



Department of Nursing

RN-BSN Program Handbook

Academic Year 2025-2026

To the RN-BSN Student:

The *RN-BSN Program Handbook* is an important document to guide you through and promote your successful completion of the BSN completion program. Please read the document thoroughly and familiarize yourself with the policies, procedures and regulations within the *RN-BSN Program Handbook*. The faculty, professional staff, and administration are available to assist you with policies, procedures, or regulations in the *RN-BSN Program Handbook*.

It is the responsibility of each student to know the handbook contents and to respect and maintain the rules and standards of the College and the Department of Nursing.

The College and Department of Nursing reserve the right to change any provision or policy in the interest of the College, nursing program, or students. New policies and revisions will be posted on the College's electronic learning management system. In addition, students will be notified by email of policy changes.

The RN-BSN Program Handbook can be accessed through the College's electronic learning management system.

We encourage you to interact with your class peers and faculty members to help enhance and diversify your learning opportunities. Together we can enrich the culture of nursing through caring, collaboration, integrity, and excellence!

Best wishes for success in your educational endeavors!

Faculty, Staff, and Administration
The Christ College of Nursing and Health Sciences
Department of Nursing



PLEASE NOTE

The Christ College of Nursing and Health Sciences is committed to a policy of non-discrimination on the basis of race, color, creed, national origin, citizenship, religion, ethnicity, age, gender, gender identity, genetics, marital status, sex, pregnancy, sexual orientation, military or veteran status, disability, or any other status protected by local, state or federal law (collectively, "protected statuses") in the administration of its educational, recruitment, and admissions policies; scholarship and loan programs; and athletic or other College-administered programs. All institutional processes and policies are in compliance with applicable federal and state laws and regulations related to discrimination. Updated 7.6.16

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INSTITUTIONAL OVERVIEW

History of the college

Founding of the Predecessor: The Christ Hospital School of Nursing



The Christ Hospital School of Nursing (TCHSN) was born in a tradition of caring. In 1888, a group of local citizens, led by soap maker James N. Gamble, invited Ms. Isabella Thoburn to come to Cincinnati. Their expectation was that she would start a program to train deaconesses and missionaries to carry on religious, educational and philanthropic work to alleviate the appalling poverty that existed in the city.

Conversion to The Christ College of Nursing and Health Sciences (TCCNHS)

Over time it became apparent that the health care industry and the nursing profession were through major changes. The administration and faculty of The Christ Hospital School of Nursing determined that it was essential address these trends. The Christ College of Nursing and Health Sciences conferred an Associate of Applied Sciences in Nursing to the first graduating class in 2009.

While offering the same commitment to teaching excellence and educating the best nurses possible, The Christ College of Nursing and Health Sciences is designed to broaden the educational scope of its students. The expanded degree options and intensive curriculum help prepare graduates for work in a broad array of health care settings.

Accreditation

TCCNHS is accredited through the Higher Learning Commission, North Central Association of Colleges and Schools

The ABSN Nursing Program at The Christ College of Nursing and Health Sciences is accredited by the Commission on Collegiate Nursing Education, 655 K Street NW, Suite 750, Washington, DC 20001, 202-887-6791.

Institutional Learning Outcomes

As a result of their educational experiences at The Christ College, students will:

1. Apply an expanded knowledge base within one's chosen profession with the disposition to engage in life-long learning.
2. Demonstrate responsible engagement with social-political-cultural issues of local, regional, or global significance.
3. Demonstrate academic and professional competency in written and oral communication.

4. Demonstrate academic and professional competency within the sciences.
5. Engage in intellectual inquiry and critical thinking by identifying assumptions, making inferences, marshaling evidence, and giving a coherent account of reasoning.

THE DEPARTMENT OF NURSING

Purpose of Nursing Department

The purpose of the Department of Nursing is to support the mission, vision, and values of The Christ College of Nursing and Health Sciences by providing a course of study with a foundation in the arts and sciences. Graduates who earn a nursing degree from The Christ College of Nursing and Health Sciences will be caring, professional nurses engaging in critical thinking, intellectual inquiry, and collaboration. Leadership provided by the graduate will promote high quality care for a dynamic, diverse society in any setting. To assist in advocating for patients to achieve positive outcomes, graduates will possess a knowledge base of regulatory environments and healthcare informatics. The nursing graduate from The Christ College of Nursing and Health Sciences will be a life-long learner who models integrity and excellence in professional nursing practice.

Philosophy

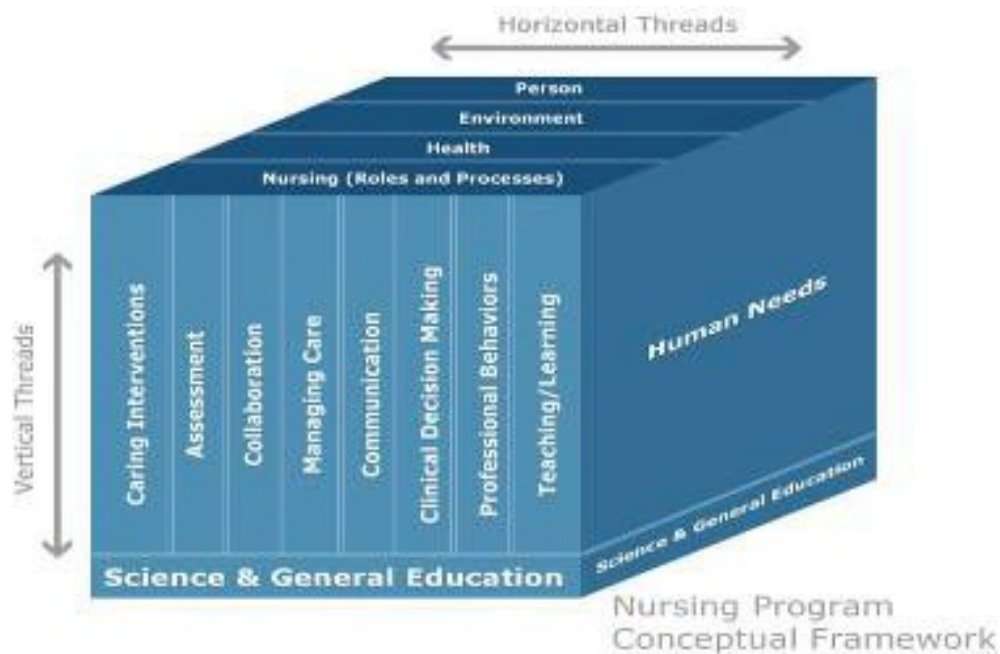
The faculty within the nursing department at The Christ College of Nursing and Health Sciences believe that:

- A **person** is a unique individual having intrinsic value. Each individual has diverse physical, emotional, social, developmental, and spiritual needs in varying degrees of fulfillment and deserves caring interventions. The person and environment are constantly interacting.
- The **environment** includes all internal and external factors affecting and affected by the individual. A part of this dynamic environment is society, which consists of individuals, families, and communities. Any change in the environment may require varying degrees of adaptation. Ongoing assessment by the nurse identifies a person's adaptive efforts to promote, maintain, or restore health.
- **Health** is the dynamic process of balance and harmony within the person. A person's state of health may be influenced by personal, societal, and cultural variables and altered by primary, secondary, or tertiary prevention strategies. A person's position on the health continuum may require nursing intervention.
- **Nursing** is a caring profession concerned with the patient's responses to health and illness. Nursing is an integral component of the healthcare system. Nurses function collaboratively to address the diverse healthcare needs of patients. Nurses are providers and managers of care and members within the discipline of nursing.
- **Nursing practice** integrates knowledge from the biological, social, and behavioral sciences with nursing theories, research/evidence, and clinical experience. The application of knowledge, as well as the therapeutic use of self through effective communication and intervention is fundamental to nursing.
- The **nursing process** is a comprehensive clinical decision-making strategy. It serves as a

framework for providing and managing competent evidence-based care to promote, maintain, or restore the patient’s optimal level of health. This includes support of a dignified death.

- Accountability and responsibility are hallmarks of a wide range of **professional behaviors** requisite to the discipline of nursing. Nurses are accountable to patients, society, and the nursing profession for providing high standards of care and upholding legal and ethical principles. Nurses are responsible for continuing professional development.
- In Nursing, the collaborative processes of **teaching and learning** take place between the teacher and student. Learning is a goal-oriented, integrative process enhanced by individual inquiry, motivation, and self-direction. Learning is facilitated when faculty creates a cooperative, supportive learning environment, encourages knowledge and skill expansion, and guides students in developing competencies. The achievement of desired changes in knowledge, attitudes, skill and behaviors determines the effectiveness of this collaborative effort.

Conceptual Framework



- Horizontal Threads:** Integrated concepts presented at various stages in the curriculum, strengthened through repeated exposure and application and woven throughout the curriculum. For the Department of Nursing, person, environment, health, and nursing constitute the horizontal threads of the nursing curriculum and are defined in the Philosophy of the Nursing Programs.
- Vertical Threads** (*with curricular concepts in italics*): Sequential concepts spanning the nursing program, progressive in complexity and increasing in depth throughout the program. For the Department of Nursing, the following concepts and definitions constitute the

vertical threads of the nursing curriculum. The vertical threads are not intended to be viewed as solitary concepts. Rather, the concepts are intended to reflect the progressive educational development of the student in acquiring the knowledge, skills, behaviors, and clinical reasoning requisite to the profession.

1. Caring Interventions: Caring interventions are those nursing behaviors and actions that assist patients in meeting their needs. Caring interventions are based on a knowledge and understanding of the natural sciences, behavioral sciences, nursing theory, nursing research, and past nursing experiences. Caring is the “being with” and “doing for” that assist patients to achieve the desired results. Caring behaviors are nurturing, protective, compassionate, and person-centered. Caring creates an environment of hope and trust, where patient choices related to cultural values, beliefs, and lifestyle are respected. Caring interventions imply implementation of prevention strategies. (*Caring, Quality*)
2. Assessment: Assessment is the collection, analysis, and synthesis of relevant data for the purpose of appraising the patient’s health status. Comprehensive assessment provides a holistic view of the patient which includes dimensions of physical, developmental, emotional, psychosocial, cultural, spiritual, and functional status. Assessment involves the orderly collection of information from multiple sources to establish a foundation for provision of nursing care, and includes identification of available resources to meet patient needs. Initial assessment provides a baseline for future comparisons that can be made in order to individualize patient care. Ongoing assessment and reassessment are required to ensure quality and safety in patient care while meeting the patient’s changing needs. (*Nursing Process, Evidence-based Practice, Informatics, Communication, NCLEX Success*)
3. Clinical Decision Making: Clinical decision-making encompasses the performance of accurate assessments, the use of multiple methods to access information, and the analysis and integration of knowledge and information to formulate clinical judgments. Effective clinical decision-making results in finding solutions, individualizing care, and assuring the delivery of accurate, safe care that moves the patient and support person(s) toward positive outcomes. Evidence-based practice and the use of critical thinking/clinical reasoning provide the foundation for appropriate clinical decision making. (*Nursing Process, NCLEX Success, Clinical Judgment, Quality, Evidence-based Practice*)
4. Managing Care: Managing care is the efficient, effective use of human, physical, financial, and technological resources to meet patient needs and support organizational outcomes. Effective management is accomplished through the processes of planning, organizing, directing, and controlling. The nurse, in collaboration with the healthcare team, uses these processes to assist the patient to move toward positive outcomes in a cost-efficient manner, to transition within and across healthcare settings, and to access resources. (*Nursing Process, NCLEX Success, Quality, Evidence-based Practice, Informatics, Leadership, Collaboration, Healthcare*)

Economics)Collaboration: Collaboration is the shared planning, decision making, problem solving, goal setting, and assumption of responsibilities by those who work together cooperatively, with open professional communication. Collaboration occurs with the patient, significant support person(s), peers, other members of the healthcare team, and community agencies. The nurse participates in the team approach to holistic, patient-centered care across healthcare settings. The nurse functions as advocate, liaison, coordinator, and colleague as participants work together to meet patient needs and move the patient toward positive outcomes. Collaboration requires consideration of patient needs, priorities and preferences, available resources and services, shared accountability, and mutual respect. (*Collaboration, Care Coordination, Nursing Process, Professionalism, Quality, Leadership, Healthcare Economics*)

5. Communication: Communication in nursing is an interactive process through which there is an exchange of information that may occur verbally, non-verbally, in writing, or through information technology. Those who may be included in this process are the nurse, patient, significant support person(s), other members of the healthcare team, and community agencies. Effective communication demonstrates caring, compassion, and cultural awareness, and is directed toward promoting positive outcomes and establishing a trusting relationship. Therapeutic communication is an interactive verbal and non-verbal process between the nurse and patient that assists the patient to cope with change, develop more satisfying interpersonal relationships, and integrate new knowledge and skills. (*Communication, Collaboration, Caring, Nursing Process, Professionalism, Evidence-based Practice, Informatics*)
 6. Professional Behaviors: Professional behaviors within nursing practice are characterized by a commitment to the profession of nursing. The graduate of a nursing program adheres to standards of professional practice, is accountable for their own actions and behaviors, and practices nursing within legal, ethical, and regulatory frameworks. Professional behaviors also include a concern for others, as demonstrated by caring, valuing the profession of nursing, and participating in ongoing professional development. (*Ethics, Professionalism, Quality, Evidence-based Practice, Informatics, Healthcare Policy, Healthcare Law*)
- C. Teaching and Learning: Teaching and learning processes are used to promote and maintain health and reduce risks, and are implemented in collaboration with the patient, significant support person(s) and other members of the healthcare team. Teaching encompasses the provision of health education to promote and facilitate informed decision making, achieve positive outcomes, and support self-care activities. Integral components of the teaching process include the transmission of information, evaluation of the response to teaching, and modification of teaching based on identified responses. Learning involves the assimilation of information to expand knowledge and change behavior. (*Patient Education, Health Promotion, Nursing Process, Professionalism, Quality, Evidence-based Practice, Informatics*)
- D. Human Needs (*with Curricular Concepts in Italics*)

1. Biological

- Oxygenation: ability to transport air to the lungs and provide life-sustaining oxygen to cells (*Acid/Base Balance, Cellular Respiration, Gas Exchange, Perfusion*)
- Circulation: ability to transport oxygen and nutrients to cells (*Fluid and Electrolyte Balance, Immunity, Inflammation, Clotting, Homeostasis, Metabolism, Perfusion*)
- Nutrition: all the processes involved in taking in and utilization of nutrients (*Nutrition, Metabolism, Functional Ability, Sensory Perception, Glucose Regulation, Caregiving, Palliation, Aging*)
- Fluid and Electrolyte Balance: ability to maintain the volume and distribution of body fluids and solutes (*Fluid and Electrolyte Balance, Acid/Base Balance*)
- Elimination: ability to excrete waste products (*Elimination, Functional Ability, Aging*)
- Hygiene/Skin Integrity: practices that are conducive to preservation of health and maintenance of unbroken and healthy skin (*Mobility, Tissue Integrity, Sensory Perception, Glucose Regulation, Elimination*)
- Sensory/Comfort and Regulation: ability to perceive, integrate, control, and respond to internal and external cues (*Sensory Perception, Pain, Thermoregulation, Intracranial Regulation, Cellular Regulation, Stress, Infection, Safety, Functional Ability*)
- Cognition: mental processes needed for knowing, learning, and understanding (*Cognition, Motivation, Adherence*)
- Activity: ability to engage in body movement (*Functional Ability, Mobility, Aging*)
- Safety/Protection: ability to be protected from actual or potential harm (*Safety*)
- Biophysical Development: orderly and predictable process of growth and differentiation (*Development, Culture, Sexuality, Reproduction*)

2. Psychosocial/Spiritual

- Mental Health: ability to cope with or make the best of changing stresses or stimuli (*Anxiety, Coping, Mood & Affect, Addiction, Interpersonal Violence, Psychosis, Aging; Caregiving, Palliation*)
- Sexuality: the sum of physical, functional, and psychological attributes that are expressed by one's gender identity and sexual behavior (*Sexuality, Reproduction, Development, Aging*)
- Developmental Tasks: ability to achieve psychosocial or cognitive skills at certain periods in life (*Development, Cognition, Motivation, Adherence*)
- Social/Cultural Interaction: ability to engage in shared values, beliefs, and practices of a particular group of people (*Culture, Ethics, Caring, Family Dynamics*)
- Spirituality/Religion: essence of a person's being and beliefs about the meaning of life (*Spirituality; Palliation*)

Department Organization

ABSN & RN-BSN Programs



RN-BSN PROGRAM

Program Description

The RN-BSN Program is a completion degree program that builds on a foundation of previous nursing education at the associate and diploma levels. The RN-BSN course of study integrates arts and sciences with nursing science and theory to promote the advancement of professional nursing practice. The program provides a quality contemporary curriculum emphasizing academic excellence related to current trends and issues in healthcare. Graduates of the RN-BSN program are prepared for leadership roles, career enhancement, and life-long learning to improve healthcare outcomes in a dynamic healthcare environment

Program Outcomes (Student Learning Outcomes-with 2021 AACN Essentials)

A graduate of the Bachelor of Science in Nursing Degree post-licensure program at The Christ College of Nursing and Health Sciences will be able to:

1. Integrate Evidence-Based Practice in clinical judgment to address healthcare needs of diverse patients and populations. (Domains 1, 3, 4; ILO 2, 4, 5)
2. Incorporate informatics and healthcare communication technologies as a member of the interprofessional healthcare team. (Domain 8; ILO 3, 5)
3. Use clinical decision making based on a broad foundation of knowledge to provide nursing care to diverse populations across the lifespan. (Domains 1, 2, 9; ILO 3, 4, 5)
4. Employ attributes and competencies of a professional nurse. (Domains 9, 10; ILO 1, 2, 3, 4, 5)
5. Collaborate with the interprofessional healthcare team to provide holistic person-centered care. (Domains 2, 6; ILO 2,5)
6. Integrate principles of leadership and management to promote a culture of safety and inclusion throughout healthcare systems. (Domains 5, 7, 9, 10; ILO 2, 3, 4, 5)

Assessment and Correlation of Outcomes

- A. The ABSN program participates in the College's cycle of ongoing assessment through the use of a written systematic evaluation plan (SEP) as identified by the Office of Institutional Effectiveness.
- B. The correlation of the course and program outcomes is located in the syllabus for each course.

Code of Ethics

When engaged in nursing functions, the student must do so within legally prescribed bounds and is accountable for his/her own actions. The student has the obligation to adhere to the standards of ethical practice and conduct which are stated by the American Nurses Association.

American Nurses' Association Professional Code of Ethics (2025)

Provision 1

The nurse practices with compassion and respect for the inherent dignity, worth, and unique attributes of every person.

Provision 2

A nurse's primary commitment is to the recipient(s) of nursing care, whether an individual, family, group, community, or population

Provision 3

The nurse establishes a trusting relationship and advocates for the rights, health, and safety of recipient(s) of nursing care.

Provision 4

Nurses have authority over nursing practice and are responsible and accountable for their practice consistent with their obligations to promote health, prevent illness, and provide optimal care.

Provision 5

The nurse has moral duties to self as a person of inherent dignity and worth including an expectation of a safe place to work that fosters flourishing, authenticity of self at work, and self-respect through integrity and professional competence.

Provision 6

Nurses, through individual and collective effort, establish, maintain, and improve the ethical environment of the work setting that affects nursing care and the well-being of nurses.

Provision 7

Nurses advance the profession through multiple approaches to knowledge development, professional standards, and the generation of policies for nursing, health, and social concerns.

Provision 8

Nurses build collaborative relationships and networks with nurses, other healthcare and non-healthcare disciplines, and the public to achieve greater ends.

Provision 9

Nurses and their professional organizations work to enact and resource practices, policies, and legislation to promote social justice, eliminate health inequities, and facilitate human flourishing.

Provision 10

Nursing, through organizations and associations, participates in the global nursing and health community to promote human and environmental health, well-being, and flourishing.

American Nurses Association (2025). *Code of ethics for nurses*. Silver Spring, MD:
American Nurses Association

RN-BSN CURRICULUM

Curriculum Overview

The curriculum based on the required 120 semester credit hours and is designed to be completed within one year full-time or two years part-time. A minimum of 36 credits of Arts and Science courses are required for program completion.

Students should work closely with their academic advisors to ensure timely completion of Arts and Sciences requirements. Please note that all college and program requirements should be discussed with your academic advisor.

A semester equals fifteen (15) instructional weeks. Seven and a half week semesters (7.5) week class times are adjusted accordingly to meet credit allocations.

The core curriculum consists of the following Nursing (NUR) and Arts and Sciences (A&S) courses.

RN-BSN Core Curriculum

- NUR 320: Nursing Informatics
- NUR 335: Introduction to Research and Evidence-Based Practice
- NUR 350: Nursing Theories and Foundational Concepts
- NUR 365: Legal and Ethical Issues in Nursing
- NUR 420: Health Care Policy
- NUR 435: Population Health and Community-Based Nursing
- NUR 450: Caring for the Older Adult
- NUR 465: Leadership and Management in Nursing
- BIO 300: Pathophysiology
- ENG 315: Advanced Composition: Evidence-Based Writing
- IS 300: Wellness and Health Promotion
- STAT 201: Introduction to Statistic

RN-BSN General Education Curriculum

| Disciplinary Focus | Credits | Course Options to Meet Disciplinary Focus |
|--------------------------------|-----------------|---|
| Oral and Written Communication | 9 *ENG 315(3) | COM 101, 110 or equivalent / ENG 101 or equivalent |
| Math and Data Analysis | 3 | STAT 201 or equivalent |
| Arts and Humanities | 6 *IS 300 (3) | PHI 103, 205, 210 or equivalent |
| Social and Behavioral Sciences | 6 | SOPS 101, 105 or equivalent / PSY 101, 110 or equivalent SOC 101 or equivalent |
| Natural Sciences | 15 *BIO 300 (3) | BIO 111, 112, 121, 113, 180, 201, 211 or equivalent |
| Electives | Varies | Varies |

*Denotes The Christ College RN-BSN Program course which counts toward the total credit hour allotment required for a disciplinary focus area.

RN-BSN Curriculum Models

All General Education course requirements must be taken concurrently with or completed prior to entering the nursing clinical courses (NUR 435, 450) and NUR465. The below models are examples of what the progression of courses may look like if the program is started in the fall semester. Nursing courses may be taken in any order.

For additional information on pre-requisite and co-requisites, please visit the Nursing Program's Core Courses and Course Descriptions and the Arts and Sciences' Courses, Course Descriptions, and Course Pre-Requisites in the College Catalog.

Full-Time: 3 semesters - 1 FULL YEAR

8 Week Courses

Additional Arts and Science coursework may be required to reach 120 total credit hours*

| Semester 1 | | Semester 2 | | Semester 3 | |
|------------------------------------|---|--|---|--|--|
| First Eight Weeks | Second Eight Weeks | First Eight Weeks | Second Eight Weeks | First Eight Weeks | Second Eight Weeks |
| NUR 320 (3) Nursing Informatics | ENG 315 (3) Evidence-Based Writing | STAT 201 (3) Introduction to Statistics | NUR 350 (3) Nursing Theories & Foundational Concepts | NUR 335 (3) Introduction to Research & EBP | NUR 420 (3) Health Care Policy |
| BIO 300 (3) Pathophysiology | IS 300 (3) Wellness & Health Promotion | NUR 365 (3) Legal & Ethical Issues in Nursing | NUR 450 (5) Caring for the Older Adult | NUR 435 (5) Population Health & Community-Based Nursing | NUR 465 (5) Nursing Leadership & Management |

Part-Time: 6 semesters - 2 FULL YEARS

8 Week Courses

Additional Arts and Science coursework may be required to reach 120 total credit hours*

| Semester 1 | | Semester 2 | | Semester 3 | |
|------------------------------------|---|--|---|--|--|
| First Eight Weeks | Second Eight Weeks | First Eight Weeks | Second Eight Weeks | First Eight Weeks | Second Eight Weeks |
| NUR 320 (3) Nursing Informatics | ENG 315 (3) Evidence-Based Writing | STAT 201 (3) Introduction to Statistics | NUR 350 (3) Nursing Theories & Foundational Concepts | NUR 335 (3) Introduction to Research & EBP | NUR 420 (3) Health Care Policy |
| Semester 4 | | Semester 5 | | Semester 6 | |
| First Eight Weeks | Second Eight Weeks | First Eight Weeks | Second Eight Weeks | First Eight Weeks | Second Eight Weeks |
| BIO 300 (3) Pathophysiology | IS 300 (3) Wellness & Health Promotion | NUR 365 (3) Legal & Ethical Issues in Nursing | NUR 450 (5) Caring for the Older Adult | NUR 435 (5) Population Health & Community-Based Nursing | NUR 465 (5) Nursing Leadership & Management |

COMMUNICATION

The nursing faculty highly value open communication with each student. Full-time nursing faculty maintain scheduled office hours each week during the academic semester. Part-time and adjunct nursing faculty are available by appointment. Face to face and virtual appointments may be scheduled. Students may contact nursing faculty via voice mail and/or electronic mail. Faculty contact information is found on each course homepage in Blackboard, and under 'Faculty Information' accessed from the course left menu bar.

- A. Email is the preferred method for communication.
- B. Faculty are expected to respond to student communications within 24 hours of message receipt on Mondays through Fridays and within 48 hours on the weekend.
- C. Faculty may post announcements in Blackboard courses. Students receive email notification of announcements. Students should check College email at least once daily for College, Program, and/or course information.
- D. Guidelines for Email communication:
 - 1. Treat e-mail messages as any professional communication
 - 2. State the reason for writing in the subject line
 - 3. Begin by addressing the receiver by the proper title i.e. Professor or Doctor
 - 4. Keep messages short and be courteous
 - 5. Write complete sentences using correct spelling, proper grammar and punctuation
 - 6. Do not write in all CAPS – it appears that you are screaming at someone and it is also considered rude. Use only blue or black Times New Roman or Arial font.
 - 7. Remember this is an email, not a text, so do not use abbreviations that are not pertinent to the course
 - 8. Read the message carefully and spell check before you hit send
 - 9. Avoid the use of Emoticons (Smiley Faces). While their use may be appropriate in informal messages they are not commonly acceptable in professional communications
 - 10. Never include any confidential information (e.g. passwords) in an e-mail message
 - 11. Refer to College Catalog for additional information
- E. Frequently, the nursing faculty or professional staff needs to communicate with students. It is the student's responsibility to immediately inform the College Registrar of any changes in name, address, or phone numbers in order to facilitate communication.

Communication Pathway for Academic Course Concerns

At times, students may have academic concerns that warrant conversation with appropriate faculty. The following sequence outlines the student's pathway for routing such concerns.

1. The student discusses concerns with appropriate course faculty involved for classroom concerns or the clinical faculty for clinical concerns.
 - Course Faculty/Clinical Faculty: See course syllabi or call 513-585-2247
2. Course or clinical coordinator or lead (if applicable)
3. RN-BSN Program Chair: Professor Dona Poff (513-585-3849)
4. Vice President of Academics: Dr. Connie McFadden-Chase (513-585-0941)

Joint sessions with the student, course faculty, course coordinator/lead, Program Chair, or Vice President of Academics may be scheduled.

For more information on pathways for non-academic complaints, please [click here to visit the Compliance Bridge Policy Portal](#) and search for Grievance and Fair Treatment and/or Complaint Policy.

Engagement in Learning

In Higher Education, it is customary that students are engaged in weekly learning activities according to the number of credit hours allotted to a course. This number is guided by regional accrediting bodies.

The amount of time that a student should be engaged, per week, in learning activities (i.e. reading assignments, class assignments, tickets to class, clinical preparation, remediation, and other learning activities) is as follows:

- 3 Credit Hour Course: at least 9 hours/week
- 4 credit Hour Course: at least 12 hours/week
- 5 Credit Hour Course: at least 15 hours/week
- 6 Credit Hour Course: at least 18 hours/week

*These hours do not account for in class or clinical time.

INSTITUTIONAL POLICIES AND PROCEDURES

Policies published in the RN-BSN Program Handbook will be introduced and reviewed by course faculty at the beginning of each academic year.

All policies are reviewed on an annual basis and revised, updated as indicated.

Institutional Policies

The Department of Nursing reserves the right to implement changes in curriculum, schedule, and policies at any time to preserve the high standards essential for approval by accrediting bodies and to protect the safety of patients. Students will be notified of all policy changes in the ABSN Nursing Program Handbook via the College's email system. The revised handbook will be posted on Blackboard and MyTCC.

Note: *The institutional policies referenced in this document represent only a selection of key policies. They do not encompass all policies and procedures governing student conduct, academic expectations, or institutional operations. Students are responsible for reviewing and adhering to all applicable policies, which can be found in full in the [College Catalog](#).*

[Academic Integrity](#) (including plagiarism and AI use)

[Accommodations](#)

[Bullying](#)

[Student Code of Conduct](#)

[Complaint Policy](#)

[Grievance Policy](#)

[Family Educational Rights and Privacy Act \(FERPA\)](#)

[Inclement Weather](#)

Behaviors of Accountability and Code of Conduct

All students are responsible for being knowledgeable of and acting in accordance with the Behaviors of Accountability and Code of Conduct located in the College Catalog. To view these documents, [click here](#) to access Compliance Bridge and search Behaviors of Accountability and/or Student Code of Conduct..

The Behaviors of Accountability and Code of Conduct apply to classroom and all College related situations, as well as direct and indirect patient care. Students sign a document acknowledging their awareness of the Behaviors of Accountability and Code of Conduct during orientation week.

In addition to behaviors listed in the College Catalog, the following also applies:

Students are expected to demonstrate the following behaviors related to accountability:

1. Follow all College, Nursing Program, and Agency policies and procedures.
2. Complete all clinical preparation according to course guidelines.
3. Maintain patient confidentiality, advocate for patients, family and significant other.
4. Admit errors as soon as discovered.

Incidents violating the Code of Conduct which result in the student being suspended or terminated include but are not limited to:

- Chemical abuse
- Unauthorized possession of property
- Falsification of records
- Breach of confidentiality

Time to Degree for Matriculated Students

The time to complete the post-licensure Bachelor of Science in Nursing Degree for matriculated students is 6 semesters from the date the student begins the first nursing course.

Matriculated students who have commenced nursing courses but are on an approved Leave of Absence are excluded from the timeline. The individual student's time to degree will be reassessed by the Program Chair and/or appropriate designee upon the student's

return.

Under extenuating circumstances, students may petition the Dean of Nursing for extension of the time limit for attaining their degree. To apply for an extension, the student must submit a letter and include the following information:

- a description of progress towards degree
- plan for degree completion
- signatures of the student's advisor

The student's request will be reviewed, and the final decision communicated to the student via College e-mail.

Returning from Leave of Absence-or Non-Continuous Enrollment

(revised 9.2.15, 8.16, 5.8.17)

Students may find it necessary to take some time off from their enrollment at the Christ College of Nursing and Health Sciences for an extended period of time as defined by the Leave of Absence Policy or Non-Continuous Enrollment Policy as stated in the College Catalog.

If the student is not enrolled in nursing courses for one (1) semester, the student will return to the curriculum plan stated in the current Program Handbook contingent on space availability.

If the student is not enrolled in nursing courses for two (2) semesters, the student will return to the curriculum plan stated in the current Program Handbook contingent on space availability.

Any student who fails to return from non-continuous enrollment will be automatically withdrawn from the College on the first day of the semester in which s/he is scheduled to return, and s/he must reapply in order to return to the College in a future semester. Non-Continuous Enrollment extensions beyond one semester must be approved by the Chief Academic Officer and Dean of College Support Services.

Letters of Recommendation and Scholarship Application Completion

The Department of Nursing may provide appropriate letters of recommendation and documents for scholarship applications and/or employment for students and graduates of the nursing programs. In order to complete documents in a timely manner, the following guidelines must be followed:

- All requests must be submitted in writing at least 15 working days before the document is due to the requesting agency. Students must complete and submit a 'FERPA Release' form available from the Registration and Records Office.
- Submit full details regarding the agency receiving the document including:
 - Name and title of the person receiving the document
 - Name and address of the agency including city, state, and zip code
 - Agency phone number

No requests will be fulfilled until complete information is provided

Illness in the Classroom, Lab and Clinical Settings

(Reviewed 8.3.15, 8.16)

NURSING COURSE: CLASSROOM POLICIES AND PROCEDURES

Attendance Policy

A primary learning outcome of both the College and the Department of Nursing is the demonstration of student accountability through responsible self-directed behaviors consistent with the ethics and standards of nursing. Active participation in class is essential. Consistent attendance offers the most effective opportunity for students to gain command of nursing concepts and material.

On-Line Nursing Courses

- A. On-line attendance is assessed by submission of online academic activities by the published due date and time. All due times reflect Eastern Time Zone.
- B. Emails to course faculty are not considered academic activities for attendance purposes.
- C. Each online Module begins on a Tuesday at 12:00am and concludes the following Monday at 11:59pm.
- D. Any student who does not participate in at least one academic activity by the first Friday of the course by 11:59 pm will be reported as a 'no-show' to the Registrar's Office. The student will be dropped for the course. Academic activities in an online nursing courses include posting in a graded discussion board, a blog post, journal, or written assignment.

Grading Policies

- A. Students must achieve a 'C' or higher in all nursing courses.
- B. Percentages are not rounded up before conversion to a letter grade
- C. No special assignments or extra credit is provided to compensate for poor grades.
- D. Final letter grades are posted in J1

Grading Scale

| Percentage | Letter Grade | Quality Points (Associated GPA) |
|-------------|--------------|---------------------------------|
| 93-100% | A | 4.00 |
| 90-92.99% | A- | 3.67 |
| 87-89.99% | B+ | 3.33 |
| 83-86.99% | B | 3.0 |
| 80-82.99% | B- | 2.67 |
| 77-79.99% | C+ | 2.33 |
| 70-76.99% | C | 2.0 |
| 60-69.99% | D | 1.0 |
| 0 to 59.99% | F | 0 |

Nursing Program Progression Policy

(updated 8.3.15, 8.16, 1.18)

Students are admitted to the nursing program with a defined expected graduation date.

1. Students are required to meet defined curriculum plan as outlined in the RN-BSN Program Handbook for the expected graduation date.

2. If a student's expected graduation date changes due to a student falling behind in the curriculum plan for any reason, the student will then be responsible for completing the defined curriculum plan under the new expected graduation date.

For continuation or progression through the nursing program, students are responsible for meeting ALL of the following requirements. Failure to meet requirements will prevent participation in or result in suspension from all courses until requirements are met.

1. **Active RN-License:** To be admitted to the RN-BSN program, students must possess an active, unencumbered RN license in the state where they are employed. Recent TCCNHS ASN graduates may take one semester of non-clinical courses while pursuing their RN license. An unencumbered RN license is required to continue enrollment in additional courses beyond one semester.
2. **Immunization** requirements outlined in the Student Health Policies.
3. **Basic Life Support (BLS)** also known as Cardiopulmonary Resuscitation (CPR) is required.
 - All students are required to obtain and maintain CURRENT/ACTIVE certification for American Heart Association (AHA) BLS for Healthcare Providers.
 - Certification from online programs are not accepted.
 - Students will submit a copy of the current CPR card at the beginning of NUR435 and NUR450. The certification must be active for the entire semester.

Any student who does not successfully complete a nursing course should contact their academic advisor.

Assignments

- A. The course syllabus lists course assignments and the weighted value assigned for grading. Requests to rewrite or resubmit assignments for a higher grade will not be granted.
- B. Graded exams/quizzes/assessments will be posted within two weeks of administration.
- C. Assignment grades will be posted within two weeks of the assignment due date.
- D. All assignments must be submitted through Blackboard. Assignments are to be submitted through the associated "Assignment" link provided.
- E. It is the student's responsibility to post the correct assignment through the Assignment link in Blackboard. If the assignment is posted as an attachment, please verify that the correct assignment is attached.
- F. All attachments must be posted in Microsoft Word or PowerPoint, or as a pdf file. Other software programs such as Pages, Works, Keynote, or WordPerfect will not be accepted.
- G. Assignments not posted in Blackboard by 11:59 p.m. Eastern Time on the due date receive a 10% grade deduction for each day the assignment is late. Communicate with the course faculty if an assignment will be late due to illness or an emergency. In these events, the course faculty will apply the grade deduction at his/her discretion.

- H. Assignments greater than 3 days late are generally not accepted. Communicate with the course faculty if an assignment will be late due to illness or an emergency. In these events the course faculty will apply the policy at his/her discretion.
- I. Technical issues related to the student's computer such as computer problems or interrupted Internet access are not considered valid grounds for late assignment submission. It is best to develop a contingency plan for events of this nature.
- J. In the event of a Christ College server outage, students will not be penalized for submitting an assignment late. The assignment will be due within 24 hours of the server returning online.

Online Discussions

- A. Submit all posts by due dates. Refer to the Discussion Grading Rubric for evaluation information. Communicate with the course faculty if a discussion post will be submitted late due to illness or an emergency. In these events, the course faculty will apply the grading rubric point deduction for late submission at his/her discretion.
- B. Submit your initial post, answer to the discussion question, by the initial post due date. In the subject line type "Last Name, Initial Post".
- C. Address the specific discussion question with support from assigned readings or other sources. Cite and reference all sources fully according to current APA format.
- D. Take time to review your response to the question or to other posts before you press "submit"; review not only for the logic posed or completeness but also for punctuation, grammar and spelling.
- E. Respond with professional and respectful language. Respect the feelings and diverse opinions of others.
- F. Refrain from using common abbreviations used in email and texting i.e. using all capital letters, and Emoticons (smiley faces).
- G. Your responses should add meaning to the discussion so be sure to respond fully. For example" instead of "I agree." say "I agree because... reason #1..2..3".
- H. Remember that the discussion board is NOT a private forum.
- I. Advertising or solicitation of services is not allowed.

Blogs

- A. Blogs are your reflection on a course topic written to your peers. You will be asked to respond to course content by making meaning through your experiences or expertise and prior knowledge.
- B. Submit blogs by due date. Refer to the Blog Grading Rubric for evaluation information. Communicate with the course faculty if a blog will be submitted late due to illness or an emergency. In these events, the course faculty will apply the grading rubric point deduction for late submission at his/her discretion.

Writing Assignments

- A. The Christ College of Nursing and Health Sciences values writing as a means of learning as
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- Academic Year 2025-2026

well as a way of evaluating and assessing student learning. Writing fosters idea development and critical thinking, and effective written communication is considered by educators and employers as an essential competency for all graduates.

- B. Selected student assignments, as examples of excellent or poor writing, may be shared anonymously with students in current or in future classes, or with faculty for across-the-curriculum alignment in assessing writing. Refer to the most current edition of the *Publication Manual of the American Psychological Association* for format requirements, and read the Plagiarism Overview to understand the ethics of source use and documentation. The Plagiarism Overview and APA Tutorial are available on the Blackboard Home Page under Student Success, Writing Center Consulting link.
- C. Written assignments should be of high quality according to the associated grading rubric.
- D. For assistance with writing assignments, the Writing Tutor is available to assist students to discuss writing projects, ideas for papers, and drafts of papers. To make an appointment, please contact the Writing Tutor, using the link on the Blackboard Writing Center.

NURSING COURSE: CLINICAL POLICIES AND PROCEDURES

Clinical Contracts

Clinical internship elective experiences (NUR 401, 402, 403, 404) require the student to provide nursing care in a health care or community setting. It is essential that a contract between the healthcare or community setting and The Christ College is established.

All clinical internship experiences should be completed at a facility with which a clinical contract is already established.

Dress Code for Clinical Internship Elective

NUR 401, 402, 403, 404

It is the position of the Department of Nursing that professional appearance and demeanor are a demonstration of self-respect, respect for the patient, and respect for the profession of nursing. As representatives of the profession of nursing and of the College, students are expected to follow the dress code as outlined.

- A. Picture ID badge with name facing outward at the collar with the orange 'student' card visible.
- B. Navy blue plain scrubs must be worn for all Clinical Internship activities.
 - a. No information regarding hospital/agency affiliation may be found on the scrub top.
 - b. Scrub top and pants should be of the same fabric, clean, freshly laundered, free of wrinkles, stains, odors, of the appropriate size and fit, and in good repair
- C. A plain, collarless, round-neck, freshly laundered, white tee shirt may be worn under the scrub top
- D. Plain white socks extending above the ankle (no exposed skin may show between sock and pants leg when the student is seated) when wearing uniform pants
- E. Shoes must be fully enclosed, clean, non-permeable shoes in good repair

F. Specialty areas

- a. Individual dress code as dictated by the specialty area

No Smoking: There is no smoking permitted on the campuses of the clinical agencies during clinical experience. This includes electronic cigarettes. Uniforms may not smell of smoke.

STUDENT HEALTH POLICIES

(updated 8.1.18)

RN-BSN students (licensed RN's) who are accepted at The Christ College of Nursing and Health Sciences (TCCNHS) are required to complete a health screening and provide proof of immunizations before access to online orientation is granted. Admission health requirements are explained on the college website: <https://www.thechristcollege.edu/enrollment-steps/>

The Christ College of Nursing and Health Sciences has secured the services of SELECTION.COM®, a nationwide provider of background checks and pre-employment verifications based in Cincinnati, to assist in the collection and verification of all pertinent applicant information as outlined above. The collection of this data is conducted by our third-party partner to ensure privacy and accuracy. No data is stored off-shore and multiple security redundancies reduce the risk of an information breach.

Health Screening and Immunization Requirements prior to ENTRY include:

- A. Urine drug screen - Drug testing is required by the College as a condition of enrollment. Failure to comply or achieve a satisfactory outcome will result in the student's admission offer being rescinded, and attempts to re-apply to the College in the future will not be considered. Students may be drug tested any time due to "reasonable suspicion". Circumstances which constitute reasonable suspicion include, but are not limited to, physiological signs of possible impairment from drugs or a pattern of abnormal behavior. Clinical agencies may require additional drug tests prior to beginning clinical. Refusal to permit testing will be an automatic dismissal from the College. If the student fails a drug screen and cannot produce valid prescription documentation, the student will be automatically dismissed from the College. Two (2) dilute drug tests will constitute a failed drug test. Students who are dismissed from the College due to a failed drug test will not be permitted to reapply to the College. Students will be notified in writing by the Dean of Academics of the failed drug test.
- B. Physical health examination: Health Physical Form (form, as available on <https://www.selection.com/christ-nursing>) completed and signed by Primary Care Physician.
- C. Tuberculin (TB) test – Quantiferon Gold (QFT) blood test or a one-step TB test. If a student has a positive TB test, documentation must be provided of the amount of induration at the skin test site and a chest x-ray showing no evidence of disease must be on file. The chest x-ray is valid for a period of time as designated per clinical agency. Documentation with dates of the following vaccines/immunizations. If documentation cannot be obtained, titers will be drawn.
 - a. Tetanus-Diphtheria-Pertussis (Tdap) booster after the age of 12 years, must include pertussis and be within last ten (10) years. Documentation of booster must be

- provided if over ten (10 years). (Documentation only, titers cannot be drawn for Tdap.)
- b. Documentation of two Measles, Mumps and Rubella (MMR) vaccinations or titer value greater than 1.10 from each disease.
 - c. Varicella (chicken pox) vaccine or proof of immunity through one of the following:
 - i. Physician statement of having history of chicken pox disease.
 - ii. Two doses of the Varicella vaccine.
 - iii. Copy of actual lab results indicating a positive Varicella titer (value over 1.10).
 - d. At least two doses of the three dose Hepatitis B vaccine series are required prior to the start of the first clinical day. The series of three vaccines must be complete and a positive serologic test for Hepatitis B surface antibody at 10 IU (international units) or greater is required.

Requirements for students after admission include:

- A. Clinical agencies may require additional immunizations and it is the student's responsibility to schedule the immunization(s), pay for the immunization(s), and provide official proof of having met the immunization requirement

Medical Situations

- A. Any condition that impairs functioning and/or for which the student is currently being treated is to be individually evaluated by the faculty member, RN-BSN Program Director, and the Associate Dean, Nursing or designee in regard to the student's ability to give patient care.
 1. Infectious Conditions: If a student has symptoms of an acute communicable disease, arrangements are to be made for the student to be taken home or, if necessary, admitted to the hospital.
 2. Surgery: If elective surgery is performed, upon return the student must be able to assume his or her full responsibility the first day of the return to class or clinical. A medical release submitted to the RN-BSN Program Director or designee, permitting a return to the College is required.
 3. Hospitalization: Students who have been assigned to clinical areas and who have been hospitalized must provide a medical release to the RN-BSN Program Director or designee, upon return to class or clinical.
 4. Illness and Convalescence: Any student under the care of a physician for an illness or condition that prevents attendance and/or full participation in the clinical experience is required to have a medical release signed by a physician stating that the student is capable of performing clinical activities with or without limitations. The medical release provides data for a final decision on a student's return to clinical by the faculty and RN-BSN Program Director or designee.

Medical Releases

- A. Medical Release Without Limitations: A release stating that the student may return to clinical

duty without limitations implies that, in the physician's opinion, the student's performance and function will not be a safety risk to patients, healthcare members or other students.

1. The release, signed by the student's physician should state: "(Student name) may return to clinical without limitations on (date)."
2. A medical release without limitations is required for a student to return to full participation in clinical activities.

B. **Medical Release With Limitations:** A medical release that includes limitations should have a detailed listing of the limitations and the timeframe for the limitations.

1. The student's return to full participation in clinical activities may be denied.
2. It will be up to the discretion of the clinical faculty and the RN-BSN Program Director or designee, to decide if the restrictions will interfere with patient safety and student safety and performance.

Financial Responsibility

The College does not assume financial responsibility for illnesses and injuries experienced by students in conjunction with their clinical experience.

- A. Visits to the emergency room for illness or injury occurring while in the role of student will not be covered by the hospital or the College. The student will be billed for services and Workers' Compensation will not be applied.
- B. Assessment and treatment for needle stick occurrences at an offsite clinical facility will be provided according to the protocols of that specific facility.
- C. Costs for expensive or prolonged treatment or laboratory diagnostic work will not be assumed by the College.
- D. The student shall assume the cost of routine laboratory work taken for any condition existing prior to or at the time of entrance to the College.
- E. Any dental work incurred is at the student's expense.

Appendix A: Definition of Terms

(updated 8.15, 8.17)

The following glossary outlines definitions for terms not previously addressed in either the Philosophy and/or Conceptual Framework of the Nursing Program. As a constantly evolving document, additions, clarifications, and revisions are to be expected.

1. **Accountability:** The state of being answerable for one's actions. Professional nurses answer to themselves, the client, the profession, the employing institution, and society for the effectiveness of nursing care performed.
2. **Advanced Standing:** (updated 6.17) Academic credit granted for prior nursing courses or transfer credit awarded by a program for a student's prior clinical experience and coursework.
3. **Capacity for Therapeutic Nursing Interventions:** The ability to provide outcome directed nursing interactions based on accurate assessment that enhances the welfare of the client/family/significant others.
4. **Class Hours:** Allotted time for the presentation of and activities used to address theoretical content. A class hour is a 50 minute period.
5. **Client:** The recipient of nursing care or services. May be individuals, families, groups or communities. Depending on the context or setting, clients may be termed patients.
6. **Community:** A segment of the external environment composed of individuals, families, and local and/or global groups.
7. **Conceptual Framework:** Key concepts and basic themes drawn from the philosophy of the Nursing Program, which form the basis for the curriculum.
8. **Course:** A group of related learning experiences which are directed toward achievement of specific objectives or outcomes.
9. **Course Outcomes:** The cognitive, psychomotor, and/or affective knowledge, attitudes, and skills to be learned by a student upon completion of a course.
10. **Critical Thinking:** An outcome-oriented process of inquiry, critical analysis and synthesis of available information utilized in making appropriate clinical judgments based on evidence.
11. **Environment:** Comprises all internal and external factors affecting and affected by the individual. Changes in the environment may require varying degrees of adaptation. (See Nursing Program Philosophy for expanded definition.)

12. **Guidance:** The act or process of assisting a student to achieve competent performance and/or outcomes.
13. **Health:** A dynamic process of balance and harmony within a person influenced by prevention strategies, not merely the absence of disease. (See Nursing Program Philosophy for expanded definition.)
14. **Health Care Team:** An organization of health practitioners representing various professions who work collaboratively in planning and administering health care services.
15. **Life Span:** A continuum encompassing conception to death. A component of the continuum is a person's health.
16. **Nurse Generalist:** A professional nurse capable of beginning practice in a variety of health care delivery settings.
17. **Nursing:** A caring profession concerned with the client's response to health and illness. (See Nursing Program Philosophy for expanded definition.)
18. **Outcome Assessment:** An ongoing and evolving system of processes and activities that assesses student learning through the curriculum and results in continuous improvement of student learning.
19. **Philosophy:** Beliefs about the nature of the individual, society or community, nursing, health, teaching, and learning.
20. **Professional Behavior:** Behavior that upholds the status, methods, character and standards of a given profession.
21. **Program Goals:** Statements that identify the ends toward which the efforts of the program are directed.
22. **Program Outcomes:** Cognitive, psychomotor and affective knowledge, behaviors, and skills to be learned by a student nurse upon completion of the entire program.
23. **Teaching Strategies:** A system of instructional processes designed to assist students to meet course outcomes and program outcomes. Teaching strategies utilized across courses include, but are not limited to: assessment forms; assignment of diverse clients; computer-assisted instructional modules; critical thinking activities; database searches; discussion; faculty role modeling; interactive software; journaling; presentations; relating cultural factors to health and illness; and required/recommended readings.

24. **Therapeutic Use of Self:** The use of personal identity in forming a trusting relationship that provides for the comfort, safety, and acceptance of the client.

25. **Unit:** A subdivision of a course.