



Goodwin University

School of Nursing and
Health Professions

RN-BSN Student Handbook

2025-2026



WELCOME

Dear Registered Nurse Student,

Welcome to Goodwin University (GU) and the Bachelor of Science in Nursing Program specifically designed for nurses who hold a Registered Nurse (RN) license. This is an exciting program that will build upon the general education, completed nursing courses, and your comprehensive clinical nursing knowledge. This program has been designed for you from information obtained from our nursing alumni, former nursing students, and current nursing students. We also apply concepts received from our community and nursing specialty Advisory Boards.

The Goodwin University Nursing Faculty is committed to making this a meaningful, professionally stimulating experience to create many personal and professional opportunities for you and is committed to supporting you through this program. You will be assigned a required e-mail account at Goodwin University to facilitate communications during your program. To maintain contact with you, we require your most current address, telephone number(s), and email address(s). You must submit a copy of your unencumbered RN license from your state(s) of practice. It is essential that you keep Goodwin University informed of the current and best way to always communicate with you.

This RN-BSN Handbook contains policies, procedures, and other valuable information to assist you in having the best experience possible at Goodwin University.

Along with this handbook, the Goodwin University Student Catalog provides you with additional fundamental information to support your success. The GU Student Catalog includes Academic Information, policies, nursing and other course descriptions, contacts for faculty and college administration.

Best wishes for success,

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Goodwin University Mission Statement

The mission of Goodwin University is to educate a diverse student population in a dynamic environment that aligns education, commerce, and community. Our innovative programs of study prepare students for professional careers while promoting lifelong learning and civic responsibility. As a nurturing university community, we challenge students, faculty, staff, and administration to fully realize their highest academic, professional, and personal potential.

School of Nursing and Health Professions Mission Statement

The School of Nursing and Health Professions seeks to provide students with state-of-the-art preparation for careers in healthcare and science-based disciplines. The mission of the School of Nursing and Health Professions will infuse an appreciation for lifelong learning in all students, resulting in excellence in healthcare and improved quality of life for those we serve.

About Goodwin

Goodwin University is proud of its remarkable legacy of creating career-focused, educational opportunities for its students for more than 20 years. It has grown from a business technology training center to an accredited baccalaureate college, to a re-imagined, community-based university comprising three schools of academic discipline: The School of Nursing and Health Professions, the School of Business, Technology, and Advanced Manufacturing, and the School of Applied Liberal Arts and Social Sciences.

Goodwin University is a nonprofit institution of higher education and is accredited by the New England Commission of Higher Education (NECHE), formerly known as the New England Association of Schools and Colleges (NEASC). Goodwin University was founded in 1999, with the goal of serving a diverse student population with career-focused degree programs that lead to strong employment outcomes.

The School of Nursing and Health Professions seeks to provide students with state-of-the-art preparation for careers in healthcare and science-based disciplines. The mission of the School of Nursing and Health Professions will infuse an appreciation for lifelong learning in all students, resulting in excellence in healthcare and improved quality of life for those we serve. The Goodwin University Nursing Education Program is fully accredited by the Accreditation Commission for Education in Nursing (ACEN) and fully approved by the Connecticut Board of Registered Nursing.

The information in this Nursing Faculty Handbook is intended for orientation of new and all current nursing faculty to develop an awareness of expectations related to teaching, scholarship, and service. It is hoped that the information contained herein will facilitate adjustment to the faculty role and provide reference for both full-time and adjunct faculty members.

This handbook complements the Faculty Handbook of Goodwin University.

The nursing faculty handbook may be reviewed and revised at any time to reflect changes in institutional policy, state and federal law or operational procedures.

Additionally, it provides faculty with a network of contacts to support their efforts.

Goodwin University's Core Values

P	Purpose – Goodwin University provides access to all who seek higher education. Our interaction and engagement with students are personal, sincere, respectful, and considerate of life circumstances that are the driving forces behind the need for change in a student's life.
A	Academic Excellence – We are a dynamic academic institution with high expectations for all. We believe in preparing our students for lifelong learning through rigorous, career-based curricula, which promote critical thinking and personal growth and lead to strong employment outcomes. We focus on effective teaching as everyone's responsibility and central to our endeavors.
S	Student Success – Students are the focus of our work at Goodwin University. We have the responsibility to create innovative learning environments and provide support services, which are nurturing, yet hold students accountable for their own success.
S	Service to Community – Our obligation and responsibility is to give back to individuals and the broader community. We encourage collaboration and seek out meaningful experiences for students, faculty, and staff.
I	Integrity – We are honest, trustworthy, and respectful of others, and we foster these traits in our students, faculty, and staff.
O	Opportunity – By embracing the sharing of diverse ideas, viewpoints, learning styles, and abilities, each individual enriches the College as a whole. Our system of shared governance offers an opportunity for the entire Goodwin community to have a voice in the continuous improvement of the College.
N	Navigators – We are Navigators! It is the responsibility of everyone at Goodwin University to guide ourselves, colleagues, and students through this shared transformational journey of personal and professional development.

Goodwin University's Core Values are its deeply held beliefs that represent the University's highest priorities and fundamental driving forces. They define our passionate belief in what we do and how we choose to resonate with and appeal to students, employees, and the greater Goodwin Community. The Core Values [PASSION] promotes active engagement and fosters an understanding of the mission of the institution and nursing program that promotes active engagement of faculty, the community, and nursing.

Institutional Outcomes

- **Communication:** Students will be able to effectively express and exchange ideas through various methods of communication including written, oral, and digital.
- **Information Literacy:** Students will be able to identify relevant information, evaluate alternatives, synthesize findings, and apply solutions.
- **Career Readiness:** Students will be able to apply their knowledge, skills, and abilities in their chosen field of study.

Program Outcomes

Graduates of the RN-BSN program are prepared to practice professional nursing as a generalist with skills that are applicable across all health care settings. They are also prepared to enter graduate study.

At the completion of the program, the graduate will be able to:

1. Practice professional nursing from a holistic, visionary, culturally competent, fiscally responsible base as they design, manage, and coordinate care for individuals, families, groups, communities, and populations
2. Synthesize and apply knowledge from nursing theory, practice, research, and the liberal arts and sciences to professional nursing practice
3. Integrate and demonstrate beginning leadership and management skills utilizing critical and creative thinking, ethical decision making, and evidenced-based practice
4. Design, manage and coordinate care for patients, families, groups, and communities utilizing communication skills honed by self-awareness and self-evaluation
5. Advocate for patients, families, groups, and communities based on a respect for cultural diversity and an understanding of the impact of political and regulatory processes on health care
6. Collaborate and communicate, using a variety of modalities, with patients, families, and interdisciplinary team members to maximize patient's level of wellness
7. Make a commitment to lifelong learning by assuming responsibility for professional career planning, advanced education, and active membership in the professions

The RN-BSN program goals are designed to reflect the principles of the Commission on Collegiate Nursing Education, 655 K Street, Suite 750, Washington, DC 20001. 202-887-6791.

Baccalaureate Nursing Education

The faculty subscribes to the philosophy of baccalaureate education articulated by the American Association of Colleges of Nursing (AACN, 2008) *Essentials of Baccalaureate Education for Professional Nursing Practice*.

Retrieved from <http://www.aacn.nche.edu/education-resources/BaccEssentials08.pdf>).

Nurses are:

1. Providers of holistic care to patients whether individuals, families, groups, or communities based on an underlying core commitment to patient welfare.
2. Designers, managers, or coordinators of care by assuming responsibility for delegating tasks to other health care personnel, supervising
3. Members of a profession that have been well-delineated and have assimilated a broad knowledge base and are committed to lifelong learning by providing graduate study as the route to advancement in the career

Baccalaureate nursing education prepares nurses to practice in a variety of settings by providing them with knowledge and skills that are generalizable and transferable to multiple settings.

The faculty believe that baccalaureate nursing education is built upon a foundation in the arts and sciences that provides an appreciation for diverse perspectives and experiences. This includes an understanding of values and ethics with an understanding of the physical world and the scientific method. Liberal education provides a grounding that ensures that nurses practice with a broad-based knowledge that enables them to function as educated people.

Baccalaureate nursing education facilitates the development of professional values and value-based behaviors that guide the nurse's interactions with patients, families, peers and society. This education emphasizes the provision of compassion and appropriate care, a concern for human dignity and culture, the welfare of others, a respect for patients' rights to make decisions and a concern for social justice.

Baccalaureate nursing education provides opportunities for the development and clarification of values, the development of assessment, evaluative, teaching and communication skills, the development and refining of technical skills that are required for delivery of quality nursing care and the development of problem-solving and critical- thinking skills.

Baccalaureate nursing education prepares nurses to function as active and knowledgeable participants in the health care delivery system. Students learn about the organization and finance of health systems and how to participate in and influence political and other processes that affect health care delivery.

Baccalaureate nursing education prepares nurses to function as global citizens with an understanding of transportation and information technologies that link parts of the world. This education prepares the graduate with knowledge and skills relating to effects of disease transmission and treatment within a global context.

References

1. Preamble to the Constitution of the World Health Organization, adopted 1946.
2. American Nurses Association (1996). American Nurses Association model practice act; Kansas City, Missouri: American Nurses Association.
3. American Association of Colleges of Nursing (2008) Essentials of Baccalaureate Education for Professional Nursing Practice. Retrieved from <http://www.aacn.nche.edu/education-resources/BaccEssentials08.pdf>
4. American Association of Colleges of Nursing (2002). Hallmarks of the professional nursing practice environment: An AACN white paper. (online). Available at www.aacn.nche.edu/Publications/positions/hallmarks.htm.

The Essentials of Baccalaureate Education for Professional Nursing Practice (2008)

The RN-to-BSN program was granted initial accreditation by the Commission on Collegiate Nursing Education (CCNE) in February 2016, valid through December 31, 2021. The ABSN program, which was offered for the first time in Fall 2019 per CCNE is included under this initial BSN accreditation. The next evaluation visit is scheduled for Spring of 2021. For additional information, please contact CCNE at 655 K Street, Suite 750, Washington, DC 20001 or call 202-887-6791.

The goals of the ABSN program are designed to reflect the principles of The Essentials of Baccalaureate Education for Professional Nursing Practice (2008), which are as follows:

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 nurse is prepared to practice with patients, including individuals, families, groups, communities, and populations across the lifespan and across the continuum of healthcare environments. The baccalaureate graduate understands and respects the variations of care, the increased complexity, and the increased use of healthcare.

Philosophy

The philosophy of the nursing program derives from the beliefs of the faculty about humankind, health, nursing, education, and the relationship of these elements to the physical, social and political environment, as well as the health care environment.

Humankind

Human people are unique, complex individuals who have biological, psychological, social, and spiritual qualities and who have inherent dignity and worth. As living systems, human beings have constant, dynamic, and reciprocal interactions with their environment, including both internal and external circumstances that affect their health status and their ability to adapt to changes in health status. Human beings have a capacity to change based on their interactions with environments. They are capable of learning, communicating and actively manipulating those environments toward meeting their own needs, personal growth, and development. To adapt to their environment, people use a variety of responses that depend upon factors such as their socio-cultural backgrounds, age, previous life experiences and personal skills and abilities. Under ideal circumstances, people adapt to their environments with minimal disruption of their well-being. However, situations can be such that people cannot always meet their own needs and must depend on family, friends, and other support systems to adapt positively to their situations. Acquiring new skills enhances the ability of people to adapt to their ever-changing environments.

Health

The faculty subscribes to the World Health Organization (WHO) definition of health as "...a state of complete physical, mental, and social well-being, and not merely the absence of infirmity."

Health is a dynamic state of physical, psychological, social, and spiritual well-being and is unique for each person. Since health can be conceived as a continuum of levels of wellness, people are potentially able to move from lower to higher levels of health throughout their lives. People engage in behaviors to promote health, to prevent disease, to maintain health and to recover health.

Actual or perceived changes in health status can occur because of the interaction of people with both their internal and external environment. This is particularly true when circumstances are extreme and/or personas vary in complexity and severity.

Nursing

The practice of nursing is the diagnosis and treatment of individual responses to actual or potential health problems. Nursing care is part of a multi-faceted health care system focused on assisting people (known as patients/clients) in achieving optimal levels of wellness. The theoretical base for the practice of nursing consists of a foundation of knowledge in the biological, social, and behavioral sciences. This knowledge is synthesized into a systematic process of goal-directed assessment, planning, intervention, and evaluation, known as the nursing process, through which the nurse assists persons in various health care settings to promote, attain, maintain, and restore maximum potential levels of wellness and prevent disease.

Nursing provides compassion, education, and support to people who are experiencing pain, uncertainty, discomfort, separation, and other stressful components of changes in health status. The nurse accomplishes this through nursing methods that include empathy and caring,

communication, teaching, critical thinking, psychomotor skills, applied therapeutics, ethical-legal considerations, and professionalism. The nurse is committed to the potential of clients to achieve their maximum potential levels of wellness. Through the provision of competent physical care, directed by critical thinking and planning, the nurse provides comfort and consolation to clients. The nurse uses opportunities to provide clients and families with the information and skills necessary for making health choices and achieving higher levels of wellness by assessing their need for teaching, developing mutually identified learning objectives, and providing the environment for positive behavioral change in client and/or family.

The practice of nursing includes independent, dependent, and interdependent functions, defined by educational preparation and ethical, legal, and regulatory standards of the nursing profession. Independent function includes diagnosing and treating human responses to health problems as well as advocating for clients. The nurse is accountable for those nursing actions performed or delegated to others. Dependent functions include the application of therapeutic and other treatments as prescribed by the physician. Interdependent functions include collaboration with others to achieve the purpose of client care. Nursing is practiced in a variety of settings and within a dynamic multi-cultural system.

Education

The ABSN program at Goodwin University is founded on the belief that learning is a complex activity and results in behavioral change through the acquisition and assimilation of knowledge, the development of skills, and the clarification and formation of values and attitudes. The faculty agrees with the goals of the University. These goals promote professional education in the context of preparation for contributing to the community and society and a lifelong commitment to learning. Program faculty believe that education must conform to standards set by professional and accrediting bodies to achieve and maintain the highest quality of processes and outcomes.

Education is best provided in a democratic milieu where the adult learner's goals, strengths, prior experiences, skills, assets and potential are addressed in a mutual and reciprocal process of teaching and learning. Responsive education allows for multiple points of entry and alternative methods of progression toward educational outcomes.

Nursing Education

Nursing education is an organized program of studies that combines general education courses from the biological, social, and behavioral sciences and the humanities, with courses in the theory and practice of nursing. The program develops the student in the process of nursing, promotes critical thinking, fosters the development of moral and ethical professional behaviors, and promotes continued self-development and personal and professional growth.

It is incumbent upon nursing education to remain attuned and responsive to changes in the health care environment and an increasingly multicultural and global society to prepare nurses to provide care to diverse clients in a variety of settings.

Nursing education recognizes the potential for career flexibility within the practice of nursing. It facilitates upward mobility between levels of nursing practice. By building upon previous learning and creating possibilities for articulation, the programs prepare nursing students for progression into higher levels of professional education and practice.

Environment

The Nursing Program faculty believes that living systems are in constant interaction with their environment. This dynamic interchange keeps systems healthy and growing. Clients, family, nursing, and health care systems must respond with flexibility to their individual and mutual environment if they are to keep pace with changes and achieve quality outcomes. Some of the factors in the environment that influence clients and families include, but are not limited to:

- Political change
- Education
- Housing
- Homelessness
- Poverty
- The welfare system
- Diverse family structures
- Diverse cultural systems
- Economic fluctuations
- Job markets
- Bioterrorism
- Health behaviors
- Pollution/Noise/Contamination
- Crime
- Transportation

Nursing intervenes in the lives of clients, families, and communities when these and other factors affect health status by assisting individuals and groups to adapt or by actively manipulating the environment.

Healthcare Environment

Nursing Program faculty are cognizant that the health care environment has changed drastically and quickly because of modern technologies, population demographics, shifts of care sites from hospital to community, changes in payment for health care, bioterrorism, homeland security, increasing cultural diversity and improved disease prevention and management.

Cost containment approaches have caused the rearrangement of previous structures and processes of care and have directly affected the nursing workforce. Nursing staff have been downsized, clients have moved rapidly from in-hospital care to alternative settings, and there are decreased support services for client care. Natural disasters and bioterrorism have changed the way nurses are utilized in these situations. Faculty believes that these processes contribute to the extremely demanding nature of the practice of nursing. To respond to the current and anticipated changes in the health care environment, graduate nurses must be flexible and creative and be prepared to practice in diverse settings with skills specialized for those settings. In addition, nurses must be skilled in the use of computing systems and other technical tools, analyzing health care trends, dealing with complex ethical and legal situations. The faculty believes that providing options for educational and career mobility for nurses and persons wishing to study nursing is critical in responding to the ever-changing health care environment.

The nurse uses opportunities to provide clients and families with the information and skills necessary for making health choices and achieving higher levels of wellness by assessing their need for teaching, developing mutually identified learning objectives, and providing the environment for positive behavior change in client and/or family.

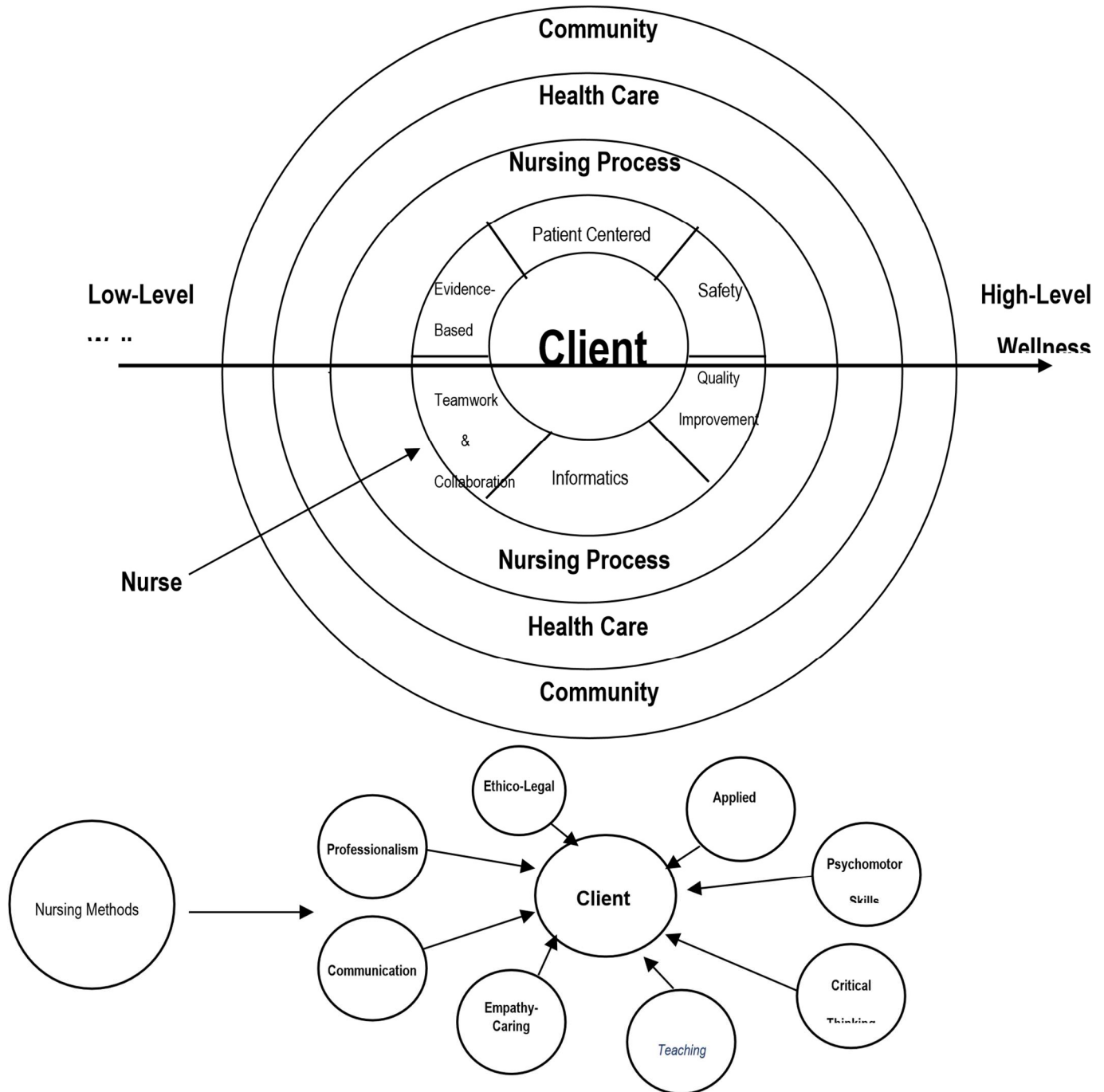
The practice of nursing includes independent, dependent, and interdependent functions, defined by educational preparation and ethical, legal, and regulatory standards of the nursing profession.

Lifelong Learning

The professional nurse assumes responsibility for lifelong learning and the planning of his/her professional career. Curricula in the entry-level nursing education programs must place emphasis upon and encourage lifelong learning. In addition, the nursing education system must develop opportunities and incentives for associate degree and diploma graduates to pursue the baccalaureate degree and/or higher degree.

Curriculum

The purpose of the theoretical framework is to provide guidance and definition for the curriculum. The nurse is instrumental in assisting clients to move to ever-higher levels of wellness. Goodwin University utilizes the Wellness Model and the competencies outlined in Quality and Safety Education for Nurses as the basis for its curriculum.



Wellness Model

The patient is on a continuum of wellness; from a low level of wellness (total disruption of well-being) to high level wellness (or a total integration of physical, psychosocial, spiritual wellbeing).

Patient Centered	Teamwork & Collaboration	Evidenced-Based Practice	Quality Improvement	Safety	Informatics
Empathy-Caring	Communication	Critical Thinking	Professionalism	Psycho-motor Skills	Professionalism
Teaching	Professionalism	Psycho-motor Skills	Empathy-Caring	Applied Therapeutics	Communication
Communication	Empathy-Caring	Applied Therapeutics	Ethical-Legal	Communication	Applied Therapeutics
Ethical-Legal	Ethical-Legal	Professionalism			
Psycho-motor Skills		Teaching			

The conceptual framework for the Nursing Program at Goodwin University indicates that the focus of the nurse is on the client whose holistic health is on a continuum from low-level wellness to high-level wellness. Guided by the nursing process, the nurse utilizes nursing methods to plan and implement nursing care for the client, designed to assist the client in moving to higher levels of wellness. The nurse functions within the context of the health care team and all of this occurs within the context of the environment (physical, social, psychological, economic, political and spiritual).

Quality and Safety Education for Nurses

Quality and Safety Education for Nurses (QSEN) addresses the challenge of preparing nurses with the competencies necessary to continuously improve the quality and safety of the health care systems in which they work.

Patient-Centered Care is the recognition that the patient or designee is the source of control and full partner in providing compassionate and coordinated care based on respect for patient's preferences, values, and needs. Graduates who develop the Knowledge, Skills, and Attitudes (KSA) would be

advocates for removing barriers to the presence of patient surrogates and would invite patients or surrogates to partner with them, for example, in safe medication administration and safe transitions in care.

Teamwork and Collaboration is demonstrated by the nurse working effectively within nursing and inter-professional teams, fostering open communication, mutual respect, and shared decision-making to achieve quality patient care. Graduates who develop the KSA's would use team communication practices and seek system support for effective team functioning wherever they worked.

Evidence-based Practice (EBP) integrates current evidence best with clinical expertise and patient/family preferences and values for delivery of optimal health care. Graduates who develop the KSA's would differentiate between clinical opinion and various levels of scientific evidence and value the need for continuous improvement based on new knowledge. They would also understand that EBP is about more than evidence-that it involves patient preferences and values and the clinical expertise necessary to understand when it is appropriate for clinicians to deviate from evidence-based guidelines to deliver high quality, patient-centered care.

Quality Improvement uses data to monitor the outcomes of care processes and use improvement methods to design and test changes to continuously improve the quality and safety of health care systems. Graduates who develop KSA's would learn to use improvement methods as part of their coursework and clinical practice, and they would enter the workforce prepared to participate in improvement work as part of their daily work as health professionals.

Safety minimizes the risk of harm to patients and providers through both system effectiveness and individual performance. Graduates who develop the KSA's will know about human factors and safety design principles, understand the importance of error reporting and safety cultures, and values vigilance and cross-monitoring among patients, families, and members of the health care team.

Informatics refers to using information and technology to communicate, manage knowledge, and mitigate error and support decision making. Graduates who develop the KSA's in informatics will be able to participate in the design, selection, and evaluation of information technologies used in support of patient care.

Cited from Cronenwett, et al. (2008). Quality and Safety Education for Nurses, *Nursing Outlook*, 55(3), 122-131. Rev. 10/23/2008

Nursing Core Values

Nursing methods are those entities in nursing practice that are brought to bear on the client during the planning, implementing, and evaluating of nursing care. The specific entities identified below are those the faculty believes are fundamental to a curriculum based on the nursing Program philosophy.

Empathy-Caring

Empathy is the nurse's ability to understand, be aware of, be sensitive to, and vicariously experience the feelings, thoughts, and experiences of the client and/or family. The faculty believes that it is the nurse's ability and willingness to "tune in" to and focus on the client's experiences that is fundamental to the methods nurses use to manage care for clients. Empathy is based upon respect for the dignity of the client and appreciation for the independence and self-actualization of the client.

Caring

Caring involves knowing and trusting the client, an interest in the client's growth and well-being, honesty, courage, and humility. The caring nurse knows that no one person knows all there is to know about the client and projects the confidence and patience to help the client maintain hope or the sense of continued possibility for growth and change. Caring involves the planning and provision of culturally sensitive and appropriate care.

Communication

Communication, or the exchange of thoughts, messages, or information, by speech, signals, writing, or behavior, is of vital importance to the nursing process. The nurse uses communication skills during client assessment as well as the planning, implementing, and evaluating of nursing care. The nurse communicates with clients, families, groups, and members of the health care team. The nurse is competent in oral and written forms of communication as well as in techniques of therapeutic communication.

Teaching One of the most important roles of the nurse is to assist clients and their families with receiving information that is necessary for maintaining optimal health. The nurse provides clients and families with information that is based on the clients' assessed learning needs, their abilities, their learning preference, and readiness to learn.

Fundamental to the provision of client education is the nurse's belief that clients have the right to make informed decisions about their care. The nurse provides information that is accurate, complete, and relevant to client needs. The nurse often clarifies information provided by other members of the health care team.

Critical Thinking

Nurses are constantly involved with making accurate and appropriate clinical decisions. Nurses must be able to think critically and make decisions when clients present problems for which there may not be clear textbook solutions. The nurse must question, wonder and be able to explore various perspectives and possibilities to best help clients. Critical thinking involves an active, organized cognitive process designed to allow the nurse to explore options and challenge assumptions. Nurses that engage in critical thinking reflect

on past experiences, think independently, take risks based on knowledge, persevere in the face of difficult problems, are curious, creative, and ethical.

Psychomotor Skills

Fundamental to nursing is the “laying on of hands” to provide comfort and the use of specific skills to accomplish client assessment and to provide and evaluate nursing care. Nursing skills are utilized in a manner that maximizes client comfort and dignity, optimizes the client’s ability to respond positively, provides the highest level of accuracy of information and provides for the most favorable client outcomes. Psychomotor skills are best learned through practice after achieving an understanding of the basic principles of skills.

Applied Therapeutics

The nurse applies medically – ordered therapeutic modalities (i.e., pharmacological, and nutritional interventions). The nurse’s application of these modalities is based on a knowledge base regarding their therapeutic uses as well as skills in client assessment and evaluation when these modalities are used. The competent application of nutritional knowledge also involves its use in health and wellness as well as when therapeutic diets are prescribed.

Ethical-Legal Considerations

The nurse plans, provides and evaluates nursing care guided by specific ethical and legal boundaries. The *Code of Ethics for Nurses* provides the ideal framework for safe and correct practices and behavior. Ethical behavior also involves accountability, responsibility, confidentiality, truthfulness, fidelity, and justice. Nurses who clarify their values are enhanced in their ability to practice ethically.

Legal parameters of nursing are defined by statutory, regulatory, and common law. In addition, professional standards of care provide the legal guidelines for nursing practice. Legal considerations in the care of clients involve issues like negligence, malpractice, abandonment, assault, battery, and informed consent. Nurses must understand legal boundaries to protect their clients’ and their own rights.

Professionalism

Professionalism involves the characteristics of the nurse that reflect his/her professional status. These characteristics involve behaviors of the nurse regarding self, clients, others and the public as they reflect the values of the profession of nursing. Professional personas are knowledgeable in their subject matter, conscientious in their actions, and responsible for themselves and others. Written standards for practice and professional performance guide the behaviors of professional practitioners. Nurses enhance their professionalism by understanding history, educational choice, professional research and theory and their professional organizations and standards.

Operational Guidelines

Courses

RN-BSN and MSN Nursing courses are online. ABSN students may be required to come to campus or be on-line for courses. Faculty are available for advising during office hours on campus, telephonic, or virtual and by appointment. Refer to the specific class policies on the syllabus for each course.

Clinical Policies

The RN-BSN program institutes a variety of high-impact practices in courses that require activity in community settings. NUR 364: *Public and Community Health Nursing* requires a minimum of 45 indirect and direct clinical hours in the program's *Population Health Project Assignment*

Conduct in Clinical and Community Settings

The nursing student will demonstrate safe and ethical professional behavior in all clinical settings.

Examples of unsafe, unethical or unprofessional conduct include, but are not limited to:

- Conducting any interviews under the influence of drugs and/or alcohol.
- Displaying mental, physical or emotional behavior(s) that may adversely affect well-being of self or others when representing Goodwin University and while performing any clinical components of the courses.
- Interacting inappropriately with agency staff, co-workers, peers, clients, families, or faculty.
- Performing activities that are beyond the preparation or capabilities of the student; and
- Performing activities that do not fall within the legal realm of professional nursing practice.

If a faculty member becomes aware of any of the above behaviors, they may make a recommendation to the Program Director for immediate dismissal of the student from the nursing program – i.e., behavior is of a dangerous nature, including but not limited to safety violations, substance abuse, unlawful or unethical acts.

Grading Guidelines

Specific grading guidelines for each nursing course will be included in the syllabus for each course. A “C+” is required in NUR courses and courses substituted for a NUR course.

Nursing Grading Scale

A	93-100	4.0
A-	90-92	3.7
B+	87-89	3.3
B	83-86	3.0
B-	80-82	2.7
C+	77-79	2.3
FAILURE	< 77	0

Progression in the Nursing Program

Nursing courses are graded as indicated in the specific course syllabi.

The evaluation of the Clinical Learning Outcomes pertinent to each nursing course with a clinical component will be completed at midterm and at the completion of the course. The clinical evaluation score required will be course specific according to the program's clinical evaluation tool based on the Lasater Critical Thinking Rubric. All students must achieve the required level of performance for the course they are in by the conclusion of the semester to pass clinical. A Performance Advisory and Performance Improvement Plan will be given to the student with a timetable for bringing the outcome to an acceptable level if they are not meeting the expected level of performance for any objective. The goals of the Performance Improvement Plan must be satisfactorily met two weeks after the plan has been received by the student. Failure to meet the goals will result in a progressive discipline warning. Any student not passing on any outcome at the completion of the course will have failed, clinically. All Nursing courses must be completed with a grade of C+ (77%) or higher to progress to the next nursing course.

Guidelines for Appeal of Classroom Grades

If the student has a concern about any learning activity or grade within any nursing course, the guidelines below must be followed:

1. The student meets with the appropriate nursing faculty member within 3-5 days of receiving the grade.
2. If the concern is not resolved, the student meets with the coordinator of the nursing course within 3-5 days of the meeting with his/her instructor.
3. If the concern is not resolved, the student meets with the Program Director within 15 days (about 2 weeks) of the grade posting.
4. If the concern is not resolved, the student meets with a board composed of at least 3 nursing faculty. The faculty about whom the complaint is lodged is excluded from this meeting. This meeting should occur within 21 days (about 3 weeks) of the grade posting. The student will come prepared to discuss the relevant concerns and present appropriate documentation. Faculty may question the student to clarify any point during and/or after the presentation. The student will not be present when a consensus is reached regarding the final recommendation but will be informed of the decision as soon as the meeting is ended.

If the student is not satisfied with the recommendation of the nursing faculty, the student should refer to the *Student Appeal Process* fully outlined in the Goodwin University catalog:

<https://catalog.goodwin.edu/content.php?catoid=5&navoid=248#grade-appeals>

Advanced Placement

Students in the RN-BSN program receive a maximum of sixty-two (62) nursing credits through the Connecticut Articulation Model. Students may transfer applicable general education credits for courses with a grade of "C" or better taken from the official college transcript. Students must complete thirty credits (30) at Goodwin University including all of the upper division nursing courses to qualify for the Bachelor of Science in Nursing degree.

Guidelines for Requesting Recommendations

1. Students contact the faculty member to make a formal request for both a written and telephone recommendation, including the address they would like the recommendation to be mailed.
2. If the faculty agrees to give a recommendation, students must go to the Registrar and fill out the recommendation form which will apply to written or telephone recommendations.
3. Students must make a copy of the request form and hand it directly to the administrative assistant in the nursing division for distribution to the appropriate faculty.
4. Requests for recommendations must be submitted by the conclusion of week 7 of the student's last semester. If the recommendation is requested of Obstetric or Pediatric clinical faculty, it should be requested at the conclusion of those courses.

Students can expect to receive one *master* copy of the written recommendation by the conclusion of the semester.

It is advisable to obtain a reference from clinical faculty rather than classroom faculty as potential employers will prefer clinical assessment. It is also advisable to obtain the most current clinical experience, as well as the most clinically relevant experience based on the practice area where you are applying.

If students have difficulty obtaining a recommendation from an Adjunct professor, please contact the Program Director. The Program Director will be able to provide a letter confirming that the student has completed the clinical experience.

Access to Student Records

The student is referred to the policy governing rights under the Family Educational Rights and Privacy Act (FERPA) in the Goodwin University catalog.

Graduation Requirements

The following requirements must be met in order to graduate from the nursing program:

1. Completion of the course requirements. General education courses and open electives must be completed with a "C" or better.
2. Completion of each RN-BSN nursing core course with a grade of C+ as well as an academic average of 2.3 within the maximum time frame (no greater than nine (9) semesters or three years)
3. Fulfillment of all financial obligations to the University.
4. A minimum of thirty (30) credit hours at the 3XX or 4XX levels, including all upper division nursing courses.

Curriculum

RN-BSN Program Course Outline 2025-2026

Use the following course list to identify courses that you need to complete the program. Refer to Sonis Web/catalog for an official degree audit. Please consult with your nursing department academic advisor prior to registering for any courses. **Degree requirements:** A minimum of 120 credits is required to earn the BSN.

ADN or Diploma Pre-Licensure Program	62 Credits	Transfer
AP I (SCI), AP II (SCI), MICRO (SCI), ENG 101 (WR), ENG 1XX (WR), PSY 112 (SS), PSY 212 (SS), SOC 101 (SS) & Lower Division Nursing Courses	62	62
General Education Courses	27 Credits	Transfer
Computer Literacy Elective (CAP 1XX)	3	
Communications Elective (COM 1XX)	3	
Advanced Writing Elective (ENG 300, 320, or 325)	3	
Ethics in Public Health (PBH 305)	3	
Health and Social Issues in Aging (SOC 320)	3	
History Elective	3	
Humanities Elective	3	
Math (MATH 125, 130, 135, 186, 254) or Credit By Exam (CBE)	3	
Statistics (STAT 167)	3	
Open Electives	7 Credits	Transfer
Open Elective 1XX	3 or 4	
Open Elective 1XX	3 or 4	
Open Elective 1XX	3	
Upper Division Nursing Courses	24 Credits	Transfer
NUR 303 – Foundations of Professional Nursing	3	
NUR 308 – Principles of Pathophysiology	3	
NUR 312 – Health Assessment	3	
NUR 353 – Introduction to Nursing Research (RE)	3	
NUR 364 – Public and Community Health Nursing (MC)	3	
NUR 383 – Clinical Nursing Leadership	3	
NUR 463 – Introduction to Health Care Policy and Advocacy	3	
NUR 464 – Leadership and Management in Nursing	3	

TOTAL PROGRAM CREDITS

120 CREDITS

ACADEMIC POLICIES

Academic Integrity

All students are expected to do their own work unless they are directed to work as a group. Academic Integrity is critical for our profession. There is a no tolerance policy regarding cheating of any type. If it can be proven without any doubt that cheating has occurred, the student will be asked to leave the program. This may differ from the University's policy on Academic Integrity. In the case where there is concern about the validity of the incident and/or the student's response, the student may or may not enter progressive discipline.

Academic Standing

All students must be familiar with the policies regarding academics (including, but not limited to, placement, credits, grading, classification, advanced placement, independent study, externship, attendance, tardiness, satisfactory progress, minimum achievement and course completion, academic probation, extended enrollment status, reinstatement, appeal process, failing, academic counseling, course repeats, course incompletes or withdrawals, transfers, course/program changes, student rights regarding review of records and graduation requirements).

These policies are clearly outlined in the Goodwin University catalog. A student's academic standing is determined by his/her cumulative Grade Point Average (GPA).

Email Etiquette

The Nursing program expects that all communication will be conducted in a professional, appropriate manner. Regarding email etiquette, students will not use capital letters inappropriately, nor will communication be bolded and followed by exclamation points. This is considered "Yelling" and is not acceptable. Faculty should be addressed as indicated by each faculty member. On occasion words will be bolded or capitalized in communications from the division to emphasize a requirement and assist students to find information within a policy.

Chain of Command

In the event of issues with faculty in the classroom or clinical, the first step is for student to approach the faculty member involved with the issue to resolve the issue. If communication or an issue is not resolved (unless the faculty member is the coordinator of the course) you should speak with the coordinator of the course. In the event the faculty member is the coordinator of the course, the student should seek out the Program Director. If you seek "advice" on how to approach a situation and reach out to the Program Director, you will always be directed back to the appropriate person(s) to resolve the issue. Students and faculty are advised to document any communication to establish a paper trail for the event.

Social Media Policy

Students are expected to adhere to all HIPPA regulations regarding patient information. Specifically, information regarding your patients will only be shared in the learning environment with members of the health care team involved with their care or with faculty and peers during a relevant learning experience. Students may not reproduce any part of their patients' records nor post any information about their patients on any type of social media. Non-adherence to this policy will result in a final warning with the possibility of dismissal from the program.

Student Conduct

Students are expected to conduct themselves in a manner that is consistent with the Mission, Philosophy, and Goals of Goodwin University as previously outlined in this handbook as well as the American Nurses Association's Standards of Practice and Ethical Code for Nurses. Part of the student's education focuses on preparing him/her for the work force. To meet this goal, a discipline policy, which is modeled after typical employment policies, is followed to facilitate the graduates' transition into the workforce. It is critical that the program groom students as total professionals to achieve future success. Failure to meet certain standards may cause students to enter progressive discipline. Examples of behaviors that can lead to progressive discipline include but are not limited to:

- Disruptive behaviors in the classroom or online
- Disrespectful behaviors toward the instructor (clinical or classroom/online)
- Perceived threatening behaviors to faculty or peers
- Failure to adhere to the dress code when in clinical
- Failure to complete assignments
- Performance issues
- Attendance and tardiness issues

Progressive Discipline

The Division of Nursing follows a progressive discipline policy that typically consists of five steps. Depending on the seriousness of any situation, however, any step may be skipped with the approval of the Program Director. A student will enter progressive discipline if the student fails to meet the expectations of the division. Typically, progressive discipline adheres to the following:

1. **Counseling:** Documented on a Student advisory form, documents verbal counseling, and outlines expectations.
2. **1st Written Warning:** Student has been counseled regarding the need to improve in a specific area and has failed to demonstrate improvement or the severity of the situation precludes the opportunity for counseling. A performance improvement plan may be implemented to specifically describe to the student how expectations may be met
3. **2nd Written Warning:** Occurs when the student has received a 1st Written Warning and new behaviors arise or unresolved behaviors continue
4. **3rd/Final Written Warning: Follows** the 2nd Written Warning if new behaviors arise or unresolved issues continue

5. **Recommendation for Dismissal or Course Failure** - This recommendation may be made when the student has received a 3rd written warning, continues to fail to meet the standards of ABSN program and does not demonstrate the ability, desire, or willingness to change the behavior. If the student requires additional discipline after the third warning, she/he/they will automatically fail the course.

Although the progressive discipline process is followed it is important to understand **that it is at the discretion of the Program Director to skip any step depending on the seriousness of the situation.** The information below describes specific criteria that constitute dismissal from the program.

Dismissal from the Program

The decision to dismiss a student from the program may result from a combination of behaviors, listed below, that may have caused the student to enter the progressive discipline process. Examples of such behaviors include but are not limited to:

1. Failure to successfully complete any required course in the nursing curriculum, with a grade of "C+" or better, after the second time,
2. Unauthorized possession, use, sale, or distribution of alcoholic beverages or of any illegal or controlled substance.
3. Unauthorized use, possession, or storage of any weapon.
4. Verbal, physical and/or psychological abuse, threat or harassment of any client, visitor, agency staff, student, or faculty member.
5. Theft, abuse, misuse or destruction of another person's or agency's property.
6. Unauthorized disclosure, removal, or misuse of confidential information about any client, student, or agency staff.
7. Violation of Clinical Conduct policies as stated on specific pages of this handbook.
8. Engaging in or prompting others to engage in conduct that threatens or endangers the health, safety, or physical/psychological well-being of another person.
9. Leaving the clinical agency without authorization from clinical faculty.
10. Being on clinical agency property, in a student capacity, without proper authorization.
11. Repeated failure to contact clinical faculty to give notice of lateness or absence from the agency despite counseling.
12. Unsafe practice in the clinical area.
13. A failure of a 2nd course after repeating one (1) course one (1) time.
14. Violation of Academic Integrity policies.

Process of Dismissal and Guidelines for Appeal

If a nursing faculty member recommends a student **who is not in the progressive discipline process**, for dismissal the following procedure will be followed:

1. The student is informed by the nursing faculty member of the course failure.
2. The nursing faculty member recommending dismissal submits a letter to the Program Director.
3. The student meets with the Program Director to discuss the faculty's decision to dismiss them from the program.
4. Students may appeal to the Dean in writing, and must schedule an in-person meeting if they do not agree with the finding(s).
5. Students wishing to appeal the decision of the faculty or Dean may follow the procedure on *Appeals and Grievances*, found in the Goodwin University catalog:
<https://catalog.goodwin.edu/content.php?catoid=5&navoid=247#appeals-and-grievances>
6. After that, appeals may be made in writing to Goodwin University's Appeals Board (GUAB). All appeals should be sent to the Assistant Dean of Student Affairs. Decisions will be made in writing within two weeks.

Re-entry After Withdrawal or Failure

A student who withdraws or fails may apply for reentry to the program. Students will not be considered for re-entry into the program if they have been out of the program for more than three (3) semesters. A written request must be submitted to the Program Director. The petition must outline the steps taken to be successful in the program if permitted to return.

Students will be considered for readmission if:

1. A performance improvement plan is submitted. This plan must demonstrate an assessment of strengths and opportunities to improve. The plan will identify actions that will be taken to complete the program successfully. The plan will be approved and monitored by the Program Director and Course Coordinator. The student can successfully validate that knowledge and skills learned in previous nursing courses are current and at the level required for safe function in the clinical area. The individual submits a written plan to improve performance. This plan must demonstrate an assessment of strengths as well as opportunities to improve. The plan will identify specific actions that will be taken to complete the course and the program successfully. The plan will be approved and monitored by the Program Director and Course Coordinator. The student can successfully validate that knowledge and skills learned in previous nursing courses are current and at the level required for safe function in the clinical area.
2. The Program Director reviews and considers the request on its stated merits. If approved, readmission will be contingent upon:
 - Space availability-only 30 students per cohort will be admitted.
 - Successful validation of knowledge and competencies learned in previous nursing courses. This may consist of a written exam and/or competency evaluation.
3. The student will be readmitted on probationary status, with academic and clinical progress closely monitored by the clinical nursing faculty. This status will remain until no longer deemed necessary by the faculty.

4. Students who are making a 2nd attempt at nursing courses related to failing the clinical portion will adhere to the following guidelines:
 - Students will work with the course coordinator to develop a Performance Improvement Plan. The student is expected to meet the requirements set forth in the Performance Improvement Plan not met in the prior clinical experience.
 - This plan will be reviewed with the student at the start of the new semester.
 - Student will need to meet the identified expectations by the fourth (4th) clinical experience.
 - The clinical instructor will remain in weekly contact with the Course Coordinator.
 - If all requirements are not met, the student will fail clinically and be dismissed from the program (the student would have attempted the course twice).
5. A student who withdraws from the Nursing Program, because of mitigating circumstances, may re-enter the Nursing Program at the level they left. The student must contact the Program Director approximately 6 weeks (about 1 and a half months) prior to the start of the semester to register and acquire clinical placement information, for clinical courses, if it is available.

Academic Standing

All students must be familiar with the policies regarding academics (including, but not limited to, placement, credits, grading, classification, advanced placement, independent study, externship, attendance, tardiness, satisfactory progress, minimum achievement and course completion, academic probation, extended enrollment status, reinstatement, appeal process, failing, academic counseling, course repeats, course incompletes or withdrawals, transfers, course/program changes, student rights regarding review of records and graduation requirements).

These policies are clearly outlined in the Goodwin University catalog. A student's academic standing is determined by his/her cumulative Grade Point Average (GPA).

CLASSROOM POLICIES

Behavior

In the clinical settings, students are expected to behave in a manner that demonstrates respect for their instructors, as well as their peers in the on-ground and online environments. The students should come to class/clinical prepared to actively participate in discussions. Discussions in the online environment should be well thought out, appropriate and relevant. Disruptions (e.g., cell phones, whispering, passing notes, inappropriate language etc. in class/online) **will not be tolerated** and may necessitate progressive discipline. Inappropriate netiquette in the online environment is not allowed. There are specific expected netiquette behaviors on-line environment. Netiquette involves etiquette while on the Internet. Each person participating needs to be considerate of others in the online community. Good etiquette is essential while communicating in the discussion post or by email. Please use sensitivity to peers while participating in this course, including:

- Use appropriate language. Offensive words or subject matter need to be avoided. • Avoid using capital letters for an entire word, this is interpreted as SHOUTING.
- Avoid negative responses when responding to your peer's discussions. If you disagree with another learner, please ask for further explanation, or find a more positive way to continue the conversation.

APA Writing Requirements (if applicable to your course)

1. In addition to the guidelines provided in your syllabus, the following guidelines apply:

- All written assignments are required in Microsoft Office word documents. It is the student's responsibility to prepare assignments as a word.doc or word.docx before or by date that it is due.
- Five points may be deducted for each day an assignment is late. Assignments submitted via email will not be accepted or graded.

Grading Guidelines

Grading guidelines for each course will be included in the syllabus and will be reviewed with students on the first day of class. In all nursing courses students must attain a grade of C+ (77%) or higher cumulatively on quizzes and tests to advance to the next nursing course. Grades are not rounded up in this program.

Students will have access to a complete syllabus for all courses via CANVAS on or before the first classroom session. The syllabi outline the expectations of the student, including reading assignments and project descriptions with dates for submission. Students will find the rubrics associated with assignments in CANVAS or in the syllabi.

Medical Leave of Absence

Students who are absent from clinical for more than three clinical days due to illness must follow the institution's guideline for "Medical Leave of Absence" [Petition and Medical Withdrawal Form | Goodwin University](#)

Snow Closing Information

The details below include significant changes on how the University communicates weather-related closings and delays visit: <https://goodwin.smartcatalogiq.com/en/2021-2022/Catalog/Cancellation-of-Classes-Due-to-Inclement-Weather-or-Other-Emergencies>

The administration carefully considers student safety, weather reports, and the ability to clear campus parking when deciding on inclement weather closings. Every effort is made to post closings by 7 a.m. for day classes and 3 p.m. for evening classes, but allowances must be made for changing weather and road conditions.

In the event of snow or inclement weather, information about plans for the day will be communicated via:

- Goodwin University homepage: www.goodwin.edu
- Facebook: <https://www.facebook.com/GoodwinUniversity>
- Instagram: <https://www.instagram.com/goodwinuniversity/>

Goodwin University will NOT use the following to communicate weather-related closings or delays:

- Listings on local television news stations (***note, this is a change from prior practice***)
- Campus emergency notification system
- Email
- Text messages
- Phone calls

When classes are canceled, individual faculty members may opt to conduct class online or hold a scheduled make-up session. Students are responsible for checking Canvas and their Goodwin email regularly, particularly on days when classes are canceled, to learn of any alternate arrangements. If a canceled class is rescheduled, a student who is unable to attend will not be penalized for non-attendance but is still responsible for the work missed.

Nursing Division Standards

RN-BSN Program Technical Standards

The following standards serve as the technical requirements a student must meet to participate in the nursing program. These standards have been directly adopted from the Connecticut Community College's Nursing Programs (CT-CCNP) and permission has been granted by that institution to adopt these guidelines at Goodwin University. We have only edited our guidelines to include the fact that lifting restrictions are not allowed.

Technical Standards

The standards reflect reasonable expectations of the RN student for the performance of common functions of the registered nurse. In adopting these standards Goodwin University is mindful of the client's right to safe and quality health care provided both by our students and graduates. The RN student must be able to apply the knowledge and skills necessary to function in a broad variety of clinical situations.

Each student in the Accelerated Bachelor of Science in Nursing degree program must have the ability to learn and perform the following competencies and skills:

Motor

The student must possess sufficient motor capabilities to execute the movements and skills required to provide safe and effective nursing interventions. These include, but are not limited to:

1. Coordination, speed, and agility to assist and safely guard (protect), with safe and proper body mechanics, clients who are ambulating, transferring, or performing other activities.
2. Ability to adjust and position equipment and clients, which involves bending or stooping freely to floor level and reaching above the head.
3. Ability to move or position clients and equipment, which involves lifting, carrying, pulling, and no weightlifting restrictions.
4. Ability to guide, resist, and assist clients, or to provide emergency care, which involves the activities of standing, kneeling, sitting, or walking.
5. Ability and dexterity to manipulate the devices used in giving nursing care.
6. Ability to administer CPR without assistance.

Sensory

The student must possess the ability to obtain information in classroom, laboratory or clinical settings through observation, auscultation, palpation, and other measures, including but not limited to:

1. Visual ability (corrected as necessary) to recognize and interpret facial expressions and body language, identify normal and abnormal patterns of movement, to reset parameters on various equipment, to discriminate color changes, and to interpret and assess the environment.
2. Auditory ability (corrected as necessary) to recognize and respond to soft voices, auditory timers, equipment alarms, call bells, and to effectively use devices for measurement of blood pressure, breath sounds, etc.

3. Tactile ability to palpate a pulse and to detect changes or abnormalities of surface texture, skin temperature, body contour, muscle tone, and joint movement.
4. Sufficient position, movement, and balance sensations to assist and safely guard (protect) clients who are ambulating, transferring, or performing other activities.

Communication

The student must be able to utilize effective communication with peers, faculty, clients and their families, and other health care providers. This includes, but is not limited to:

1. Ability to read at a competency level that allows one to safely carry out the essential functions of an assignment (examples: handwritten chart data, printed policy, and procedure manuals).
2. Ability to effectively interpret and process information.
3. Ability to effectively communicate (verbally and in writing) with clients/families, health care professionals, and others within the community.
4. Ability to access information and to communicate and document effectively via computer.
5. Ability to recognize, interpret, and respond to nonverbal behavior of self and others.

Behavior

The student must be capable of exercising good judgment, developing empathic and therapeutic relationships with clients and others, and tolerating close and direct physical contact with a diverse population. This will include people of all ages, races, socioeconomic and ethnic backgrounds, as well as individuals with weight disorders, physical disfigurement and medical or mental health problems. This also includes, but is not limited to:

1. Ability to work with multiple clients/families and colleagues at the same time.
2. Ability to work with classmates, instructors, health care providers, clients, families, and others under stressful conditions, including but not limited to providing care to medically or emotionally unstable individuals, situations requiring rapid adaptations, the provision of CPR, or other emergency interventions.
3. Ability to foster and maintain cooperative and collegial relationships with classmates, instructors, other health care providers, clients, and their families.

Critical Thinking

The student must possess sufficient abilities in the areas of calculation, critical problem solving, reasoning, and judgment to be able to comprehend and process information within a reasonable period as determined by the faculty and the profession. The student must be able to prioritize, organize and attend to tasks and responsibilities efficiently. This includes, but is not limited to:

1. Ability to collect, interpret and analyze written, verbal and observed data about clients.
2. Ability to prioritize multiple tasks, integrate information and make decisions.
3. Ability to apply knowledge of the principles, indications, and contraindications for nursing interventions.
4. Ability to act safely and ethically in the university's clinical lab and in clinical placements within the community.

Academic Calendar

There is a mandated number of classroom and clinical hours for nursing students. The clinical session is not held when the University is observing the following holidays:

- Christmas
- New Year's Day
- Martin Luther King Day
- President's Day
- Good Friday
- Memorial Day
- Independence Day Weekend
- Labor Day Weekend □
- Columbus Day – Indigenous People's Day
- Veteran's Day
- Thanksgiving Weekend (Friday- Sunday)

Fall Semester

- Labor Day – University closed
- Columbus Day – no classes, University open
- Veteran's Day – no classes, University open
- Thanksgiving Day & Friday – University closed
- Thanksgiving Weekend — no classes, University open
- Christmas - University closed

Spring Semester

- New Year's Day – University closed
- Martin Luther King Day – University closed
- President's Day – no classes, University open
- Good Friday & Saturday – no classes, University open
- Easter Sunday – University closed

Summer Semester

- Memorial Day –University closed
- Juneteenth –University closed
- Independence Day – University closed

The specific dates for semester breaks are available on the university academic calendar:

https://www.goodwin.edu/academics/calendar#tab_fall25

Handbook Acknowledgement

This certifies that I have reviewed, read, and understood the policies/procedures in the online RN-BSN Student Handbook. By signing this form, I certify that I will independently familiarize myself with the policies/procedures and adhere to them. If I have questions, I will speak directly with the Program Director or Nursing Course Coordinator.

A copy of this form will be placed in my nursing file maintained in the nursing office.

Student's Name: _____ Date: _____

(Please Print)

Contact Information (Cell#): _____

Signature: _____