

NORTH FLORIDA COLLEGE

Procedures specific to:

**Associate in Science Degree-Registered Nurse to
Bachelor of Science in Nursing Program**

(This handbook is intended to be utilized in conjunction
with the Allied Health Programs Handbook)

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Section I: Philosophy, Purpose, & Objectives

The philosophy of the North Florida College (NFC) Nursing and Allied Health Programs is consistent with the mission statement and objectives of NFC.

NFC's vision is to be the first choice for education and cultural enrichment for those in its surrounding communities. NFC's mission is to be an exceptional college dedicated to an individualized and supportive academic atmosphere, accessible education, lifelong learning opportunities, and professional growth for our students and communities.

NFC is accountable in its offerings of quality, accessible and affordable learning opportunities and fulfills its mission through:

- Transferable college credit programs leading to the Associate in Arts Degree;
- Workforce development programs leading to the Associate in Science Degree or technical certificates for occupational skills and employment;
- Access to baccalaureate degree programs through partnerships with colleges and universities;
- Basic literacy and academic development opportunities through credit and non-credit programs;
- Partnerships with business, industry, government and other institutions to promote economic development and provide retraining opportunities for the districts workforce;
- Support services to assist students in making educational, vocational and personal decisions;
- Cultural, recreational and enrichment opportunities for students and residents of the community.

The philosophy and purposes of the Nursing Programs are developed by the nursing faculty. These statements of belief include:

- Concept of individual human being;
- Concept of health/wellness;
- Concept of nursing ;
- Concept of teaching/learning;
- Concept of nursing education;
- Scope of nursing practice.

These procedures are designed to provide information to students within the Programs and should be read in conjunction with the Nursing and Allied Health Programs Student Handbook.

Person

We believe the individual person is of central importance, has inherent dignity, and is worthy of respect and care. The individual person being has the freedom of choice and is accountable for those choices. The individual person has basic needs that are satisfied by infinitely variable patterns of growth and development. Congruent with *Neuman's Model of Nursing* (Neuman & Fawcett, 2002), the client or client system may be the individual person, a family, group, community or social issue. This client system is open, holistic, and constantly trying to maintain system stability despite disruptive forces (stressors) acting upon the system. The client system behaviors and response to stress are the result of inter-relationships between an individual's psychological, physiological, developmental, socio-cultural, emotional, and spiritual domains. These six client system domains or variables are found within the basic structure or core, the flexible and normal lines of defense, and the lines of resistance. These layers function as protective mechanisms for the basic structure so that client system integrity is maintained.

Environment

We believe the environment is also an open system and consists of all the internal and external forces and factors surrounding the client system. The client system is in constant interaction with the environment, thus the environment influences the system and is influenced by the system. Stressors are part of the internal (within the client system) and external (outside the client system) environment and their influence on the client system can be positive or negative. According to Neuman (p. 19), a third environment called the creative environment is an open system exchanging energy with both internal and external environments. It is symbolic of wholeness and its function is to help maintain system integrity either consciously, unconsciously, or both.

Health/Wellness

We believe that health and wellness is a dynamic composite of the client system's physiologic, psychological, socio-cultural, developmental, emotional and spiritual inter-relationships that enable an individual to resist or adapt to stressors which enable the individual to meet their needs, conserve energy and move toward wellness. That is, optimal wellness is a state where all needs are met and more energy is stored than expended. When the individual cannot adapt/adjust to

stressors in the environment or adjust/adapt the environment to the individual, energy is expended, needs are unmet and there is a movement toward illness.

Nursing

We believe that nursing is primarily concerned with human life, the quality of life, and the quality of health of the client system. Nursing is the process of assisting the client system as the client moves toward optimal wellness level or a peaceful death. Nursing functions are viewed as complex and creative, offering infinite opportunity for the application of the physical, biological and social sciences and the development of the skills based upon them. In keeping with Neuman's model (p 25), nursing activities are initiated to best retain, attain, and maintain optimal client system stability for optimal health and wellness. The nurse uses the nursing process to assess for environmental stressors and plans interventions at the primary, secondary and tertiary levels that will assist the client system to maintain stability. Thus, the goal for nursing is a stable client system which creates linkages among the client, the environment, health and nursing.

Teaching/Learning

Teaching is the art and science of structuring content (information and processes) for student learning. We believe it involves the incorporation of a variety of teaching strategies designed to meet the diverse learning styles and needs of the student. As a facilitator of learning, the teacher creates an environment that promotes motivation and guides the student in learning. The teacher plans/directs learning activities that enhance the development of skills in critical thinking, decision-making and creativity. Additionally, the facilitator models the role of the professional nurse. Learning is viewed as a lifelong process whereby changes in thought and behavior occur through the attainment of cognitive, psychomotor and affective skills. The learning process is facilitated by humans' inherent creative drive toward higher and more positive levels of existence. The learner is invited to apply this creative drive through active participation in the learning process. Positive feedback and learner success builds confidence and facilitates the development of positive attitudes and an eagerness to learn more.

Nursing Education

Nursing education at NFC is based upon principles derived from nursing, the humanities, behavior, math, and biophysical and social sciences. We believe these principles are intrinsically related and from these principles the student will assimilate and apply knowledge to the care of client systems.

This application of theory will take place in a simulated laboratory as well as in a variety of planned clinical experiences where the student will be able to demonstrate the progressive acquisition of skills, attitudes, critical thinking and decision-making abilities.

We believe that learning involves the use of previously acquired knowledge and experience. Therefore, we believe nursing education need not be an obstacle course whereby one type of program discounts another in such a way that students are forced to repeat content learned in previous academic pursuits. Common course descriptions, numbering systems and core

competencies facilitate the progress of nursing students as they advance in professional rank without undue redundancy and without jeopardizing the quality of education or the skills of the graduates.

Scope of Nursing Practice

ADN Program faculty follow the core competencies of nursing practice identified in the National League for Nursing Educational Competencies for graduates of ADN programs (2000) and the Florida Department of Education Curriculum framework (2007). The faculty also concurs with the fifteen Standards of Professional Performance for the Registered Nurse identified by the American Nurses Association (2004), the six competencies identified by the Quality and Safety Education for Nurses (QSEN), and the twenty-one competencies for the twenty-first century identified by the Pew Health Commission Competencies for 1998.

Utilizing the identified competencies of these resources as a guide, a graduate of the Program possesses the knowledge, skills and attitudes necessary to function effectively within nursing and inter-professional teams to provide safe, patient-centered care to clients/client systems under the direct or indirect supervision of the Baccalaureate Degree Nurse. The graduate nurse utilizes informatics, integrates evidenced-based practice and monitors quality improvement data to positively affect the care of clients/client systems. The graduate nurse utilizes the nursing process as the basis for decision-making. The graduate nurse serves as a provider of care, manager of care, and a member of the profession of Nursing.

As a Provider of Care: the associate nurse integrates theoretical concepts and principles from the behavioral, natural, social and nursing sciences as the basis for providing care. Utilizing the nursing process, the novice associate nurse relies upon clinical competence, communication skills, caring behaviors and critical thinking to provide for client system stability and optimal wellness or to support a death with dignity.

As a Manager of Care: the associate nurse utilizes organization, collaboration, communication, delegation, advocacy, accountability, respect and established policies and procedures to coordinate care and manage the client system to meet holistic nursing care priorities. The associate nurse promotes an environment that fosters interdisciplinary and interdependent relationships. The associate nurse evaluates the healthcare system and initiates change. The associate nurse utilizes principles from teaching and learning to instruct client systems. The associate nurse seeks assistance when needed.

As a Member of the Profession of Nursing: the associate nurse accepts accountability for their own practice within the legal framework of nursing. The associate nurse evaluates their limitations and assumes lifelong responsibility for continued learning. As a contributing member of the nursing profession, the associate nurse upholds the high standards of nursing practice and seeks opportunities to promote changes in the healthcare system that promote quality of

healthcare for individual, families and communities. The associate nurse forms constructive relationships with peers, client systems and other healthcare professionals and seeks opportunities to interact with the professional community to add to the body of knowledge of the profession.

Nursing and Allied Health Department Mission

Our mission is to meet the community healthcare career needs through facilitation of student enrollment and progression through healthcare programs with a student-centered learning environment that promotes students success through flexible and varied learning activities that foster creativity, critical thinking and professional growth.

Associate in Science Degree-Registered Nurse to Bachelor of Science in Nursing Program Student Learning Outcomes

The Associate in Science Degree-Registered Nurse to Bachelor of Science in Nursing Program at NFC will prepare graduates to:

1. Synthesize knowledge from nursing science and liberal studies to apply critical thinking, clinical reasoning and decisions-making skills that improve nursing care of individuals, families and communities throughout the life span **(Essentials I) (Essential IX)**
2. Incorporate effective interprofessional communication and collaboration skills in providing safe nursing care that promotes patient preference, mutual respect and improved health care outcomes **(Essential VI)**
3. Evaluate research for the application of clinical evidence to support nurse practice decisions in planning, implementing and evaluating nursing care. **(Essential III)**
4. Analyze the principles of nursing leadership and management in the practice of professional nursing to promote safe and quality outcomes of care in various healthcare environments. **(Essential II)**
5. Integrate professional knowledge, skills, attitudes and ethical principles in the provision of holistic, culturally appropriate and safe nursing care. **(Essential VIII)**
6. Examine the use of information technology to support the delivery of safe, quality nursing care. **(Essential IV)**
7. Integrate nursing care practices based on theory and current evidence that promote health, prevent disease and provide culturally appropriate, patient-centered, therapeutic interventions to diverse populations across the lifespan. **(Essentials VII) (Essential IX)**
8. Analyze the impact of trends and issues influencing nursing practice, healthcare, and access to healthcare in diverse populations. **(Essential V)**

The outcomes are consistent with the American Association of Colleges of Nursing Essential of Baccalaureate Education for Professional Nursing Practice.

References

American Association of Colleges of Nursing [AACN], 2008. *The essentials of baccalaureate education for professional nursing practice*. Retrieved from <http://www.aacn.nche.edu/education-resources/BaccEssentials08.pdf>

American Nurses Association. (2010). *Nursing: Scope and Standards of Practice*. Silver Spring, Maryland: nursesbook.org (2nd ed.).

Neuman, B., & Fawcett, J. (2002). *The Neuman Systems Model*. (4th ed.). Upper Saddle River, New Jersey: Prentice Hall.

Pew Health Professions Commission. (1998). *Recreating health professional practice for a new century*. The Center for Health Professions at the University of California.

National League for Nursing. (2010). <http://www.nln.org/>

Quality and Safety Education for Nurses. www.qsen.org

Section II: Curriculum Plan

General Education Courses			
Communication	Freshman English I	ENC 1101	3 Credits
	Freshman English II	ENC 1102	3 Credits
Social Sciences	General Psychology	PSY 2012	3 Credits
	Human Development	DEP 2004	3 Credits
Physical Sciences	Human Anatomy & Physiology I	BSC 2085C	4 Credits
	Human Anatomy & Physiology II	BSC 2086C	4 Credits
	Microbiology	MCB 2010C	4 Credits
	Fundamentals of Human Nutrition	HUN 2201	3 Credits
	Survey of Chemistry or General Chemistry I - with Lab	CHM 1033 or 1045	4 Credits
Mathematics	Introduction to College Statistics	STA 2023	3 Credits
		Choice	3 Credits
Humanities	3 credits must be Florida Core	Choice	3 Credits
		Choice	3 Credits
Electives		Choice	3 Credits
General Education Courses Total: 46 Credits			
Students must meet the state of Florida requirements for General Education Core, Gordon Rule, and Foreign Language.			
Lower Division Nursing Courses			
Lower Division Nursing Courses			Total:42 Credits
Upper Division Nursing Courses			
Advanced Assessment		NUR 3069	3 Credits
Pathophysiology		NUR 3125	3 Credits
Professional Roles		NUR 3805	3 Credits
Cultural Care		NUR 3047	3 Credits
History, Issues, and Trends		NUR 3082	2 Credits
Informatics		NUR 4870	3 Credits
Ethics		NUR 4826	3 Credits
Rural Nursing		NUR 4675	3 Credits
Pharmacology		NUR 4145	3 Credits
Evidence Based Research		NUR 4169	3 Credits
Community Nursing		NUR 4636	3 Credits
Upper Division Nursing Courses Total: 32 Credits			
BSN Total: 120 Credits			

Full-time Track

Semester 1	Semester 2	Semester 3
Professional Roles	Pathophysiology	History, Issues, and Trends,
Advanced Assessment	Pharmacology	Community Nursing
Ethics	Informatics	Evidence Based Research
Cultural Care	Rural Nursing	
12 credit hours	12 credit hours	8 credit hours

Part-time Track

Semester 1	Semester 2	Semester 3
Professional Roles	Pathophysiology	History, Issues, and Trends,
Advanced Assessment	Pharmacology	Community Nursing
6 credit hours	6 credit hours	5 credit hours

Semester 4	Semester 5	Semester 6
Ethics	Informatics	Evidence Based Research
Cultural Care	Rural Nursing	
6 credit hours	6 credit hours	3 credit hours

Section III: Academic Standards/Progression Policies

NFC students are obligated to accept the rules and regulations of NFC. The ADN-RN to BSN Program operates under the guidelines of NFC policies and procedures as related to general admissions. However, once the student is admitted into the ADN-RN to BSN Program, they will also be expected to adhere to the academic and professional standards outlined in the student handbook for the Nursing and Allied Health Department and ADN-RN to BSN Program in addition to NFC's policies and procedures.

Once enrolled in the ADN-RN to BSN Program, students must meet all academic requirements as outlined in each course syllabus, the Nursing and Allied Health Handbook, and the Associate in Science Degree-Registered Nurse to Bachelor of Science in Nursing Program Handbook. In addition students are required to:

- Maintain a minimum theory grade of "C". If the student earns a failing grade or "W" (withdrawal) in the nursing course, the course must be repeated and a passing grade earned before the student can progress in the nursing program;

- Students with more than two failures of professional BSN program courses are not permitted to continue in the BSN program and are ineligible to reapply to the BSN program.
- Maintain or have made a minimum theory grade of “C” in each required general education course;
 - If the student earns a failing grade (“D” “F” “W” or “WF”) in a general education course while in the ADN-RN to BSN program, the student will not be able to progress in the program;

Section IV: Readmission

Please refer to the Nursing and Allied Health Department Handbook for re-admission policies and procedures. In addition, a student who exits the ADN-RN to BSN program because of a “D”, “F”, “U” or “W” in a general education course (prefix other than NUR) must successfully complete the general education course prior to being cleared for re-admission. Successful completion of the general education course does not guarantee re-admission into the ADN-RN to BSN program. Students who elect to withdraw or not progress in the professional courses of the program, are permitted to be inactive for two semesters. After two semesters of inactive status, the student must reapply to the program.

Section V: Grading Scale

Students attending the ADN Program at NFC will be evaluated according to the following scale:

<i>Theory</i>	
A = 90-100	S = Satisfactory or Pass
B = 80-89	U = Unsatisfactory or Failing
C = 77-79	
D = 70-76	
F = below 70	

- In order to progress, a student must earn a minimum average numerical grade of 77 (“C”) in each nursing course. A student must also successfully complete all assignments in each nursing course as a part of the course requirements.
- **Failure to earn an “S” in the skills laboratory and clinical component (for courses with NUR prefix) will also result in failure of the theory course (for courses with an NUR prefix).**

Section VII: ADN-RN to BSN Program Completion/Requirements for Graduation

Participation in community service activities/projects, as well as graduation activities are mandatory for the ADN-RN to BSN student to meet professional requirements of the program. The examples given above are not inclusive of all professional related activities the student may participate in during the course of study.

General requirements for graduation with a Bachelor of Science in Nursing from NFC are:

1. Completion of all required general education courses with a grade of “C” or better.
2. Completion of all required nursing courses with a grade of “C” (numerical grade of 77) or better.
3. Completion of all required skills, laboratory and clinical experiences with a grade of “Pass” or “Satisfactory.”
4. Discharging all financial obligations to the College and its agencies.
5. Filing an application for graduation prior to the deadline published in the college catalog or otherwise announced.
6. Payment of the required graduation fee.
7. Participation in all required professional activities.

Section VIII: See Chain of Command Document