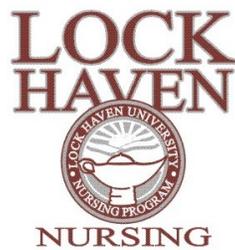


**LOCK HAVEN UNIVERSITY**  
**SCHOOL OF NURSING**



**RN to BSN**  
**STUDENT PROGRAM GUIDE**

**2021-2022**

**Lock Haven University**  
**School of Nursing**  
**201 University Drive**  
**Clearfield, PA 16830**  
**814-768-3450**  
**<http://www.lockhaven.edu/clearfield/nursingdep/bsn.html>**

**TABLE OF CONTENTS**  
**RN to BSN STUDENT PROGRAM GUIDE**

Welcome Letter from Director	4
------------------------------	---

**Overview of RN to BSN Program**

Accreditation Statement	5
Equal Educational Opportunity Statement	5
Affirmative Action Plan	5
RN to BSN Program Description	6
RN to BSN Program Purpose	6
LHU Mission Statement	6
RN to BSN Program Philosophy	7
ANA Standards of Professional Performance	9
Essentials of Baccalaureate Education for Professional Nurse Practice	9
Orientation to Technology and Technical Requirements	10

**RN to BSN Curriculum**

End of Program Student Learning Outcomes	13
Communication of Program Updates	13
Length of RN to BSN Program	13
RN to BSN Course Track Sheet	14
Suggested Course Sequence – Full-time	15
Suggested Course Sequence – Part time	16
RN to BSN Course Descriptions	17
Additional Courses Required	18
General Education Requirements	19
Student Governance and Organizations	19

**Admission to RN to BSN Program**

Application Form	19
Criteria for Admission	19
Student Qualifications	19
Financial Aid	20

**Student Rights and Responsibilities**

Student Rights	21
Online Class Attendance	21
Online Etiquette	21
Academic Honesty	22
Student Records	22

## **Academic Policies of RN to BSN Program**

Grading Policy	22
Incomplete Grades	23
Grade Appeal	23
Class Withdrawal	23
Readmission	24
Retention/Progression	25
Dismissal	25
Graduation	25

## **Library and Computer Resources**

Library Resources	26
Technological Resources	27

## **Student Services**

Tutoring and Counseling Services	29
Special Accommodations	
For students with documented disabilities	29

## **Appendices**

Appendix A: American Nurses Association Scope and Standards of Practice (2010)	
Standards of Practice for the Registered Nurse	30
Standards of Professional Performance for a Registered Nurse	31

## **About this Handbook**

The purpose of this RN to BSN Student Program Guide is to assist you in understanding the

policies, procedures, and general information specific to the RN to BSN academic program within the Nursing Department at Lock Haven University. The information in this guide is a supplement to, not a substitute for, information published in the Lock Haven University Student Handbook and the Lock Haven University Catalog.

Successful matriculation and graduation from an academic program requires adherence to all policies, procedures, and regulations as stipulated by both the LHU Nursing Department and the University. If you have any questions regarding requirements or policies, do not hesitate to refer them to your academic advisor, program Director, Chair of the department, or Dean of the College of Natural, Behavioral, and Health Sciences.

This handbook and the contents are reviewed yearly and revisions made as required.



*Dear RN to BSN Student,*

*Welcome to the Lock Haven University On-line Bachelor of Science in Nursing Completion Program. Congratulations on your decision to continue your education at this important time of rapid change and opportunity in health care delivery.*

*This program is designed to build upon your knowledge and experience as a registered nurse and to prepare you for a higher level of professional practice. The information in this handbook should be helpful as you progress through the program.*

*Please note the important telephone numbers and web sites provided in this handbook. If you have questions or concerns about your educational experience please contact your academic advisor, BSN Director, or the Department of Nursing administrative office.*

*In addition, a BSN Student Center along with a Virtual Office can be found as a course shell in D2L – the learning management system. Here you can find information about the BSN degree, the University, and the School of Nursing announcements, along with resources that you may find useful.*

*The LHU BSN Faculty are delighted you have chosen our program, and we'd like to again extend our sincere welcome. The BSN Faculty is devoted to our students' success in the program. We are committed to assisting you in reaching your professional goals.*

*Warm regards,*

***Dr. Joy DuGan***

*Joy DuGan, DNP, MSN, RN  
BSN Director, Assistant Professor*

## OVERVIEW OF RN TO BSN PROGRAM

### Accreditation Statement

Lock Haven University's Bachelor of Science in Nursing Program has accreditation by the Accreditation Commission for Education in Nursing, Inc. (ACEN).

Accreditation Commission for Education in Nursing, Inc.  
3390 Peachtree Road NE, Suite 1400  
Atlanta, GA 30326  
P: 404-975-5000 F: 404-975-5020  
[www.acennursing.org](http://www.acennursing.org)

### Equal Educational Opportunity Statement

Lock Haven University, a member of the PASSHE, does not discriminate on the basis of race, color, national origin, religion, sex, sexual orientation, disability or age in its programs and activities.

### Affirmative Action Plan

The Lock Haven University Affirmative Action Plan commits the university to upholding four basic social equity principles:

- 1.* Lock Haven University, as an equal opportunity employer, is committed to policies and practices which do not discriminate and are not in violation of applicable laws, executive orders and regulations regarding equal opportunity and non-discrimination in employment on the basis of race, color, religion, national origin, disability, age, sex, or status as a disabled or Vietnam era veteran. This policy applies to all terms and conditions of employment including but not limited to recruitment, selection and assignment.
- 2.* The university is committed to the concept of affirmative action to accelerate the achievement of equal employment opportunity for minority groups, women, the disabled, and veterans as described in federal and state laws and regulations.
- 3.* Growth and development of social equity in the university depends upon the quality and commitment of its faculty, staff and students. Affirmative Action must encompass the development of a perspective that will enable the university to carry out its mission. The university recognizes the importance of role modeling in the preparation of students for successful competition with graduates of colleges and universities throughout the United States. It also recognizes that Lock Haven University graduates must meet national and local leadership needs and find personal life satisfaction through a widened horizon of understanding and service.
- 4.* The Affirmative Action program of Lock Haven University includes a commitment to an overall program to achieve equal opportunity by increasing the supply of qualified or qualifiedly minority, female, disabled and veteran candidates for employment and as students.

## **RN to BSN Program Description**

Lock Haven University's Bachelor of Science in Nursing program is an on-line program. *Select nursing courses require an external clinical experience.* The program is intended to build upon the background and knowledge of registered nurses and to afford them the opportunity to continue their education at a professional level. The program's primary goals are the provision of educational experiences designed to promote scientific inquiry, creative thinking, critical judgment, and personal development.

Lock Haven University's RN to BSN Program integrates liberal arts with career education at the RN level, establishing the basis for a variety of BSN learning activities that focus on professional nursing practice. Lock Haven University accepts transfer credits from other accredited colleges and universities.

## **RN to BSN Program Purpose**

Lock Haven University's Bachelor of Science in Nursing Program is designed to prepare a generalist nurse who is able to function in a variety of settings: providing care of the sick in and across environments; participating in, planning, implementing and evaluating activities and programs to promote health; and facilitating population-based health care. According to the *Essentials of Baccalaureate Nursing Education* (AACN, 2008), generalist nurse education occurs at a minimum in baccalaureate degree nursing programs. Baccalaureate generalist education, as defined in the *Essentials* document, is the foundation upon which all graduate nursing education builds.

It is recognized that the **role of the baccalaureate-generalist nurse** is to:

- Provide direct and indirect care to diverse individuals, families, groups, communities, and populations;
- Design, manage and coordinate care across multiple and varied settings; and
- Be a member of the profession built on the requisite core values and an ethical framework

## **Lock Haven University Mission Statement**

According to the LHU Mission and Values Statement, the University offers an excellent and affordable education characterized by a strong foundation in the liberal arts and sciences for all students, majors in the arts and sciences, and a special emphasis on professional programs. All programs are enhanced with real-world experiences and co-curricular activities that enable students to realize their full potentials. In close personal interactions with faculty who are passionate about teaching, students are challenged to develop their minds and skills in order to be responsible citizens and to succeed in a global and technologically advanced society.

In the RN to BSN Program, distance education is defined as the delivery of education through a completely web-based delivery. The student is required to access and participate via online access. Participation varies from course to course and includes, but is not limited to: discussion,

viewing/listening to PowerPoint lectures, completion of online modules and interactive activities, quizzes, exams, and presenting projects via Desire to Learn (D2L) and/or the World Wide Web. The student must possess basic computer skills/knowledge to participate in this course delivery system. Online learning is not for every student. The Course Management System (D2L) provides a media-rich learning environment for on-campus and online learners to communicate and collaborate with their instructors and classmates. The Desire2Learn platform is available for any student to view courses and take some time to become familiar with the easy-to-use teaching and learning tools.

### **RN to BSN Program Philosophy**

The Lock Haven University Bachelor of Science in Nursing Program provides an affordable, comprehensive education to students from diverse backgrounds. It provides the skills and the theoretical background necessary to ensure graduate nurses who are capable of delivering quality nursing care to individuals and families in a variety of settings within the community.

The philosophy of the Nursing Department reflects the attitude of the faculty regarding their beliefs about the person, environment, health, nursing, and nursing education. The philosophy was reviewed and revised in accordance with the changes in the University Mission Statement. Changes were also made to reflect consistency with the contemporary beliefs of the profession and emerging technological advances. For example, the RN to BSN Program is completely delivered as a web-based program of study online and Nursing Informatics is a course requirement for the RN to BSN Program. The Mission of the University speaks to “affordable education,” “with real-world experiences” and emphasizes preparation of graduates to “succeed in a global and technological advanced society.” The Nursing Program Philosophy also addresses the importance of using technology “in overcoming access barriers by providing a unique educational experience” and consistently strives to provide the students with the ability to apply technology in nursing practice. The online format of the Program provides for a cost-effective and flexible education.

The Nursing Program subscribes to the mission statement of Lock Haven University of Pennsylvania and bases the curriculum on the following beliefs about the person, environment, health, nursing and nursing education.

**Person** – is viewed as an intelligent being that possesses traits and characteristics that make them unique beings with personal dignity and self-worth. Persons, as members of society, are adaptive and continually interact with their environment as they strive to achieve maximum health potential. As a person evolves through their life cycle, they use their intellect and free will to make conscious choices regarding their health needs and health care. Persons have basic human needs but may differ in culture, values, health practices and spirituality.

**Environment** – consists of physiological, psychosocial, cultural, philosophical, developmental and spiritual conditions and forces impacting the person’s health. Environmental conditions and forces continually change and interact, forming a complex context for nursing practice. The nurse has the responsibility to assess the environment at the level impacting the person, manage its constraints and utilize its resources to promote the health of the person

**Health** – is a dynamic state in which individuals adapt to alterations in their internal and external environment; so that there is a state of physical, emotional, socioeconomic, and spiritual well-being. Health encompasses levels of wellness and illness; and nursing assists individuals when there is an alteration in their health status. The nursing faculty believes that individuals have inherent rights to receive the appropriate health care needed to achieve their optimal health potential. Within this context, health care is provided to assist individuals and families in meeting their basic needs in accordance with their capacity, goals and life style.

**Nursing** – is an art and science characterized by critical thinking, clinical competence, accountability, and commitment to the value of caring, and interdisciplinary collaboration. Nursing applies to persons across the life span and within various cultures. It is based upon interpersonal communications among the individual, the family, and the nurse. It involves assessing, planning, implementing, and evaluating the human needs of the individual in health and illness. An important part of the nursing process includes health teaching by the nurse to assist individuals in the promotion and maintenance of health. In cooperation with other members of the health team, nursing care is delivered in accordance with the legal and ethical standards of the nursing profession and in response to societal health needs.

**Nursing Education** – is the process by which the learner develops a knowledge base for nursing practice progressing from simple to complex. This base includes knowledge and skills from nursing science as well as the humanities and the natural, behavioral and social sciences. Faculty provides an environment conducive for integration of concepts from these disciplines to the practice of nursing in a variety of supervised clinical settings.

The RN to BSN Program builds upon the ASN program at Lock Haven University with a focus on professional nursing practice. The ASN degree is the entry level nursing degree for technical nursing practice. The RN to BSN Program was established with the intent to prepare a generalist nurse, while utilizing access to an educational experience through web-based means and use of technology, at the lowest-possible cost to students. The faculty encourages interaction between individuals and groups via discussion boards, virtual office and emails.

The RN to BSN program affords the technical nurse the opportunity to expand his/her knowledge on a professional level and provides a basis for graduate education. The registered nurse student brings to the educational setting, fundamental nursing knowledge, technical competencies, and pertinent life experiences which provide the basis for upper division education. The RN to BSN Program also provides upper division opportunities, facilitating mobility of graduates from Associate Degree and Diploma programs, thus allowing the opportunity to enhance career options and provide a foundation for graduate education. The baccalaureate-prepared nurse is liberally educated and is prepared to embark on a career path that includes life-long learning, a commitment to the profession and recognition of personal and civic responsibilities in a multi-cultural and global community.

Nursing education provides students with a theoretical and clinical foundation for the development of knowledge and skills necessary for assisting persons with their health. Professional nursing education prepares the graduate to function as a generalist who incorporates critical thinking and decision- making skills in seeking resolution of increasingly complex

problems. It promotes the integration of nursing theory with the natural, social, and behavioral sciences in the practice of professional nursing. Through research, professional nursing education extends the knowledge base and scope of nursing practice.

### **ANA Standards of Professional Performance**

The Lock Haven University Bachelor of Science in Nursing Program subscribes to the American Nurses Association Standard of Professional Performance (see Appendix A).

### **The Essentials of Baccalaureate Education for Professional Nurse Practice**

The American Association of Colleges of Nursing (AACN) *Essentials* (2008) serves to transform baccalaureate nursing education by providing the curricular elements and framework for building the baccalaureate nursing curriculum. These *Essentials* address the key stakeholders' recommendations and landmark documents such as the IOM's recommendations for the core knowledge required of all healthcare professionals. This document emphasizes such concepts as patient-centered care, inter-professional teams, evidence-based practice, quality improvement, patient safety, informatics, clinical reasoning/critical thinking, genetics, and genomics, cultural sensitivity, professionalism, and practice across the lifespan in an ever changing and complex healthcare environment. Essentials II delineates the outcome expected of graduates of baccalaureate nursing programs. Achievement of these outcomes will enable graduates to practice within complex healthcare systems and assume the roles: provider of care; designer/manager/coordinator of care; and member of a profession. Essential IX describes generalist nursing practice at the completion of baccalaureate nursing education. This Essential includes practice-focused outcomes that integrate the knowledge, skills and attitudes delineated in Essentials I-VIII. The times needed to accomplish each Essential will vary, and each Essential does not require a separate course for achievement of the outcomes.

#### **The nine Essentials are:**

**Essential I: Liberal Education for Baccalaureate Generalist Nursing Practice.** A solid base in liberal education provides the cornerstone for the practice and education of nurses.

**Essential II: Basic Organizational and Systems Leadership for Quality Care and Patient Safety.** Knowledge and skills in leadership, quality improvement, and patient safety are necessary to provide high quality health care.

**Essential III: Scholarship for Evidence-based Practice.** Professional nursing practice is grounded in the translation of current evidence into one's practice.

**Essential IV: Information Management and Application of Patient Care Technology.** Knowledge and skills in information management and patient care technology are critical in the delivery of quality patient care.

**Essential V: Health Care Policy, Finance, and Regulatory Environments.** Healthcare

policies, including financial and regulatory, directly and indirectly influence the nature and functioning of the healthcare system and thereby are important considerations in professional nursing practice.

**Essential VI: Inter-professional Communication and Collaboration for Improving Patient Health Outcomes.** Communication and collaboration among healthcare professionals are critical to delivering high quality and safe patient care.

**Essential VII: Clinical Prevention and Population Health.** Health promotion and disease prevention at the individual and population level are necessary to improve population health and are important components of baccalaureate generalist nursing practice.

**Essential VIII: Professionalism and Professional Values.** Professionalism and the inherent values of altruism, autonomy, human dignity, integrity, and social justice are fundamental to the discipline of nursing.

**Essential IX: Baccalaureate Generalist Nursing Practice.** The baccalaureate graduate understands and respects the variations of care, the increased complexity, and the increased use of healthcare resources inherent in caring for patients.

Learning opportunities, including direct clinical experiences, must be sufficient in breadth and depth to ensure the baccalaureate graduate attains these practice-focused outcomes and integrates the delineated knowledge and skills into the graduate's professional nursing practice. Clinical learning is focused on developing and refining knowledge and skills necessary to manage care as part of an inter-professional team (American Association of Colleges of Nursing, 2008, p. 3-4).

American Association of Colleges of Nursing .(2008). *The essentials of baccalaureate education for professional nursing practice*. Washington, DC: Author.

## **Orientation to Technology and Technical Requirements**

Orientation to technology is provided and technological support is available to students, including those receiving instruction using alternative methods of delivery. D2L, an integrated web-based and course management system, is the current system utilized for student access to course information, instructional materials and contact of professors. This system replaced the e-College system previously used by the university. This system was adopted to comply with a request for all PASSHE universities to use the same technological system.

Students are oriented to the use of the D2L. Information related to course access is available on the website, [http://www.ecampus.lhup.edu/courses/course\\_index.html](http://www.ecampus.lhup.edu/courses/course_index.html). Students are directed to the login page at <https://lhu.desire2learn.com/>. Technological support is available 24/7 at <https://d2lprod.service-now.com/lhu> where telephone numbers and live chat can be accessed. Comprehensive technical information can be found on the IT website at <http://www.lockhaven.edu/it/>

For one-on-one assistance, please feel free to contact the IT Helpdesk 570-484-2286, Option 1. You can also visit this site for more IT information at: <http://www.lockhaven.edu/it/> .

Comprehensive technology information can be found at [http://www.lockhaven.edu/it/documents/stu\\_comp\\_info.pdf](http://www.lockhaven.edu/it/documents/stu_comp_info.pdf)

## BSN CURRICULUM

### End of Program Student Learning Outcomes (EPSLOs)

Lock Haven University's Bachelor of Science in Nursing Program prepares the graduate to:

1. Synthesize theoretical and empirical knowledge from nursing, the humanities, natural and social sciences in the practice of professional nursing. **(Synthesize Knowledge)**
2. Demonstrate skills in critical thinking and decision making in the use of the nursing process with individuals, families, groups, and communities experiencing complex health problems. **(Critical Thinking)**
3. Intervene therapeutically to promote, restore, and maintain the maximum health potential of individuals, families, groups, and communities. **(Maximize Health Potential)**
4. Manage nursing care for groups of clients within health care agencies, in the home or in the community. **(Manage Nursing Care)**
5. Demonstrate evolving competence in multicultural interactions. **(Cultural Competence)**
6. Communicate effectively in interactions with individuals, families, groups, and communities. **(Communication)**
7. Provide health education for individuals, families, groups, and communities. **(Health Education)**
8. Evaluate research findings, applying evidence-based knowledge to their practice. **(Evidence-Based Knowledge)**
9. Assume responsibility and accountability for own decisions and actions in the practice of nursing. **(Responsibility and Accountability)**
10. Incorporate a commitment to lifelong learning and professional values, including ethical and legal aspects, into the practice of nursing. **(Lifelong Learning)**
11. Demonstrate knowledge and skills to use information management and patient care technologies to deliver safe and effective care. **(Information Management)**

### Communication of Program Updates

Changes in policies, procedures, and program information are clearly and consistently communicated to students in a timely manner. The nursing department strives to make changes in policies, procedures and program requirements in a timely manner. Changes made during the academic year or summer session are relayed to students via the nursing department website, email and/or D2L course announcements within a month of the final decision made by the BSN Committee.

The University website, catalog, and BSN Student Program guide are updated at the end of the academic year and as needed. Ongoing changes to the curriculum are shared with the current student body. These changes are also discussed at the Advisory Council Meetings to inform communities of interest. To assess communication effectiveness, student opinion surveys are currently being developed.



See suggested LHU curriculum plans below:

**Lock Haven University  
Nursing Department  
RN to BSN Online Track  
SUGGESTED Course Sequence for FULL-TIME Status**

**First Semester (Fall)**

NURS 325: Pharmacology for Nursing (3)

NURS 310: Foundations for Professional Practice (3)

NURS 320: Health Assessment (3)

Wellness (3)

Natural Science (3)

Credit Total: (15)

**Second Semester (Spring)**

NURS 305: Informatics (3)

NURS 315: Pathophysiology (3)

NURS 330: Global Perspectives in Nursing (3)

Global Awareness and Citizenship (GAC) (3)

Philosophical, Literary, or Aesthetic (PLA) (3)

Credit Total: (15)

**Third Semester (Fall)**

NURS 410: Home. Community and Public Health (3)

NURS 420: Nursing Leadership & Management in Practice (3)

MATH 107: Statistics (3)

Global Awareness and Citizenship (GAC) (3)

Credit Total: (12)

**Fourth Semester (Spring)**

NURS 430: Contemporary Issues, Policy & Politics (3)

NURS 490: Nursing Research (3)

Historical, Behavioral & Social Sciences (HBS) (3)

Philosophical, Literary, or Aesthetic (PLA) (3)

Credit Total (12)

\*To participate in this online program, it is essential to have access to a computer, software and technology as specified by the LHU Technology Requirements.

\* MATH 107 Must be completed prior to taking NURS 490.

\*This sequence is SUGGESTED: Students can start in any semester and courses can be taken in any order, with the exception of MATH 107, which must be taken prior to NURS 490.

\*Other courses maybe required pending transfer credit degree audit for ASN or Diploma program to meet the university requirements of 120 credits for the BSN degree.

**Lock Haven University  
Nursing Department  
RN to BSN Online Track  
Suggested PART-TIME Course Sequence**

**First Semester (Fall)**

NURS 325: Pharmacology (3)  
NURS 310: Foundations (3)

Credit Total: (6)

**Second Semester (Spring)**

NURS 305: Informatics (3)  
NURS 315: Pathophysiology (3)  
Historical, Behavioral, Social Sciences (HBS) (3)

Credit Total: (9)

**Third Semester (Fall)**

NURS 320: Health Assessment (3)  
MATH 107: Statistics (3)

Credit Total: (6)

**Fourth Semester (Spring)**

NURS 330: Global Perspective (3)  
Wellness (3)

Credit Total: (6)

**Fifth Semester (Fall)**

NURS 410: Home, Community & Public Health (3)  
Natural Science (NS) (3)

Credit Total: (6)

**Sixth Semester (Spring)**

NURS 430: Contemporary Issues, Policy & Politics (3)  
Global Awareness & Citizenship (GAC) (3)

Credit Total: (6)

**Seventh Semester (Fall)**

NURS 420: Nursing Leadership & Management in  
Practice (3)  
Global Awareness & Citizenship (GAC) (3)

Credit Total: (6)

**Eight Semester (Spring)**

NURS 490: Nursing Research (3)

Credit Total: (3)

\*To participate in this online program, it is essential to have access to a computer, software and technology as specified by the LHU Technology Requirements.

\* MATH 107 Must be completed prior to taking NURS 490.

\*This sequence is SUGGESTED: Students can start in any semester and courses can be taken in any order, with the exception of MATH 107, which must be taken prior to NURS 490.

\*Other courses maybe required pending transfer credit degree audit for ASN or Diploma program to meet the university requirements of 120 credits for the BSN degree.

**BSN Course Descriptions:**

**NURS305 Nursing Informatics**

**3sh**

Examines the history of healthcare informatics, current issues, basic informatics concepts and health information management systems. The use of technology to help make decisions and to improve the health status of the individual, family, and community is emphasized.

Students will apply informatics concepts to a current clinical practice setting suggesting methods to use technology to improve patient safety and work effectiveness. The student will also learn to

identify, gather, process, and manage information/data. (*Offered subsession: 7.5 weeks*).  
Prerequisite: Enrolled in RN to BSN program or permission of Instructor.

**NURS310 Foundations for Professional Practice** **3sh**

Examines the conceptual models and theoretical frameworks of nursing to encourage the student to critique, compare, and evaluate nursing theory in current nursing practice. Fulfills the Writing Competency. (*Offered subsession: 7.5 weeks*)

Prerequisite: Enrolled in RN to BSN program or permission of Instructor.

**NURS315 Pathophysiology** **3sh**

Studies the physiologic mechanisms altered by illness, injury, or disease processes in humans throughout the life span. Fundamental disease processes, specific illnesses, and their effects on homeostasis as well as the links between pathophysiology, diagnosis, and therapeutic interventions are emphasized.

Prerequisite: Enrolled in RN to BSN program or permission of Instructor.

**NURS320 Health Assessment** **3sh**

Focuses on identification and demonstration of assessment techniques with emphasis on normal and abnormal findings throughout the lifespan. Learning experiences provide for development of a systematic approach to physical assessment to facilitate integration of assessment findings and major health deviations. Principles of therapeutic communication will be emphasized as an adjunct to performing a health assessment (*Offered subsession: 7.5 weeks*).

Prerequisite: Enrolled in RN to BSN Program or permission of Instructor.

**NURS325 Pharmacology for Nursing** **3sh**

Focuses on examining pharmacotherapeutic agents used in the treatment of illness, health promotion, maintenance and restoration of wellness. Emphasis is placed on drug therapy integrating the use of the nursing process in pharmacokinetics, safe medication administration, and monitoring.

Prerequisite: Enrolled in RN to BSN Program or permission of Instructor.

**NURS330 Global Perspectives in Nursing** **3sh**

Focuses on global issues affecting personal, community, and international health and development using approaches from health promotion, population health, and primary health care to help frame analyses. Students are exposed to basic perspectives on health policy issues throughout various geographical regions and the impact of significant world events. (*Offered subsession: 7.5 weeks*).

Prerequisite: Enrolled in RN to BSN Program or permission of Instructor.

**NURS410 Home, Community and Public Health** **3sh**

Designed to review current and evolving roles of home health, community and public health nurses. Health issues, epidemiology, communicable diseases and vulnerable populations are addressed. Focus is on the application and integration of health and wellness concepts. (*Offered 7.5 week subsession*)

Prerequisite: Enrolled in RN to BSN Program or permission of Instructor.

**NURS420 Nursing Leadership and Management Practice 3sh**

A capstone nursing course with focus on leadership and management issues in health care. Seminars provide opportunities for students to share commonalities and unique aspects of their practical experiences in nursing. Concepts of nursing leadership and management will be examined through didactic course work, and a 45-hour practicum experience in a selected healthcare setting. *(Offered 7.5 week subsession)*

Prerequisite: Enrolled in RN to BSN Program or permission of Instructor.

**NURS430 Contemporary Issues, Policy and Politics 3sh**

Examines professionalism in nursing to foster understanding of the dynamic nature of the profession and role development within the discipline. This course provides an understanding of evidence-based practice, political, and legislative processes related to healthcare policy development, interprofessional collaboration, and the importance of providing a culture of safety. Quality improvement, patient safety, and other topics relevant to contemporary nursing will be explored. *(Offered 7.5 week subsession)*

Prerequisite: Enrolled in RN to BSN Program or permission of Instructor.

**NURS490 Nursing Research 3sh**

Focuses on the theoretical basis of research methodology with emphasis on analyzing, critiquing, and interpreting nursing research. Development of a research proposal, based on an identified nursing problem, will aid in understanding use of research findings in evidence-based nursing practice.

Prerequisite: Enrolled in RN to BSN Program or permission of Instructor and completion of MATH107.

**Additional courses required to complete the RN to BSN degree:**

**MATH107 Basic Statistics I**

A presentation of both basic concepts and computational methods involved in the analysis of sample distributions, with consideration given to probability theory; and a thorough introduction to statistical inference.

Prerequisite: MATH 100 or MATH 112 or MATH 114 or MATH 141

**General Education Information**

**Students must complete 120 semester hours (credits) overall for the bachelor degree.**

Please refer to <http://www.lockhaven.edu/generaleducation/> for more information on general education requirements.

**Student Governance and Organization**

Students are invited to participate in BSN Curriculum Committee meetings. A student representative is appointed and invited to attend these monthly meetings via phone, online conference or in person and has the opportunity to voice concerns and input related to the curriculum and learning experiences.

All students have access to student governance, as well as organizations throughout the university. Clubs and organizations can be accessed through the Student Activities Office at: [www.lockhaven.edu/hac/](http://www.lockhaven.edu/hac/)

## **ADMISSION TO RN TO BSN PROGRAM**

### **Application Form**

The Application Form is completed online at:  
<http://www.lockhaven.edu/admissions/apply.html>

Admission to the RN to BSN Program is competitive. An applicant meeting all program requirements is not guaranteed admission to the program. All applications will be reviewed by the BSN admissions committee.

### **Criteria for Admission:**

1. Current unencumbered RN license/graduate with degree/diploma from an accredited nursing program.
2. Actively employed as an RN within the past 2 years **OR**, if not currently employed, have received degree/diploma within last 2 years
3. Applicants must have a 2.7 GPA to enter the program\*

\*RNs with a GPA of less than 2.7 will be reviewed on an individual basis.

### **Student Qualifications**

The RN to BSN Program is designed for the registered nurse with a diploma or Associate Degree in Nursing and is based on the tenets of the Pennsylvania Articulation Model (The Pennsylvania Coalition for Nursing Education, September, 1993). As such, BSN students in nursing must have proof of graduation from a basic accredited program of nursing and proof of current registered nurse licensure. It is essential for students participating in the online nursing program to have an adequate computer, software, and internet connectivity.

Students recruited into nursing must, by necessity, meet University standards and are initially processed through the Admissions Office of the University. Additional standards are imposed for enrollment in the program. This includes a minimum GPA of 2.7 for entrance into the program and successful completion of all pre-requisites. The required GPA of 2.7 is carried over from the LHU Associate of Science in nursing program. This GPA had originally been increased from a 2.5 fall 2005 to help ensure academic success and passage of the State Board exam. If students graduated prior to the policy change with a 2.5 or above, they are acceptable for admission. All students are expected to meet University standards and requirements for academic promotion, progression, and graduation. Faculty within the Nursing Department will advise BSN students. Advising discussions may occur via email or phone. Faculty will maintain a student log concerning details of advisement as with ASN students.

The RN to BSN Program addresses the need to provide undergraduate education for students in the professions, including opportunities for research, artistic effort, scholarly achievement and

personal growth in ways that cannot be achieved with an associate degree. BSN nurses are valued for their skills in critical thinking, leadership, case management and health promotion, and for their ability to practice in a variety of settings.

Admission into the RN to BSN Program is consistent with the Pennsylvania Articulation Model developed by a task force of the Pennsylvania Higher Education Schools of Nursing Association, Inc. (PHESNA) for the Coalition for Nursing Education. Nursing students can fulfill requirements of the lower division (freshman and sophomore years) by means of the following:

- Transferring or validating knowledge equivalent to thirty (34) nursing credits from an associate degree or diploma program.
- Transferring the required thirty (30) general education credits from any accredited college or successfully completing the approved challenge exams. The accepted scores for credit will be determined by university policy.

### **Financial Aid**

A written, comprehensive student loan repayment program addressing student loan information, counseling, monitoring, and cooperation with lender is available. The Director of Student Financial Services is responsible for assuring that the LHU is in compliance with federal, state and local requirements including responsibilities under Title IV of the Higher Education Reauthorization Act. Information regarding this can be found on the LHU website at <http://www.lockhaven.edu/financialaid/>

Students are informed of their ethical responsibilities regarding financial assistance. Information regarding financial aid services (cost information, billing/payment, financial aid, loans, financial management, policies, forms, publications) is available to the BSN student on the LHU website at <http://www.lockhaven.edu/financialaid/>

The student's Code of conduct for financial services is available to all BSN students at the University's financial services website located at <http://www.lockhaven.edu/financialaid/overview/>

## **STUDENT RIGHTS AND RESPONSIBILITIES**

### **Student Rights**

In the case of a dispute between the student and a faculty member involving academic concerns, the student should follow the procedures outlined in Lock Haven University's *Student Handbook*, which can be found <http://www.lockhaven.edu/enrollmentmanagement/handbook/>

### **Online Class Attendance**

The university expects students to participate in all instructional activities. Online courses are no different from classroom courses; however, participation must be defined in a different manner. The grade a student earns in a course should be a measure of comprehension and achievement. Regular class attendance, whether in a traditional classroom or online, promotes both goals.

Student attendance in online courses will be defined as active participation in the course as described in the individual course syllabus and assignment instructions. Online courses may, at a minimum, have weekly mechanisms for student participation, which can be documented by any or all of the following methods:

1. Student tracking records in D2L
2. Submission/completion of assignments
3. Use of the Discussion Board
4. Communication with the instructor

Students who do not log on to the course within the drop/add period for the course will be dropped from the course. Drop/add and withdrawal dates are determined by the Registrar and posted on the Registrar web page which can be found at:

<https://myhaven.lhup.edu/ICS/Registrar/>

Faculty may assign a failing grade to those students who do not maintain active participation in an online course as defined in the course syllabus and addendum.

In the event of an unexpected absence, such as a serious illness, the faculty member must be notified by email or phone so that a decision can be reached regarding continued enrollment in the course.

### **Online Etiquette**

Online etiquette is expected on all email and discussion board communications. The following website describes online etiquette (netiquette):

<http://www.albion.com/netiquette/corerules.html>

### **Academic Honesty**

Students at Lock Haven University shall maintain a high standard of honesty in scholastic work. As members of the university community, students have a responsibility to be familiar with the conduct regulations found in the university catalogs, Student Handbook and Calendar, Student Handbook and other university documents. For more information, go to:

<http://www.lockhaven.edu/enrollmentmanagement/handbook/>.

### **Student Records**

It has been a long standing policy of Lock Haven University to publish a statement of Student Rights and Regulations. Included in this statement is a policy on student records. This policy is included in a *Student Handbook* which is available to all students during each Fall semester registration period. Copies are also available from the Office of the Vice President/Enrollment Management and Student Affairs, 317 Ulmer and the Office of the Provost and Senior Vice President for Academic Affairs, 314 Ulmer, Lock Haven University, 401 N. Fairview St., Lock Haven, PA 17745.

Nursing student records are maintained in the LHU- Clearfield Nursing Office and the Records Office at the Lock Haven Campus. Student education records, except that information that is otherwise public, are confidential in nature and shall be released only to appropriate faculty and administrative officers. Release of these records to other persons, institutions or governmental and legal agencies shall occur only upon approval of the student or graduate or upon subpoena.

No record of information shall be made or retained unless there is a demonstrable need for it which has reasonable substantial relevance to the educational and related purposes of the university.

Student shall have the right to inspect their records, the release of which requires their consent, except for recommendations and evaluations gathered for placement credential purposes.

Every record containing information about a student's character shall state when the information was required and the name and position of the person who gave it.

For additional information relating to maintenance of Records and Release Procedures please refer to the *Lock Haven University Student Handbook* at <http://www.lockhaven.edu/enrollmentmanagement/handbook/>

## **ACADEMIC POLICIES OF RN to BSN PROGRAM**

### **Grading Policy**

The academic requirements for the RN to BSN Program are higher than the university at large and the student must earn grades of at least a "C" in BSN courses.

Nursing as a practice discipline involves theoretical and clinical components. Theory courses are graded on the conventional A-B-C-D-E scale with a grade of C or above required for passing.

Students are graded in the RN to BSN Program according to the following scale:

92-100 = A  
90-91 = A-  
87-89 = B+  
83-86 = B  
80-82 = B-  
77-79 = C+  
72-76 = C  
70-71 = C-  
60-69 = D  
<60 = E

### **Incomplete Grades**

Incomplete indicates that the work of a student is incomplete and that the final grade is being withheld until the student fulfills all the requirements of the course. The grade of incomplete is only used when conditions and circumstances warrant and when justification is presented.

Students who experience a documented serious personal, medical or family emergency that prevents completion of the course work during the final weeks of the session may petition the instructor(s) for additional time to complete the assignments/requirements. If the quality of the student's efforts has been satisfactory and class attendance has been regular, the instructor(s) may, at his/her discretion, assign an "incomplete grade" (I). If the students fail to complete the assignments/requirements by the end of the fourth week of the next regular semester, the incomplete grade automatically becomes an "E" grade unless an extension is arranged with the approval of the instructor(s) who should notify the registrar's office.

Students receiving incomplete grades are required to make arrangements with the instructor who submitted the incomplete grade to fulfill the requirements of the course by the end of the following semester, or the incomplete becomes a failing grade. Incompletes are not removed by repeating the course.

### **Grade Appeal**

Disagreements between students and faculty on student rights and academic complaints against faculty members may be dealt with as described in the Lock Haven University *Student Handbook*. See <http://www.lockhaven.edu/enrollmentmanagement/handbook/>

### **Class Withdrawal**

A student who is registered in courses for any semester or summer session is considered an enrolled student and is eligible to receive grades and be assessed tuition, fees, and any other applicable charges.

Students who are unable to attend classes or complete the semester for any reason must request a withdrawal from the University by contacting the Office of Vice President/Enrollment Management and Student Affairs, 317 Ulmer, phone 570-484-2087, or email [tsl400@lhup.edu](mailto:tsl400@lhup.edu).

### **Effective Date**

The effective date of the withdrawal is the date which is verified by the Office of Vice President/Enrollment Management and Student Affairs as the last date of class attendance.

The effective date of the withdrawal will determine the grade to be recorded on the academic record and the amount of tuition, fees, and other charges to be refunded, if applicable. Refunds will be processed according to the University's refund schedule.

### **Deadline**

The deadline to withdraw from the University without academic penalty is on the academic calendar, for an academic semester and is usually the first through fifth week of classes. Withdrawing after this published date will be with academic penalty, "E" grades.

University withdrawals will not be processed retroactively. Therefore, it is important for the student to contact the university upon deciding to discontinue enrollment.

Students who do not officially withdraw will receive failing grades and be responsible for all financial obligations.

For more information about withdrawals, see <http://www.lockhaven.edu/enrollmentmanagement/handbook/>

### **Readmission**

Students who are dismissed or withdraw from the nursing program because of unsatisfactory performance in a nursing course or failure to complete the course requirements in six years, may apply for readmission to the nursing program if they have a cumulative GPA of 2.7 or higher. Readmission to the nursing program is based on the professional judgment of the nursing faculty and is contingent upon class size (space available).

The faculty evaluates the student's request for readmission and grant or deny the petitions according to the student's general academic history, nursing course grades, and potential for success.

It should be understood that a student dismissed from the nursing program is not dismissed from the university. Either academic probation or academic suspension from the university is based upon failure to achieve academic standards detailed in the university catalog. Thus, a student who is dismissed from the nursing program for unsatisfactory performance in nursing courses may be eligible to transfer into another area of study.

### **Retention/Progression**

The retention/progression policy for the Bachelor of Science in Nursing (BSN) Program of Lock Haven University is consistent with that of other four year programs in the university.

In order to be retained or progress in the RN to BSN Program the student must:

1. Maintain a scholastic average of 2.70 on a 4.00 scale.  
Failure to maintain an overall GPA of 2.7 will result in dismissal from the nursing program.
2. Achieve a "C" or above in all nursing courses.  
If the major GPA (nursing) falls below a 2.7 at any time, the student will be issued a low-grade report.
3. Complete the RN to BSN Program within five (6) calendar years after formal admission to the program. A student needing additional time must submit a written request for an extension to the Director of the RN to BSN Program.

## **Dismissal**

A student will be dismissed from the Bachelor of Science in Nursing (BSN) Program for any of the following reasons:

1. Failure to maintain current licensure.
2. Failure to progress through the RN to BSN Program (see Retention/Progression Policy).
3. Serious misconduct or disciplinary involvement resulting in dismissal from the University (see Lock Haven University's policy on dismissal from the university which can be found in the *Student Handbook*.  
<http://www.lockhaven.edu/enrollmentmanagement/handbook/>)

A student dismissed from the university is also dismissed from the RN to BSN Program; however, a student dismissed from the RN to BSN Program is not necessarily dismissed from the university. A student who is dismissed from either the RN to BSN Program or the university will be notified in writing of the dismissal action.

## **Graduation**

To graduate with a Bachelor of Science in Nursing degree, students must complete the Bachelor of Science in Nursing curriculum with at least 120 credit hours.

Completion of a minimum of 60 credits of Lock Haven University credits is required for graduation. Thirty (30) of the final 60 credits toward the BSN degree must be LHU credits, with credits awarded for prior diploma or ASN.

Attain an overall cumulative grade point average (GPA) of 2.70 on a 4.00 scale.

Attain a minimum GPA of 2.7 in the nursing major.

**These GPA's must be attained in order to graduate.**

Must complete 30 LHU credits in major/cognate nursing courses.

Complete RN to BSN Program within six (6) calendar years of formal admission to the program.

All students are required to complete an e-Portfolio of Student Learning Outcomes to graduate. This must be completed within 1 week of program completion. Instructions are provided in the BSN Student Center on D2L and in each BSN course shell.

## LIBRARY AND COMPUTER RESOURCES

### Library Resources

The Clearfield Campus Library is a part of the LHU Libraries, which includes Stevenson Library located on Main campus. The library at the Clearfield Campus, located on the second floor of Founders Hall, is open Monday through Thursday 8 am – 5 pm and Friday 8 am – 3 pm. Staffing includes one librarian (M.S.L.S.), a part-time administrative assistant, and several student employees. Both libraries share materials and work collaboratively in all areas to assure the needs of students, faculty, and staff are met.

The Clearfield Campus Library provides access to print, electronic databases and journals along with a wealth of supporting technology. LHU Libraries, comprising Clearfield Campus and Lock Haven Campus libraries, maintain a website that serves to direct students to information about the libraries and to provide online access to the wealth of resources available. Via the LHU Libraries website, students may access the online catalog, numerous databases, pathfinders, library policies, and related library information. Off-campus access is available to all web-based library materials.

A pathfinder, available at <http://research.lhup.edu/nursing> facilitates access to select nursing library resources. This resource was developed to specifically aid off-campus learners in identifying, locating and accessing relevant nursing resources and general library information. Access to full-text journals is facilitated via the LHU Journal Finder and a newly implemented discovery service. The Clearfield Campus Library provides physical access to approximately 24 print journals. Of these, 17 are specific to nursing. LHU Libraries provide online access to a substantial number of journal titles (47,487) via a variety of electronic databases. Databases most relevant to the Nursing Program include, but are not limited to: CINAHL, Nursing Resource Center, Health Source: Nursing Academic Edition, Health Source: Consumer Edition, Medline, PubMed, Scientific American Medicine Complete, ClinicalKey and UpToDate. The library also provides access to a significant number of eBooks, many of which are nursing or health related and are accessible from off-campus

LHU Libraries, comprising Clearfield Campus and Lock Haven Campus libraries, maintain a website that serves to direct students to information about the libraries and to provide online access to the wealth of resources available. Via the LHU Libraries website, students may access the online catalog, numerous databases, pathfinders, library policies, and related library information. Off-campus access is available to all web-based library materials. Lock Haven University is one of fourteen universities that participate in Keystone Library Network. This network provides the technological support facilitating off-campus access to the aforementioned resources and supports collaborative endeavors and purchasing within the system of libraries.

The Clearfield Campus Library maintains 12+ computer workstations and lends laptops and peripheral equipment. The library is Wi-Fi supported. Reference services are available via walk-in, appointment, telephone, e-mail, or by consultation with the librarian. Services added since the last review have included chat and texting services as an additional means of accessing assistance, particularly beneficial to off-campus learners. Nursing students can request guidance

and instruction on learning how to implement effective research strategies for locating, evaluating, and retrieving information. The Clearfield Campus Library supports a media room, equipped with televisions, a VCR/DVD player, and a computer. A new addition to the media room is a collaborative workstation supporting group study and interaction. There is one additional group study room also available. Camcorders, digital cameras, and related technology provide students with the capability for creating multimedia projects. Headphones, mini-recorders, and a variety of specialized calculators may be borrowed for student use.

The Clearfield Campus Library maintains a collection of 5000+ books and a number of nursing video/DVDs. Standard collection development tools, for all areas including nursing, are reviewed as a part of the selection process. There is a Library/Nursing Liaison committee that formally meets annually to discuss library issues (such as instruction and collection development). The departments also communicate informally throughout the year via e-mail, phone, or in person.

Online catalog searches to locate books, journals, and other materials can be conducted via PILOT or EBSCO Discovery Service. ACCESS PA (all participating PA libraries), EZ Borrow (Library Consortia) or World Cat (universal catalog) are additional resources permitting BSN nursing students access to locate and request materials beyond their own library. Books or articles not directly available via Clearfield Campus Library will be obtained via interlibrary loan, including DOCLINE. Materials are sent to the Clearfield Campus for pick-up, articles can be sent directly to the requestor's e-mail or ILLIAD accounts, and books can be mailed to the requestor's home. An e-reserve service is available and is an electronic delivery option allowing faculty to post required readings and related materials to a secure environment that is accessible to students on and off-campus or stop in for posted office hours.

### **Technological Resources**

Clearfield Campus and Main campus Libraries maintain web sites that serve to direct students to information about the libraries and to provide online access to the wealth of resources available. Via nursing website, students may access the online catalog, numerous databases, pathfinders, library policies, and related library information. Off-campus access is available to all web-based library materials. In addition, Lock Haven University is one of fourteen universities that participate in Keystone Library Network. This network allows faculty and students to connect to online data bases such as: Info Trac, EBSCO host, Wilson Web, and Academic Universe.

Electronic access to 16,000+ journal titles is available via a variety of electronic databases. Databases most relevant to the Nursing Program include, but are not limited to: CINAHL, Health Source-Nursing Academic Edition, Clinical Pharmacology, Medline, PubMed, Scientific American Medicine, OVID Sports Medicine Group, and medical journals via FirstSearch. Access to full-text journals is facilitated via the LHU Journal Finder.

Online catalog searches to locate books, journals and other materials can be conducted via PILOT, Uborrow (14 PASSHE schools), ACCESS PA (All participating PA libraries), EZ Borrow (Library Consortia) or World Cat (universal catalog) thus permitting nursing students access to materials beyond their own library. E-Reserve is an electronic delivery option allowing

faculty to post required readings and related materials to a secure environment that is accessible to students on and off-campus.

Technology is used extensively at LHU to perform a multitude of tasks. The Clearfield Campus is an electronic campus and provides equipment and software to benefit all aspects of the educational experience. A fiber optic connection between the LHU Main campus and the Clearfield Campus was established in 2003. This connection allows for a faster, more reliable connection to LHU's network from any linked computer or via wireless internet.

The Office of Learning Technology and distance Education, located on LHU's Main campus, provides courseware and other supplemental development and design services to provide web-based learning experiences for completely online courses. The courseware includes Respondus Lockdown for secure testing and streaming media capabilities. The student support services include a twenty-four hour, seven day a week technical support helpdesk.

D2L is the course management system selected for LHU. D2L has been migrated and implemented to replace e-college. The transition to D2L began in March 2010 with first courses offered summer session 2010. All online courses have since been converted to date. Training sessions were offered to faculty and staff. Training consisted of both daylong group training sessions and individual training. Self-paced web-based modules are also available to faculty to supplement class training. Faculty are required to attend and complete the training prior to teaching any online courses.

The D2L management system provides a student orientation on every online course shell. Students are encouraged to complete the orientation and review exam prior to beginning each course. D2L allows access to: learning management of the systems, learning content management systems, and help desk components for faculty and students.

## **STUDENT SERVICES**

### **Tutoring and Counseling Services**

Tutoring and counseling services are available through LHU's website at <http://www.lockhaven.edu/academicstudentsupport/tutoring/>.

### **Special Accommodations for Students with Documented Disabilities**

A student requesting accommodations under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990, must submit official documentation of his/her disability to the Director of Academic Development and Counseling at (814) 768-3413. This request must also be submitted to the RN to BSN Program Director, who will collaborate with the Director of Student Counseling and Advisement. A determination will be made to see reasonable accommodations can be established to assist the student in meeting the theoretical and/or clinical objectives. The BSN Director will notify the student and faculty of the accommodations required.

If you are a student with a documented disability and require accommodations in order to complete the requirements of this course, you need to inform the instructor as soon as possible. All students that require accommodation need to be registered with the Office of Disability Support Services (DDS) on campus, and they will assist you in providing the appropriate verification of the requested accommodations.

## **Student Success Center: Mission and Vision**

### **Mission Statement**

The LHU Student Success Center will foster an inclusive, welcoming environment to support students with comprehensive resources and relationships that help them to establish and achieve academic, professional, and personal goals, and by doing so, enhance their learning, retention, and graduation.

### **Vision Statement**

The Student Success Center promotes the full empowerment of students to realize their educational and professional potential, live meaningful lives, and participate in our global society.

**Hours:** Monday thru Thursday (8:00 am to 8:00 pm)

Friday (8:00 am to 6:00 pm)

**Information Desk:** (570) 484-2345

**Student Success Specialist – Clearfield:** Trinity Werstler – Founders 102; 3699;  
tjw4784@lockhaven.edu

## APPENDIX A

### LOCK HAVEN UNIVERSITY BACHELOR OF SCIENCE IN NURSING

#### AMERICAN NURSES ASSOCIATION SCOPE AND STANDARDS OF PRACTICE (2015)

##### Standards of Practice for the Registered Nurse

The six (6) Standards of Practice describe a competent level of nursing care as demonstrated by the nursing process:

1. **Assessment:** Collects comprehensive data pertinent to the patient's health or the situation.
2. **Diagnosis:** Analyzes the assessment of data to determine the diagnoses or issues.
3. **Outcomes Identification:** Identifies expected outcomes for a plan individualized to the patient or the situation.
4. **Planning:** Develops a plan that prescribes strategies and alternatives to attain expected outcomes.
5. **Implementation:** Implements the identified plan.  
Elaborating this standard are five others:
  - a. Coordination of Care
  - b. Health Teaching and Health Promotion
  - c. Consultation
  - d. Prescriptive Authority and Treatment
6. **Evaluation:** Evaluates progress towards attainment of outcomes.

American Nurses Association (ANA). (2015). *Scope and Standards of Nursing Practice* (3<sup>rd</sup> ed.). Silver Springs, MD: ANA.

**LOCK HAVEN UNIVERSITY BACHELOR OF SCIENCE IN NURSING**  
**AMERICAN NURSES ASSOCIATION SCOPE AND STANDARDS OF PRACTICE**  
**(2015)**

**Standards of Professional Performance for a Registered Nurse**

The eleven (11) Standards of Professional Performance that describe a competent level of behavior in the professional role:

1. **Ethics:** Practices ethically
2. **Education:** Attains knowledge and competency that reflects current nursing practice.
3. **Evidence-Based Practice and Research:** Integrates evidence and research findings into practice.
4. **Quality of Practice:** Contributes to quality nursing practice.
5. **Communication:** Communicates effectively in a variety of formats in all areas of practice.
6. **Leadership:** Demonstrates leadership in the professional practice setting and the profession.
7. **Collaboration:** Collaborates with the healthcare consumer, family and others in the conduct of nursing practice
8. **Professional Practice Evaluation:** Evaluates his or her own nursing practice in relation to professional practice standards and guidelines, relevant statutes, rules, and regulations.
9. **Resource Utilization:** Utilizes appropriate resources to plan and provide nursing services that are safe, effective and financially responsible.
10. **Environmental Health:** Practices in an environmentally safe and healthy manner.
12. **Culturally Congruent Practice:** Practices in a manner that is congruent with cultural diversity and inclusion principles.

American Nurses Association (ANA). (2015). *Scope and Standards of Nursing Practice* (3<sup>rd</sup> ed.). Silver Springs, MD: ANA.

***\*\*\*AFTER THE COMPLETION OF READING THIS STUDENT PROGRAM GUIDE, PROCEED TO THE BSN STUDENT CENTER FOR DIRECTIONS ON ACKNOWLEDGEMENT OF READING AND COMPLYING TO THE GUIDELINES CONTAINED WITHIN THIS MANUAL.***