

BELLEVUE COLLEGE RN-BSN PROGRAM STUDENT HANDBOOK 2024-2025



BELLEVUE COLLEGE

3000 Landerholm Circle SE, Bellevue, WA 98007

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Welcome

The Bachelor of Science in Nursing (BSN) faculty extends a warm welcome to each student beginning the RN-BSN Program at Bellevue College (BC). This handbook provides informative and helpful information about the program.

Although RN-BSN course work will be rigorous and demanding, the faculty and staff are here to support and mentor each student, answer questions, and facilitate student achievement of a baccalaureate prepared registered nurse. Student success becomes faculty and program success. The primary source of course information comes from course faculty and the syllabus. Program information will be communicated through course faculty and the Associate Dean of Nursing. Additional academic and administrative support is always available through [resources for current students](#). The nursing department contact information listed below is only a short list of those who are willing to help.

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BC Student Support:

Helpdesk (Technical Assistance)	http://depts.bellevuecollege.edu/helpdesk/
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Program Accreditation & Approval

The RN-BSN Program is approved by the [Washington State Board of Nursing](#).

The RN-BSN Program at Bellevue College is accredited by the [Commission on Collegiate Nursing Education](#), (CCNE) 655 K Street NW Suite Washington DC 20001, 202-463-6930.

Introduction

The mission of the RN-BSN Program at Bellevue College (BC) is to prepare practicing registered nurses (RNs) to utilize evidence-based practice for improving the health, wellness and quality of life of diverse communities. The RN-BSN Program goals and outcomes align with this mission and further define how the program is evaluated. Student Learning Outcomes (SLOs) define expectations for student achievement during the program and graduate competencies define knowledge and skill expectations to be demonstrated at program completion.

Each course within the RN-BSN Program is designed to build on previous nursing education and experience and encourage further professional growth. Through course materials and experiences each graduate is prepared to be a care provider, care manager, and member of the nursing profession. Field experience hours focus on community and public health using professional guidelines and standards to promote best practice. RN-BSN faculty members challenge each student to use clinical reasoning, cultural sensitivity, and interdisciplinary collaboration in meeting the healthcare needs of individuals, families, aggregates, communities and populations.

The RN-BSN Program curriculum is designed to reflect best practices in education and professional nursing. RN-BSN course content and learning activities are underpinned by the American Association of Colleges of Nursing [*Essentials of Baccalaureate Education*](#); professional ethics statements, and educational recommendations of the American Nurses Association; the Institute of Medicine (IOM) and the American Association of Colleges of Nursing (AACN). Additional educational and practice guidelines used to support curriculum quality and improvement are listed in Appendix A. Faculty members combine these resources and educational evidence-based materials to assure that instructional materials are current and relevant

The RN-BSN Program offers face-to-face, blended/hybrid, and online course delivery. Teaching strategies are course dependent. Emphasis is placed on active learning opportunities regardless of teaching strategy. Student success will require computer and internet access to facilitate communication and to post written assignments in all courses. The physical location of all classroom learning takes place on the main campus. RN-BSN faculty members coordinate classroom learning so that time spent on campus is used efficiently. Blended/hybrid course delivery respects student time and learning preferences while promoting face-to-face interaction and collaboration with others.

Each student is encouraged to take advantage of the many resources at BC. Resources within the Library Media Center are available five days a week and academic resources are electronically available at any time. Several electronic databases provide current full-text journal articles to assist with assignments and projects. Students are also encouraged to participate in the RN-BSN Program and college committees. Information about these opportunities can be found on the Student Programs website at <https://bellevuecollege.edu/stupro/>. These types of experiences contribute to personal development and will enhance professional growth.

Background of the RN-BSN Program

As nursing, like other areas of healthcare, becomes more advanced and complex, more nursing roles now require a Bachelor of Science in Nursing (BSN) to accompany the professional credential (RN) for practice. In 2010, several local hospitals asked Bellevue College to develop an RN-BSN Program to provide a pathway for their current RNs to achieve the BSN. Bellevue College added this pathway to the BSN to serve all associate-degree in nursing (ADN) and diploma graduates. Preparing nurses to design the future of healthcare as clinical providers and contributors to leadership and policy is at the core of the educational program.

Bellevue College (BC) was approved by the Washington State Board of Community and Technical Colleges (SBCTC) to implement an RN-Baccalaureate degree with admission of students in fall quarter 2013. BC was the second community college to be granted SBCTC permission to offer an RN-BSN pathway. BC has approval from the Northwest Commission on Colleges and Universities (NWCCU) to offer this degree. Since 2013 the BC RN-BSN Program has been accredited nationally by the Commission on Collegiate Nursing Education (CCNE) and approved by the Washington State Department of Health, Nursing Care Quality Assurance Commission.

The BC RN-BSN Program is designed to educate RN generalists in healthcare management, healthcare leadership, and healthcare information technology. Additionally, the program draws on faculty experience and expertise to lead students in health promotion of special populations, aggregates, and communities.

Bellevue College Mission Statement

Bellevue College is a comprehensive and innovative college that advances the life-long educational development of its students consistent with their needs, interests, and abilities while strengthening the economic, social, and cultural life of its diverse community. The college accomplishes this purpose by providing high-quality, flexible educational programs and services that are academically, geographically, and financially accessible. Committed to teaching and learning excellence and employee growth and development, the college nurtures a supportive environment throughout its programs and services.

- Affirmation of Inclusion adopted by the All-College Council, 1992 (updated 4/07/2015)

Bellevue College is committed to maintaining an environment in which every member of the campus community feels welcome to participate in the college's life, free from harassment and discrimination.

We value our different backgrounds at Bellevue College, and students, faculty, staff members, and administrators are to treat one another with dignity and respect. <https://www.bellevuecollege.edu/inclusion/>

[Equal Opportunity](#) - BC reaffirms its policy of equal opportunity regardless of race or ethnicity, color, creed, religion, national origin, sex, sexual orientation including gender identity or expression, age marital or family status, disability, or status as a disabled veteran or Vietnam era veteran. For more details visit the Equal Opportunity link above.

RN-BSN Program Mission Statement

The Bellevue College RN-BSN program aligns with the Bellevue College Mission of life-long learning by providing a high-quality, flexible, accessible education which builds upon the academic foundations and experience of the associate degree or diploma prepared nurse. The RN-BSN graduate utilizes evidence-based practice to improve the health, wellness and quality of life of diverse communities. Graduates are prepared to act as leaders and change agents in a dynamic healthcare environment.

RN-BSN Program Philosophy

The RN-BSN Program functions within the mission and goals of Bellevue College. As part of the larger community, the Bellevue College RN-BSN Program builds on the college's mission by preparing students for life-long learning, offering a high-quality, flexible, accessible education which builds upon the academic foundations and experience of the associate degree prepared nurse. The program is responsive to the community's changing needs and represents the college's diverse demographics. The Bellevue College RN-BSN Program provides full and equal access to opportunities for educational advancement.

The RN-BSN Program enhances professional values and role development, scholarly inquiry, leadership, management, communication skills, health information technology skills, and community and public health skills of each student. This prepares graduates to be providers of care, managers of care, active members of the profession, and leaders in healthcare.

The faculty believes that each student is a unique individual with varying needs and goals. Cultural diversity, life experiences, and changing socioeconomic factors affect each student differently. To this end, faculty try to provide an environment that helps students realize their full potential. Four major concepts within nursing's metaparadigm are used to frame and guide nursing education in the RN-BSN Program.

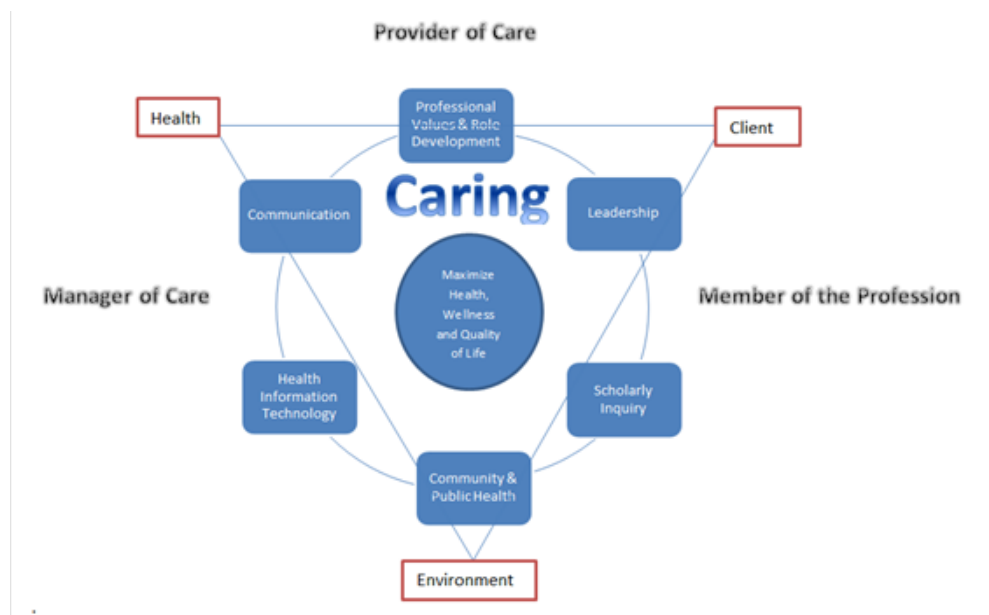
- **Person:** Each person is a complex, unique, biopsychosocial and cognitive organism that has unlimited potential for growth and development. Human beings exist as biological individuals with strong interactive psychological, social, and spiritual bonds to those around them; they can survive by themselves but thrive within families, groups and communities. Their continuous interaction with internal and external environments is reflected through action and thought.

Consistent with humanistic learning theory, there is an assumption that all human beings have an innate desire to survive and grow in a positive way. Life-long learning is both personally and professionally oriented. This conceptual definition promotes mutual respect regarding human differences and prepares students to design holistic and collaborative care meeting identified needs throughout the life span.

- **Health and Wellness:** This concept represents a multidimensional and holistic state that changes in response to the environment. Perception of health is subjective and dynamic; it is located on a continuum that is subject to socio-cultural beliefs and influences. This conceptual perspective guides students in offering high quality, competent, ethical and culturally competent care within their scope of practice. This concept encourages students to recognize the many variations of perceived health as they collaborate with others to promote the maximum potential of individuals, families and communities.

- **Nursing:** The discipline of professional nursing addresses clinicians who strive to provide safe, high quality, evidence-based care to a culturally diverse population with respect and dignity. The profession of nursing values life-long learning to address increasingly complex health care delivery systems and considers the interaction of biological, psychological, spiritual, cultural, ethical and socio-economic variables in the delivery of nursing care. Using this conceptual definition as a foundation, faculty work with students to apply knowledge from the liberal arts, sciences, informatics, and the body of knowledge within nursing and other health related disciplines to promote an interdisciplinary, collaborative and meaningful educational experience.
- **Environment:** The environment is both external and internal and encompasses more than physical surroundings. The perception of environment is comprised of physical features, psychological and social phenomena, and spiritual dimensions. These multiple environments are overlapping, dynamic and complex; they consist not of just the perceived present, but of the remembered past and anticipated future. Environmental perceptions are continuously interacting with each other and with human beings as individuals, families, groups, communities, and populations. Students are encouraged to explore how human beings respond to internal and external stimuli as they assess, plan, implement, and evaluate care.

Conceptual Framework



This conceptual framework reflects the philosophy and mission of the RN-BSN Program. Caring is the central concept of the framework. Caring is both an art and a science that encompasses a holistic human orientation to consider all experiences in the healthcare environment. The RN-BSN Program uses Swanson’s caring processes (knowing, being with, doing for, enabling, and maintaining belief) as the lens for nursing education and nursing care.

We believe that through caring, nurses maximize the health, wellness and quality of life of our clients and community. Through professional values, role development, scholarly inquiry, leadership, communication

skills, health information technology and community and public health, graduates become managers of care, providers of care and active members of the profession.

RN-BSN Program Outcomes

RN-BSN Program Outcomes function as indicators of program success. Graduates will be able to:

- Demonstrate principles of leadership, management and continuous quality improvement related to patient safety, equity, and healthcare systems.
- Apply research findings from nursing and other healthcare disciplines to clinical practice.
- Demonstrate global and cultural awareness through professional communication, collaboration and advocating to address health care inequities and social injustice.
- Analyze the impact of disparities, social determinants of health, and climate change on individual and population outcomes.
- Develop communication and interpersonal skills to resolve conflicts and promote positive working environments.
- Utilize innovative patient care technologies, social platforms and information management systems to maximize healthcare outcomes.

RN-BSN Program Preparation for Professional Role

There are three primary professional roles that RN-BSN graduates are prepared to assume at the completion of this program of study.

1. Provider of direct and indirect nursing care in and across all environments. Direct care activities include ethical, culturally competent and evidence-based care. Indirect care activities include advocacy and education.
2. Designer, manager and coordinator of care, contributing knowledge, judgment and skill within the interdisciplinary healthcare team. Contributes to continuous quality improvement in healthcare environments.
3. Member of the nursing profession who has a strong knowledge base: using critical reasoning, clinical judgment, communication, and assessment skills.

RN-BSN Student Learning Outcome Proficiency Areas

RN-BSN Student Learning Outcome Proficiency Areas are the broad, measurable outcomes that prepare students to become competent providers, managers of care and members of the nursing profession. RN-BSN SLOs are achieved through course work, fieldwork experiences, and completion of a scholarly project. It is anticipated that graduates will achieve competency in four specific areas:

1. **Communication:** Utilize effective, culturally sensitive, and ethical communication methods to collaborate with patients, families, communities and health care providers. Communication methods include oral, written, and electronic formats that promote sending and receiving information.

2. **Clinical Judgment and Clinical Reasoning:** The outcomes of critical thinking in nursing practice. Clinical judgment begins with an end in mind. Judgments are about evidence, meaning and outcomes achieved. Clinical reasoning is the process used to assimilate information, analyze data, and make decisions regarding patient care.
3. **Leadership and Management:** Synthesize leadership and management principles to promote professional development and optimal patient-focused outcomes. Scope of professional development ranges from self to the entire profession. Client focused outcomes may be individual, family, and/or community oriented.
4. **Evidence-Based Practice:** Develop a consistent, problem-solving approach to clinical practice that integrates current evidence (scientific, published nursing research), clinical expertise, and individual/family/community preferences and values.

RN-BSN Degree Plan

NURSING COURSES	Credits
NURS 302: Foundations of BSN Practice	4
NURS 320: Foundations of Scholarly Inquiry	3
NURS 321: Scholarly Inquiry Project Development	2
NURS 360: Management in Healthcare	4
NURS 410: Community and Public Health Nursing	5
NURS 485: Fieldwork for Community & Public Health Nursing	2
NURS 420: Leadership in Healthcare	3
NURS 421: Leadership Scholarly Project	2
NURS 460: Health Information Technology	5
Total Nursing Core	30
GENERAL EDUCATION COURSES	
PHIL 365: Biomedical Ethics or CMST 330: Intercultural Health Communications	5
ECON 315: Economics of Healthcare	5
ANTH& 235: Cross-Cultural Medicine or SOC 244: Medical Sociology	5
Total General Education	15
Total RN-BSN Program coursework	45
Credits applied from completing NCLEX successfully	45
Credits applied from earned ADN Degree	90
Total applied credits	135
CREDITS required for graduation	180

An RN-BSN program is designed for registered nurses with an associate degree or diploma who wish to advance their education and career. These programs typically include courses in nursing theories, research, community health, and leadership, along with fieldwork placements and capstone projects. Completing an RN-BSN program enhances nursing skills, opens more career opportunities, and often leads to higher salaries.

Transfer Credit for Previous Coursework - Acceptable Transfer Credits

The Bellevue College RN-BSN Program accepts five credits earned at institutions accredited by a regional accrediting association, provided that such credits have been earned through college-level courses applicable to the student's program at BC. Transfer credits are not accepted for nursing courses.

Sample Schedules

Full Time Schedule

RN-BSN Student Schedule – Summer start			
Quarter 1	Quarter 2	Quarter 3	Quarter 4
NURS 302: Foundations of BSN Practice 4 credits	NURS 321: Scholarly Inquiry Project Development 2 credits	NURS 360: Management in Healthcare 4 credits	NURS 421: Leadership Scholarly Project 2 credits
NURS 320: Foundations of Scholarly Inquiry 3 credits	NURS 410: Community and Public Health Nursing 5 credits	NURS 485: Fieldwork for Community and Public Health Nursing 2 credits	NURS 460: Health Information Technology 5 credits
PHIL 365: Biomedical Ethics or CMST 330: Intercultural Health Communications 5 credits	ECON 315: Economics of Healthcare 5 credits	NURS 420: Leadership in Healthcare 3 credits	ANTH& 235: Cross-Cultural Medicine or SOC or SOC 244: Medical Sociology 5 credits
TOTAL =12 credits	12 credits	9 credits	12 credits

Part-Time Schedule

Year 1			
Quarter 1	Quarter 2	Quarter 3	Quarter 4
NURS 302: Foundations of BSN Practice 4 credits	NURS 321: Scholarly Inquiry Project Development 2 credits	NURS 360: Management in Healthcare 4 credits	NURS 421: Leadership Scholarly Project 2 credits
NURS 320: Foundations of Scholarly Inquiry 3 credits	NURS 410: Community and Public Health Nursing 5 credits	NURS 485: Fieldwork for Community and Public Health Nursing 2 credits	NURS 460: Health Information Technology 5 credits
		NURS 420: Leadership in Healthcare	

		3 credits	
TOTAL =7 credits	7 credits	9 credits	7 credits
Year 2			
Quarter 5	Quarter 6	Quarter 7	Quarter 8
PHIL 365: Biomedical Ethics or CMST 330: Intercultural Health Communications 5 credits	ECON 315: Economics of Healthcare 5 credits	ANTH& 235: Cross-Cultural Medicine or SOC or SOC 244: Medical Sociology 5 credits	
*The order for taking required courses depends on quarter of availability			

Faculty Advising will be available week six of each quarter and per request.

Student Participation in RN-BSN Program Governance

The Bellevue College RN-BSN faculty value student feedback and input for program evaluation. Students are provided an opportunity to give feedback through participation in curriculum and advisory board committee meetings. Based on feedback from student representatives and careful deliberation with nursing faculty, program leaders act to improve educational experiences and outcomes.

The RN-BSN Curriculum Committee consists of RN-BSN faculty, Program Chair, Associate Dean of Nursing, and student representatives. During the first quarter of classes for each RN to BSN cohort, students select one to two representatives for this committee. The term of service is one-year. The duties of these student representatives include, but are not limited to:

1. Representing the student cohort at the RN-BSN Curriculum Committee meetings, including voting.
2. Presenting student cohort concerns to the committee for consideration.
3. Presenting student cohort appreciation regarding any program experience.
4. Presenting a summary report of each meeting to the student cohort.
5. Representing the RN-BSN Program at the Advisory Board meetings.

Two (2) students may serve as representatives for a cohort at any meeting. When more than one student per cohort attends the RN-BSN Curriculum Committee meeting, the cohort representatives share one vote.

Advisory Board meetings are held twice a year. In the advisory board meetings students share experiences and provide input for the discussion.

RN-BSN Professional Behavioral Expectations

RN-BSN Program professional behaviors include, but are not limited to:

- a. Adhering to the [American Nurses Association Code of Ethics](#) (linked here and Appendix A).
- b. Following [Bellevue College Policies](#).
- c. Complying with the Bellevue College [Drug-Free Environment Policy](#).
- d. Dressing appropriately for off-campus activities, following the dress code of the fieldwork/clinical agency.
- e. Wearing the Bellevue College name tag and photo ID in a clearly visible manner during fieldwork and/or project experiences
- f. Attending orientation to fieldwork sites, as required.

RN-BSN Program course classroom and assignment professional responsibilities include:

- a. Making sure interactions are polite, respectful, inclusive, and kind.
- b. Listening to peers and faculty contributions.
- c. Encouraging peers to speak up.
- d. Seeking to understand all points of view.
- g. Participating in discussions.
- h. Submitting onboarding materials by the deadlines for fieldwork and scholarly project assignments.
- i. Submitting course assignments by the deadline(s).
- j. Using only BC email or CANVAS for electronic communication.

Honesty is expected for all course work

Written work

- a. Writing at a BSN level is expected. Resources are given to students to write in a scholarly manner following the APA 7th edition Guidelines. Faculty have the right to refer student to Bellevue College's writing resources at any time when assignments do not meet these guidelines.

Testing indications of dishonesty include:

- a. Referring to open texts, related notes during the test.
- b. Talking with peers during an exam
- c. Communicating about details of exams and/or quizzes verbally, via email, or on social media
- d. Copying or reproducing test/quiz questions in any manner

Written work indications of dishonesty include:

- a. To use and pass off as one's own the ideas or writings of another (plagiarism).
- b. Failure to use appropriate citations for use of another author's ideas or direct quotes (plagiarism).
- c. Faculty have the right to check all assignments for plagiarism through Canvas Plagiarism Review.

Faculty can apply Turnitin.com (or other) software to detect plagiarism on assignments. If a similarity score of 30% or greater is detected we may ask you to resubmit assignment before final grading and points may be deducted. Consequences of dishonesty range from failure of an assignment, failure of a course, dismissal from the program, to dismissal from Bellevue College. In accordance with BC policies and procedures, all forms of cheating or plagiarizing will be reported to the Manager of Student Conduct. The Associate Dean of Nursing will inform the student if further action is recommended.

Grading

Bellevue College's grading system is designed to evaluate the performance of students as fairly and equitably as possible (see Grading System information within the College Catalog).

The RN-BSN Program grading scale:

A = 4.0	95-100%	C = 2.0	73-75%
A- = 3.7	90-94%	C- = 1.7	70-72%
B+ = 3.3	86-89%	D+ = 1.3	66-69%
B = 3.0	83-85%	D = 1.0	60-65%
B- = 2.7	80-82%	F = 0.0	0-59%
C+ = 2.3	76-79%		

1. A passing grade is earned when you meet the objectives of the course and successfully completes course required assignments and attendance (as well as RN-BSN Program and College Policies).
2. End of quarter grades will be posted on your ctcLink account. Grades reflected in CANVAS are only unofficial and help communicate grade information.
3. If you wish to contest a grade or score, you meet first with the course instructor and then follow the channel of communication within the program (Program Chair, then Associate Dean of Nursing, then HEWSI Dean). If the dispute is not resolved you may follow the [college policies for grade dispute](#).

4. Due to security concerns and FERPA requirements, faculty members are not permitted to issue grades by telephone or email.

Program Progression

1. Progressing in the RN-BSN Program depends on successfully completing course work. Faculty are invested in your success. If you begin to struggle or get behind, it is best to consult with your course faculty as soon as possible. Waiting until the quarter is ending is often too late.
2. You must earn a minimum of 2.0 in all RN-BSN courses to graduate from the nursing program. If you fail to earn a 2.0 in a course, you will be placed on academic probation and need to repeat the course.
3. If students are on academic probation you will be blocked from registration and must meet with the Associate Dean of Nursing to review student options. The Associate Dean may allow you to register for an upcoming quarter after an academic improvement plan has been formulated. You will remain on academic probation until academic progress standards are met.
4. The following conditions must be met for an incomplete (I) grade to be issued:
 - You must request an incomplete grade.
 - You must have completed **85%** of the required coursework.
 - Agreeing to issue an incomplete grade is at the discretion of the instructor.
 - You must have earned at least a C average for all submitted coursework.
 - You must reach an agreement with your instructor regarding when the missing coursework will be completed.
 - If you meet the BC requirements for taking an incomplete in order to finish a course, you must follow the BC [Procedures for an Incomplete \(I\) Grade](#).
5. You may be dismissed from the RN-BSN program following two course failures. After a second course failure you must petition the RN-BSN faculty for permission to remain in the program.
6. Continuous enrollment is required of students in the RN-BSN Program unless exceptional circumstances exist. If this is not possible, you must make an appointment with Program Chair to address the contributing issues, with possible follow-up with the Associate Dean of Nursing.
7. New ADN Graduates must successfully pass the NCLEX by the second quarter upon entry to progress in the program.
8. You will maintain evidence of current RN licensure.
9. If you are a new ADN or diploma graduate, you need to have an RN license by the end of the second quarter before any fieldwork can begin.

Attendance

1. Students are encouraged to attend all scheduled classes.
2. Students are required to meet the fieldwork hours.
3. Students will assume full responsibility for all content covered during your absences from class and fieldwork experiences, and you are held to the same level of performance as class colleagues.
4. Students will refer to the course syllabus for additional details how attendance may affect final grade.

Illness

1. If students have been absent due to hospitalization, you are required to bring a written healthcare provider's statement verifying clearance to return to the classroom and/or a fieldwork setting.

2. If students report for a fieldwork experience appearing ill or injured you may be sent home at the discretion of the faculty and/or site supervisor.

“Leadership” and “Community and Public Health” Fieldwork

In compliance with WA Nursing Care Quality Assurance Commission NCQAC all fieldwork hours must be documented. These hours will be recorded and filed on CANVAS or other secure password protected platform.

Confidentiality and HIPAA

Patients/clients are entitled to confidentiality of their medical information. Federal legislation and the Health Insurance Portability and Accountability Act (HIPAA) mandates that no personally identifiable patient information be released without the patient’s permission. Student’s may share unidentifiable information for course and learning purposes within the confidential clinical site and classroom only.

Clinical and fieldwork agencies require that absolutely no reference to a patient/client (even if identification information is removed) be shared electronically via email or on social networking sites such as Facebook. Sharing select unidentified patient information on CANVAS is permissible only as directed by the instructor, since CANVAS access is password protected. Pictures, audio, or video recordings of patients/clients must never be taken.

Any breach of confidentiality can be grounds for dismissal from the RN-BSN program at Bellevue College. Students will be required to sign a confidentiality statement before beginning fieldwork experiences and may be required to sign additional statements at each healthcare site.

Email Guidelines

Email is Bellevue College’s official communication tool with students. Each student must create a BC email account through ctclink. All college and course communication will be through this BC student email, not through a personal account. Students are responsible for and should frequently check their BC email account to read messages in a timely manner.

While e-mail is a more casual form of communication, it is still important to be professional. Use proper punctuation and grammar. Do not write in all capital letters. In an online environment ALL CAPITALS means you are shouting. Carefully reread your messages prior to sending for tone, spelling, and grammatical errors. Plan your messages to ensure your point is clear. Because tone in email can be misinterpreted, your words may sound harsher than you intend. The reader cannot see the expression on your face and other nonverbal cues. Never send angry messages. If you have a concern or issue, set up a meeting to discuss the issue face-to-face.

Communication Etiquette

- Attention is a sign of respect. Students should focus on the teaching and learning activities in the classroom.
- Individual communication (texting, Facebook, Twitter, etc.) can happen during breaks and between classes.

- Think before you speak. If you wouldn't say it out loud publicly, don't say it.
- Speak kindly of your fieldwork experience preceptors, staff or agencies.
- Constructive evaluation and feedback of teaching/learning environments is encouraged and welcomed by faculty and administration.
- Bullying is never productive.
- Gossip, rumors, or back-biting are unprofessional behaviors.
- Use your critical thinking skills to evaluate what you read on the internet. Don't assume that everything posted on a social media site is true or private.
- For more about social media, check the American Nurses Association's [Social Media Principles](#)

Audio Video Recording

- Recording in the classroom requires instructor's permission.
- Audio or video recordings obtained by students are for personal academic use only and cannot be distributed or posted on any public site or social networking site including, but not limited to, YouTube, Facebook or any blog sites.
- Violation of this policy may result in dismissal from the program and review by Bellevue College.

Potential Infectious and Environmental Hazards in Nursing Practice

- It is the responsibility of each RN-BSN student to adhere to health facility policies and the guidelines on *Standard Precautions* of the Centers for Disease Control (CDC) and Prevention (United States Public Health Service) during fieldwork experiences.
- Any student who experiences exposure to blood or other body fluids directly or indirectly while in a health facility must notify the instructor immediately and will be advised by the instructor to follow the CDC guidelines for exposure, as well as those of the assigned health agency.

Students with Special Needs (Disability Resource Center)

Students with disabilities who have accommodation needs are required to meet with the [Disability Resource Center \(DRC\)](#) office, room U001 (telephone 425.564.2498 or TTY 425.564.6189), to establish their eligibility for accommodation. The DRC office will provide each eligible student with an accommodation letter. Students who require accommodation in class must review the DRC accommodation letter with their course coordinator during the first week of the quarter. Students with mobility challenges who may need assistance in case of an emergency situation or evacuation should register with Disability Resource Center and review those needs with the course coordinator as well.

Exit Interviews

- Each student exiting a course for any reason is requested to have an exit interview with the Program Chair and possible follow-up with Associate Dean of Nursing.
- This interview is required in order to be considered for progression in the RN-BSN program.

Religious Holidays

- Students who expect to miss classes, examinations, or any other assignments because of their religious observance should be provided with a reasonable alternative opportunity to complete such academic

responsibilities. It is the obligation of students to provide faculty with reasonable notice of the dates of religious holidays on which they will be absent, preferably at the beginning of the term. The

- [Request for Accommodations for Reasons of Faith or Conscience Form](#) provides more information about and the steps to request this accommodation.

Complaint Process

BELLEVUE COLLEGE POLICY

- Students have both the right to receive clear information and fair application of college grading policies, standards, rules, and requirements as well as the responsibility to comply with them in their relationships with faculty and staff members.
- BC prohibits discrimination against students and employees on the basis of race or ethnicity, creed, color, national origin, sex, marital status, sexual orientation age religion, the presence of sensory, mental or physical disability, or status as a disabled or Vietnam-era veteran.
- BC employees are responsible for ensuring that their conduct does not discriminate against anyone: they are expected to treat people conducting business at BC with respect and may expect the same consideration, in return.
- The college recognizes that disputes may sometimes arise and encourages the parties involved to resolve the conflict informally whenever possible. If resolution cannot be reached, a formal process provides an impartial and equitable way to resolve those conflicts.
- Bellevue College encourages informal resolution of dissatisfactions and maintains procedures for formally expressing and resolving student complaints related to grades, employee misconduct, or allegations of discrimination or harassment. Additional information about complaint procedures may be obtained from the nursing program office, Student Services, or the BC Student Handbook.
- Students who have concerns about grades, assignments, etc. are encouraged to meet with the appropriate course faculty member first.
- If the issue cannot be resolved to the student's satisfaction, the student may file a written complaint with the Associate Dean of Nursing. The established protocol for handling student problems/issues in the RN-BSN program is:

NURSING DEPARTMENT PROCEDURE

- FIRST, the student must consult with the course faculty member.
- SECOND, if no resolution in the issues is achieved, the student may request to meet with the Program Chair of the RN-BSN Program.
- THIRD, if no resolution is achieved, the student may request to meet with the Associate Dean of Nursing.
- FOURTH, if no resolution is achieved the student may request a meeting with the Dean of the Health Science, Education and Wellness Institute.
- If the issue cannot be resolved to the student's satisfaction, the student may consult the BC [1450 General Complaint Resolution](#).

Changes in Program Procedures

Program procedures are subject to change. In the event of a procedure change affecting students currently enrolled in the RN-BSN Program, you will be notified verbally in class and in writing through CANVAS. You

have electronic access to the RN-BSN Student Handbook that is updated each quarter, incorporating any procedural changes.

Change of Name and/or Address

You are responsible for notifying the RN-BSN Program Manager of address changes and/or name changes as they occur. In addition, you must also have your records updated in the college records by contacting Student Services.

Appendix A: AMERICAN NURSES ASSOCIATION CODE OF ETHICS FOR NURSES

Provision 1	The nurse practices with compassion and respect for the inherent dignity, worth and unique attributes of every person.
Provision 2	The nurse's primary commitment is to the patient, whether an individual, family, group or community, or population.
Provision 3	The nurse promotes, advocates for, and protects the rights, health, and safety of the patient.
Provision 4	The nurse has authority, accountability and responsibility for nursing practice; makes decisions; and takes action consistent with the nurse's obligation to provide optimal patient care.
Provision 5	The nurse owes the same duties to self as to others, including the responsibility to promote health and safety, preserve wholeness of character and integrity, maintain competence, and continue personal and professional growth.
Provision 6	The nurse, through individual and collective effort, establishes, maintains, and improves the ethical environment of the work setting and conditions of employment that are conducive to safe, quality health care.
Provision 7	The nurse, in all roles and settings, advances the profession through research and scholarly inquiry, professional standards development, and the generation of both nursing and health policy.
Provision 8	The nurse collaborates with other health professionals and the public to protect human rights, promote health diplomacy, and reduce health disparities.
Provision 9	The profession of nursing, collectively through its professional organizations, must articulate nursing values, maintain integrity of the profession, and integrate principles of social justice into nursing and health policy.

Source: American Nurses Association. (2015). Code of ethics with interpretative statements. Silver Spring, MD: Author. Retrieved from

<https://www.nursingworld.org/practice-policy/nursing-excellence/ethics/code-of-ethics-for-nurses/coe-view-only/>

BSN Student Handbook Acknowledgement Form

This form is a required component of your student record. Please read and provide your electronic signature.

BSN Student Handbook Acknowledgement - 2024-2025 Academic Year

I acknowledge that it is my responsibility as a student to read and understand the information contained in this handbook and to become acquainted with all academic policies, rules, and regulations promulgated by the College. These policies are in effect for the duration of the program unless modified by the Associate Dean of the Nursing Program. Not every policy statement, rule, or regulation is contained in the RN-BSN Student Handbook. Contents of this handbook were prepared from the best available information at the time of its publication. Although every attempt has been made to ensure that the information contained in this handbook is accurate and complete at the time of printing, the contents of the handbook, including all statements pertaining to the nursing program and graduation requirements, may be subject to change without prior notice.

I understand that in addition to adhering to all program policies in this handbook, I am also responsible for adhering to all course policies as stipulated in each course syllabus. Course policies may vary with each course, are more explicit and are presented in greater detail than the policies contained in this handbook. Noncompliance with the policies and procedures as presented may result in a recommendation for withdrawal from the program.

I acknowledge that I have received the Bellevue College RN-BSN Program Student Handbook dated 2019-2020.

I understand that any questions I have regarding this handbook may be directed to the RN-BSN Faculty, RN-BSN Staff, BSN Program Chair or the Associate Dean of the Nursing Program.

You will electronically sign this handbook via a quiz in your RN-BSN Orientation Canvas course.