachelor of Science in Nursing degree. These three tracks are the Traditional 4-year track, which supports students seeking to become a professional Christian nurse, the Accelerated track for those already having a bachelor's degree in another field and the RN-BSN track, which furthers the academic preparation of existing licensed nurses. Traditional and Accelerated tracks are offered in an on-campus classroom approach while the RN-BSN track is offered fully online.

The School of Nursing was established based on a Christian worldview, most recent *Essentials: Core Competencies for Professional Nursing Education* (2026) from the American Association of Colleges of Nursing (AACN) and *Code of Ethics for Nurses with Interpretive Statements* (2015) from American Nurses Association (ANA).

“The baccalaureate degree program in nursing at Blue Mountain Christian University is accredited by the Commission on Collegiate Nursing Education (<http://www.ccneaccreditation.org>).”

BLUE MOUNTAIN CHRISTIAN UNIVERSITY
SCHOOL OF NURSING DEANS

Timothy L. Smith, PhD, PhD, CRNA, APRN (founding dean) 2021 – 2022

Tammie McCoy, PhD, RN 2022 - present

GUIDING STATEMENTS OF SCHOOL OF NURSING

MISSION STATEMENT

The mission of the School of Nursing is to prepare professional nurses from the perspective of a Christian worldview that fosters intellectual integrity, academic excellence, civility and character in one's professional career.

PHILOSOPHY OF THE SCHOOL OF NURSING

The philosophy of the School of Nursing is built on the interaction of two major concepts that are developed within a Christian Worldview: Calling and Excellence in Nursing Education. The calling is to become a servant as the hands and feet of Christ in the role of a professional nurse. The responsibility of the School of Nursing is to prepare professional nurses through the delivery of excellent and creative teaching. The effect of this interaction will be the delivery of safe and effective care from a Christian Worldview.

AACN Framework for Nursing Education

The beginnings of liberal arts with the integration of domains of nursing, concepts of nursing practice, and social influencers serve as the basis of nursing education within the context of a Christian university and in accordance with the recommendations of American Association of Colleges of Nursing (AACN). Each of these areas of teaching is independent but interrelated in the use of a competency-based educational process in preparing the nursing graduate to serve and care for others.

Domains of Nursing

In building upon the foundation of a liberal arts education, the engagement of nursing as a specialty discipline requires the learning of some essential competencies from a competency-based educational process. The basis of a competency-based educational process is realized in the educational process where the outputs of an educational experience are based on the inputs of the educational environment. Thus, development of nursing knowledge and practice that builds upon a liberal arts foundation is established by teaching broad distinguishable areas of competence that, when considered in the aggregate, constitute a descriptive framework for the practice of nursing. These domains have historically been known as essentials in the profession of nursing. The domains and competencies that should be included in the nursing educational process include:

- Domain 1: Knowledge for Nursing Practice
 - 1.1 Demonstrate an understanding of the discipline of nursing's distinct perspective and where shared perspectives exist with other disciplines.
 - 1.2 Apply theory and research-based knowledge from nursing, the arts, humanities, and other sciences.
 - 1.3 Demonstrate clinical judgment founded on a broad knowledge base.
- Domain 2: Person-Centered Care
 - 2.1 Engage with the individual in establishing a caring relationship.
 - 2.2 Communicate effectively with individuals.
 - 2.3 Integrate assessment skills in practice.
 - 2.4 Diagnose actual or potential health problems and needs.
 - 2.5 Develop a plan of care.
 - 2.6 Demonstrate accountability for care delivery.
 - 2.7 Evaluate outcomes of care.
 - 2.8 Promote self-care management.
 - 2.9 Provide care coordination.
- Domain 3: Population Health
 - 3.1 Manage population health.
 - 3.2 Engage in effective partnerships.
 - 3.3 Consider the socioeconomic impact of the delivery of health care.
 - 3.4 Advance equitable population health policy.
 - 3.5 Demonstrate advocacy strategies.
 - 3.6 Advance preparedness to protect population health during disasters and public health emergencies.

- Domain 4: Scholarship for Nursing Discipline
 - 4.1 Advance the scholarship of nursing.
 - 4.2 Integrate best evidence into nursing practice.
 - 4.3 Promote the ethical conduct of scholarly activities.
- Domain 5: Quality and Safety
 - 5.1 Apply quality improvement principles in care delivery.
 - 5.2 Contribute to a culture of patient safety.
 - 5.3 Contribute to a culture of provider and work environment safety.
- Domain 6: Interprofessional Partnerships
 - 6.1 Communicate in a manner that facilitates a partnership approach to quality care delivery.
 - 6.2 Perform effectively in different team roles, using principles and values of team dynamics.
 - 6.3 Use knowledge of nursing and other professions to address healthcare needs.
 - 6.4 Work with other professions to maintain a climate of mutual learning, respect, and shared values.
- Domain 7: Systems-Based Practice
 - 7.1 Apply knowledge of systems to work effectively across the continuum of care.
 - 7.2 Incorporate consideration of cost-effectiveness of care.
 - 7.3 Optimize system effectiveness through application of innovation and evidence-based practice.
- Domain 8: Informatics and Healthcare Technologies
 - 8.1 Describe the various information and communication technology tools used in the care of patients, communities, and populations.
 - 8.2 Use information and communication technology to gather data, create information, and generate knowledge.
 - 8.3 Use information and communication technologies and informatics processes to deliver safe nursing care to diverse populations in a variety of settings.
 - 8.4 Use information and communication technology to support documentation of care and communication among providers, patients, and all system levels.
 - 8.5 Use information and communication technologies in accordance with ethical, legal, professional, and regulatory standards, and workplace policies in the delivery of care.
- Domain 9: Professionalism
 - 9.1 Demonstrate an ethical comportment in one's practice reflective of nursing mission to society.
 - 9.2 Employ participatory approach to nursing care.
 - 9.3 Demonstrate accountability to the individual, society, and profession.
 - 9.4 Comply with relevant laws, policies, and regulations.
 - 9.5 Demonstrate the professional identity of nursing.

- 9.6 Integrate diversity, equity, and inclusion as core to one's professional identity.
- Domain 10: Personal, Professional and Leadership Development
 - 10.1 Demonstrate a commitment to personal health and well-being.
 - 10.2 Demonstrate a spirit of inquiry that fosters flexibility and professional maturity.
 - 10.3 Develop capacity for leadership

Concepts of Nursing Practice

In addition to the domains that serve in providing the basis of nursing practice, there are several concepts of nursing practice that should be instilled in the nursing educational process. These concepts do not replace the domains, but instead serve as a core component of knowledge, facts and skills across multiple situations and contexts within nursing practice. These concepts include:

1. Clinical Judgment
2. Communication
3. Compassionate Care
4. Diversity, Equity, and Inclusion
5. Ethics
6. Evidence-Based Practice
7. Health Policy
8. Social Determinants of Health

Social Influencers

In addition to the domains taught as essential teachings in the nursing educational process and the concepts of nursing practice, there are current and contemporary trends that should be addressed in having the graduate “work ready” in delivering safe and effective quality patient care. These influencers do not serve as the essentials of nursing education, while there is some overlap, but more appropriately serve to address the workforce of the future. These include:

- Diversity, Equity, and Inclusion
- Four Spheres of Care
 - Disease prevention/promotion of health and well-being
 - Chronic disease care
 - Regenerative or restorative care
 - Hospice/palliative/supportive care
- Systems-Based Practice
- Informatics and Technology
- Engagement and Experience
- Academic-Practice Partnerships
- Career-Long Learning

Framework for nursing education established from AACN – Core Competencies for Professional Nursing Education – approved April 6, 2021

Crosswalk of Essentials and Concepts

2021 Essentials	Concepts
Knowledge for Nursing Practice	1,2,3,4,5,6,7,8
Person-Centered Care	1,2,3,4,5,6,7,8
Population Health	1,2,3,4,5,6,7,8
Scholarship for Nursing Discipline	1,6
Quality and Safety	1,2,3,5,6
Interprofessional Partnerships	2,4,8
Systems-Based Practice	2,4,5,7,8
Informatics and Healthcare Technologies	2,5
Professionalism	2,4,5,6,7
Personal, Professional and Leadership Development	1,2,3,4,5,6,7,8

PROGRAM GOALS

1. Provide a baccalaureate nursing program from the perspective of a Christian worldview that prepares the graduate as a generalist in the profession of nursing.
2. Deliver a baccalaureate nursing program that is built upon the premises of liberal arts.
3. Prepare graduates with an in-depth understanding of the principles and processes of direct patient care through competency-based education.
4. Prepare graduates to effectively communicate and demonstrate person-centered care.
5. Establish patient care networks for students and graduates to engage in hospital and community partnerships and collaborative team-based care.
6. Advance the profession of nursing through scholarship, technologies, partnerships, performance improvement and evidence-based practice.
7. Foster the care and development of the student in personal self, profession of nursing, leadership opportunities and as a career-long learner.

STUDENT LEARNING OUTCOMES

Graduates of the Bachelor of Science in Nursing (BSN) degree program will be able to:

1. Describe and integrate missional healing into nursing practice.
2. Provide Christ-like holistic person-centered care in addressing the complicated healthcare contexts of the patient, family, and important others.
3. Engage in the provision of nursing care across the healthcare continuum that includes public health prevention, management of acute and chronic disease processes, and other non- traditional entities in promoting population health outcomes.
4. Apply nursing knowledge in improving patient health and quality of nursing practice.
5. Employ quality and safety principles of nursing care in promoting the care of patients and healthcare system effectiveness.
6. Collaborate with other members of the healthcare team in promoting the well-being of the patient's care and patient outcomes.
7. Engage in the support and leading of complex healthcare systems as a Christian servant in providing care to diverse populations.
8. Use healthcare informatics and other technological processes to provide nursing care in accordance with best practices and professional and regulatory standards.
9. Foster the professionalism of Christian nursing through accountability and collaborative processes that reflect nursing's characteristics and values.
10. Participate in activities that foster personal development and career-long learning.

CURRICULA

Bachelor of Science in Nursing (BSN) (Traditional Program) Four Year Plan of Study

Year 1	Semester 1		
Course Number	Course Description	Didactic/Lab/Clinical Credit Hours	Total Credit Hours
FYS 100	First Year Seminar ****	1/0/0	1
ENG 100	English Composition I	3/0/0	3
HIS 110 or HIS 210	Western Civilization I or Early US History	3/0/0	3
BIO 390	Human Anatomy & Physiology I	3/0/0	3
BIO 390L	Human Anatomy & Physiology I Lab	0/1/0	1
NUR 100	Introduction to Profession of Nursing ****	2/0/0	2
ART 142 or MUS 142 or STH 142 or STH 210	Art, Music, Theatre Appreciation or Oral Communication	3/0/0	3
****	<i>Transfer students will need elective hrs.</i>	TOTAL SEMESTER HRS	16
Year 1	Semester 2		
ENG 101	English Composition II	3/0/0	3
Elective HIS 111 or HIS 211	Elective or Western Civ II or Modern US History Recommended	3/0/0	3
HLT 300	Nutrition	3/0/0	3
MAT 140 **	Elementary Statistics or College Algebra or higher-level Math	3/0/0	3
BIO 391	Human Anatomy & Physiology II	3/0/0	3
BIO 391L	Human Anatomy & Physiology II Lab	0/1/0	1
	<i>**Students wishing to pursue grad education, elementary statistics is suggested.</i>	TOTAL SEMESTER HRS	16

Year 2	Semester 3		
ENG 200	Introduction to Literature	3/0/0	3
BIB 100 or BIB 200	Old Testament I or New Testament I	3/0/0	3
PSY100 or PSY 260	Introduction to Psychology or Human Growth & Development	3/0/0	3
Elective	Elective *** another fine art is recommended	3/0/0	3
BIO 300	Microbiology	3/0/0	3
BIO 300L	Microbiology Lab	0/1/0	1
		TOTAL SEMESTER HRS	16
Year 2	Semester 4		
Elective or ENG 329	Elective Writing for the Profession Recommended	3/0/0	3
BIB 101 or BIB 201	Old Testament II or New Testament II	3/0/0	3
Elective	Intro to Psy or G&D recommended.	3/0/0	3
BIO 460	Pathophysiology	3/0/0	3
		TOTAL SEMESTER HRS	12
Elective	Elective if needed for financial aid		3
		Prerequisite Total = 60	

Year 3	Semester 5		
NUR 300	Nursing Professionalism	2/0/0	2
NUR 301	Foundations of Nursing Practice	4/0/0	4
NUR 302	Clinical Nursing I	0/0/3	3
NUR 303	Health Assessment	2.5/0.5/0	3
NUR 304	Pharmacology for Nursing	3/0/0	3
		TOTAL SEMESTER HRS	15
NUR 105	Basic Life Support for the Healthcare Provider (Elective)	1/0/0	1

Year 3	Semester 6		
NUR 330	Healthcare Informatics and Nursing	1/0/0	1
NUR 331	Medical-Surgical Nursing I	4/0/0	4
NUR 332	Clinical Nursing II	0/0/4	4
NUR 333	Nursing Care for Maternal-Child Patient	4/0/0	4
NUR 334	Mental Health Nursing	2/0/0	2
		TOTAL SEMESTER HRS	15
Year 4	Semester 7		
NUR 400	Medical-Surgical Nursing II	4/0/0	4
NUR 401	Clinical Nursing III	0/0/4	4
NUR 402	Evidence-Based Research for Nursing Practice	3/0/0	3
NUR 403	Health Promotion Across the Lifespan in the Community	4/0/0	4
		TOTAL SEMESTER HRS	15
Year 4 –	Semester 8		
NUR 430	Nursing Leadership and Management	3/0/0	3
NUR 431	Nursing Preceptorship	0/0/4	4
NUR 432	Nursing Care of the Complex Patient	4/0/0	4
NUR 433	Clinical Nursing Care of the Complex Patient	0/0/2	2
NUR 434	NCLEX-RN Seminar	2/0/0	2
		TOTAL SEMESTER HRS	15

Prerequisite Course Hours	60
Nursing Course Hours	60
BSN Degree Hours	120

Comments:

- Credit hour measurements
Didactic 50 minutes per week/15 weeks = 1 credit hour
Laboratory 30 clock hours per semester = 1 credit hour
Clinical or Simulation 45 clock hours per semester = 1 credit hour

RN to BSN Track (Part-Time Program) * see comments below for prerequisite requirements

Course Number	Course Description	Didactic/Lab/Clinical Credit Hours	Total Credit Hours
Semester 1			
NUR 350	Transition to Professional Nursing	6/0/0	6
NUR 351	Nursing Professionalism: Quality & Safety	2/0/0	2
		TOTAL SEMESTER HRS	8
Semester 2			
NUR 352	Health Assessment for the Practicing Nurse	2.5/0.5/0	3
NUR 353	Healthcare Informatics for the Practicing Nurse	3/0/0	3
NUR 450	Evidence-Based Research for the Practicing Nurse	3/0/0	3
		TOTAL SEMESTER HOURS	9
Semester 3			
NUR 451	Community-Based Nursing	4/0/0	4
NUR 452	Community-Based Nursing Clinical	0/0/2	2
		TOTAL SEMESTER HOURS	6
Semester 4			
NUR 453	Leadership and Management for the Practicing Nurse	3/0/0	3
NUR 454	Clinical Leadership and Management for the Practicing Nurse	0/0/4	4
		TOTAL SEMESTER HOURS	7
		TOTAL PROGRAM HOURS	30

RN-BSN TRACK

*(Full-Time Program) * see comments below for prerequisite requirements*

Course Number	Course Description	Didactic/Lab/Clinical Credit Hours	Total Credit Hours
Semester 1			
NUR 350	Transition to Professional Nursing	6/0/0	6
NUR 351	Nursing Professionalism: Quality & Safety	2/0/0	2
NUR 453	Leadership and Management for the Practicing Nurse	3/0/0	3
NUR 454	Clinical Leadership and Management for the Practicing Nurse	0/0/4	4
		TOTAL SEMESTER HOURS	15
Semester 2			
NUR 352	Health Assessment	2.5/0.5/0	3
NUR 353	Healthcare Informatics for the Practicing Nurse	3/0/0	3
NUR 450	Evidence-Based Research for the Practicing Nurse	3/0/0	3
NUR 451	Community-Based Nursing	4/0/0	4
NUR 452	Community-Based Nursing Clinical	0/0/2	2
		TOTAL SEMESTER HOURS	15
		TOTAL PROGRAM HOURS	30

*Comments: General Education Requirements:		
ENGLISH—9-11 hours		
ENG 100	English Composition I	3-4
or ENG 110	English Composition I-Honors	
ENG 101	English Composition II	3-4
or ENG 111	English Composition II-Honors	
& Select one from any 200-level literature course 3		3
HISTORY—3 hours—Select 1 from the following courses		3
HIS 110	Western Civilization I	
HIS 111	Western Civilization II	
HIS 210	Early U.S. History	
HIS 211	Modern U.S. History	
SOCIAL/BEHAVIORAL SCIENCE--3 hours – Select 1		3
PSY 100	Intro to Psychology	
PSY 260	Human Growth & Development	
BIBLICAL STUDIES—6 hours—Select 2 from the following courses:		6
BIB 100	Old Testament I	
BIB 101	Old Testament II	
BIB 200	New Testament I	
BIB 201	New Testament II	
BIOLOGICAL SCIENCE—15 hours		
BIO 390	Human Anatomy & Physiology	3
BIO 390L	Human Anatomy & Physiology Lab	1
BIO 391	Human Anatomy & Physiology	3
BIO 391L	Human Anatomy & Physiology Lab	1
BIO 300	General Microbiology	3
BIO 300L	General Microbiology Lab	1
BIO 460	Pathophysiology	3
MATHEMATICS— 3-4 hours		3-4
MAT (college algebra, elementary statistics, or higher-level math; stats suggested if wishing to attend graduate school**)		
FINE ARTS – 3 hours - Select one of the following courses		3
STH 210	Oral Communication	
ART 142	Art Appreciation	
MUS 142	Music Appreciation	
STH 142	Theatre Appreciation	
Nutrition—3 credit hours		3
HLT 300	Principles of Nutrition 3	
Electives		15
FYS 100-	First Year Seminar --1 credit hour (Required for Freshmen Students) *	1
NUR 100-	Introduction to Profession of Nursing- Recommended - 2 credit hours*	2

Total 60

*Students may enroll in the **Part Time RN-BSN courses lacking a maximum of 18 credit hours in the core courses.** *Thirty credit hours awarded for nursing courses of Associate Degree program once a student has successfully completed 15 hours of course work including NUR 350 *Transitions to Professional Nursing* course in RN-BSN program.

Credit hour measurements: Didactic 50 minutes per week/15 weeks = 1 credit hour; Laboratory 30 clock hours per semester = 1 credit hour; Clinical 45 clock hours per semester = 1 credit hour

Total degree requirements:	Core courses (gen ed)	60 credit hours
	AD Nursing courses credit	30 credit hours
	RN to BSN track course	<u>30 credit hours</u>
	TOTAL	120 credit hours

BSN - Accelerated Track

Course Number	Course Description	Didactic/Lab/Clinical Credit Hours	Total Credit Hours
Semester 1			
NUR 300	Nursing Professionalism	2/0/0	2
NUR 301	Foundations of Nursing Practice	4/0/0	4
NUR 302	Clinical Nursing I	0/0/3	3
NUR 303	Health Assessment	2.5/0.5/0	3
NUR 304	Pharmacology for Nursing	3/0/0	3
NUR 401 A	Clinical Nursing III Part A	0/0/2	2
NUR 403	Health Promotion Across the Lifespan in the Community	4/0/0	4
		TOTAL SEMESTER HRS	21
Semester 2			
NUR 330	Healthcare Informatics and Nursing	1/0/0	1
NUR 331	Medical-Surgical Nursing I	4/0/0	4
NUR 332	Clinical Nursing II	0/0/4	4
NUR 333	Nursing Care for Maternal-Child Patient	4/0/0	4
NUR 334	Mental Health Nursing	2/0/0	2
NUR 400	Medical-Surgical Nursing II	4/0/0	4
NUR 401 B	Clinical Nursing III Part B	0/0/2	2
		TOTAL SEMESTER HOURS	21
Semester 3			
NUR 402	Evidence-Based Research for Nursing Practice	3/0/0	3
NUR 430	Nursing Leadership and Management	3/0/0	3
NUR 431	Nursing Preceptorship	0/0/4	4

NUR 432	Nursing Care of the Complex Patient	4/0/0	4
NUR 433	Clinical Nursing Care of the Complex Patient	0/0/2	2
NUR 434	NCLEX-RN Seminar	2/0/0	2
		TOTAL SEMESTER HOURS	18
		TOTAL PROGRAM HOURS	60

Accelerated Student Prerequisite Courses (Grade of C or Higher)			
Biblical Studies (6 hours)			Credit Hours
Select TWO Courses	BIB 100 or BIB 100 or BIB 200 or BIB 201 (New Testament I or II, Old Testament I or II)		6
Biology Science (15 hours)			
	BIO	Human Anatomy & Physiology I	3
	BIO 390L	Human Anatomy & Physiology I Lab	1
	BIO 391	Human Anatomy & Physiology II	3
	BIO 391L	Human Anatomy & Physiology II Lab	1
	BIO 300	General Microbiology	3
	BIO 300L	General Microbiology Lab	1
	BIO 460	Pathophysiology	3
		TOTAL PREREQUISITE HOURS	21
Bachelor's Degree	Area:		

***** All Accelerated students must have completed a bachelor's degree and must have a minimum GPA of 3.0 to be considered for admission.**

ADMISSION CRITERIA

TRADITIONAL TRACK

Admission to BMCU Traditional BSN is competitive based on GPA and ACT. Applicants should:

- Submit application to BMCU Enrollment Services and to the School of Nursing.
 - (Current Blue Mountain Christian University students will not have to apply to Enrollment Services).
- Submit official transcripts of all college work (current Blue Mountain Christian University students will have transcripts on file).
- Must have minimum GPA of 2.5 and ACT Score of 21 or higher
 - ***Or*** Minimum cumulative GPA of 3.0 or higher with ACT Score of 18-20
- All prerequisite courses must be completed with a minimum grade of C prior to enrolling in nursing courses.
 - All prerequisites must have a minimum grade of C in the most recent attempt
 - A&P I & II, Microbiology, and Pathophysiology may only be repeated once.
 - After the second failure to earn a “C” or better in a physical or biological science course, the student is ineligible for admission to the program.
 - There is a 5-year limit on science and biological courses.
 - Cumulative GPA is calculated based on all courses attempted
- Submit ACT composite score meeting the above requirements based on GPA

If offered admission to the BMCU Traditional BSN track, the following items must be completed prior to beginning the program.

- Submit proof of health and auto insurance and have access to reliable transportation to clinical sites
- Provide proof of vaccinations as required by clinical contracts.
 - Varicella x2 (or titer), Hepatitis B x3 (or titer), COVID, Tdap (tetanus within 10 years), and seasonal influenza (required annually by October 1) - subject to change per clinical contract
- Gain cleared criminal background check with fingerprinting and clean drug screen prior to beginning class. While in the program, students must have a clean drug screen prior to each term.
- Obtain acceptable physical exam annually
- Provide proof of TB clearance annually (QuantiFERON TB Gold annually, or chest x-ray)
- Earn healthcare provider CPR certification – arranged by the program
- Maintain malpractice insurance – arranged by the program

TRADITIONAL BSN FRESHMAN EARLY ENTRY

To be eligible for Freshman Early Entry, students must meet the following requirements:

- Entering BMCU as a first time, full-time Freshman
- ACT Score of 23 or higher
- High School GPA of 3.5 or higher
- Must maintain continuous full-time enrollment at Blue Mountain Christian University
- Must maintain 3.0 GPA at Blue Mountain Christian University

RN to BSN TRACK

- Submit application to BMCU Enrollment Services and to the School of Nursing.
- Submit official transcripts of all college work (current Blue Mountain Christian University students will have transcripts on file).
 - The cumulative GPA must be at least 2.0. Each course attempt is used to calculate overall GPA
 - All prerequisites must have at least a grade of C in the most recent attempt
 - **Students may enroll in the part time plan of study lacking up to 18 credit hours of nursing prerequisite courses.**
- Submit proof of unencumbered registered nurse license to practice in Mississippi or compact state
- Submit proof of health and auto insurance and have access to reliable transportation to clinical sites
- Submit proof of healthcare provider CPR certification
- Submit proof of physical exam annually
- Provide proof of TB clearance annually (Two-step TB skin test, QuantiFERON TB Gold, or chest x-ray)
- Provide proof of vaccinations as required by clinical contracts.
 - MMR x2, Varicella x2 (or titer), Hepatitis B x3 (or titer), COVID, Tdap (tetanus within 10 years), and seasonal influenza (required annually by October 1) - subject to change per clinical contract
- Gain cleared criminal history background check with fingerprinting and clean drug screen prior to beginning class.
- Malpractice insurance – arranged by the program

***All BSN students, once enrolled in BMCU courses, must have written permission to take courses at an outside institution (Policy 2.06). Prior to graduation, 12 of the last 18 credit hours must be earned at BMCU (Policy 2.16).**

BSN – ACCELERATED TRACK

Admissions Requirements

- Applicants must complete and submit the following:
 - 1) General undergraduate application to the Office of Enrollment Services (bmc.edu/apply-online); and
 - 2) Separate nursing school application to the School of Nursing (bmcnursing.org).
- Applicants must complete all pre-requisite courses with a minimum of a “C” grade prior to the start of the program.
- All science courses must have been completed within the last five years for accelerated BSN students. Students have two opportunities* to earn a “C” or better in the science courses.
 - * Biology science courses (A&P I and II, Microbiology, and Pathophysiology) may be repeated only once. After the second failure to make a “C” or better in a science course, the student is ineligible for admission to the program.
- Official transcript(s) from each institution attended must be submitted prior to the deadline.

Students must have completed a Bachelor’s Degree from an accredited University.

- Admission to the School of Nursing is **competitive** and based on GPA scores. Applicants must have:
 1. Cumulative GPA minimum of 3.0
 - *Cumulative GPA is calculated using all course attempts.
- Submit proof of health and auto insurance along with annual physical and annual TB skin test (Two-step TB skin test, QuantiFERON TB Gold, or chest x-ray).
- Provide proof of vaccinations as required by clinical contracts.
 - MMR x2, Varicella x2 (or titer), Hepatitis B x3 (or titer), COVID, Tdap (tetanus within 10 years), and seasonal influenza (required annually by October 1) - subject to change per clinical contract
- Gain cleared criminal history background check with fingerprinting and drug screening. Pending an offer of admission to the BMCU nursing degree program, there will be a fee for the background check and drug screening.
- Malpractice insurance – arranged by the program



Blue Mountain Christian University
 School of Nursing
 201 West Main Street, Blue Mountain, MS 38610
 Telephone: 662-685-4771 (Ext. 417) Email: nursing@BMCU.edu

Annual Physical Exam

Printed Name: Last _____ **First** _____

Address _____

Date of Birth (Month/Day/Year) _____ **Phone Number** _____

Sex: ☐ Male ☐ Female

HT (in)	WT (lbs.)	TEMP:	Pulse:	Resp:	BP:
Vision-Right Eye: Corrected or Not Corrected			Vision-Left Eye: Corrected or Not Corrected		
Allergies:			Current Medications:		
Significant medical/surgical history:			Vaccination status: MMR, Varicella (or titer), Flu, Covid, Tdap, (TT within 10 years), HepB.		
Check Normal or Abnormal		NORMAL	ABNORMAL	COMMENTS	
HEAD, NOSE, SINUSES, NECK, THYROID					
MOUTH, THROAT, TEETH, GUMS					
EYES					
EARS					
SKIN					
CHEST, BREAST, LUNGS					
HEART AND VASCULAR SYSTEM					
ABDOMEN					
MUSCULAR/SKELETAL including back					
NEURO					

From this limited screening, I see no reason why the above individual cannot participate in patient care activities associated with the School of Nursing.

Healthcare Provider's Printed Name and Title _____

Healthcare Provider's Signature and Date of Exam _____

Individual needs further evaluation for clearance: NO ☐ YES ☐ _____

HOW TO BE SUCCESSFUL IN NURSING SCHOOL

- **BE RESPONSIBLE IN SUBMITTING APPLICATION AND ASSOCIATED DOCUMENTS ON TIME IF YOU WANT TO BE CONSIDERED FOR THE SCHOOL OF NURSING. JUST BECAUSE YOU ARE ENROLLED IN BLUE MOUNTAIN CHRISTIAN UNIVERSITY DOES NOT GIVE YOU AUTOMATIC ACCEPTANCE INTO THE SCHOOL OF NURSING.**
- Check your emails at least twice daily, morning and evening, as this will be the primary mode of communication outside of Canvas.
- Be flexible!
- Understanding your academic schedule will be much different than the other students, so your social time will be limited.
- Be certain about your iPad or personal computer and associated technology is functioning. You will need access to a computer to use Shadow Health products.
- Ask questions! The faculty have been there before and want to see that you are successful. Do not struggle without seeking help from the faculty!
- Understand yourself and your style of learning.
- Come to class prepared by doing textbooks readings PRIOR to lecture. You are in charge of your learning!
- Be responsible for your assignments, how they are submitted, studying for exams, and showing up on time. You will be held accountable for your actions.
- Traditional Students: Be certain you are eligible to gain a nursing license upon completion of your degree and pass the NCLEX-RN. The School of Nursing is not responsible for determining if you are eligible for gaining a state license in whatever state you seek to practice.
- Use standardized testing as an indicator of your academic success and prediction of passing NCLEX-RN. If you note weak areas in the standardized testing exams, do not wait until the end of the program to improve your knowledge of the weak area.
- Be accountable for your actions.
- Celebrate successes unto the Lord!

PERFORMANCE STANDARDS

Critical Thinking	Critical thinking ability is sufficient for clinical judgment.	Identify cause-effect relationships in clinical situations in a timely manner, use analytical skills to identify and solve problems and make decisions, perform mathematical functions, and contribute to the development of nursing care plans.
Professional Relationships	Interpersonal abilities sufficient to interact with individuals, families and groups from a variety of social, emotional, cultural and intellectual backgrounds.	Establish therapeutic relationships with patients/clients. Establish and cultivate professional rapport with members of the healthcare team. Give objective feedback and accept constructive criticism maturely.
Communication	Communication abilities sufficient for interaction with others in verbal and written form.	Explain treatment procedures, initiate health teaching, document and interpret nursing actions and patient/client responses. Read and contribute to client documentation (medical records). Read and interpret scientific information.
Mobility	Physical abilities sufficient to provide safe and effective nursing care.	Move around in patient rooms, workspaces, and treatment areas and administer cardiopulmonary procedures.
Motor Skills	Gross and fine motor abilities sufficient to provide safe and effective nursing care.	Calibrate and use equipment; position patients/clients; administer medication by injection; maintain proper asepsis when performing various nursing procedures; and be able to use the keyboard.
Hearing	Auditory ability is sufficient to monitor and assess health needs.	Hear monitor alarm, emergency signals, auscultatory sounds and cries for help.
Visual	Visual ability sufficient for observation and assessment necessary in nursing care.	Observe patient/client responses. Read fine print (syringe calibration).
Tactile	Tactile ability is sufficient for physical assessment.	Perform palpations, functions of physical examination and/or those related to therapeutic intervention, e.g., insertion of a catheter.
Character	Moral and ethical fitness	Concern for others, integrity, accountability, interest, and motivation are necessary personal qualities.

(Adapted from clinical site performance standards)

**A student in the School of Nursing should be able to effectively perform each of these noted tasks in providing safe and effective patient care.*

PROFESSIONAL STANDARDS

In addition to providing aspiring nurses with foundational knowledge and technical skills, the nursing faculty of Blue Mountain Christian University is responsible for equipping students with the professional standards they will be expected to adhere to in the workplace. The following policy expands BMCU Policy 2.38. Professionalism is a difficult concept to teach, but we hope to demonstrate the concept in our everyday encounters. “So, whatever you wish that others would do to you, do also to them, for this is the Law and the Prophets,” Matthew 7:12 (ESV).

Below are **some** examples of professional standard violations. If any of these standards are violated, the student will be held accountable. A professional standard violation will result in a written warning. The written warnings will remain in the student’s file. **If the warnings are accumulated in more than one course, the failing grade will be assigned to the course in which the last warning occurred. If a total of (5) five written warnings are accumulated during the program, the student will be dismissed from the School of Nursing. If a single violation is deemed severe, the student may be dismissed from the program.**

- Unsafe clinical practice (Clinical Modification Safety Plan)
- Violating patient privacy guidelines as defined by HIPAA
- Unacceptable behavior in clinical
- Unacceptable behavior in class
- Unacceptable assignment submissions
- Inappropriate use of cell phone/social media
- Use of tobacco, nicotine products, or vaping (on campus or clinical site)
- Leaving or abandonment from assigned clinical or lab area without permission
- Provoking/intimidating/harassing/bullying others
- Intentionally damaging school or hospital property
- Unauthorized access to confidential information
- Soliciting or accepting gifts from patients or guests
- Insubordination (e.g., Disrespectful or Aggressive)
- Physical abuse or neglect of a patient
- Falsifying documentation (e.g., Plagiarism or Misuse of AI)
- Violation of University policies regarding academic dishonesty, dress code, etc.
- Unexcused absences in the clinical setting
- Inappropriate use of smart devices or social media platforms during class and/or clinical (Example: use of group messages in classroom)
- Pattern of unprofessional behavior

School of Nursing Professional Standards
Written Warning

Student Name: _____ Date of incident: _____

Professional Standard Violated: _____

Description:

Student Response (if requested):

Outcome: First Warning Second Warning Third Warning Severe Offense

Student Signature: _____ Date: _____

Faculty Signature: _____ Date: _____

The student's signature does not necessarily imply agreement with the violation. The signatures mean that the conversation occurred. The student has the right to appeal the written warning by following the appropriate Chain of Command.

Clinical Modification Safety Plan

Instructions: Document to be printed, completed and signed by student, who then gives to clinical instructor, who reviews, completes and signs, then given to Associate Dean to review and sign. This document will be placed into the student's file. Additional paper may be used if needed. **If the violation is deemed severe, the student may be dismissed from the program.**

Student:

Date of Incident:

Semester:

Instructor distributing safety:

Clinical site:

Description of incident from students' point of view:

Description of incident from instructors' point of view:

Students plan of action to refrain from reoccurrence of incident:

Date of implementation:

Plan evaluation appraised by clinical instructor with any suggestions and/or comments.

Student Signature and Date:

Instructor Signature and Date:

Associate Dean Signature and Date:

GRADING SCALE

Each academic area of Blue Mountain Christian University has their own established grading scale. The School of Nursing has established a grading scale that requires intentional efforts in performing well while favoring the opportunity to be competitive for graduate nursing programs if desired.

The grading scale is:

A	Excellent	93 – 100
B	Good	84 – 92
C	Average	75 – 83
D	Below Average	66 – 74
F	Failure	Below 66

*Only the final grade is rounded up, not the grades achieved during the course.

*See individual clinical course syllabi for specific clinical requirements. To pass the course, students must achieve a clinical performance grade of 75% or higher and an overall course grade of 75% or higher.

Clinical Grades

- The student will have three opportunities to pass each required clinical skill. If the student is unable to pass all required clinical skills within three attempts, the student will be unsuccessful in the currently enrolled clinical course and unable to continue to attend clinical experiences. This will result in an F in the course.
 - Students must print the corresponding skills performance checklist from the Clinical Skills book and bring it to the check-off. Students who do not provide their skills performance checklist sheet will not be able to complete the check-off and thus fail the check-off attempt.
 - Students who are unsuccessful on any attempt in skill checkoffs will be required to remediate with a faculty member *at least one day* prior to the next formal check-off attempt.
 - A different faculty member will check off the student for the second, and the third attempt.
- Students must achieve a clinical performance grade of 75% or higher to pass each clinical course. If the student is unable to meet the requirement, the student will receive an F in the clinical course.
 - If a student fails a clinical course, they must also re-take the associated didactic course(s).

Traditional and Accelerated Tracks ONLY

- Each semester at least one calculation mastery test will be administered on which the student must score at least 90%. The student will have up to three attempts to score 90% on each mastery test. If the student is unable to meet the requirement by the third attempt, the student will receive an F in the clinical course and be unable to attend clinical experiences.
 - Students who are unsuccessful on the first and/or second calculation mastery test will be required to remediate with a faculty member prior to the next calculation mastery test attempt.
- Students are required to score 90% on the medical terminology exam to proceed to clinical in NUR 302, Clinical Nursing I. Students have up to three attempts to score 90%. If the student is unable to meet the requirement by the third attempt, the student will receive an F in the clinical course and be unable to attend clinical experiences.

SCHOOL OF NURSING POLICIES

PROGRESSION POLICY

Students must make a grade of C or higher in all nursing courses each semester to progress in the nursing program. A final grade of D or F in a didactic course or failure in a clinical course will prevent the student from progressing. If the student is engaged in other nursing courses at the time of receiving a D or F, the student will be able to complete the didactic course(s) prior to being dismissed from the program.

READMISSION POLICY

A student seeking readmission into the School of Nursing should:

- Have an overall GPA of 2.0
- Submit a letter of request to be readmitted to the School of Nursing Readmission Committee. The committee will provide a written response within 14 business days.
 - The committee will consist of:
 - One faculty member who will serve as the chair of the committee
 - Two faculty members
 - Two students chosen by the faculty members
 - The Associate Dean of BMCU SON will serve as Ex-offio member
- The committee members will meet and review all materials related to the student's readmission to the School of Nursing. A vote at the conclusion of the meeting will be taken, and the majority vote will rule.
- In the event the student should appeal to the committee's decision, the student will appeal to the Associate Dean of the BMCU SON. The Associate Dean will then make a final decision.
- Readmission is not guaranteed; it will be based on program space availability. If readmitted to the BSN program, students must complete a criminal background check, obtain a clean drug screen, and adhere to all other clinical requirements.
- Students may only be readmitted to the program once.
- Traditional and accelerated students may only be readmitted to the program in the next semester after the course is being offered.
- If the student is readmitted and had a previous written warning, the readmission committee will state the number of warnings that will be carried over into the next readmission.

STUDENT COMPLAINTS

- The School of Nursing defines student complaints as any concern submitted in writing and signed, following Blue Mountain Christian University policy and procedure.
- The process for filing a formal complaint is outlined in BMCU Procedures Policy 4.15 for Student Complaints. The Students' Formal Complaints form is available in Policy 4.15.01.

ONLINE COURSE AUTHENTICATION

- To authenticate identity within online courses, students must provide a video showing their face and government issued photo ID while verbally stating their name.

TESTING

TRADITIONAL and ACCELERATED TRACK TESTING

Attendance is required for all examinations and quizzes. Students are expected to be in their seats, logged into the required testing software, and ready to begin 10 minutes prior to the start time.

- If a student is unable to attend examinations/quizzes, they must **notify the course coordinator** to the scheduled start time. To be excused from the exam, the excuse must be submitted to the nursing administrative assistant upon the first day they return to class.

Excused absence – (refer to policy 2.10 in the Blue Mountain Christian University Student Handbook)

- Documented illness (provider excuse required)
 - Death in the immediate family
 - Jury duty
 - Military service
 - Personal obligations claimed by the student that are justified by faculty
 - Extracurricular activities approved by faculty in advance
-
- For any exam(s) missed with an excused absence, the score for the final exam will be entered in the place of the missed exam(s). Unexcused absences shall result in a 0.
 - For any quizzes missed with an excused absence, the average of the taken quizzes will be entered in the place of the missed quizzes.
 - Students who do not arrive on time will only have the remainder of the designated testing time to complete their examination/quiz. For example, if a 50-minute examination begins at 8:00, the student has until 8:50 to complete it. A 15-minute quiz is scheduled to begin at 8:45; the student has until 9:00 to complete it.
 - No talking is permitted after an examination/quiz begins. Students are expected to remain in their seats, facing forward, and quiet until the testing time is finished. For HESI exams and Final exams, the student may exit the classroom quietly. In the case of emergencies, students will be escorted by a faculty member. The student's examination/quiz time continues while away from their desk.
 - Scratch paper must be submitted to the proctor(s) prior to exiting the testing area with the student's name on the top of the paper. The official answer is the one entered in the testing software, NOT the one on the scratch paper.

ALL personal items (phones, smartwatches, hats, water bottles, backpacks, etc.) will be placed in the hallway during testing time.

Violations of this policy shall result in removal from the testing area and a 0 on the examination/quiz. Question sharing will not be tolerated. For issues involving academic honesty and integrity, refer to BMCU Policy 2.19.

Exam Reviews

- If students have questions regarding exams, they are encouraged to schedule an appointment with faculty advisors to meet for an *individual exam review*. These appointments must be within 2 weeks of the exam date. The exam will be available for student viewing after the faculty have analyzed the exam statistics.
 - If a student misses an exam *with an excused absence*, they may have the opportunity to review the exam with their advisor within 2 weeks of the exam date.
 - If the student makes less than 75%, it is the student's responsibility to schedule a meeting with their advisor within 2 weeks for individual remediation.

RN to BSN TRACK TESTING

Students are expected to complete all examinations and quizzes within the designated timeframe. If students have concerns about the timeline, the student is responsible for contacting the appropriate faculty in advance of the due date.

- For any exam(s) not completed within the designated timeframe will result in a 0.
- Regardless of the allotted time, the examination, quiz, or assignment will close at the due date and time resulting in the grading of the work submitted. For example, a 3-hour examination or quiz is due Friday at 2359. If you begin the examination or quiz on Friday at 2300, you will only have 59 minutes to complete the examination or quiz. Whatever is submitted at the due date/time will be what is graded.

Online examinations and quizzes are to be completed independently. Question sharing will not be tolerated. For issues for academic honesty and integrity, refer to BMCU Policy 2.19.

RN to BSN Exam Reviews

- If students have questions regarding exams, they are encouraged to schedule an appointment to meet with the course coordinator to discuss. These appointments must be within 2 weeks of the due date.

UNIFORM CODE

Students in the clinical setting are recognized as student nurses at Blue Mountain Christian University and should act in accordance with the standards of the University. The opportunity to wear the uniform designated as Blue Mountain Christian University School of Nursing is a privilege and must be respected.

Students are encouraged to consider the patient's perspective in their appearance, and how they present themselves may impact the patient-provider relationship. As a Christian institution, students are reminded to portray modesty. To portray professionalism, students should not chew gum while in a professional or clinical setting. Electronic devices are not allowed in patient care areas. Blue Mountain Christian University and faculty or the clinical facility holds no responsibility for theft of or damage to personal belongings.

Students not following the Uniform Code will be dismissed from the clinical experience with an Unsatisfactory score for the day.

Uniforms

- Students are expected to wear clinical dress during all clinical, check-off, and simulation experiences and must project a professional nursing image.
- Designated BMCU uniform with official school patch (RN to BSN students may wear plain navy scrubs of their choosing)
- Clean, without wrinkles
- Appropriately fitted to accommodate bending, kneeling, lifting, turning, etc.
- Modest neckline
- Students should acquire permission from the dean for adjustments to the uniform due to pregnancy or other special considerations.
- ID badge must be worn on the upper chest and always be present unless otherwise notified by the faculty
- Pant/skirt length must not drag the floor; skirts must be at the knee or longer
- Tops must be long enough to cover midriff completely with movement
- Approved lab coat style and color with the official school patch or Approved scrub jacket with school embroidery (No other jacket/sweatshirt allowed)
- If there is a change in the uniform code for a particular setting, the professor will inform the student.

Hair

- Well-groomed, clean, and contain no unnatural colors (pink, blue, green, etc.)
- Shoulder-length or longer hair must be neatly pulled back and away from the face with a neutral color hair-tie, clip, or pin in a neat bun, braid, or ponytail
- Facial hair must be clean and neatly trimmed close to the face
- No decorative hair accessories (headbands, beads, tinsel, etc.)

Nails

- Fingernails should be clean and of short length.
- No artificial nails, gel, or nail polish is acceptable

Jewelry

- Must have a watch with a second hand (no smartwatch allowed in laboratory or clinical)
- Only a solid wedding band without stones and one plain small stud earring in each ear allowed
- No necklaces
- No visible facial or body piercings (including but not limited to lip, tongue, or nose)

- No bracelets or anklets
- Holes left by gauges in ears must be covered with a skin tone bandage.

Tattoos

- No visible tattoos are allowed in clinical or professional settings. Tattoos are to be covered with long sleeves and tattoos on the neck as designated by the clinical site.

Personal hygiene

- Body odor, bad breath, and the smell of smoke can be offensive.
- Fragrances should be minimized to avoid sensitivity reactions in others.
- No perfume or heavily scented lotions/body creams permitted.

Shoes

- Clinical shoes must be clean, black, non-mesh/non-canvas, and closed toe with black laces if applicable. (For example, solid black nursing clogs or solid black waterproof tennis shoes)
- Shoes that are not solid black must be pre-approved by the clinical faculty.

Socks/hosiery

- Foot and/or leg coverings are required.
- Solid black, navy, or nude socks or hosiery are required.
- If skirts are worn, legs must be covered.

Undergarments

- Required (not visible outside the uniform)
- May wear a white or navy-blue long-sleeved t-shirt underneath the uniform.

Makeup

- Modestly applied makeup only
- No false eyelashes

Items to bring to clinical

- Stethoscope
- Watch with second hand
- Penlight
- Bandage scissors
- Reference materials
- Note-taking supplies
- Other supplies as specified by faculty

Professional Attire

When professional attire is required, students must wear an official Blue Mountain Christian University polo with embroidered logo and khaki or black slacks or skirt (at least knee-length). The pants cannot be cargo, yoga, leggings, or denim, and must come to the ankle but not drag the floor. Shoes must be flat, neutral in color, and closed-toed.

Some situations may warrant different attire. At such times, the faculty will advise.

Students are expected to dress modestly and appropriately for class and chapel.

CLASS ATTENDANCE

Class attendance is mandatory for the student, whether the learning experience is in the classroom, lab, or clinical environment. If a student is unable to attend the required learning experience, the student must email the professor prior to the experience with the reason for their absence. Missing learning experiences may impact your final grade. See BMCU Policy 2.10.

Class attendance is an essential part of college education, and students are expected to attend classes and laboratories for which they are registered. Cumulative absences may result in a lowered grade or loss of credit for the course. Tardiness is also subject to penalty, as is any failure to complete required course work on time. Although some specific requirements may vary according to the nature and structure of the course, the following guidelines summarize institutional policy:

A. Attendance Required

Class attendance is required, and accurate records are kept.

Students will be marked as either:

1. Present
2. Excused
3. Tardy
4. Unexcused

B. Number of Absences

A student receives a grade of F in any course immediately upon accumulating unexcused absences equivalent to 12.5 percent of the class meetings. Any exception to this rule, granted only in extraordinary circumstances, must be approved by the Associate Vice President for Academic Affairs.

C. Grades and Absences

The calculation of the semester grade, including any penalty for absences, is the responsibility of the professor and may vary according to the nature of the course and the grading scale used.

D. Unexcused Absences are considered as:

- a. Oversleeping
- b. Non-university travel/events
- c. Illness without documentation
- d. leaving prior to the end of a semester
- e. arriving after the beginning of the semester
- f. Other absences at the discretion of the faculty

E. Excused Absences

The faculty member will excuse a limited number of absences for illness, and for other emergency reasons which the faculty member finds justifiable.

Absences are excused due to medical conditions, pregnancy or related conditions, including recovery from childbirth, for as long as the student's doctor deems the absences to be medically necessary.

F. University Sponsored Events

The Provost/Vice President will allow students to attend university sponsored events. Sponsors of field trips, choir trips, athletic events, or any other event must provide the Office of Academic Affairs with an alphabetical list of participating students one week prior to departure. Athletic staff and advisors of University events should limit the number of days a student is out of class. Students who are out of class for University sponsored events are to be treated as if in class and are in no way to be penalized. These students must make up all the work missed due to the event.

G. Making Up Coursework Due to Absences

Whether an absence is excused or the student misses' class for University sponsored events, the student who is out of class misses learning that takes place in the class. Naturally, the faculty member is more inclined to assist the student in making up the work if the absence was excused or due to a University sponsored event. However, the responsibility for work missed rests entirely with the student.

When the student who has been absent due to pregnancy or related conditions returns to school, she must be reinstated to the status she held when the leave began, which includes giving her the opportunity to make up any work missed.

A teacher may not refuse to allow a student to submit work after a deadline that she missed because of absences due to pregnancy or childbirth. If a teacher's grading is based in part on class attendance or participation, the student should be allowed to earn the credits she missed so that she can be reinstated to the status she had before the leave.

When the student who has been absent due to pregnancy or related conditions returns to school, she must be reinstated to the status she held when the leave began, which includes giving her the opportunity to make up any work missed.

A teacher may not refuse to allow a student to submit work after a deadline that she missed because of absences due to pregnancy or childbirth. If a teacher's grading is based in part on class attendance or participation, the student should be allowed to earn the credits she missed so that she can be reinstated to the status she had before the leave.

When a student who has been absent due to serious medical conditions returns to school, the student must present a doctor's excuse and be allowed to make up any work missed during that period of time.

H. Reporting Absences

A faculty member must report all absences daily in the campus Student Information System.

I. Tardies

A student is considered tardy after the class period begins. An accumulation of three tardies will constitute an absence. Students who are tardy must be granted admission to a class. A student is considered absent if not present after twenty minutes of class time.

Tardiness is not accepted in any learning experience venue. This is unprofessional behavior, and the professor may ask the student to leave the environment if the tardiness disrupts the learning for the other students. Tardiness may impact one's overall grade for the course.

Students may not create audio or video recordings without the individual instructor's permission of classroom or clinical instruction.

CLINICAL & LABORATORY ATTENDANCE

Attendance is an essential part of nursing education. Students are required to attend all assigned clinical/laboratory experiences. Students must be on time, prepared, and participate for the duration of the clinical experience. Transportation to and from the clinical agency is the responsibility of the student.

- Students must notify, by email, the appropriate clinical faculty **prior** to the beginning of the shift if they are unable to attend.
 - If applicable, the student should also notify clinical preceptor/clinical site prior to the assigned shift.
- Students should submit excuses to the nursing administrative assistant upon their first day of return. While in clinical, excuses should also be presented to the clinical faculty to resume clinical experiences.

Excused absence – (refer to policy 2.10 in the Blue Mountain Christian University Student Handbook)

- Documented illness (provider excuse required)
- Death in the immediate family
- Jury duty
- Military service
- Personal obligations claimed by the student that are justified by faculty
- Extracurricular activities approved by faculty in advance

Clinical Make-up Time

- Faculty will arrange for make-up clinicals for any excused absences, and the nature of the make-up will be assigned at the discretion of the clinical faculty.
- Students with unexcused clinical absences will receive a score of 0 in all criteria for the day and will be required to make up the clinical hours as arranged by the clinical faculty.

Unexcused absence

- All other absences not noted above
- After two unexcused absences within a semester, the student shall be required to meet with the Associate Dean.
- After three unexcused absences within a semester, the student shall be dismissed from the program.

Tardy

- A tardy is defined as arrival after the designated start time or leaving before the designated end time (start time is 0645; 0646 is a tardy/clinical end time is 1500; student leaves at 1459 - tardy). Record of tardies will be maintained.
- Three tardies in any semester are deemed one unexcused absence. Upon the third tardy, the student shall receive an unexcused absence for that day.
- If a student is 10 minutes late or more (without advanced notification), the student shall receive an unexcused absence for that day.

- Certain clinical sites do not allow late arrivals/entries; therefore, faculty will advise appropriately.
- Even with advanced notification, students are not allowed to enter the clinical site after 1 hour. The student would be counted absent for the day. Excused/unexcused absence policies will apply.

Skill Checkoffs

- Students who do not arrive on time will only have the remainder of the designated time to complete their checkoff. For example, if a 10-minute checkoff begins at 8:00, the student has until 8:10 to complete the checkoff. If the checkoff is not completed, the student will receive a failure for that checkoff attempt. Otherwise, the excused absence policy will apply.

A student receives a grade of F in any course immediately upon accumulating absences equivalent to 12.5% of the class meetings whether excused or unexcused.

RN to BSN

Direct clinical is mandatory in the RN to BSN program and cannot be completed during the student's scheduled work time as an employed nurse. RN to BSN students may wear scrubs of their choosing but should be mindful of representing Blue Mountain Christian University and abiding by their dress code. RN to BSN students must adhere to the dress code of the facility in which they are completing their clinical hours.

ASSIGNMENT SUBMISSIONS

Students are expected to submit all assignments on time. Students are responsible for ensuring submitted assignments are complete, uploaded in the correct location, and accessible for faculty viewing.

Quizzes, Shadow Health, Sherpath, NGN Case Studies, Clinical Paperwork, and Assessment Videos will not be accepted late without prior approval. Students will receive a zero on the assignment if submitted late without prior approval.

Late assignments (papers, discussion boards, PowerPoint presentations, projects) will receive a grade deduction of 10% per day from the maximum possible score. No credit will be awarded for assignments submitted more than 3 days after the original due date. For example, if an assignment is due at 2359 CST on Friday, at 0000 on Saturday, it is late. In that situation, 90% would be the highest the student could earn. If that assignment is submitted Monday before 2359 CST, the highest the student could earn is 70%. After that time, a 0 will be given.

Acceptable file types are pdf, doc, docx, ppt, pptx, xls, xlsx – Faculty will provide additional detail in assignment instructions if necessary. Students are strongly urged to check the file after submission to ensure it can be opened.

Faculty reserve the right to not accept late submissions or incorrect file types.

LICENSURE ELIGIBILITY

Blue Mountain Christian University provides a structured nursing program along with standardized testing processes in the Traditional Track that addresses each element present on the NCLEX-RN. While the student is presented with the necessary content to successfully pass the NCLEX-RN, there is no guarantee that the earning of a Bachelor of Science in Nursing will automatically allow you to be successful on the licensure examination and secure a position as a professional nurse. For this reason, diligence and focus are required by the student in understanding each concept taught while applying the knowledge on the licensure examination. This diligence and focus are not within the control of Blue Mountain Christian University, but instead the student.

DRUG TESTING

1. The School of Nursing requires that all applicants submit to a drug screening prior to entering or returning to the nursing program. Failure by the applicant to receive a clean finding on the drug screen will result in prohibition from entering/reentering the nursing program. Applicants will only have one opportunity to obtain a clean finding on the drug screen at the facility designated by the program. Students may receive a phone call from the Medical Review Officer for additional information. It is the responsibility of the student to provide all necessary information and documentation as requested. Refer to BMCU Policy 4.22 Drug Free Tobacco Free Environment.
 - A positive drug screen may result from having any illegal substance in the urine including prescription medications for which you have no valid prescription, THC containing CBD products, etc.
 - Any applicant/student who tests positive for marijuana (even if they have a medical marijuana card/prescription) will not be accepted/allowed to continue.
2. Any student who shows signs of the potential of being under the influence of drugs or alcohol will be required to have a drug and/or alcohol screening performed immediately. The faculty will designate the location where the screening test will take place. All fees associated with the screening will be the responsibility of the student. The screening results must be presented to the School of Nursing. Any student who cannot produce a clean finding will be subject to disciplinary action, including possible dismissal from the program. The Vice President for Academic Affairs will be notified, and Policy 4.22 will be followed. Failure to provide a specimen will result in immediate program exclusion.

3. Students enrolled in the traditional and accelerated nursing courses are required to submit to drug testing prior to clinical experiences each term. Applicants will only have one opportunity to obtain a clean finding on the drug screen at the facility designated by the program. The results will be provided directly to the SON.

CRIMINAL BACKGROUND CHECK

- The Student Background Check Policy applies to all students admitted to the BSN program at BMCU.
- BMCU is obligated to meet clinical contractual requirements. BMCU is also obligated to meet Mississippi State Law as stated in § 43-11-13, Mississippi Code.
- All students must submit to and satisfactorily complete a criminal background check after selection and prior to enrollment in the nursing program.
- Admission may be rescinded based on the findings of the student's criminal background check.
- Students who refuse to submit to a criminal background check or do not provide satisfactory findings will not be admitted or will be dismissed from the program.
- Students must complete the background check at the agency directed by the SON.
- The background check will be honored for two years of enrollment if the student is continuously enrolled.
- Repeating students will be required to submit another background check once readmitted in the program.
- If a specific clinical site requires an additional background check, students are responsible for submitting another criminal background check.
- Students must pay for the background check(s).
- The MS Board of Nursing provides the candidate for permission to sit for the state board licensure examination. Completion of the program does not guarantee a seat to sit for licensure examination, and any findings on the criminal background check may impede state board testing.

*After admission into the program, students must report any arrests or disqualifying events that occur. The student must report such events to the Associate Dean. Failure to report is grounds for dismissal from the degree program. Falsification of information will result in dismissal from the degree program.

BLUE MOUNTAIN CHRISTIAN UNIVERSITY ATTESTATION FORM

I, _____, attest to the following (**select one**):

_____ I have not been arrested, ticketed, or convicted of any offense.

_____ I have disclosed in writing to the Associate Dean any arrests, tickets, or convictions since my criminal background check.

I understand that I must, within one working day, inform the Associate Dean in writing if I am arrested, ticketed, or convicted of any crime.

I understand clinical facilities may refuse my access to patients based on information obtained in my background screening reports. The clinical facilities criteria for students may differ.

Student Signature

Student Name (Print)

Date

***Students are required to complete this form at the beginning of each semester after the initial criminal background check has been completed.**

STANDARDIZED TESTING

HESI Exams

Students will take select standardized examinations throughout the Traditional and Accelerated BSN tracks. The purpose of the standardized examinations taken during courses is to validate your strengths and weaknesses in the specific content area and give you time to strengthen your knowledge in your weak areas. These tests will help prepare students for the NCLEX-RN[®]. Students must complete HESI examinations to pass the course in which they are assigned. HESI grades will count 5% of the overall course grade, except in the NCLEX-RN[®] review course. Successful completion of the remediation by the assigned due date will earn 1 extra point on the Final Exam grade (or equivalent assignment).

HESI Policy for Grading for All Courses Except NUR 434 (see NUR 434 Syllabus for Details)

HESI Score 900 and above – Student will earn a gradebook score of 100%

HESI Score 800 – 899 – Student will earn a gradebook score of 90%

HESI Score 700 – 799 – Student will earn a score of 80%

HESI Score 600 – 699 – Student will earn a score of 70%

HESI Score 599 or below – Student will earn a score of 60%

CONFIDENTIALITY

“The Health Insurance Portability and Accountability Act of 1996 (HIPAA) is a federal law that protects sensitive patient health information from being disclosed without the patient’s consent or knowledge” (CDC, 2022, para. 1). Students are expected to keep **all** patient information confidential. Details of patient encounters should not be shared with anyone without a need to know. This policy includes all clinical activities (hospital, skills, simulation, etc.).

Centers for Disease Control and Prevention. (2022, June 27). *Health insurance portability and accountability act of 1996 (HIPAA)*. <https://www.cdc.gov/phlp/publications/topic/hipaa.html>

SOCIAL MEDIA

As representatives of Blue Mountain Christian University School of Nursing, students should exercise caution with what is posted on social media. As a reminder, **no** details of clinical experiences should be discussed or posted anywhere. Furthermore, you should maintain your professional standards when you are on and off campus. Comments made on social media are public and last forever. Inappropriate social media posts may lead to dismissal from the program.

PHOTO/VIDEO INVOLVEMENT

In the BSN program, there is the possibility of students appearing in photos and/or videos for marketing purposes. The students have no right to compensation because of appearing in those recruitment strategies. In the simulation lab, video recording will be used as a teaching strategy and reflection activity. The videos will not be shared outside of the debriefing/classroom environment.

SKILLS LAB AND SIMULATION

The Skills Lab & Simulation space is designed with state-of-the-art technology to allow students the most optimal experience in learning new skills and practicing clinical decision making. Care must be taken by all participants to ensure the proper functioning of the equipment. For that reason, participants in that area should follow the following guidelines:

- Only BMCU nursing students are allowed and must sign in and out of the Skills Lab and Simulation Suites
- Use of the Simulation areas requires faculty approval
- NO eating/drinking in either area
- Handle all equipment with care – if you are unsure about something, ask a faculty member
- Do not remove any equipment or supply from the lab that does not belong to you
- Leave the area how you found it or better (make the bed)
- Writing utensils near the manikins should be pencils only
- NO photos may be taken by students in either space
- Students are **prohibited** from performing invasive skills outside of the skills lab without faculty supervision (students cannot start IVs, insert catheters, etc.).

- Students shall not share specifics of scenarios with peers.

****If a student violates this policy, they will be subject to the professional standards of policy. ****

INCIDENT REPORTING

The Blue Mountain Christian University School of Nursing understands the importance of protecting faculty, staff, and students from occupational exposure to bloodborne pathogens and injury. The goal is to minimize the risk for occupational exposure to infectious disease, most specifically viral hepatitis (HBV & HCV), human immunodeficiency virus (HIV), and injury through increased awareness and prevention. Individuals should select proper personal protective clothing and equipment as directed by agency policy. OSHA establishes minimum requirements under 29 CFR 1910.1030, which shall be reviewed by department heads/supervisors/staff members who have or may have faculty, staff, or students affected by this requirement. This plan is reviewed annually by the faculty and updated as needed to reflect new or modified tasks and procedures.

Anyone who experiences possible exposure to bloodborne pathogens (i.e. needlestick) or injury must complete a post-incident report and is encouraged to seek medical evaluation. The individual is responsible for the cost associated with the evaluation and/or treatment.

**BLUE MOUNTAIN CHRISTIAN UNIVERSITY SCHOOL OF NURSING
INCIDENT REPORT**

Name: _____ Date: _____

Location of incident: _____ Type of Incident: _____

Description of incident:

Others present at the time of incident:

Who was notified: _____

Comments:

Anyone who is exposed or injured must complete a post-incident report and is encouraged to seek medical evaluation. The individual is responsible for the cost associated with the evaluation and/or treatment.

Signature: _____

Medical Illness/Condition Policy

If a student is absent because of a severe medical illness/condition (i.e. while not intended to be all inclusive, this can be defined as something that requires urgent treatment, pregnancy, emergency evaluation, or prevents ongoing participation in course or clinical activities.), or hospitalization, the student must submit a written medical clearance from a licensed health care professional (physician, nurse practitioner, or physician assistant). This medical clearance statement should be given to the administrative assistant and will be placed in the student's file. The student is to notify the individual clinical faculty member if the absence is from a clinical experience. If the absence is from a lecture, the student must notify the faculty member who is to give the lecture. The faculty member will notify the Associate Dean and the administrative assistant.

The School of Nursing will employ the guidelines of the CDC and clinical sites regarding illness and quarantine practices if applicable. These guidelines change periodically, and the student and faculty will be notified of the current procedure when the medical illness/condition is recognized. If a student tests positive for a medical illness, the student must notify the clinical faculty of the day, the lecturing faculty and the Associate Dean before attending a lecture or clinical. The Associate Dean will then develop a plan for attendance based on the CDC, clinical site, and School of Nursing recommendations.

Bullying Policy

Policy Statement & Purpose

- Blue Mountain Christian University and the School of Nursing prohibit all forms of bullying and harassment.
- The goal is to ensure a safe, respectful, and positive environment for everyone (e.g., students, faculty, staff, and volunteers).

Definition of Bullying

- Bullying is deliberate, hurtful, repeated behavior that can be physical, verbal, social, or cyber-based.
- Examples but not all inclusive:
- **Physical:** Hitting, pushing, kicking, damaging possessions.
- **Verbal:** Name-calling, offensive jokes, malicious comments about looks, spreading lies.
- **Social:** Exclusion, isolation, spreading rumors, or creating a negative social environment.
- **Cyber:** Offensive texts, social media messages, online threats, or inappropriate sharing of information

Reporting Procedures

- Anyone experiencing or witnessing bullying should report it and provide proof of such behavior.
- Bullying should be reported to designated individuals or departments (e.g., Associate Dean, advisor, faculty, or supervisor).
- Prompt reporting of the incident is encouraged.
- All individuals within the organization have a responsibility to report bullying

Confidentiality and non-retaliation

- Reporting will be kept confidential to the extent possible, but confidentiality may be breached (e.g., to ensure safety).
- Individuals who report bullying in good faith are protected from retaliation.

Investigation and Disciplinary Action

- Students must file a written complaint and any supported evidence defining the incident to the Associate Dean of the BMCU SON including all pertinent information and parties involved within 48 hours of the event.
- The Associate Dean of the BMCU SON will review the complaint and submit objective supported evidence from the student. The faculty committee will review, and BMCU Associate Dean will serve as the committee leader. The Associate Dean of the SON will send the report to the Dean of Students/Title IX Coordinator of BMCU. According to BMCU policy 4.13 (Student Conduct and Judiciary) disciplinary action will be implemented.
- The process for investigating complaints, emphasizing fairness, will be prompt.

Use of AI Tools & Plagiarism Prevention Policy Referencing BMCU Policy 2.19

Purpose: This policy ensures that students use Artificial Intelligence (AI) tools such as ChatGPT, Grammarly and other AI platforms—ethically, responsibly, and in ways that support learning, not replace it.

Definitions:

- Academic Integrity: Acting honestly in completing assignments
- Plagiarism: Presenting someone else’s words, ideas, data, or creations (including those from AI) as your own without proper attribution.
- AI Tools: Any digital system that generates text, code, images, or ideas, such as ChatGPT, Goggle Gemini, CoPilot, Grammarly, Quill Bot, or Midjourney, etc.

Acceptable Use of AI:

Students may use AI tools only when allowed by the instructor and for the following purposes:

- Brainstorming ideas, outlines, or research directions
- Explaining difficult concepts in a similar language
- Practicing skills (e.g., draft analysis, language learning)
- Grammar and clarity suggestions
- Checking citations or formatting

Unacceptable Use of AI

- Using AI to write entire essays, paragraphs, reports or papers
- Rewriting or paraphrasing assignments, paragraphs, sentences or concepts
- Claiming AI created content as original work

If you didn’t create it and it’s not credited, it is plagiarism. (AI tools are not approved sources).

What Counts as Plagiarism with AI?

- Copying AI text directly into your assignment
- Paraphrasing AI output and pretending it is your own ideas
- Using AI to make sources to avoid citation
- Letting AI perform the analysis, argument or reasoning that the assignment is meant to assess

BMCU University Policy 2.19: Academic Honesty and Integrity reads:

Plagiarism: No student shall submit as his or her own work any term paper, research paper or other academic assignment of original work that in any part is not in fact his/her own work. Knowingly using the ideas of another person and offering them as one's own original ideas is prohibited by this policy to the same extent as knowingly using the words of another writer and offering them as one's own original writing.

Statement on Artificial Intelligence (AI) and Academic Integrity: Although Blue Mountain Christian University recognizes the legitimate value of AI applications in professional and academic endeavors, the University also recognizes that inappropriate use can pose a danger to course engagement and student learning. In addition, some courses emphasize the acquisition of skills which would be hampered by the use of AI. Therefore, instructors must determine how AI may or may not be utilized in individual courses, as well as what kinds of use would be deemed violations of academic integrity. In courses in which a formal statement regarding AI is not specified, students must assume that AI use in any form is prohibited and is, consequently, a violation of the BMCU Academic Integrity Policy.

Implementation of the Policy:

Faculty will inform students of behavior appropriate for maintenance of the Blue Mountain Christian University Honesty and Integrity Policy as it pertains to their particular courses and disciplines as indicated in the procedures for this policy. If a student who is alleged to have cheated, plagiarized, or been involved with other academic misconduct admits to the charge, the faculty member involved shall apply the appropriate penalty and prepare a report on the incident which the student will be asked to read and sign. The faculty member will send the report to the Associate Dean who then transmits the report to the provost. The provost will determine if additional reporting is needed. In the case of other University personnel suspecting a student of academic misconduct, reporting should be made directly to the provost who then reports to the appropriate individuals.

Penalties for breaches of the Academic Honesty and Integrity Policy: Form 2.19.01: Violation of Academic Integrity Report

1. First Offense – The professor may choose from a “0” on the assignment to an F in the course. The offense is reported to the Associate Dean and the Provost/Vice President for Academic Affairs.
2. Second Offense - The second offense in a single class, department, or in the University will result in an F in the course and additional action may be taken by the Provost/Vice President for Academic Affairs up to a recommendation the student be dismissed from the University.
3. Third Offense – The third offense in a single class, department, or in the University will automatically receive an F in the course and be turned over to the Associate Dean and Provost/Vice President for Academic Affairs with a recommendation of dismissal from the University.

SUPPORT SERVICES FOR THE STUDENT

Teaching and Learning Center. The mission of the Teaching and Learning Center (TLC) is to supplement instruction and provide services that support students in the development of skills necessary for their effective performance in and positive adjustment to the collegiate learning environment. The Center offers a wide range of services to foster self-awareness and self-confidence to negotiate the college environment. To this end, the Center offers services which systematically link students, instructors, programs, and learning assistance resources. The TLC is the source of instructive assistance in reading, writing, math, and study techniques instruction and provides leadership in teaching and learning strategies. The staff utilize innovative, appropriate instructional technology and serves to lead the campus in quality instruction. Thirty computers are in the TLC for student use, and tutors help in the areas of writing, study skills, reading, time management, and strategies for taking standardized tests. In addition, the TLC provides tutoring for a variety of subjects upon request by individual students. The TLC also provides test proctoring as needed. This area has 30 desktop computers available for students.

Counseling Services. Blue Mountain Christian University ensures that students' counseling needs are met through the Office of Student Services. Students with counseling needs are referred to off-campus services through the Behavioral Intervention Team (BIT) and the Dean of Students. The BIT is commissioned to proactively address behavioral and/or mental health issues at BMCU.

Disability Services. These services are designed to meet the unique educational needs of regularly enrolled students with a documented disability. The philosophy and mission of the program is to encourage independence, assist students in realizing academic potential, and facilitate the elimination of physical, programmatic, and attitudinal barriers. The program ensures comparable educational programs for students with disabilities and complies with applicable laws and regulations. Students with disabilities contact the Provost, who serves as the Disabilities Coordinator for BMCU, to discuss the appropriate procedures for accommodating documented disabilities

Fitness Facilities. Fitness facilities are provided in the Wellness Center and the Blue Motion Building. These facilities serve the needs of the BMCU Family as a part of the philosophy of the College to nurture mind, body, and soul. Students have access to weight training and other fitness equipment.

Information Technology Services (ITS). Services provided by ITS include the coordination, repair, upgrading, and maintenance of information activities including computer software and hardware, copy, and telephone services. All students have wireless Internet access provided in the residence halls, classroom buildings, the student union, and fitness facilities. All students have a BMCU e-mail account. Copiers and printers are available for student use in the Teaching and Learning Center, the Curriculum Library in Coward-Martin Hall, and Guyton Library. Laptop computers are available in Guyton Library for checkout for use in the library. All full-time students are given an iPad with textbooks loaded.

Library Services. Guyton Library provides one of the most significant intellectual resources of the College—a collection of adequate and appropriate materials to support and strengthen the learning environment and physical space conducive to reading, research, and study. The collection is built around the undergraduate liberal arts-oriented curriculum, and acquisitions satisfy the instructional and reference needs of the faculty and student body. The library also provides appropriate and adequate staff and physical facilities for the development and use of the collection.

This library also provides access to the primary book and periodical collection, electronic information, and learning resources for the entire campus; thirteen laptops which may be checked out by students, faculty, and staff; a small public museum of Chinese artifacts; and Alumni archives, including a doll collection. The students may access the databases of the library at any time and location. The library hours are Monday – Thursday 7:45 am - 10:00 pm and Friday 7:45 am -4:30 pm during the semester and Monday – Friday 8:00 am – 4:30 pm during the summer.

INFORMED CONSENT

I understand as a student at the School of Nursing that I have reviewed and agree to follow the policies as noted in the University Catalog and Student Handbook of the School of Nursing. I understand that following the policies is for the safety and protection of self, fellow students, healthcare professionals, patients, and patients' families. I understand that a failure to abide by these guidelines and policies may result in my dismissal from the nursing program.

I understand the financial costs required to preserve and/or acquire evidence in demonstrating my health status for the purpose of fulfilling the requirements of the School of Nursing and providing care to patients across the life span in various clinical agencies.

I agree to inform the Dean of the School of Nursing if my health status changes that may impact my ability to perform as expected in the classroom, lab, and/or clinical settings. In this process, the Dean of the School of Nursing will establish a plan to best support the student in their academic progression, understanding that the Dean may not have the ability to provide academic learning experiences that allows the student to complete the requirements of the program.

My signature below states that I have read the above information in its entirety and have a full understanding of the guidelines and policies noted in the University Catalog and School of Nursing Student Handbook. I have been given the opportunity to ask any questions and have a sound understanding of the guidelines and policies provided.

Student's Signature

Student's printed name

Date

BMCU SON

Preceptor Packets

6/22; Revised 11/2022; 08/23,5/25,12/25, 5/26

Preceptor Packet

NUR 395 Student Nurse Externship

Dear Preceptor,

The faculty and students at Blue Mountain Christian University School of Nursing thank you for your willingness to host one of our Seniors in your facility. The leadership skills and patient care experiences that the student will encounter will enhance his/her ability to prepare to transition to a professional registered nurse. The experience will allow the student to be better prepared for the challenging economic, diverse, and legal practice environment that nurses face today.

The School of Nursing faculty will make rounds to visit and confer with the preceptor and student to make sure the experience is a mutually positive one. We will visit for brief times, acutely aware that your time is valuable. However, at any time you would like to talk with a faculty member, the numbers and contact information are listed below.

Examples of when to contact the assigned faculty advisor or School of Nursing:

- If student is involved in any incident involving patient care, medication errors, or self-injury
- If there are any conflicts that arise between the student, staff, patient, or others within the facility
- If students display unprofessional behaviors or attitudes
- If students fail to provide nursing care with the Nurse Practice Act and agency policies
- Any activities that cause you to be concerned about patient care delivery, safety, or competence in care

We are providing this packet to share with you the clinical outcomes and student instructions for the clinical experiences. We also request that you complete the brief curriculum vitae attached or send us one that you have already compiled. This information provides documentation for our accrediting body regarding our preceptors.

Again, thank you for sharing your time and wisdom with the students and faculty of BMC.

School of Nursing	662-685-4771 ext 417 or 182
Course Coordinator	
Associate Dean	Hannah Bascomb 662-523-1097 (cell)

Mission Statement of School of Nursing

The mission of the School of Nursing is to prepare professional nurses from the perspective of a Christian worldview that fosters intellectual integrity, academic excellence, civility and character in one's professional career.

NUR 395 Student Nurse Externship learning objectives are:

1. Relate nursing theory from previous clinical nursing courses to a variety of patient situations.
2. Utilize the nursing process to organize and provide safe quality care to patients across the lifespan.
3. Practice previously learned skills according to performance requirements and policies/procedures of the healthcare facility.
4. Increase levels of confidence when performing specified skills and providing care to patients with diverse needs.
5. Document nursing care accurately according to agency policy.

PRECEPTOR

Preceptor Qualifications:

All preceptors must meet the following criteria.

- Possess an active license to practice as an RN in the State of Mississippi (or compact state)
- Holding an earned Baccalaureate Degree in Nursing or higher is preferred. However, preceptors for prelicensure students not prepared at the BSN level must hold an ASN or Diploma in nursing appropriate for the student's learning experience, recognizing the preceptor's experience and practice of expertise.
- Have practiced nursing for a minimum of one year (365 days from the date of licensure) in the student's area of study
- Willing to volunteer their time and energy for working with the student for a designated time

Role of the Preceptor

The preceptor's primary function is to **supervise and mentor** the student in the clinical area. Ongoing, open communication between the student and preceptor, as well as the preceptor and nursing faculty, will help foster a relationship supportive of positive student learning opportunities. A preceptor, who has agreed to serve in this capacity, will have a student assigned for specific periods of clinical hours. The preceptor will help the student identify how they can meet the course's clinical outcomes. The preceptor is asked to include the student in leadership activities and supervise them while providing direct patient care. The preceptor may utilize other qualified personnel to achieve outcomes i.e., case manager, social worker, clinical director, ... The preceptor will also function in interpreting the student's role to facility personnel. The student and preceptor will follow facility guidelines for patient care. Students must complete 320 hours during their externship. They are not allowed to work over 12 hours consecutively without the approval of the faculty. Students will work on the schedule of their preceptors.

Preceptor agrees:

1. To provide for unit orientation prior to student assuming patient care responsibilities.
2. To provide opportunities for the student to pursue individual learning objectives within the agency's parameters and in accordance with the nursing role assumed by the preceptor.

3. To allow the student to apply knowledge and skills of the nursing process independently and/or collaboratively.
4. To provide opportunities for students to assume leadership roles.
5. To serve as a resource person, consultant, and supervisor for student clinical nursing experience.
6. To assume responsibility for making student assignments with careful attention to learning objectives and to the scope of the students' knowledge and skills.
7. To provide evaluation opportunities for the student daily and/or weekly.
8. To give a written evaluation of the student's performance midterm and at the completion of their preceptorship. (Form will be provided)
9. To assist faculty in evaluating the preceptorship program and discuss any needed revision.

STUDENTS

Each student is CPR certified and has professional liability insurance. The student has provided the SON evidence of compliance with immunizations, screenings, and background checks. Each student has been trained in HIPAA and understands the requirement of confidentiality. The student must provide written evidence of meeting the clinical outcomes without jeopardizing patient confidentiality.

Students will provide the preceptor with an evaluation form to complete as directed by the faculty members. The students will then send the form into their preceptorship advisor. At the end of the preceptorship experience, the students will also request that the preceptor fill out a summary evaluation on their performance.

Legally, nursing students can perform any skill or task that they have successfully checked off on in school. However, the students must follow the Nurse Practice Act within the state where the preceptorship experience resides. Students may not perform skills on the skills exclusion list provided. Please provide the necessary supervision for the students to ensure safe and competent care provision. Students are also instructed to review the Policy and Procedure manuals/online documents to ensure compliance with care. If you are unsure if the student can perform any task or skill, please contact the assigned faculty member and we will be happy to help you.

Students will complete course assignments while in preceptorship to provide evidence they are meeting course objectives. The preceptor will be asked to provide feedback on student performance throughout the experience. **However, if problems arise or if there is a question, the preceptor should contact the faculty member.**

The student agrees:

1. To negotiate with the preceptor for experiences which will help meet course learning objectives and develop professional competencies.
2. To choose an area for preceptorship other than a specific unit of current employment or in which externship experiences.
3. To assume all expenses for the preceptorship experience.
4. To have current malpractice insurance, CPR certification, completed Hepatitis vaccination, completed immunizations, Varicella verification, Universal Precautions verification, HIPPA compliance information, healthcare criminal history affidavit compliance documentation, drug screen clearance, and flu shot verification.
5. To assume all costs of health care services are not covered by insurance.
6. To work within the agency's policies as they relate to personal behavior, quality of patient care, and any other student-related requirements.
7. To work in the clinical area only if an approved preceptor is there to supervise.
8. The student will work the schedule of the preceptor.

9. To be aware of the Nurse Practice Act in the state in which the preceptorship is being done and follow the guidelines completely.

At the conclusion of the precepted experience, the preceptor will be asked to complete a summary of the student's performance (form attached). The clinical grade is determined by the SON faculty utilizing evidence provided by the student and preceptor related to clinical outcomes.

FACULTY

The primary role of the faculty is to provide direction and support to the student and preceptor in assuring that the clinical learning outcomes are achieved. The course instructor is the primary contact person for both the student and preceptor and is responsible for maintaining communication with all parties. The final grade for the course, including the clinical component, is issued by the course instructor and will include feedback from the preceptor. Specific responsibilities include:

- Establishing the clinical learning outcomes congruent with the course competencies
- Communicating the expectations of the clinical experience to the student and preceptor
- Coordinating orientation needs of the preceptor
- Providing the preceptor with the materials necessary for mentoring the student
- Collaborating with the preceptor and student in planning the student clinical experience
- Assisting the preceptor and student in identifying problems and providing additional instruction as needed
- Maintaining ongoing, open communication with the student and preceptor to determine student progress in meeting clinical learning outcomes
- Evaluating the final outcomes of the experience
-

Once again, on behalf of the BMCU School of Nursing, we thank you for precepting nursing students as they prepare for graduation.

PRECEPTOR AGREEMENT AND CONTRACT FOR HOURS

Email to: hbascomb@bmc.edu

This contract serves as an agreement between the preceptor, student, and course faculty. The preceptor will provide supervision of the student's performance of direct patient care during the contract duration. Hours of contract duration will vary in specific courses. These hours are to be completed in a time framework agreeable to the preceptor, student, and faculty. All clinical requirements should be completed prior to the end of the course. If the clinical hours cannot be completed, a conference between course faculty, preceptor, and student will occur in order to successfully resolve the issue.

Documentation of clinical hours is the responsibility of the student and is submitted to course faculty and filed at the Blue Mountain Christian University School of Nursing in the individual student's course file.

A portion of the student's overall clinical grade will be derived from a satisfactory clinical performance and completion of all required hours.

It is acknowledged that completion of required clinical hours does not ensure a passing clinical and/or course grade.

*I hereby **AGREE** to serve as a preceptor for the below referenced student at the designated facility. I also agree that I have received a copy, read, and understood the BMCU SON BSN Preceptor Packet.*

Course NUR 395 Externship Hours to be completed: 320 hours

Clinical Facility: _____

Preceptor Name: _____

Signature: _____ Date: _____

Student Name: _____

Signature: _____ Date: _____

OR

*I hereby **DO NOT AGREE** to serve as a preceptor for the above referenced student:*

Preceptor Signature

Date

Blue Mountain Christian University School of Nursing Preceptor Data Form	
Date:	
Course Name/Number: NUR 395 Externship	
Preceptor Information: NAME NURSING UNIT AGENCY NAME AGENCY ADDRESS AGENCY PHONE NUMBER(S) AGENCY FAX EMAIL ADDRESS (required) <i>NOTE: See Preceptor Qualifications for minimum requirements needed.</i>	
Home Address (optional):	
Provide RN License Number & State Issued [OR last SIX digits of SS# if you do not know your license number] *	
Has Practiced as an RN for at Least 1 Year:*	YES NO
Educational Background: Highest Degree Held Name of College or University Date (List any additional degrees and/or certifications relevant to position, if desired)	
Work Experience (current to past) List the following for each position held: Area of Nursing/Title/Dates	1.

• Supervisory Responsibilities: ○ RNs/LPNs/Aides/Techs • Professional Roles	2. 3. 4. 5.
Signature of Preceptor:	Name (Print) _____ Signature: _____
Signature of Supervisor from Whom Approval has been obtained for Preceptor responsibilities:	Name (Print) _____ Signature: _____ Supervisor's Professional Title: _____

NOTE: Required for state accreditation

Email to: hbascomb@bmc.edu

Preceptorship Midterm Evaluation

Email to: hbascomb@bmc.edu

Name of Student: _____ Facility/Clinical Unit: _____

Excellent=4, Good=3; Average = 2; Below Average=1, Failure= 0, or NA Not Applicable

Rate the student's ability regarding:	4,3,2,1,NA
Knowledge for Nursing Practice	
Ability to provide Person-Centered Care	
Ability to practice Population Health	
Level of Scholarship for Nursing Discipline	
Ability to practice with Quality and Safety	
Knowledge of Interprofessional Partnerships	
Knowledge of Systems-Based Practice	
Knowledge of how to access Informatics and Healthcare Technologies	
Ability to practice Professionalism	
Potential for Personal, Professional and Leadership Development	
Clinical Judgment	
Clinical Skills	
Communication	
Compassionate Care	
Diversity, Equity, and Inclusion	
Ethics	
Evidence-Based Practice	
Health Policy	
Social Determinants of Health	

How would you rate the student's overall performance? _____

Preceptor Comments:

Preceptor Signature _____ Date _____

Student Comments:

Student Signature _____ Date _____

Preceptor Final Evaluation of Student

Name of Student _____

Facility/Clinical Unit _____

The faculty would like your thoughts on how the student met the Student Outcomes.

Student Outcomes of School of Nursing

1. Describe and integrate the missional healing into nursing practice.
Observed/Satisfactory ____ Observed/Unsatisfactory ____ Not observed ____
2. Provide Christlike holistic person-centered care in addressing the complicated healthcare contexts of the patient, family and important others.
Observed/Satisfactory ____ Observed/Unsatisfactory ____ Not observed ____
3. Engage in the provision of nursing care across the health care continuum.
Observed/Satisfactory ____ Observed/Unsatisfactory ____ Not observed ____
4. Apply nursing knowledge in improving patient health and quality of nursing practice.
Observed/Satisfactory ____ Observed/Unsatisfactory ____ Not observed ____
5. Employ quality and safety principles of nursing care in promoting the care of patient and healthcare system effectiveness.
Observed/Satisfactory ____ Observed/Unsatisfactory ____ Not observed ____
6. Collaborate with other members of the healthcare team in promoting the well-being of the patient's care and patient outcomes.
Observed/Satisfactory ____ Observed/Unsatisfactory ____ Not observed ____
7. Engage in the support and leading of complex healthcare systems as a Christian servant in providing care to diverse populations.
Observed/Satisfactory ____ Observed/Unsatisfactory ____ Not observed ____
8. Use health care informatics and other technological processes to provide nursing care in accordance with best practices and professional and regulatory standards.
Observed/Satisfactory ____ Observed/Unsatisfactory ____ Not observed ____
9. Foster the professionalism of Christian nursing through accountability and collaborative processes that reflect nursing's characteristics and values.
Observed/Satisfactory ____ Observed/Unsatisfactory ____ Not observed ____
10. Participate in activities that foster personal development and career-long learning.
Observed/Satisfactory ____ Observed/Unsatisfactory ____ Not observed ____

Do you have any suggestions for changes in the curriculum or clinical experience?

Excellent=4, Good=3; Average = 2; Below Average=1, Failure= 0, or NA Not Applicable

Rate the student's ability regarding:	4,3,2,1,NA
Knowledge for Nursing Practice	
Ability to provide Person-Centered Care	
Ability to practice Population Health	
Level of Scholarship for Nursing Discipline	
Ability to practice with Quality and Safety	
Knowledge of Interprofessional Partnerships	
Knowledge of Systems-Based Practice	
Knowledge of how to access Informatics and Healthcare Technologies	
Ability to practice Professionalism	
Potential for Personal, Professional and Leadership Development	
Clinical Judgment	
Clinical Skills	
Communication	
Compassionate Care	
Diversity, Equity, and Inclusion	
Ethics	
Evidence-Based Practice	
Health Policy	
Social Determinants of Health	

How would you rate the student's overall performance? _____

Preceptor Comments:

Preceptor Signature _____ Date _____

Student Comments

Signature _____ Date _____ Student _____

Student Evaluation of Preceptor/Facility

Student Name _____

Preceptor Name _____

Healthcare facility _____

Was the preceptor available to assist you with providing patient care? Explain

Was the preceptor a role model for characteristics that you want to have? Explain

What were the strengths of your preceptor? Explain

What were challenges to your learning in the environment selected? Explain

Would you select this site again? Explain

Would you recommend this preceptor to other students? Explain

Were you able to accomplish your learning outcomes? Explain

Suggestions for changes in the preceptorship: _____

Rate your overall satisfaction with your preceptor:

4= Highly Satisfied

3= Satisfied

2= Neutral

1= Not Satisfied

Preceptor Packet

NUR 431 Nursing Preceptorship

Dear Preceptor,

The faculty and students at Blue Mountain Christian University School of Nursing thank you for your willingness to host one of our Seniors in your facility. The leadership skills and patient care experiences that the student will encounter will enhance his/her ability to prepare to transition to a professional registered nurse. The experience will allow the student to be better prepared for the challenging economic, diverse, and legal practice environment that nurses face today.

School of Nursing faculty may make rounds to visit and confer with the preceptor and student to make sure the experience is a mutually positive one. We may visit for brief times, acutely aware that your time is valuable. However, at any time you would like to talk with a faculty member, the numbers and contact information are listed below.

Examples of when to contact the assigned faculty advisor or School of Nursing:

- If student is involved in any incident involving patient care, medication errors, or self-injury
- If there are any conflicts that arise between the student, staff, patient, or others within the facility
- If students display unprofessional behaviors or attitudes
- If students fail to provide nursing care with the Nurse Practice Act and agency policies
- Any activities that cause you to be concerned about patient care delivery, safety, or competence in care

We are providing this packet to share with you the clinical outcomes and student instructions for clinical experiences. We also request that you complete the brief curriculum vitae attached or send us one that you have already compiled. This information provides documentation for our accrediting body regarding our preceptors.

Again, thank you for sharing your time and wisdom with the students and faculty of BMC.

School of Nursing	662-685-4771 ext 417 or 182
Course Coordinator	
Associate Dean	Hannah Bascomb 662-523-1097 (cell)

Mission Statement of School of Nursing

The mission of the School of Nursing is to prepare professional nurses from the perspective of a Christian worldview that fosters intellectual integrity, academic excellence, civility and character in one's professional career.

NUR 431 Nursing Preceptorship Clinical Outcomes are to:

1. Identify nursing leadership principles related to caring for groups of patients, including delegation and prioritization.
2. In discussions with the preceptor, identify how to safely prioritize care for a variety of clients on the unit the day of the experience.
3. Observe how the preceptor handles conflict on the unit.
4. Effectively delegate to other members of the health care team in partnership with the preceptor.
5. Assess the communication and collaboration between members of the health care team and identify effective patterns of leadership.
6. Identify the various types of leadership styles encountered during the experience.
7. Provide Christ like holistic person-centered care to patients, family and others.
8. Develop plans of care for acute and chronic disease processes.
9. Implement nursing care to unit specific patient load.
10. Evaluate care provided to patients.
11. Revise plan of care based on evaluation of nursing care.
12. Demonstrate effective written, verbal, and electronic communication.

PRECEPTOR

Preceptor Qualifications:

All preceptors must meet the following criteria.

- Possess an active license to practice as an RN in the State of Mississippi (or compact state)
- Hold an earned Baccalaureate Degree in Nursing or higher is preferred. However, preceptors for prelicensure students not prepared at the BSN level must hold an ASN or Diploma in nursing appropriate for the student's learning experience, recognizing the preceptor's experience and practice of expertise.
- Have practiced nursing for a minimum of one year (365 days from the date of licensure) in the student's area of study (nursing)
- Willing to volunteer their time and energy for working with the student for a designated time

Role of the Preceptor

The preceptor's primary function is to **supervise and mentor** the student in the clinical area. Ongoing, open communication between the student and preceptor, as well as the preceptor and nursing faculty, will help foster a relationship supportive of positive student learning opportunities. A preceptor, who has agreed to serve in this capacity, will have a student assigned for specific

periods of clinical hours. The preceptor will help the student identify how they can meet the course's clinical outcomes. The preceptor is asked to include the student in leadership activities and supervise them while providing direct patient care. The preceptor may utilize other qualified personnel to achieve outcomes i.e., case manager, social worker, clinical director, ... The preceptor will also function in interpreting the student's role to facility personnel. The student and preceptor will follow facility guidelines for patient care. Students must complete 320 hours during their externship. They are not allowed to work over 12 hours consecutively without the approval of the faculty. Students will work the schedule of their preceptor.

Preceptor agrees:

1. To provide for unit orientation prior to student assuming patient care responsibilities.
2. To provide opportunities for the student to pursue individual learning objectives within the agency's parameters and in accordance with the nursing role assumed by the preceptor.
3. To allow the student to apply knowledge and skills of the nursing process independently and/or collaboratively.
4. To provide opportunities for students to assume leadership roles.
5. To serve as a resource person, consultant, and supervisor for student clinical nursing experience.
6. To assume responsibility for making student assignments with careful attention to learning objectives and to the scope of the students' knowledge and skills.
7. To provide evaluation opportunities for the student daily and/or weekly.
8. To give a written evaluation of the student's performance at midterm and at the completion of their preceptorship. (Form will be provided)
9. To assist faculty in evaluating the externship program and discuss any needed revision.

Students

Each student is CPR certified and has professional liability insurance. The student has provided the SON evidence of compliance with immunizations, screenings, and background checks. Each student has been trained in HIPAA and understands the requirement of confidentiality. The student must provide written evidence of meeting the clinical outcomes without jeopardizing patient confidentiality.

Students will provide the preceptor with an evaluation form to complete as directed by the faculty members. The students will then send the form into their externship advisor. At the end of the externship experience, the students will also request that the preceptor fill out a summary evaluation on their performance.

Legally, nursing students can perform any skill or task that they have successfully checked off on in school. The students must follow the Nurse Practice Act in MS. Students may not perform skills on the skills exclusion list provided. Please provide the necessary supervision for the students to ensure safe and competent care provision. Students are also instructed to review the Policy and Procedure manuals/online documents to ensure compliance with care. If you are unsure if the student can perform any task or skill, please contact the assigned faculty member and we will be happy to help you.

Students will complete course assignments while in preceptorship to provide evidence they are

meeting course objectives. The preceptor will be asked to provide feedback on student performance throughout the experience. **However, if problems arise or if there is a question, the preceptor should contact the faculty member.**

The student agrees:

1. To negotiate with the preceptor for experiences which will help meet course learning objectives and develop professional competencies.
2. To choose an area for an externship other than a specific unit of current employment or in which externship experiences.
3. To assume all expenses for the externship experience.
4. To have current malpractice insurance, CPR certification, completed Hepatitis vaccination, completed immunizations, Varicella verification, Universal Precautions verification, HIPPA compliance information, healthcare criminal history affidavit compliance documentation, drug screen clearance, and flu shot verification.
5. To assume all costs of health care services are not covered by insurance.
6. To work within the agency's policies as they relate to personal behavior, quality of patient care, and any other student-related requirements.
7. To work in the clinical area only if an approved preceptor is there to supervise.
8. The student will work the schedule of the preceptor.
9. To be aware of the Nurse Practice Act in the state in which the preceptorship is being done and follow the guidelines completely.

At the conclusion of the precepted experience, the preceptor will be asked to complete a summary of the student's performance (form attached). The clinical grade is determined by the SON faculty utilizing evidence provided by the student and preceptor related to clinical outcomes.

FACULTY

The primary role of the faculty is to provide direction and support to the student and preceptor in assuring that the clinical learning outcomes are achieved. The course instructor is the primary contact person for both the student and preceptor and is responsible for maintaining communication with all parties. The final grade for the course, including the clinical component, is issued by the course instructor and will include feedback from the preceptor. Specific responsibilities include:

- Establishing the clinical learning outcomes congruent with the course competencies
- Communicating the expectations of the clinical experience to the student and preceptor
- Coordinating orientation needs of the preceptor
- Providing the preceptor with the materials necessary for mentoring the student
- Collaborating with the preceptor and student in planning the student clinical experience
- Assisting the preceptor and student in identifying problems and providing additional instruction as needed
- Maintaining ongoing, open communication with the student and preceptor to determine student progress in meeting clinical learning outcomes
- Evaluating the final outcomes of the experience

Once again, on behalf of the BMCU School of Nursing, we thank you for precepting nursing

students as they prepare for graduation

PRECEPTOR AGREEMENT AND CONTRACT FOR HOURS

Email to:

This contract serves as an agreement between the preceptor, student, and course faculty. The preceptor will provide supervision of the student's performance of direct patient care during the contract duration. Hours of contract duration will vary in specific courses. These hours are to be completed in a time framework agreeable to the preceptor, student, and faculty. All clinical requirements should be completed prior to the end of the course. If the clinical hours cannot be completed, a conference between course faculty, preceptor, and student will occur in order to successfully resolve the issue.

Documentation of clinical hours is the responsibility of the student and is submitted to course faculty and filed at the Blue Mountain Christian University School of Nursing in the individual student's course file.

A portion of the student's overall clinical grade will be derived from a satisfactory clinical performance and completion of all required hours.

It is acknowledged that completion of required clinical hours does not ensure a passing clinical and/or course grade.

*I hereby **AGREE** to serve as a preceptor for the below referenced student at the designated facility. I also agree that I have received a copy, read, and understood the BMCU SON BSN Preceptor Packet.*

Course NUR 431 Nursing Preceptorship Hours to be completed: hours

Clinical Facility: _____

Preceptor Name: _____

Signature: _____ Date: _____

Student Name: _____

Signature: _____ Date: _____

OR

*I hereby **DO NOT AGREE** to serve as a preceptor for the above referenced student:*

Preceptor Signature

Date

**Blue Mountain Christian University
School of Nursing
Preceptor Data Form**

Date:

Course Name/Number: NUR 431 Nursing Preceptorship

Preceptor Information:

NAME

NURSING UNIT

AGENCY NAME

AGENCY ADDRESS

AGENCY PHONE NUMBER(S)

AGENCY FAX

EMAIL ADDRESS (required)

NOTE: See Preceptor Qualifications for minimum requirements needed.

Home Address (optional):

**Provide RN License Number & State Issued
[OR last SIX digits of SS# if you do not
know your license number] ***

**Has Practiced as an RN for at Least 1
Year:***

YES NO

Educational Background:

Highest Degree Held

Name of College or University

Date

(List any additional degrees and/or
certifications relevant to position, if
desired)

**Work Experience (current to past)
List the following for each position held:**

- Area of Nursing/Title/Dates

1.

- Supervisory Responsibilities: - RNs/LPNs/Aides/Techs - Professional Roles	2. 3. 4. 5.
Signature of Preceptor:	Name (Print) _____ Signature: _____
Signature of Supervisor from Whom Approval has been obtained for Preceptor responsibilities:	Name (Print) _____ Signature: _____ Supervisor's Professional Title: _____

NOTE: Required for state accreditation

Email to:

Preceptor Midterm Evaluation of Student

Email to:

Name of Student: _____ Facility/Clinical Unit: _____

Excellent=4, Good=3; Average = 2; Below Average=1, Failure= 0, or NA Not Applicable

Rate the student's ability regarding:	4,3,2,1,NA
Knowledge for Nursing Practice	
Ability to provide Person-Centered Care	
Ability to practice Population Health	
Level of Scholarship for Nursing Discipline	
Ability to practice with Quality and Safety	
Knowledge of Interprofessional Partnerships	
Knowledge of Systems-Based Practice	
Knowledge of how to access Informatics and Healthcare Technologies	
Ability to practice Professionalism	
Potential for Personal, Professional and Leadership Development	
Clinical Judgment	
Clinical Skills	
Communication	
Compassionate Care	
Diversity, Equity, and Inclusion	
Ethics	
Evidence-Based Practice	
Health Policy	
Social Determinants of Health	

How would you rate the student's overall performance? _____

Preceptor Comments:

Preceptor Signature _____ Date _____

Student Comments

Student Signature _____ Date _____

Preceptor Final Evaluation of Student

Email to:

Name of Student _____

Facility/Clinical Unit _____

The faculty would like your thoughts on how the student met the Student Outcomes.

Student Outcomes of School of Nursing

1. Describe and integrate the missional healing into nursing practice.

Observed/Satisfactory ___ Observed/Unsatisfactory ___ Not observed ___

2. Provide Christlike holistic person-centered care in addressing the complicated healthcare contexts of the patient, family and important others.

Observed/Satisfactory ___ Observed/Unsatisfactory ___ Not observed ___

3. Engage in the provision of nursing care across the health care continuum.

Observed/Satisfactory ___ Observed/Unsatisfactory ___ Not observed ___

4. Apply nursing knowledge in improving patient health and quality of nursing practice.

Observed/Satisfactory ___ Observed/Unsatisfactory ___ Not observed ___

5. Employ quality and safety principles of nursing care in promoting the care of patient and healthcare system effectiveness.

Observed/Satisfactory ___ Observed/Unsatisfactory ___ Not observed ___

6. Collaborate with other members of the healthcare team in promoting the well-being of the patient's care and patient outcomes.

Observed/Satisfactory ___ Observed/Unsatisfactory ___ Not observed ___

7. Engage in the support and leading of complex healthcare systems as a Christian servant in providing care to diverse populations.

Observed/Satisfactory ___ Observed/Unsatisfactory ___ Not observed ___

8. Use health care informatics and other technological processes to provide nursing care in accordance with best practices and professional and regulatory standards.

Observed/Satisfactory ___ Observed/Unsatisfactory ___ Not observed ___

9. Foster the professionalism of Christian nursing through accountability and collaborative processes that reflect nursing's characteristics and values.

Observed/Satisfactory ___ Observed/Unsatisfactory ___ Not observed ___

10. Participate in activities that foster personal development and career-long learning.

Observed/Satisfactory ___ Observed/Unsatisfactory ___ Not observed ___

Do you have any suggestions for changes in the curriculum or clinical experience?

Excellent=4, Good=3; Average = 2; Below Average=1, Failure= 0, or NA Not Applicable

Rate the student's ability regarding:	4,3,2,1,NA
Knowledge for Nursing Practice	
Ability to provide Person-Centered Care	
Ability to practice Population Health	
Level of Scholarship for Nursing Discipline	
Ability to practice with Quality and Safety	
Knowledge of Interprofessional Partnerships	
Knowledge of Systems-Based Practice	
Knowledge of how to access Informatics and Healthcare Technologies	
Ability to practice Professionalism	
Potential for Personal, Professional and Leadership Development	
Clinical Judgment	
Clinical Skills	
Communication	
Compassionate Care	
Diversity, Equity, and Inclusion	
Ethics	
Evidence-Based Practice	
Health Policy	
Social Determinants of Health	

How would you rate the student's overall performance? _____

Preceptor Comments:

Preceptor Signature _____ Date _____

Student Comments

Student Signature _____ Date _____

Student Evaluation of Preceptor/Facility

Student Name _____

Preceptor Name _____

Healthcare facility _____

Was the preceptor available to assist you with providing patient care? Explain

Was the preceptor a role model for characteristics that you want to have? Explain

What were the strengths of your preceptor? Explain

What were challenges to your learning in the environment selected? Explain

Would you select this site again? Explain

Would you recommend this preceptor to other students? Explain

Were you able to accomplish your learning outcomes? Explain

Suggestions for changes in the preceptorship: _____

Rate your overall satisfaction with your preceptor:

4= Highly Satisfied

3= Satisfied
2= Neutral
1= Not Satisfied

Preceptor Packet

NUR 454 Leadership Management for the Practicing Nurse

Dear Preceptor,

The faculty and students at Blue Mountain Christian University School of Nursing thank you for your willingness to host one of our Seniors in your facility. The leadership skills and patient care experiences that the student will encounter will enhance his/her ability to prepare to transition to a professional registered nurse. The experience will allow the student to be better prepared for the challenging economic, diverse, and legal practice environment that nurses face today.

School of Nursing faculty may make rounds to visit and confer with the preceptor and student to make sure the experience is a mutually positive one. We may visit for brief times, acutely aware that your time is valuable. However, at any time you would like to talk with a faculty member, the numbers and contact information are listed below.

Examples of when to contact the assigned faculty advisor or School of Nursing:

- If student is involved in any incident involving patient care, medication errors, or self-injury
- If there are any conflicts that arise between the student, staff, patient, or others within the facility
- If students display unprofessional behaviors or attitudes
- If students fail to provide nursing care with the Nurse Practice Act and agency policies
- Any activities that cause you to be concerned about patient care delivery, safety, or competence in care

We are providing this packet to share with you the clinical outcomes and student's instructions for the clinical experiences. We also request that you complete the brief curriculum vitae attached or send us one that you have already compiled. This information provides documentation for our accrediting body regarding our preceptors.

Again, thank you for sharing your time and wisdom with the students and faculty of BMCU.

School of Nursing	662-685-4771 ext 417 or 182
Course Coordinator	
Associate Dean	Hannah Bascomb 662-523-1097 (cell)

Mission Statement of School of Nursing

The mission of the School of Nursing is to prepare professional nurses from the perspective of a Christian worldview that fosters intellectual integrity, academic excellence, civility and character in one's professional career.

NUR 454 Leadership Management for the Practicing Nurse learning objectives are:

1. Integrate leadership and management theories to strategize and achieve high quality nursing care within the institution.
2. Apply concepts of quality, patient safety and regulatory processes in establishing a high level of quality patient care.
3. Incorporate effective interprofessional and intraprofessional communication techniques to produce positive professional working relationships, to facilitate professional development in self and others, and to deliver evidence-based, patient-centered care.
4. Apply the components of healthcare policy and finance in developing effective leadership and management processes.
5. Demonstrate active nursing leadership and management roles in advocating social justice related to healthcare access, equity, and affordability.
6. Serve as a role model in delivering servant-based leadership and management.

PRECEPTOR

Preceptor Qualifications:

All preceptors must meet the following criteria.

- Possess an active license to practice as an RN in the State of Mississippi (or compact state)
- Hold an earned Baccalaureate Degree in Nursing or higher is preferred. However, preceptors for prelicensure students not prepared at the BSN level must hold an ASN or Diploma in nursing appropriate for the student's learning experience, recognizing the preceptor's experience and practice expertise.
- Have practiced nursing for a minimum of one year (365 days from the date of licensure) in the student's area of study (nursing)
- Willing to volunteer their time and energy for working with the student for a designated time

Role of the Preceptor

The preceptor's primary function is to **supervise and mentor** the student in the clinical area. Ongoing, open communication between the student and preceptor, as well as the preceptor and nursing faculty, will help foster a relationship supportive of positive student learning opportunities. A preceptor, who has agreed to serve in this capacity, will have a student assigned for specific periods of clinical hours. The preceptor will help the student identify how they can meet the

course's clinical outcomes. The preceptor is asked to include the student in leadership activities and supervise them while providing direct patient care. The preceptor may utilize other qualified personnel to achieve outcomes i.e., case manager, social worker, clinical director, ... The preceptor will also function in interpreting the student's role to facility personnel. The student and preceptor will follow facility guidelines for patient care. Students must complete 320 hours during their externship. They are not allowed to work over 12 hours consecutively without the approval of the faculty. Students will work the schedule of their preceptor.

Preceptor agrees:

1. To provide for unit orientation prior to student assuming patient care responsibilities.
2. To provide opportunities for the student to pursue individual learning objectives within the agency's parameters and in accordance with the nursing role assumed by the preceptor.
3. To allow the student to apply knowledge and skills of the nursing process independently and/or collaboratively.
4. To provide opportunities for students to assume leadership roles.
5. To serve as a resource person, consultant, and supervisor for student clinical nursing experience.
6. To assume responsibility for making student assignments with careful attention to learning objectives and to the scope of the students' knowledge and skills.
7. To provide evaluation opportunities for the student daily and/or weekly.
8. To give a written evaluation of the student's performance at midterm and at the completion of their preceptorship. (Form will be provided)
9. To assist faculty in evaluating the externship program and discuss any needed revision.

Students

Each student is CPR certified and has professional liability insurance. The student has provided the SON evidence of compliance with immunizations, screenings, and background checks. Each student has been trained in HIPAA and understands the requirement of confidentiality. The student must provide written evidence of meeting the clinical outcomes without jeopardizing patient confidentiality.

Students will provide the preceptor with an evaluation form to complete as directed by the faculty members. The students will then send the form into their externship advisor. At the end of the externship experience, the students will also request that the preceptor fill out a summary evaluation on their performance.

Legally, nursing students can perform any skill or task that they have successfully checked off on in school. The students must follow the Nurse Practice Act in MS. Students may not perform skills on the skills exclusion list provided. Please provide the necessary supervision for the students to ensure safe and competent care provision. Students are also instructed to review the Policy and Procedure manuals/online documents to ensure compliance with care. If you are unsure if the student can perform any task or skill, please contact the assigned faculty member and we will be happy to help you.

Students will complete course assignments while in preceptorship to provide evidence they are meeting course objectives. The preceptor will be asked to provide feedback on student performance

throughout the experience. **However, if problems arise or if there is a question, the preceptor should contact the faculty member.**

The student agrees:

1. To negotiate with the preceptor for experiences which will help meet course learning objectives and develop professional competencies.
2. To choose an area for an externship other than a specific unit of current employment or in which externship experiences.
3. To assume all expenses for the externship experience.
4. To have current malpractice insurance, CPR certification, completed Hepatitis vaccination, completed immunizations, Varicella verification, Universal Precautions verification, HIPPA compliance information, healthcare criminal history affidavit compliance documentation, drug screen clearance, and flu shot verification.
5. To assume all costs of health care services are not covered by insurance.
6. To work within the agency's policies as they relate to personal behavior, quality of patient care, and any other student-related requirements.
7. To work in the clinical area only if an approved preceptor is there to supervise.
8. The student will work the schedule of the preceptor.
9. To be aware of the Nurse Practice Act in the state in which the preceptorship is being done and follow the guidelines completely.

At the conclusion of the precepted experience, the preceptor will be asked to complete a summary of the student's performance (form attached). The clinical grade is determined by the SON faculty utilizing evidence provided by the student and preceptor related to clinical outcomes.

FACULTY

The primary role of the faculty is to provide direction and support to the student and preceptor in assuring that the clinical learning outcomes are achieved. The course instructor is the primary contact person for both the student and preceptor and is responsible for maintaining communication with all parties. The final grade for the course, including the clinical component, is issued by the course instructor and will include feedback from the preceptor. Specific responsibilities include:

- Establishing the clinical learning outcomes congruent with the course competencies
- Communicating the expectations of the clinical experience to the student and preceptor
- Coordinating orientation needs of the preceptor
- Providing the preceptor with the materials necessary for mentoring the student
- Collaborating with the preceptor and student in planning the student clinical experience
- Assisting the preceptor and student in identifying problems and providing additional instruction as needed

- Maintaining ongoing, open communication with the student and preceptor to determine student progress in meeting clinical learning outcomes
- Evaluating the final outcomes of the experience

Once again, on behalf of the BMCU School of Nursing, we thank you for precepting nursing students as they prepare for graduation.

PRECEPTOR AGREEMENT AND CONTRACT FOR HOURS

Email to:

This contract serves as an agreement between the preceptor, student, and course faculty. The preceptor will provide supervision of the student's performance of direct patient care during the contract duration. Hours of contract duration will vary in specific courses. These hours are to be completed in a time framework agreeable to the preceptor, student, and faculty. All clinical requirements should be completed prior to the end of the course. If the clinical hours cannot be completed, a conference between course faculty, preceptor, and student will occur to successfully resolve the issue.

Documentation of clinical hours is the responsibility of the student and is submitted to course faculty and filed at the Blue Mountain Christian University School of Nursing in the individual student's course file.

A portion of the student's overall clinical grade will be derived from a satisfactory clinical performance and completion of all required hours.

It is acknowledged that completion of required clinical hours does not ensure a passing clinical and/or course grade.

I hereby AGREE to serve as a preceptor for the below referenced student at the designated facility. I also agree that I have received a copy, read, and understood the BMCU SON BSN Preceptor Packet.

Course NUR 454 Leadership/Management Clinical For the Practicing Nurse

Hours to be completed: hours

Clinical Facility: _____

Preceptor Name: _____

Signature: _____ Date: _____

Student Name: _____

Signature: _____ Date: _____

OR

I hereby DO NOT AGREE to serve as a preceptor for the above referenced student:

Preceptor Signature

Date

**Blue Mountain Christian University
School of Nursing
Preceptor Data Form**

Date:

Course Name/Number: NUR 454 Leadership/Management Clinical for the Practicing Nurse

Preceptor Information:

NAME

NURSING UNIT

AGENCY NAME

AGENCY ADDRESS

AGENCY PHONE NUMBER(S)

AGENCY FAX

EMAIL ADDRESS (required)

NOTE: See Preceptor Qualifications for minimum requirements needed.

Home Address (optional):

**Provide RN License Number & State Issued
[OR last SIX digits of SS# if you do not
know your license number] ***

Has Practiced as an RN for at Least 1 Year:
*

YES NO

Educational Background:

Highest Degree Held

Name of College or University

Date

(List any additional degrees and/or
certifications relevant to position, if
desired)

**Work Experience (current to past)
List the following for each position held:**

- Area of Nursing/Title/Dates

1.

- Supervisory Responsibilities:
 - RNs/LPNs/Aides/Techs
- Professional Roles

2.

3.

4.

5.

Signature of Preceptor:

Name (Print)_____

Signature:_____

Signature of Supervisor from Whom Approval has been obtained for Preceptor responsibilities:

Name (Print)_____

Signature:_____

Supervisor's Professional Title:_____

NOTE: Required for state accreditation

Email to:

Preceptor Midterm Evaluation of Student

Email to:

Name of Student: _____ Facility/Clinical Unit: _____

Excellent=4, Good=3; Average = 2; Below Average=1, Failure= 0, or NA Not Applicable

Rate the student's ability regarding:	4,3,2,1, NA
Knowledge for Nursing Practice	
Ability to provide Person-Centered Care	
Ability to practice Population Health	
Level of Scholarship for Nursing Discipline	
Ability to practice with Quality and Safety	
Knowledge of Interprofessional Partnerships	
Knowledge of Systems-Based Practice	
Knowledge of how to access Informatics and Healthcare Technologies	
Ability to practice Professionalism	
Potential for Personal, Professional and Leadership Development	
Clinical Judgment	
Clinical Skills	
Communication	
Compassionate Care	
Diversity, Equity, and Inclusion	
Ethics	
Evidence-Based Practice	
Health Policy	
Social Determinants of Health	

How would you rate the student's overall performance? _____

Preceptor Comments:

Preceptor Signature _____ Date _____
Student Comments _____

Student Signature _____ Date _____

Preceptor Final Evaluation of Student

Email to:

Name of Student _____

Facility/Clinical Unit _____

The faculty would like your thoughts on how the student met the Student Outcomes.

Student Outcomes of School of Nursing

1. Describe and integrate the missional healing into nursing practice.

Observed/Satisfactory ___ Observed/Unsatisfactory ___ Not observed ___

2. Provide Christlike holistic person-centered care in addressing the complicated healthcare contexts of the patient, family and important others.

Observed/Satisfactory ___ Observed/Unsatisfactory ___ Not observed ___

3. Engage in the provision of nursing care across the health care continuum.

Observed/Satisfactory ___ Observed/Unsatisfactory ___ Not observed ___

4. Apply nursing knowledge in improving patient health and quality of nursing practice.

Observed/Satisfactory ___ Observed/Unsatisfactory ___ Not observed ___

5. Employ quality and safety principles of nursing care in promoting the care of patient and healthcare system effectiveness.

Observed/Satisfactory ___ Observed/Unsatisfactory ___ Not observed ___

6. Collaborate with other members of the healthcare team in promoting the well-being of the patient's care and patient outcomes.

Observed/Satisfactory ___ Observed/Unsatisfactory ___ Not observed ___

7. Engage in the support and leading of complex healthcare systems as a Christian servant in providing care to diverse populations.

Observed/Satisfactory ___ Observed/Unsatisfactory ___ Not observed ___

8. Use health care informatics and other technological processes to provide nursing care in accordance with best practices and professional and regulatory standards.

Observed/Satisfactory ___ Observed/Unsatisfactory ___ Not observed ___

9. Foster the professionalism of Christian nursing through accountability and collaborative processes that reflect nursing's characteristics and values.

Observed/Satisfactory ___ Observed/Unsatisfactory ___ Not observed ___

10. Participate in activities that foster personal development and career-long learning.

Observed/Satisfactory ____ Observed/Unsatisfactory ____ Not observed ____

Do you have any suggestions for changes in the curriculum or clinical experience?

Excellent=4, Good=3; Average = 2; Below Average=1, Failure= 0, or NA Not Applicable

Rate the student's ability regarding:	4,3,2,1, NA
Knowledge for Nursing Practice	
Ability to provide Person-Centered Care	
Ability to practice Population Health	
Level of Scholarship for Nursing Discipline	
Ability to practice with Quality and Safety	
Knowledge of Interprofessional Partnerships	
Knowledge of Systems-Based Practice	
Knowledge of how to access Informatics and Healthcare Technologies	
Ability to practice Professionalism	
Potential for Personal, Professional and Leadership Development	
Clinical Judgment	
Clinical Skills	
Communication	
Compassionate Care	
Diversity, Equity, and Inclusion	
Ethics	
Evidence-Based Practice	
Health Policy	
Social Determinants of Health	

How would you rate the student's overall performance? _____

Preceptor Comments:

Preceptor Signature _____

Date _____

Student Comments

Student Signature _____ Date _____

Student Evaluation of Preceptor/Facility

Student Name _____

Preceptor Name _____

Healthcare facility _____

Was the preceptor available to assist you with providing patient care? Explain

Was the preceptor a role model for characteristics that you want to have? Explain

What were the strengths of your preceptor? Explain

What were challenges to your learning in the environment selected? Explain

Would you select this site again? Explain

Would you recommend this preceptor to other students? Explain

Were you able to accomplish your learning outcomes? Explain

Suggestions for changes in the preceptorship: _____

Rate your overall satisfaction with your preceptor:

4= Highly Satisfied
3= Satisfied
2= Neutral
1= Not Satisfied

PORTFOLIO

Students will be required to maintain a portfolio during the program. Components of the portfolio will be collected in one course each semester. The portfolio assignments must be completed to pass the associated course each semester.

BSN – Traditional Track Portfolio Template

Section 1 – Clinical Requirements

- Copy of Up-to-Date Health Insurance
- Copy of Up-to-Date Automobile Insurance
- Copy of Up-to-Date Driver's License
- Copy of Proof of Required Vaccinations or Titers (MMR, Hepatitis, COVID, Varicella)
- Copy of Background Check
- Copy of Most Recent Drug Screen
- Copy of Most Recent Physical Exam
- Copy of CPR Certification
- Clinical Check-off Rubric
- Current Skills and Essentials Checklist

Section 2 – Semester Evidence

* = the course the portfolio assignment is due for a grade.

Novice – 1st semester evidence

*NUR 300 – Copy of Professional Christian Nursing Paper

- NUR 301 – Copy of HESI exam scores
- NUR 302 – Copy of best clinical paperwork
- NUR 303 – Copy of HESI exam scores
- NUR 304 – Copy of HESI exam scores

Beginner – 2nd semester evidence

*NUR 330 – Copy of Health Informatics assignment

- NUR 331 – Copy of HESI exam scores
- NUR 332 – Copy of best clinical paperwork
- NUR 333 – Copy of HESI exam scores
- NUR 334 – copy of HESI exam scores

Advanced Beginner – 3rd semester evidence

- NUR 400 – Copy of HESI exam scores
- NUR 401 – Copy of best clinical paperwork
- *NUR 402 – Copy of EBP critique
- NUR 403 – Copy of Community Assessment Presentation

Competent – 4th semester evidence

- NUR 430 – Copy of Resume, Cover Letter, and Philosophy Paper
- *NUR 431 – Copy of Preceptorship Journals and Preceptor Final Evaluation
- NUR 432 – Copy of HESI exam scores
- NUR 433 – Copy of best clinical paperwork
- NUR 434 – Copy of HESI NCLEX RN 1 and 2

Section 3 - Portfolio Self-Assessment

Student Name:

Self-Assessment Instructions: Complete the Appropriate column for the semester you are completing. Score yourself based on how well you think you meet The Essentials at this time and the Student Learning Outcomes for the program.

N = Novice B = Beginner AB = Advanced Beginner C = Competent

The Essentials of Baccalaureate Education for Professional Nursing Practice (AACN, 2021) can be found: [Essentials-2021.pdf \(aacnnursing.org\)](#)

BMCU Student Learning Outcomes can be found in the student handbook in Canvas and on [bmcnursing.org](#)

Domains with Competencies	Semester			
	1	2	3	4
1. Knowledge for Nursing Practice Integration, translation, and application of established and evolving disciplinary nursing knowledge and ways of knowing, as well as knowledge from other disciplines, including a foundation in liberal arts and natural and social sciences. This distinguishes the practice of professional nursing and forms the basis for clinical judgment and innovation in nursing practice.				
1.1 Demonstrate an understanding of the discipline of nursing's distinct perspective and where shared perspectives exist with other disciplines				
1.2 Apply theory and research-based knowledge from nursing, the arts, humanities, and other sciences.				
1.3 Demonstrate clinical judgment founded on a broad knowledge base.				

2. Person-Centered Care Person-centered care focuses on the individual within multiple complicated contexts, including family and/or important others. Person-centered care is holistic, individualized, just, respectful, compassionate, coordinated, evidence-based, and developmentally appropriate. Person-centered care builds on a scientific body of knowledge that guides nursing practice regardless of specialty or functional area.				
2.1 Engage with the Individual in establishing a caring relationship.				
2.2 Communicate effectively with individuals.				
2.3 Integrate assessment skills in practice.				
2.4 Diagnose actual or potential health problems and needs.				
2.5 Develop a plan of care.				
2.6 Demonstrate accountability for care delivery.				
2.7 Evaluate outcomes of care.				
2.8 Promote self-care management.				
2.9 Provide care coordination.				
3. Population Health Population health spans the healthcare delivery continuum from public health prevention to disease management of populations and describes collaborative activities with both traditional and non-traditional partnerships from affected communities, public health, industry, academia, health care, local government entities, and others for the improvement of equitable population health outcomes.				
3.1 Manage population health.				
3.2 Engage in effective partnerships.				
3.3 Consider the socioeconomic impact of the delivery of health care.				
3.4 Advance equitable population health policy.				
3.5 Demonstrate advocacy strategies.				
3.6 Advance preparedness to protect population health during disasters and public health emergencies.				
4. Scholarship for the Nursing Discipline The generation, synthesis, translation, application, and dissemination of nursing knowledge to improve health and transform health care.				
4.1 Advance the scholarship of nursing				
4.2 Integrate best evidence into nursing practice.				
4.3 Promote the ethical conduct of scholarly activities.				
5. Quality and Safety Employment of established and emerging principles of safety and improvement of science. Quality and safety, as core values of nursing practice, enhance quality and minimize risk of harm to patients and providers through both system effectiveness and individual performance.				

5.1 Apply quality improvement principles in care delivery.				
5.2 Contribute to a culture of patient safety.				
5.3 Contribute to a culture of provider and work environment safety.				
6. Interprofessional Partnerships Intentional collaboration across professions and with care team members, patients, families, communities, and other stakeholders to optimize care, enhance the healthcare experience, and strengthen outcomes.				
6.1 Communicate in a manner that facilitates a partnership approach to quality care delivery.				
6.2 Perform effectively in different team roles, using principles and values of team dynamics.				
6.3 Use knowledge of nursing and other professions to address healthcare needs.				
6.4 Work with other professions to maintain a climate of mutual learning, respect, and shared values.				
7. Systems- Based Practice Responding to and leading within complex systems of health care. Nurses effectively and proactively coordinate resources to provide safe, quality, and equitable care to diverse populations.				
7.1 Apply knowledge of systems to work effectively across the continuum of care.				
7.2 Incorporate consideration of cost-effectiveness of care.				
7.3 Optimize system effectiveness through application of innovation and evidence-based practice.				
8. Informatics and Healthcare Technologies Information and communication technologies and informatics processes are used to provide care, gather data, form information to drive decision making, and support professionals as they expand knowledge and wisdom for practice. Informatics processes and technologies are used to manage and improve the delivery of safe, high-quality, and efficient healthcare services in accordance with best practice and professional and regulatory standards.				
8.1 Describe the various information and communication technology tools used in the care of patients, communities, and populations.				
8.2 Use information and communication technology to gather data, create information, and generate knowledge.				
8.3 Use information and communication technologies and informatics processes to deliver safe nursing care to diverse populations in a variety of settings.				
8.4 Use information and communication technology to support documentation of care and communication among providers, patients, and all system levels.				

8.5 Use information and communication technologies in accordance with ethical, legal, professional, and regulatory standards, and workplace policies in the delivery of care.				
9. Professionalism Formation and cultivation of a sustainable professional nursing identity, accountability, perspective, collaborative disposition, and comportment that reflects nursing characteristics and values.				
9.1 Demonstrate an ethical comportment in one's practice reflective of nursing mission to society.				
9.2 Employ participatory approach to nursing care.				
9.3 Demonstrate accountability to the individual, society, and profession.				
9.4 Comply with relevant laws, policies, and regulations.				
9.5 Demonstrate the professional identity of nursing.				
9.6 Integrate diversity, equity, and inclusion as core to one's professional identity.				
10. Personal, Professional, and Leadership Development Participation in activities and self-reflection that foster personal health, resilience, and well-being, lifelong learning, and support the acquisition of nursing expertise and assertion of leadership.				
10.1 Demonstrate a commitment to personal health and well-being.				
10.2 Demonstrate a spirit of inquiry that fosters flexibility and professional maturity.				
10.3 Develop capacity for leadership.				

Concepts	Semester			
	1	2	3	4
Clinical Judgement As one of the key attributes of professional nursing, clinical judgment refers to the process by which nurses make decisions based on nursing knowledge (evidence, theories, ways/patterns of knowing), other disciplinary knowledge, critical thinking, and clinical reasoning (Manetti, 2019). This process is used to understand and interpret information in the delivery of care. Clinical decision making based on clinical judgment is directly related to care outcomes.				
Communication Communication, informed by nursing and other theories, is a central component in all areas of nursing practice. Communication is defined as an exchange of information, thoughts, and feelings through a variety of mechanisms. The definition encompasses the various ways people interact with each other, including verbal, written, behavioral, body language, touch, and emotion. Communication also includes intentionality, mutuality, partnerships,				

trust, and presence. Effective communication between nurses and individuals and between nurses and other health professionals is necessary for the delivery of high quality, individualized nursing care. With increasing frequency, communication is delivered through technological modalities. Communication also is a core component of team-based, interprofessional care and closely interrelated with the concept of Social Determinants of Health (described below).				
Compassionate Care As an essential principle of person-centered care, compassionate care refers to the way nurses relate to others as human beings and involves “noticing another person’s vulnerability, experiencing an emotional reaction to this, and acting in some way with them in a way that is meaningful for people” (Murray & Tuqiri, 2020). Compassionate care is interrelated with other concepts such as caring, empathy, and respect and is also closely associated with patient satisfaction.				
Diversity, Equity, and Inclusion Collectively, diversity, equity, and inclusion (DEI) refer to a broad range of individual, population, and social constructs and is adapted in the Essentials as one of the most visible concepts. Although these are collectively considered a concept, differentiation of each conceptual element leads to enhanced understanding.				
Ethics Core to professional nursing practice, ethics refers to principles that guide a person’s behavior. Ethics is closely tied to moral philosophy involving the study of or examination of morality through a variety of different approaches (Tubbs, 2009). There are commonly accepted principles in bioethics that include autonomy, beneficence, non-maleficence, and justice (ANA 2015; ACNM, 2015; AANA, 2018; ICN, 2012). The study of ethics as it relates to nursing practice has led to the exploration of other relevant concepts, including moral distress, moral hazard, moral community, and moral or critical resilience.				
Evidence-Based Practice The delivery of optimal health care requires the integration of current evidence and clinical expertise with individual and family preferences. Evidence-based practice is a problem-solving approach to the delivery of health care that integrates best evidence from studies and patient care data with clinician expertise and patient preferences and values (Melnik, Fineout-Overhold, Stillwell, & Williamson, 2010). In addition, there is a need to consider those scientific studies that ask: whose perspectives are solicited, who creates the evidence, how is that evidence created, what questions remain unanswered, and what harm may be created? Answers to these questions are paramount to incorporating meaningful, culturally safe, evidence-based practice (Nursing Mutual Aid, 2020).				

Health Policy Health policy involves goal directed decision-making about health that is the result of an authorized public decision-making process (Keller & Ridenour, 2021). Nurses play critical roles in advocating policy that impacts patients and the profession, especially when speaking with a united voice on issues that affect nursing practice and health outcomes. Nurses can have a profound influence on health policy by becoming engaged in the policy process on many levels, which includes interpreting, evaluating, and leading policy change.				
Social Determinants of Health Determinants of health, a broader term, include personal, social, economic, and environmental factors that impact health. Social determinants of health, a primary component of determinants of health “are the conditions in the environment where people are born, live, learn, work, play, worship, and age that affect a wide range of health, functioning, and quality of life outcomes and risks.” The social determinants of health contribute to wide health disparities and inequities in areas such as economic stability, education quality and access, healthcare quality and access, neighborhood and built environment, and social and community context (Healthy People, 2030). Nursing practices such as assessment, health promotion, access to care, and patient teaching support improvements in health outcomes. The social determinants of health are closely interrelated with the concepts of diversity, equity, and inclusion, health policy, and communication.				

BMCU SON Student Learning Outcomes	Semester 1	Semester 2	Semester 3	Semester 4
1. Describe and integrate missional healing into nursing practice.				
2. Provide Christ-line holistic person-centered care in addressing the complicated healthcare contexts of the patient, family and important others.				
3. Engage in the provision of nursing care across the healthcare continuum that includes public health prevention, management of acute and chronic disease processes, and other non-traditional entities in promoting population health outcomes.				

4. Apply nursing knowledge in improving patient health and quality of nursing practice.				
5. Employ quality and safety principles of nursing care in promoting the care of patients and healthcare system effectiveness.				
6. Collaborate with other members of the healthcare team in promoting the well-being of the patient's care and the patient's outcomes.				
7. Engage in the support and leading of complex healthcare systems as a Christian servant in providing care to diverse populations.				
8. Use healthcare informatics and other technological processes to provide nursing care in accordance with best practices and professional and regulatory standards.				
9. Foster the professionalism of Christian nursing through accountability and collaborative processes that reflect nursing's characteristics and values.				
10. Participate in activities that foster personal development and career-long learning.				

Section 4: Reflective Journaling

Instructions: Explain how you have progressed in each Student Learning Outcome over the semester. Give specific assignment or clinical experience examples for each outcome (10). Use complete sentences. In a separate paragraph, include specific examples of how you provided Christ-like wholistic person-centered care each semester.

Semester 1:

- 1 –
- 2 –
- 3 –
- 4 –
- 5 –
- 6 –
- 7 –

8 –
9 –
10 –

Christ-Like Wholistic Person-Centered Care –

Semester 2:

1 –
2 –
3 –
4 –
5 –
6 –
7 –
8 –
9 –
10 –

Christ-Like Wholistic Person-Centered Care –

Semester 3:

1 –
2 –
3 –
4 –
5 –
6 –
7 –
8 –
9 –
10 –

Christ-Like Wholistic Person-Centered Care –

Semester 4:

1 –
2 –
3 –
4 –
5 –
6 –
7 –
8 –
9 –
10 –

Christ-Like Wholistic Person-Centered Care –

Portfolio Grading Rubric

10 points Section 1: Clinical Requirements – All clinical requirements are present and up to date.

20 points Section 2: Semester Evidence – All past semester evidence is provided as well as the current semester evidence.

20 points Section 3: Self-Assessment – All past semester assessments are complete as well as the current semester self-assessment.

30 points Section 4: Reflective Journaling – All past semester reflective journaling is complete as well as the current semester reflective journaling. Journaling is thorough with complete sentences and correct grammar.

20 points Professional Appearance – Journal is in a professional-looking binder, is neat and organized, and has a table of contents and appropriately labeled tabs.

BSN – Accelerated Track Portfolio Template

Section 1 – Clinical Requirements

- Copy of Up-to-Date Health Insurance
- Copy of Up-to-Date Automobile Insurance
- Copy of Up-to-Date Driver's License
- Copy of Proof of Required Vaccinations or Titers (MMR, Hepatitis, COVID, Varicella)
- Copy of Background Check
- Copy of Most Recent Drug Screen
- Copy of Most Recent Physical Exam
- Copy of CPR Certification
- Clinical Check-off Rubric
- Current Skills and Essentials Checklist

Section 2 – Semester Evidence

* = the course the portfolio assignment is due for a grade.

Novice – 1st semester evidence

*NUR 300 – Copy of Professional Christian Nursing Paper

- NUR 301 – Copy of HESI exam scores
- NUR 302 – Copy of best clinical paperwork
- NUR 303 – Copy of HESI exam scores
- NUR 304 – Copy of HESI exam scores
- NUR 401A – Copy of best clinical paperwork
- NUR 403 – Copy of Community Assessment Presentation

Beginner/Advanced Beginner – 2nd semester evidence

*NUR 330 – Copy of Health Informatics assignment

- NUR 331 – Copy of HESI exam scores
- NUR 332 – Copy of best clinical paperwork
- NUR 333 – Copy of HESI exam scores
- NUR 334 – copy of HESI exam scores
- NUR 401B – Copy of best clinical paperwork
- NUR 400 – Copy of HESI exam scores

Competent – 3rd semester evidence

*NUR 402 – Copy of EBP critique

- NUR 430 – Copy of Resume, Cover Letter, and Philosophy Paper
- *NUR 431 – Copy of Preceptorship Journals and Preceptor Final Evaluation
- NUR 432 – Copy of HESI exam scores
- NUR 433 – Copy of best clinical paperwork
- NUR 434 – Copy of HESI NCLEX RN 1 and 2

Section 3 - Portfolio Self-Assessment

Student Name:

Self-Assessment Instructions: Complete the Appropriate column for the semester you are

completing. Score yourself based on how well you think you meet The Essentials at this time and the Student Learning Outcomes for the program.

N = Novice B = Beginner AB = Advanced Beginner C = Competent

The Essentials of Baccalaureate Education for Professional Nursing Practice (AACN, 2021) can be found: [Essentials-2021.pdf \(aacnnursing.org\)](https://www.aacnnursing.org/essentials-2021.pdf)

BMCU Student Learning Outcomes can be found in the student handbook in Canvas and on bmcnursing.org

Domains with Competencies	Semester		
	1	2	3
11. Knowledge for Nursing Practice Integration, translation, and application of established and evolving disciplinary nursing knowledge and ways of knowing, as well as knowledge from other disciplines, including a foundation in liberal arts and natural and social sciences. This distinguishes the practice of professional nursing and forms the basis for clinical judgment and innovation in nursing practice.			
1.1 Demonstrate an understanding of the discipline of nursing's distinct perspective and where shared perspectives exist with other disciplines			
1.2 Apply theory and research-based knowledge from nursing, the arts, humanities, and other sciences.			
1.3 Demonstrate clinical judgment founded on a broad knowledge base.			
12. Person-Centered Care Person-centered care focuses on the individual within multiple complicated contexts, including family and/or important others. Person-centered care is holistic, individualized, just, respectful, compassionate, coordinated, evidence-based, and developmentally appropriate. Person-centered care builds on a scientific body of knowledge that guides nursing practice regardless of specialty or functional area.			
2.1 Engage with the Individual in establishing a caring relationship.			
2.2 Communicate effectively with individuals.			
2.3 Integrate assessment skills in practice.			
2.4 Diagnose actual or potential health problems and needs.			
2.5 Develop a plan of care.			
2.6 Demonstrate accountability for care delivery.			
2.7 Evaluate outcomes of care.			
2.8 Promote self-care management.			
2.9 Provide care coordination.			
13. Population Health Population health spans the healthcare delivery continuum from public health prevention to disease management of populations and describes collaborative activities with both traditional and non-traditional partnerships from affected communities, public health,			

industry, academia, health care, local government entities, and others for the improvement of equitable population health outcomes.			
3.1 Manage population health.			
3.2 Engage in effective partnerships.			
3.3 Consider the socioeconomic impact of the delivery of health care.			
3.4 Advance equitable population health policy.			
3.5 Demonstrate advocacy strategies.			
3.6 Advance preparedness to protect population health during disasters and public health emergencies.			
14. Scholarship for the Nursing Discipline The generation, synthesis, translation, application, and dissemination of nursing knowledge to improve health and transform health care.			
4.1 Advance the scholarship of nursing			
4.2 Integrate best evidence into nursing practice.			
4.3 Promote the ethical conduct of scholarly activities.			
15. Quality and Safety Employment of established and emerging principles of safety and improvement of science. Quality and safety, as core values of nursing practice, enhance quality and minimize risk of harm to patients and providers through both system effectiveness and individual performance.			
5.1 Apply quality improvement principles in care delivery.			
5.2 Contribute to a culture of patient safety.			
5.3 Contribute to a culture of provider and work environment safety.			
16. Interprofessional Partnerships Intentional collaboration across professions and with care team members, patients, families, communities, and other stakeholders to optimize care, enhance the healthcare experience, and strengthen outcomes.			
6.1 Communicate in a manner that facilitates a partnership approach to quality care delivery.			
6.2 Perform effectively in different team roles, using principles and values of team dynamics.			
6.3 Use knowledge of nursing and other professions to address healthcare needs.			
6.4 Work with other professions to maintain a climate of mutual learning, respect, and shared values.			
17. Systems- Based Practice Responding to and leading within complex systems of health care. Nurses effectively and proactively coordinate resources to provide safe, quality, and equitable care to diverse populations.			
7.1 Apply knowledge of systems to work effectively across the continuum of care.			

7.2 Incorporate consideration of cost-effectiveness of care.			
7.3 Optimize system effectiveness through application of innovation and evidence-based practice.			
18. Informatics and Healthcare Technologies Information and communication technologies and informatics processes are used to provide care, gather data, form information to drive decision making, and support professionals as they expand knowledge and wisdom for practice. Informatics processes and technologies are used to manage and improve the delivery of safe, high-quality, and efficient healthcare services in accordance with best practice and professional and regulatory standards.			
8.1 Describe the various information and communication technology tools used in the care of patients, communities, and populations.			
8.2 Use information and communication technology to gather data, create information, and generate knowledge.			
8.3 Use information and communication technologies and informatics processes to deliver safe nursing care to diverse populations in a variety of settings.			
8.4 Use information and communication technology to support documentation of care and communication among providers, patients, and all system levels.			
8.5 Use information and communication technologies in accordance with ethical, legal, professional, and regulatory standards, and workplace policies in the delivery of care.			
19. Professionalism Formation and cultivation of a sustainable professional nursing identity, accountability, perspective, collaborative disposition, and comportment that reflects nursing characteristics and values.			
9.1 Demonstrate an ethical comportment in one's practice reflective of nursing mission to society.			
9.2 Employ participatory approach to nursing care.			
9.3 Demonstrate accountability to the individual, society, and profession.			
9.4 Comply with relevant laws, policies, and regulations.			
9.5 Demonstrate the professional identity of nursing.			
9.6 Integrate diversity, equity, and inclusion as core to one's professional identity.			
20. Personal, Professional, and Leadership Development Participation in activities and self-reflection that foster personal health, resilience, and well-being, lifelong learning, and support the acquisition of nursing expertise and assertion of leadership.			
10.1 Demonstrate a commitment to personal health and well-being.			

10.2 Demonstrate a spirit of inquiry that fosters flexibility and professional maturity.			
10.3 Develop capacity for leadership.			

	Semester		
Concepts	1	2	3
Clinical Judgement As one of the key attributes of professional nursing, clinical judgment refers to the process by which nurses make decisions based on nursing knowledge (evidence, theories, ways/patterns of knowing), other disciplinary knowledge, critical thinking, and clinical reasoning (Manetti, 2019). This process is used to understand and interpret information in the delivery of care. Clinical decision making based on clinical judgment is directly related to care outcomes.			
Communication Communication, informed by nursing and other theories, is a central component in all areas of nursing practice. Communication is defined as an exchange of information, thoughts, and feelings through a variety of mechanisms. The definition encompasses the various ways people interact with each other, including verbal, written, behavioral, body language, touch, and emotion. Communication also includes intentionality, mutuality, partnerships, trust, and presence. Effective communication between nurses and individuals and between nurses and other health professionals is necessary for the delivery of high quality, individualized nursing care. With increasing frequency, communication is delivered through technological modalities. Communication also is a core component of team-based, interprofessional care and closely interrelated with the concept of Social Determinants of Health (described below).			
Compassionate Care As an essential principle of person-centered care, compassionate care refers to the way nurses relate to others as human beings and involves “noticing another person’s vulnerability, experiencing an emotional reaction to this, and acting in some way with them in a way that is meaningful for people” (Murray & Tuqiri, 2020). Compassionate care is interrelated with other concepts such as caring, empathy, and respect and is also closely associated with patient satisfaction.			
Diversity, Equity, and Inclusion Collectively, diversity, equity, and inclusion (DEI) refer to a broad range of individual, population, and social constructs and is adapted in the Essentials as one of the most visible concepts. Although these are collectively considered a concept, differentiation of each conceptual element leads to enhanced understanding.			
Ethics			

Core to professional nursing practice, ethics refers to principles that guide a person’s behavior. Ethics is closely tied to moral philosophy involving the study of or examination of morality through a variety of different approaches (Tubbs, 2009). There are commonly accepted principles in bioethics that include autonomy, beneficence, non-maleficence, and justice (ANA 2015; ACNM, 2015; AANA, 2018; ICN, 2012). The study of ethics as it relates to nursing practice has led to the exploration of other relevant concepts, including moral distress, moral hazard, moral community, and moral or critical resilience.			
Evidence-Based Practice The delivery of optimal health care requires the integration of current evidence and clinical expertise with individual and family preferences. Evidence-based practice is a problem-solving approach to the delivery of health care that integrates best evidence from studies and patient care data with clinician expertise and patient preferences and values (Melnik, Fineout-Overhold, Stillwell, & Williamson, 2010). In addition, there is a need to consider those scientific studies that ask: whose perspectives are solicited, who creates the evidence, how is that evidence created, what questions remain unanswered, and what harm may be created? Answers to these questions are paramount to incorporating meaningful, culturally safe, evidence-based practice (Nursing Mutual Aid, 2020).			
Health Policy Health policy involves goal directed decision-making about health that is the result of an authorized public decision-making process (Keller & Ridenour, 2021). Nurses play critical roles in advocating policy that impacts patients and the profession, especially when speaking with a united voice on issues that affect nursing practice and health outcomes. Nurses can have a profound influence on health policy by becoming engaged in the policy process on many levels, which includes interpreting, evaluating, and leading policy change.			
Social Determinants of Health Determinants of health, a broader term, include personal, social, economic, and environmental factors that impact health. Social determinants of health, a primary component of determinants of health “are the conditions in the environment where people are born, live, learn, work, play, worship, and age that affect a wide range of health, functioning, and quality of life outcomes and risks.” The social determinants of health contribute to wide health disparities and inequities in areas such as economic stability, education quality and access, healthcare quality and access, neighborhood and built environment, and social and community context (Healthy People, 2030). Nursing practices such as assessment, health promotion, access to care, and patient teaching support improvements in health outcomes. The social determinants of health are closely interrelated			

with the concepts of diversity, equity, and inclusion, health policy, and communication.			
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BMCU SON Student Learning Outcomes	Semester 1	Semester 2	Semester 3
11. Describe and integrate missional healing into nursing practice.			
12. Provide Christ-line holistic person-centered care in addressing the complicated healthcare contexts of the patient, family and important others.			
13. Engage in the provision of nursing care across the healthcare continuum that includes public health prevention, management of acute and chronic disease processes, and other non-traditional entities in promoting population health outcomes.			
14. Apply nursing knowledge in improving patient health and quality of nursing practice.			
15. Employ quality and safety principles of nursing care in promoting the care of patients and healthcare system effectiveness.			
16. Collaborate with other members of the healthcare team in promoting the well-being of the patient's care and the patient's outcomes.			
17. Engage in the support and leading of complex healthcare systems as a Christian servant in providing care to diverse populations.			
18. Use healthcare informatics and other technological processes to provide nursing care in accordance with best practices and professional and regulatory standards.			
19. Foster the professionalism of Christian nursing through accountability and collaborative processes that reflect nursing's characteristics and values.			
20. Participate in activities that foster personal development and career-long learning.			

Section 4: Reflective Journaling

Instructions: Explain how you have progressed in each Student Learning Outcome over the semester. Give specific assignment or clinical experience examples for each outcome (10). Use complete sentences. In a separate paragraph, include specific examples of how you provided Christ-like wholistic person-centered care each semester.

Semester 1:

- 1 –
- 2 –
- 3 –
- 4 –
- 5 –
- 6 –
- 7 –
- 8 –
- 9 –
- 10 –

Christ-Like Wholistic Person-Centered Care –

Semester 2:

- 1 –
- 2 –
- 3 –
- 4 –
- 5 –
- 6 –
- 7 –
- 8 –
- 9 –
- 10 –

Christ-Like Wholistic Person-Centered Care –

Semester 3:

- 1 –
- 2 –
- 3 –
- 4 –
- 5 –
- 6 –
- 7 –
- 8 –
- 9 –
- 10 –

Christ-Like Wholistic Person-Centered Care –

Portfolio Grading Rubric

10 points Section 1: Clinical Requirements – All clinical requirements are present and up to date.

20 points Section 2: Semester Evidence – All past semester evidence is provided as well as the current semester evidence.

20 points Section 3: Self-Assessment – All past semester assessments are complete as well as the current semester self-assessment.

30 points Section 4: Reflective Journaling – All past semester reflective journaling is complete as well as the current semester reflective journaling. Journaling is thorough with complete sentences and correct grammar.

20 points Professional Appearance – Journal is in a professional-looking binder, is neat and organized, and has a table of contents and appropriately labeled tabs.

RN to BSN – Part-Time Track Portfolio Template

Section 1 – Clinical Requirements

- Copy of Up-to-Date Health Insurance
- Copy of Up-to-Date Automobile Insurance
- Copy of Up-to-Date Driver's License
- Copy of Proof of Required Vaccinations or Titers (MMR, Hepatitis, COVID, Varicella)
- Copy of Background Check
- Copy of Most Recent Drug Screen
- Copy of Most Recent Physical Exam
- Copy of CPR Certification
- Clinical Check-off Rubric
- Current Skills and Essentials Checklist

Section 2 – Semester Evidence

* = the course the portfolio assignment is due for a grade.

Novice/Beginner/Advanced Beginner/Competent – 1st semester evidence

- *NUR 350 – Copy of Professional Christian Nursing Paper
- NUR 351 – Copy of Quality and Safety Assignment

Novice/Beginner/Advanced Beginner/Competent – 2nd semester evidence

- NUR 352 – Copy of Head-to-Toe Assessment Documentation and Grading Rubric
- * NUR 353 – Copy of Informatics Assignment
- NUR 450 – Copy of EBP critique

Novice/Beginner/Advanced Beginner/Competent – 3rd semester evidence

- * NUR 451 – Copy of Family Assessment
- NUR 452 – Copy of Community Assessment and Implementation

Novice/Beginner/Advanced Beginner/Competent – 4th semester evidence

- * NUR 453 – Copy of Resume, Cover Letter, and Philosophy Paper
- NUR 454 – Copy of Direct Clinical Assignment

Section 3 - Portfolio Self-Assessment

Student Name:

Self-Assessment Instructions: Complete the Appropriate column for the semester you are completing. Score yourself based on how well you think you meet The Essentials at this time and the Student Learning Outcomes for the program.

N = Novice B = Beginner AB = Advanced Beginner C = Competent

The Essentials of Baccalaureate Education for Professional Nursing Practice (AACN, 2021) can be found: [Essentials-2021.pdf \(aacnnursing.org\)](https://www.aacnnursing.org/essentials-2021.pdf)

BMCU Student Learning Outcomes can be found in the student handbook in Canvas and on bmcnursing.org

Domains with Competencies	Semester			
	1	2	3	4
21. Knowledge for Nursing Practice Integration, translation, and application of established and evolving disciplinary nursing knowledge and ways of knowing, as well as knowledge from other disciplines, including a foundation in liberal arts and natural and social sciences. This distinguishes the practice of professional nursing and forms the basis for clinical judgment and innovation in nursing practice.				
1.1 Demonstrate an understanding of the discipline of nursing's distinct perspective and where shared perspectives exist with other disciplines				
1.2 Apply theory and research-based knowledge from nursing, the arts, humanities, and other sciences.				
1.3 Demonstrate clinical judgment founded on a broad knowledge base.				
22. Person-Centered Care Person-centered care focuses on the individual within multiple complicated contexts, including family and/or important others. Person-centered care is holistic, individualized, just, respectful, compassionate, coordinated, evidence-based, and developmentally appropriate. Person-centered care builds on a scientific body of knowledge that guides nursing practice regardless of specialty or functional area.				
2.1 Engage with the Individual in establishing a caring relationship.				
2.2 Communicate effectively with individuals.				
2.3 Integrate assessment skills in practice.				
2.4 Diagnose actual or potential health problems and needs.				
2.5 Develop a plan of care.				
2.6 Demonstrate accountability for care delivery.				
2.7 Evaluate outcomes of care.				
2.8 Promote self-care management.				
2.9 Provide care coordination.				
23. Population Health Population health spans the healthcare delivery continuum from public health prevention to disease management of populations and describes collaborative activities with both traditional and non-traditional partnerships from affected communities, public health, industry, academia, health care, local government entities, and others for the improvement of equitable population health outcomes.				
3.1 Manage population health.				
3.2 Engage in effective partnerships.				
3.3 Consider the socioeconomic impact of the delivery of health care.				
3.4 Advance equitable population health policy.				

3.5 Demonstrate advocacy strategies.				
3.6 Advance preparedness to protect population health during disasters and public health emergencies.				
24. Scholarship for the Nursing Discipline The generation, synthesis, translation, application, and dissemination of nursing knowledge to improve health and transform health care.				
4.1 Advance the scholarship of nursing				
4.2 Integrate best evidence into nursing practice.				
4.3 Promote the ethical conduct of scholarly activities.				
25. Quality and Safety Employment of established and emerging principles of safety and improvement of science. Quality and safety, as core values of nursing practice, enhance quality and minimize risk of harm to patients and providers through both system effectiveness and individual performance.				
5.1 Apply quality improvement principles in care delivery.				
5.2 Contribute to a culture of patient safety.				
5.3 Contribute to a culture of provider and work environment safety.				
26. Interprofessional Partnerships Intentional collaboration across professions and with care team members, patients, families, communities, and other stakeholders to optimize care, enhance the healthcare experience, and strengthen outcomes.				
6.1 Communicate in a manner that facilitates a partnership approach to quality care delivery.				
6.2 Perform effectively in different team roles, using principles and values of team dynamics.				
6.3 Use knowledge of nursing and other professions to address healthcare needs.				
6.4 Work with other professions to maintain a climate of mutual learning, respect, and shared values.				
27. Systems- Based Practice Responding to and leading within complex systems of health care. Nurses effectively and proactively coordinate resources to provide safe, quality, and equitable care to diverse populations.				
7.1 Apply knowledge of systems to work effectively across the continuum of care.				
7.2 Incorporate consideration of cost-effectiveness of care.				
7.3 Optimize system effectiveness through application of innovation and evidence-based practice.				
28. Informatics and Healthcare Technologies Information and communication technologies and informatics processes are used to provide care, gather data, form information to drive decision making, and support professionals as they expand				

knowledge and wisdom for practice. Informatics processes and technologies are used to manage and improve the delivery of safe, high-quality, and efficient healthcare services in accordance with best practice and professional and regulatory standards.				
8.1 Describe the various information and communication technology tools used in the care of patients, communities, and populations.				
8.2 Use information and communication technology to gather data, create information, and generate knowledge.				
8.3 Use information and communication technologies and informatics processes to deliver safe nursing care to diverse populations in a variety of settings.				
8.4 Use information and communication technology to support documentation of care and communication among providers, patients, and all system levels.				
8.5 Use information and communication technologies in accordance with ethical, legal, professional, and regulatory standards, and workplace policies in the delivery of care.				
29. Professionalism Formation and cultivation of a sustainable professional nursing identity, accountability, perspective, collaborative disposition, and comportment that reflects nursing characteristics and values.				
9.1 Demonstrate an ethical comportment in one's practice reflective of nursing mission to society.				
9.2 Employ participatory approach to nursing care.				
9.3 Demonstrate accountability to the individual, society, and profession.				
9.4 Comply with relevant laws, policies, and regulations.				
9.5 Demonstrate the professional identity of nursing.				
9.6 Integrate diversity, equity, and inclusion as core to one's professional identity.				
30. Personal, Professional, and Leadership Development Participation in activities and self-reflection that foster personal health, resilience, and well-being, lifelong learning, and support the acquisition of nursing expertise and assertion of leadership.				
10.1 Demonstrate a commitment to personal health and well-being.				
10.2 Demonstrate a spirit of inquiry that fosters flexibility and professional maturity.				
10.3 Develop capacity for leadership.				

Semester				
Concepts	1	2	3	4
Clinical Judgement				

As one of the key attributes of professional nursing, clinical judgment refers to the process by which nurses make decisions based on nursing knowledge (evidence, theories, ways/patterns of knowing), other disciplinary knowledge, critical thinking, and clinical reasoning (Manetti, 2019). This process is used to understand and interpret information in the delivery of care. Clinical decision making based on clinical judgment is directly related to care outcomes.				
Communication Communication, informed by nursing and other theories, is a central component in all areas of nursing practice. Communication is defined as an exchange of information, thoughts, and feelings through a variety of mechanisms. The definition encompasses the various ways people interact with each other, including verbal, written, behavioral, body language, touch, and emotion. Communication also includes intentionality, mutuality, partnerships, trust, and presence. Effective communication between nurses and individuals and between nurses and other health professionals is necessary for the delivery of high quality, individualized nursing care. With increasing frequency, communication is delivered through technological modalities. Communication also is a core component of team-based, interprofessional care and closely interrelated with the concept of Social Determinants of Health (described below).				
Compassionate Care As an essential principle of person-centered care, compassionate care refers to the way nurses relate to others as human beings and involves “noticing another person’s vulnerability, experiencing an emotional reaction to this, and acting in some way with them in a way that is meaningful for people” (Murray & Tuqiri, 2020). Compassionate care is interrelated with other concepts such as caring, empathy, and respect and is also closely associated with patient satisfaction.				
Diversity, Equity, and Inclusion Collectively, diversity, equity, and inclusion (DEI) refer to a broad range of individual, population, and social constructs and is adapted in the Essentials as one of the most visible concepts. Although these are collectively considered a concept, differentiation of each conceptual element leads to enhanced understanding.				
Ethics Core to professional nursing practice, ethics refers to principles that guide a person’s behavior. Ethics is closely tied to moral philosophy involving the study of or examination of morality through a variety of different approaches (Tubbs, 2009). There are commonly accepted principles in bioethics that include autonomy, beneficence, non-maleficence, and justice (ANA 2015; ACNM, 2015; AANA, 2018; ICN, 2012). The study of ethics as it relates to nursing				

practice has led to the exploration of other relevant concepts, including moral distress, moral hazard, moral community, and moral or critical resilience.				
Evidence-Based Practice The delivery of optimal health care requires the integration of current evidence and clinical expertise with individual and family preferences. Evidence-based practice is a problem-solving approach to the delivery of health care that integrates best evidence from studies and patient care data with clinician expertise and patient preferences and values (Melnik, Fineout-Overhold, Stillwell, & Williamson, 2010). In addition, there is a need to consider those scientific studies that ask: whose perspectives are solicited, who creates the evidence, how is that evidence created, what questions remain unanswered, and what harm may be created? Answers to these questions are paramount to incorporating meaningful, culturally safe, evidence-based practice (Nursing Mutual Aid, 2020).				
Health Policy Health policy involves goal directed decision-making about health that is the result of an authorized public decision-making process (Keller & Ridenour, 2021). Nurses play critical roles in advocating policy that impacts patients and the profession, especially when speaking with a united voice on issues that affect nursing practice and health outcomes. Nurses can have a profound influence on health policy by becoming engaged in the policy process on many levels, which includes interpreting, evaluating, and leading policy change.				
Social Determinants of Health Determinants of health, a broader term, include personal, social, economic, and environmental factors that impact health. Social determinants of health, a primary component of determinants of health “are the conditions in the environment where people are born, live, learn, work, play, worship, and age that affect a wide range of health, functioning, and quality of life outcomes and risks.” The social determinants of health contribute to wide health disparities and inequities in areas such as economic stability, education quality and access, healthcare quality and access, neighborhood and built environment, and social and community context (Healthy People, 2030). Nursing practices such as assessment, health promotion, access to care, and patient teaching support improvements in health outcomes. The social determinants of health are closely interrelated with the concepts of diversity, equity, and inclusion, health policy, and communication.				

BMCU SON Student Learning Outcomes	Semester 1	Semester 2	Semester 3	Semester 4
21. Describe and integrate missional healing into nursing practice.				

22. Provide Christ-line holistic person-centered care in addressing the complicated healthcare contexts of the patient, family and important others.				
23. Engage in the provision of nursing care across the healthcare continuum that includes public health prevention, management of acute and chronic disease processes, and other non-traditional entities in promoting population health outcomes.				
24. Apply nursing knowledge in improving patient health and quality of nursing practice.				
25. Employ quality and safety principles of nursing care in promoting the care of patients and healthcare system effectiveness.				
26. Collaborate with other members of the healthcare team in promoting the well-being of the patient's care and the patient outcomes.				
27. Engage in the support and leading of complex healthcare systems as a Christian servant in providing care to diverse populations.				
28. Use healthcare informatics and other technological processes to provide nursing care in accordance with best practices and professional and regulatory standards.				
29. Foster the professionalism of Christian nursing through accountability and collaborative processes that reflect nursing's characteristics and values.				
30. Participate in activities that foster personal development and career-long learning.				

Section 4: Reflective Journaling

Instructions: Explain how you have progressed in each Student Learning Outcome over the semester. Give specific assignment or clinical experience examples for each outcome (10). Use complete sentences. In a separate paragraph, include specific examples of how you provided Christ-like wholistic person-centered care each semester.

Semester 1:

- 1 –
- 2 –
- 3 –
- 4 –
- 5 –
- 6 –
- 7 –
- 8 –
- 9 –
- 10 –

Christ-Like Wholistic Person-Centered Care –

Semester 2:

- 1 –
- 2 –
- 3 –
- 4 –
- 5 –
- 6 –
- 7 –
- 8 –
- 9 –
- 10 –

Christ-Like Wholistic Person-Centered Care –

Semester 3:

- 1 –
- 2 –
- 3 –
- 4 –
- 5 –
- 6 –
- 7 –
- 8 –
- 9 –
- 10 –

Christ-Like Wholistic Person-Centered Care –

Semester 4:

- 1 –
- 2 –

3 –
4 –
5 –
6 –
7 –
8 –
9 –
10 –

Christ-Like Wholistic Person-Centered Care –

Portfolio Grading Rubric

10 points Section 1: Clinical Requirements – All clinical requirements are present and up to date.

20 points Section 2: Semester Evidence – All past semester evidence is provided as well as the current semester evidence.

20 points Section 3: Self-Assessment – All past semester assessments are complete as well as the current semester self-assessment.

30 points Section 4: Reflective Journaling – All past semester reflective journaling is complete as well as the current semester reflective journaling. Journaling is thorough with complete sentences and correct grammar.

20 points Professionalism – Student submitted all past documents and did not have to ask for them from faculty/staff. Student creates a table of contents should he/she want to print all documents for a physical portfolio.

RN to BSN – Full-Time Track Portfolio Template

Section 1 – Clinical Requirements

- Copy of Up-to-Date Health Insurance
- Copy of Up-to-Date Automobile Insurance
- Copy of Up-to-Date Driver's License
- Copy of Proof of Required Vaccinations or Titers (MMR, Hepatitis, COVID, Varicella)
- Copy of Background Check
- Copy of Most Recent Drug Screen
- Copy of Most Recent Physical Exam
- Copy of CPR Certification
- Clinical Check-off Rubric
- Current Skills and Essentials Checklist

Section 2 – Semester Evidence

* = the course the portfolio assignment is due for a grade.

Novice/Beginner/Advanced Beginner/Competent – 1st semester evidence

- *NUR 350 – Copy of Professional Christian Nursing Paper
- NUR 351 – Copy of Quality and Safety Assignment
- NUR 453 – Copy of Resume, Cover Letter, and Philosophy Paper
- NUR 454 – Copy of Direct Clinical Assignment

Novice/Beginner/Advanced Beginner/Competent – 2nd semester evidence

- NUR 352 – Copy of Head-to-Toe Assessment Documentation and Grading Rubric
- *NUR 353 – Copy of Informatics Assignment
- NUR 450 – Copy of EBP critique
- NUR 451 – Copy of Family Assessment
- NUR 452 – Copy of Community Assessment and Implementation

Section 3 - Portfolio Self-Assessment

Student Name:

Self-Assessment Instructions: Complete the Appropriate column for the semester you are completing. Score yourself based on how well you think you meet The Essentials at this time and the Student Learning Outcomes for the program.

N = Novice B = Beginner AB = Advanced Beginner C = Competent

The Essentials of Baccalaureate Education for Professional Nursing Practice (AACN, 2021) can be found: [Essentials-2021.pdf \(aacnnursing.org\)](https://www.aacnnursing.org/essentials-2021.pdf)

BMCU Student Learning Outcomes can be found in the student handbook in Canvas and on bmcnursing.org

Domains with Competencies	Semester	
	1	2
31. Knowledge for Nursing Practice Integration, translation, and application of established and evolving disciplinary nursing knowledge and ways of knowing, as well as knowledge from other disciplines, including a foundation in liberal		

arts and natural and social sciences. This distinguishes the practice of professional nursing and forms the basis for clinical judgment and innovation in nursing practice.		
1.1 Demonstrate an understanding of the discipline of nursing's distinct perspective and where shared perspectives exist with other disciplines		
1.2 Apply theory and research-based knowledge from nursing, the arts, humanities, and other sciences.		
1.3 Demonstrate clinical judgment founded on a broad knowledge base.		
32. Person-Centered Care Person-centered care focuses on the individual within multiple complicated contexts, including family and/or important others. Person-centered care is holistic, individualized, just, respectful, compassionate, coordinated, evidence-based, and developmentally appropriate. Person-centered care builds on a scientific body of knowledge that guides nursing practice regardless of specialty or functional area.		
2.1 Engage with the Individual in establishing a caring relationship.		
2.2 Communicate effectively with individuals.		
2.3 Integrate assessment skills in practice.		
2.4 Diagnose actual or potential health problems and needs.		
2.5 Develop a plan of care.		
2.6 Demonstrate accountability for care delivery.		
2.7 Evaluate outcomes of care.		
2.8 Promote self-care management.		
2.9 Provide care coordination.		
33. Population Health Population health spans the healthcare delivery continuum from public health prevention to disease management of populations and describes collaborative activities with both traditional and non-traditional partnerships from affected communities, public health, industry, academia, health care, local government entities, and others for the improvement of equitable population health outcomes.		
3.1 Manage population health.		
3.2 Engage in effective partnerships.		
3.3 Consider the socioeconomic impact of the delivery of health care.		
3.4 Advance equitable population health policy.		
3.5 Demonstrate advocacy strategies.		
3.6 Advance preparedness to protect population health during disasters and public health emergencies.		
34. Scholarship for the Nursing Discipline The generation, synthesis, translation, application, and dissemination of nursing knowledge to improve health and		

transform health care.		
4.1 Advance the scholarship of nursing		
4.2 Integrate best evidence into nursing practice.		
4.3 Promote the ethical conduct of scholarly activities.		
35. Quality and Safety Employment of established and emerging principles of safety and improvement of science. Quality and safety, as core values of nursing practice, enhance quality and minimize risk of harm to patients and providers through both system effectiveness and individual performance.		
5.1 Apply quality improvement principles in care delivery.		
5.2 Contribute to a culture of patient safety.		
5.3 Contribute to a culture of provider and work environment safety.		
36. Interprofessional Partnerships Intentional collaboration across professions and with care team members, patients, families, communities, and other stakeholders to optimize care, enhance the healthcare experience, and strengthen outcomes.		
6.1 Communicate in a manner that facilitates a partnership approach to quality care delivery.		
6.2 Perform effectively in different team roles, using principles and values of team dynamics.		
6.3 Use knowledge of nursing and other professions to address healthcare needs.		
6.4 Work with other professions to maintain a climate of mutual learning, respect, and shared values.		
37. Systems- Based Practice Responding to and leading within complex systems of health care. Nurses effectively and proactively coordinate resources to provide safe, quality, and equitable care to diverse populations.		
7.1 Apply knowledge of systems to work effectively across the continuum of care.		
7.2 Incorporate consideration of cost-effectiveness of care.		
7.3 Optimize system effectiveness through application of innovation and evidence-based practice.		
38. Informatics and Healthcare Technologies Information and communication technologies and informatics processes are used to provide care, gather data, form information to drive decision making, and support professionals as they expand knowledge and wisdom for practice. Informatics processes and technologies are used to manage and improve the delivery of safe, high-quality, and efficient healthcare services in accordance with best practice and professional and regulatory standards.		
8.1 Describe the various information and communication technology tools used in the care of patients,		

communities, and populations.		
8.2 Use information and communication technology to gather data, create information, and generate knowledge.		
8.3 Use information and communication technologies and informatics processes to deliver safe nursing care to diverse populations in a variety of settings.		
8.4 Use information and communication technology to support documentation of care and communication among providers, patients, and all system levels.		
8.5 Use information and communication technologies in accordance with ethical, legal, professional, and regulatory standards, and workplace policies in the delivery of care.		
39. Professionalism Formation and cultivation of a sustainable professional nursing identity, accountability, perspective, collaborative disposition, and comportment that reflects nursing characteristics and values.		
9.1 Demonstrate an ethical comportment in one's practice reflective of nursing mission to society.		
9.2 Employ participatory approach to nursing care.		
9.3 Demonstrate accountability to the individual, society, and profession.		
9.4 Comply with relevant laws, policies, and regulations.		
9.5 Demonstrate the professional identity of nursing.		
9.6 Integrate diversity, equity, and inclusion as core to one's professional identity.		
40. Personal, Professional, and Leadership Development Participation in activities and self-reflection that foster personal health, resilience, and well-being, lifelong learning, and support the acquisition of nursing expertise and assertion of leadership.		
10.1 Demonstrate a commitment to personal health and well-being.		
10.2 Demonstrate a spirit of inquiry that fosters flexibility and professional maturity.		
10.3 Develop capacity for leadership.		

	Semester	
Concepts	1	2
Clinical Judgement As one of the key attributes of professional nursing, clinical judgment refers to the process by which nurses make decisions based on nursing knowledge (evidence, theories, ways/patterns of knowing), other disciplinary knowledge, critical thinking, and clinical reasoning (Manetti, 2019). This process is used to understand and interpret information in the delivery of care. Clinical		

decision making based on clinical judgment is directly related to care outcomes.		
Communication Communication, informed by nursing and other theories, is a central component in all areas of nursing practice. Communication is defined as an exchange of information, thoughts, and feelings through a variety of mechanisms. The definition encompasses the various ways people interact with each other, including verbal, written, behavioral, body language, touch, and emotion. Communication also includes intentionality, mutuality, partnerships, trust, and presence. Effective communication between nurses and individuals and between nurses and other health professionals is necessary for the delivery of high quality, individualized nursing care. With increasing frequency, communication is delivered through technological modalities. Communication also is a core component of team-based, interprofessional care and closely interrelated with the concept of Social Determinants of Health (described below).		
Compassionate Care As an essential principle of person-centered care, compassionate care refers to the way nurses relate to others as human beings and involves “noticing another person’s vulnerability, experiencing an emotional reaction to this, and acting in some way with them in a way that is meaningful for people” (Murray & Tuqiri, 2020). Compassionate care is interrelated with other concepts such as caring, empathy, and respect and is also closely associated with patient satisfaction.		
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Evidence-Based Practice The delivery of optimal health care requires the integration of current evidence and clinical expertise with individual and family		

preferences. Evidence-based practice is a problem-solving approach to the delivery of health care that integrates best evidence from studies and patient care data with clinician expertise and patient preferences and values (Melnik, Fineout-Overhold, Stillwell, & Williamson, 2010). In addition, there is a need to consider those scientific studies that ask: whose perspectives are solicited, who creates the evidence, how is that evidence created, what questions remain unanswered, and what harm may be created? Answers to these questions are paramount to incorporating meaningful, culturally safe, evidence-based practice (Nursing Mutual Aid, 2020).		
Health Policy Health policy involves goal directed decision-making about health that is the result of an authorized public decision-making process (Keller & Ridenour, 2021). Nurses play critical roles in advocating policy that impacts patients and the profession, especially when speaking with a united voice on issues that affect nursing practice and health outcomes. Nurses can have a profound influence on health policy by becoming engaged in the policy process on many levels, which includes interpreting, evaluating, and leading policy change.		
Social Determinants of Health Determinants of health, a broader term, include personal, social, economic, and environmental factors that impact health. Social determinants of health, a primary component of determinants of health “are the conditions in the environment where people are born, live, learn, work, play, worship, and age that affect a wide range of health, functioning, and quality of life outcomes and risks.” The social determinants of health contribute to wide health disparities and inequities in areas such as economic stability, education quality and access, healthcare quality and access, neighborhood and built environment, and social and community context (Healthy People, 2030). Nursing practices such as assessment, health promotion, access to care, and patient teaching support improvements in health outcomes. The social determinants of health are closely interrelated with the concepts of diversity, equity, and inclusion, health policy, and communication.		

BMCU SON Student Learning Outcomes	Semester 1	Semester 2
31. Describe and integrate missional healing into nursing practice.		
32. Provide Christ-line holistic person-centered care in addressing the complicated healthcare contexts of the patient, family and important others.		
33. Engage in the provision of nursing care across the healthcare continuum that includes public		

health prevention, management of acute and chronic disease processes, and other non-traditional entities in promoting population health outcomes.		
34. Apply nursing knowledge in improving patient health and quality of nursing practice.		
35. Employ quality and safety principles of nursing care in promoting the care of patients and healthcare system effectiveness.		
36. Collaborate with other members of the healthcare team in promoting the well-being of the patient's care and the patient outcomes.		
37. Engage in the support and leading of complex healthcare systems as a Christian servant in providing care to diverse populations.		
38. Use healthcare informatics and other technological processes to provide nursing care in accordance with best practices and professional and regulatory standards.		
39. Foster the professionalism of Christian nursing through accountability and collaborative processes that reflect nursing's characteristics and values.		
40. Participate in activities that foster personal development and career-long learning.		

Section 4: Reflective Journaling

Instructions: Explain how you have progressed in each Student Learning Outcome over the semester. Give specific assignment or clinical experience examples for each outcome (10). Use complete sentences. In a separate paragraph, include specific examples of how you provided Christ-like wholistic person-centered care each semester.

Semester 1:

- 1 –
- 2 –
- 3 –
- 4 –
- 5 –
- 6 –
- 7 –
- 8 –
- 9 –
- 10 –

Christ-Like Wholistic Person-Centered Care –

Semester 2:

- 1 –
- 2 –

3 –
4 –
5 –
6 –
7 –
8 –
9 –
10 –

Christ-Like Wholistic Person-Centered Care –

Portfolio Grading Rubric

10 points Section 1: Clinical Requirements – All clinical requirements are present and up to date.

20 points Section 2: Semester Evidence – All past semester evidence is provided as well as the current semester evidence.

20 points Section 3: Self-Assessment – All past semester assessments are complete as well as the current semester self-assessment.

30 points Section 4: Reflective Journaling – All past semester reflective journaling is complete as well as the current semester reflective journaling. Journaling is thorough with complete sentences and correct grammar.

20 points Professionalism – Student submitted all past documents and did not have to ask for them from faculty/staff. Student creates a table of contents should he/she want to print all documents for a physical portfolio.