



Registered Nurse to Bachelor of Science Degree in Nursing (RN-BSN) Completion Program

2023 Student Handbook

..preparing RN to BSN nursing students to be a holistic practitioner who provides comforting, compassionate, and equitable care, rooted in scientific evidence, responsible for their intellectual development and personal growth, and well-being while cultivating a sense of purpose that inspires commitment to lifelong learning and service.

One Alpha Drive
Elizabethtown, PA 17022
Phone: 717.361.3700
Email: nursing@etown.edu

Approved 1/23; Revised 10/23

Contents

Welcome Etown Nursing Students!.....	3
Handbook Purpose	4
Affirmative Action Statement	4
Etown College Accreditation.....	5
STRUCTURE AND GOVERNANCE	5/6
College Mission, Philosophy, & Goals	
The Mission & Goals of the School of Health & Human Professions (HHP) & the School of Graduate & Professional Studies (SGPS)	
.....	7
SGPS Goals	7
Elizabethtown College Mission & Goals.....	8
The Nursing Program Mission, Vision, Values, & Goals.....	8
The Nursing Program Values, Goals, Student Learning Outcomes	9
The Nursing Program Strategic Plan Goals	9/10
The Nursing Program Students Outcomes	10
BSN Essentials	11/12
The Nursing Program Philosophy.....	12/13
ANA Code of Ethics for Nurses	14
Nursing Program Ethos.....	15
The Nursing Program Framework	16/16
CPE Progression	16
References.....	17

Welcome Etown Nursing Students!

Dear Nursing Students:

Please accept our warmest welcome to Elizabethtown College! The nursing team is honored to be a part of your academic journey! Elizabethtown College was founded in 1899 and is deeply dedicated to contributing to every student's academic success. We value education and are committed to fostering an atmosphere that encourages students to build upon their personal strengths, inner purpose, and love for learning.

For over 121 years, Elizabethtown College has had an outstanding record of academic excellence in higher education. We prepare professionals from all the areas of STEM (Science, Technology Engineering and Mathematics) plus occupational therapists, physician assistants, and nurse generalists. Our academic excellence is achieved by providing a transformational learning environment that empowers our graduates to become leaders in their disciplines. Our students not only find their passions at Elizabethtown but put those passions toward achieving their life's work and service to our community.

Our faculty are student-centered, compassionate partners who are dedicated to engaging and accompanying you on your academic journey. We are profoundly committed to your success. Elizabethtown College offers a variety of student services to support your learning, promote your wellbeing, and enrich your college life.

We will work together to deliver an exceptional educational experience that is filled with thought-provoking experiences that will challenge your thinking. The results will be transformational, meaningful, and rewarding!

As the Director of Nursing for the RN to BSN program, I am here to serve you. I look forward to getting to know you, and experiencing the many wonderful journeys that nursing education has to offer. As an online learner, I am here to lend you my expertise and strategies for success! I am your number one fan, and I know that you will undoubtedly sore in this program! Feel free to reach out to me at any time, I am here to help in any way that I can. I respond to emails promptly; I am open to zoom and telephone calls as well (feel free to reach out for an appointment). Best wishes! And again, welcome to our wonderful family at Elizabethtown College!

Nakiya Torres, DNP, MSN-ED, RN
Elizabethtown College
Elizabethtown, Pa 17022
(Office): 717-361-3700
(email): torresn@etown.edu

Purpose of the Handbook

The purpose of this handbook is to provide you with information regarding the RN to BSN program policies and information. In addition to this handbook, the student should access the Elizabethtown College Catalog <https://www.etown.edu/offices/registration-records/catalogs.aspx> and College's Student Handbook <https://www.etown.edu/sgps/student-services/index.aspx>. Please access the sites and review program information at the beginning of each semester (subterm) since the policies may change.

The RN to BSN Nursing Program staff and faculty encourage constructive communication and discussions regarding effective student outcomes and program revisions. Nursing students should use the Course Introductions section in Canvas of each course to locate supportive information such as Discussion Templates and APA Resources. Refer to course syllabi for specific policies and grading distributions.

The program courses are primarily online with one campus lecture per subterm, but the delivery method may be altered based on student and faculty feedback. Etown Information and Technology Center <https://www.etown.edu/offices/its/> provides specialized talent in technology to support you as an Etown student. You can obtain help and support 24/7 for all your e-learning needs.

NOTE: Changes in this document are posted in course syllabi, announced in class, or sent by email or Canvas announcements.

Affirmative Action Statement

The College is committed to ensuring equal opportunity in all employment Affirmative Action decisions, policies, and practices, and in educational programs and activities. In keeping with the historical values of Elizabethtown College, the College endeavors to treat all employees with dignity, justice, and fairness. The College strives to provide equal opportunity and an atmosphere free of discrimination. Elizabethtown College does not discriminate on the basis of gender, race, color, religion, age, disability, marital status, pregnancy, veteran status, national or ethnic origin, ancestry, sexual orientation, gender identity and expression, genetic information, possession of a general education development certificate as compared to a high school diploma, or any other legally protected status. This commitment applies but is not limited to decisions made with respect to hiring and promotion, in the administration of its educational policies, scholarship and loan programs, and athletic or other College administered programs. Discriminatory acts of any kind are strictly forbidden.

[To Access Full Policy](#)

ACCREDITATION

The baccalaureate program in nursing at Elizabethtown College is accredited by the Commission on

Collegiate Nursing Education (<http://www.ccneaccreditation.org>).

Distance Education Agreements

State Authorization for Distance Education



Elizabethtown College is a participant of the State Authorization Reciprocity Agreement (SARA), a voluntary, interstate agreement that establishes comparable standards for offering postsecondary distance education across state lines. Member states recognize participating institutions that are authorized in other member states. SARA establishes comparable national standards for interstate offering of postsecondary distance education courses and programs. It is intended to make it easier for students to take online courses offered by postsecondary institutions based in another state.

The [State Authorization Reciprocity Agreement \(SARA\)](#) is an agreement among member states, districts, and territories that establish comparable national standards for interstate offerings of postsecondary distance education courses and programs. It is intended to make it easier for students to take online courses offered by postsecondary institutions based in another state. Currently, all states (excluding California) plus the District of Columbia are members of NC-SARA.

Additional Information:

- [Activities covered by NC - SARA](#)
- [NC - SARA Members](#)
- [Elizabethtown College Complaint Procedures](#)

Please note that SARA does not cover professional licensure or certification (see below). For more information on SARA, please visit www.nc-sara.org.

Accreditation by the Middle States Commission on Higher Education

An institution of higher education is a community dedicated to students, to the pursuit and dissemination of knowledge, to the study and clarification of values, and to the advancement of the society it serves. The Middle States Commission on Higher Education (MSCHE), through accreditation, mandates that its member institutions meet rigorous and comprehensive standards, which are addressed in the context of the mission of each institution and within the culture of ethical practices and institutional integrity expected of accredited institutions. In meeting the quality standards of MSCHE accreditation, institutions earn accredited status, and this permits them to state with confidence: "Our students are well-served; society is well-served." (MSCHE, 2015. For more information, visit the webpage <https://www.etown.edu/offices/president/middlestates/index.aspx>.

STRUCTURE AND GOVERNANCE

College Mission & Goals

College Mission

Elizabethtown College provides a transformative educational experience that cultivates personal strengths and develops a passion for lifelong learning and purposeful work.

College Philosophy

Elizabethtown College engages students in a dynamic, integrated learning process grounded in the liberal arts. Challenged to take responsibility for their education, students at Elizabethtown embark on a journey of self-transformation that involves intellectual, social, and personal growth.

The College is committed to educating the whole person within a relationship-centered learning community where common goals are achieved through engagement in a rigorous academic curriculum and thoughtful co-curricular experiences. Students are encouraged to develop and challenge their own values, while seeking to understand and appreciate alternative perspectives. Embedded in an ever-changing global context, the College promotes the developmental, collaborative, and complex nature of learning.

In seeking to "educate for service," Elizabethtown College believes students can perform no greater service than they do when sharing knowledge and creativity with others. Opportunities to strengthen scholarship and leadership extend beyond the classroom, and students learn actively through practical experiences and civic engagement.

The impact of an Elizabethtown College education is long-lasting and far-reaching because it is deeply transformative. Students acquire new habits of mind and heart—some during the undergraduate experience, others as students grow beyond college.

College Goals

At Elizabethtown College, students are inspired and challenged to:

- Assume responsibility for their intellectual development, personal growth, and well-being. Students will learn to sharpen their curiosity and become aware of the capabilities, strategies and resources needed to learn.
- Reason, analyze, and engage in critical thinking. Students will make, systematically evaluate, and, if necessary, refute arguments and claims—both their own and those of others.
- Demonstrate thoughtful and articulate communication by applying knowledge in a variety of contexts, including writing, speaking, listening, and interpretation.
- Understand the creative process and its role in human expression and cultivate the ability to make informed aesthetic judgments.
- Navigate diverse cultural worldviews and perspectives, with the realization that differing frames of reference influence analysis, communication, and behavior.
- Make reflective ethical decisions and act with integrity to seek just outcomes with relationships, communities, and society.
- Apply and integrate different strands of learning and comprehend interconnections in the

process of gaining knowledge and experience.

- Identify and cultivate a sense of purpose that inspires a commitment to meaningful work in service to society.

School of Health & Human Professions (HHP)

Mission

To provide a transformative educational experience that develops highly competent professionals who use their strengths and knowledge to help create change in the lives with whom they work, both locally and globally.

Goals

Our faculty and graduates:

- Uphold ethical and responsible professional standards
- Practice-based on the best available knowledge and can contribute to that knowledge
- Work for equity and inclusion for all peoples

The School of Human and Health Professions includes programs in Education, Exercise Science, Occupational Therapy, Physician's Assistant, and Social Work.

School of Graduate & Professional Studies (SGPS)

Mission

Inspire through education, serve with grace and humility, demand diversity and inclusion, and celebrate the success of others.

SGPS Goals

- Expand access to the unique benefits of an Elizabethtown College education to new constituencies through innovative programming, formatting, and distance learning, thereby increasing the number of non-traditional learners in the College's learning community.
- Develop and administer quality academic programs and activities, with the goals of advancement of student learning outcomes and student achievement of programmatic and institutional learning goals.
- Offer support and guidance to adult students as they progress through their degree program and achieve their goal of graduation.
- Maintain and advance the liberal arts core values of Elizabethtown College.
- Educate and develop the regional workforce through relevant professional and liberal arts learning experiences that increase worker and employer productivity, and thus, to

"educate for service."

- Help lead, by responsible example, the Elizabethtown College learning community in successfully meeting the higher education challenges of the 21st century.
- Support and advance the College's strategic goal of stewardship of resources by increasing departmental revenues while controlling costs in a fiscally responsible manner.
- Value and nurture in the school's staff the qualities necessary to meet these objectives and the qualities necessary for full personal development.

Nursing Program Mission, Vision, Core Values, Goals, & Student Learning Outcomes

Mission

To improve the health of individuals and the global community through leadership, scholarship, and service while advancing the art and science of nursing. This is accomplished by providing an inspiring, student-centered, transformational educational experience deeply rooted in a rich liberal arts tradition. Learners are transformed into holistic nurses where the mind, body, and spirit are interconnected, cultivating personal strengths, and engaging in purposeful work.

Vision

To challenge the status quo in nursing education and become a global leader in online education.

Core Values

Accountability

Taking responsibility for one's nursing judgments, actions, and omissions as they relate to life-long learning, maintaining competency, and upholding quality patient care and outcomes

Cultural Congruence

The application of evidence-based nursing that is in agreement with the preferred cultural values, beliefs, worldview, and practices of healthcare consumers and other stakeholders

Excellence

Strive for excellence by encouraging intellectual curiosity and innovation.

Professionalism

Demonstrating the highest ethical behaviors to all; responsible, respect, integrity, and advocacy, healing the sick, nurturing the wounded, placing patients first, providing holistic care, and educating new professionals.

Scholarship

Nursing practice is underpinned by evidence-based practice to improve health and transform health care. Generate, synthesize, and disseminate scientific knowledge.

Service

Nurses work to alleviate the suffering experienced by individuals, families, groups, and communities and remain actively involved in the community through service. Nurses provide services that maintain respect for human dignity and embrace the uniqueness of each patient and the nature of their health issues without restrictions, regardless of social or economic status. Nurses have the responsibility to protect the people entrusted in their care, promote, and restore health, prevent illness, and protect the people entrusted to their care.

Teamwork and Collaboration

The process of collaborating with colleagues united in accomplishing organizational goals.

Program Goal

The RN to BSN Program prepares the registered nurse to be a holistic practitioner who provides comforting and inclusive care for all people, rooted in scientific evidence, where the student is responsible for their intellectual development, personal growth, and well-being while cultivating a sense of purpose that inspires commitment to lifelong learning and service.

Strategic Plan Goals

Goal 1: Positive Culture: Create a healthy, positive work culture, where faculty and staff feel free to share feedback, innovative ideas, and possess healthy characteristics where team members flourish.

Goal 2: Dynamic and Relevant Education: Promote a dynamic academic environment to support outstanding student outcomes that develop lifelong reflective learners and socially responsible citizens who bring value to their community and workplace.

Goal 3: Inclusive Excellence: Create a culturally vibrant campus community that values diversity, equity, and inclusion, where all community members achieve a sense of belonging.

Goal #4: Anchor and Partner Institution: Strengthen surrounding communities by building capacity and maximizing partnerships to create significant economic and social impact.

Goal #5: Sustainable Growth: Transform the financial model to become a thriving institution by leveraging core strengths, building capacity, and embracing growth initiatives.

Student Learning Outcomes

The RN-BSN Program provides problem-based, student-centered learning that demonstrates the acquisition of competencies and proficiencies from the Scope and Standards for Practice (ANA, 2021); Code for Ethics for Nurses with Interpretive Statements (ANA, 2015); The Essentials: Core Competencies for Professional Nursing Education (AACN, 2021); Quality and Safety Education for Nurses (QSEN, 2007); AACN (2012) white paper, [“Expectations for Practice Experiences in the RN to Baccalaureate Curriculum”](#); and Core Competencies in the Interprofessional Collaborative Practice Competencies.

The graduate will: (Student Learning Outcomes)

1. Knowledge for Nursing Practice: Translate and assimilate a body of knowledge borrowed from other disciplines, theory of knowledge, and by a strong liberal arts curriculum which forms a basis for clinical judgment, innovation in nursing practice, and a passion for lifelong learning. [AACN Essentials D1; Concept CJ; AACN White Paper; ANA Code of Ethics 1-9; ANA Scope & Standards 1-5B; Core Competencies IPE 1-4; QSEN PCC, Teamwork, EBP, QI, Safety, & Informatics].
2. Culturally Compassionate Practice: Nurture caring and interprofessional partnerships with patients and families, and the global community that delivers holistic, compassionate, person-centered care that is safe, equitable and respects cultural fluidity [AACN Essentials D2; Concepts DEI & CC; AACN White Paper; ANA Code of Ethics 1-9; ANA Scope & Standards 1-5B; Core Competencies IPE 1-4; QSEN PCC, Teamwork, EBP, QI, Safety, & Informatics].
3. Population Health: Promote culturally congruent patient, family, and community outcomes through advocacy, by managing disease, healthy lifestyle choices, and minimizing the impact of social conditions across the healthcare delivery continuum. [AACN Essential D3; Concepts SDH& DEI; ANA Code of Ethics 1-9; ANA Scope & Standards 1-5B; Core Competencies IPE 1-4; QSEN PCC, Teamwork, EBP, QI, Safety, & Informatics].
4. Scholarship: Collects research evidence, analyzes, interprets disseminates data using the nursing process to promote optimal health of individuals, families, and global communities [AACN Essentials D4; Concept EBP; AACN White Paper; ANA Code of Ethics 1-9; ANA Scope & Standards 1-5B; Core Competencies IPE 1-4; QSEN PCC, Teamwork, EBP, QI, Safety, & Informatics].
5. Quality & Safety: Integrates best practice metrics in safety science using a systems-based approach to inform nursing practice and to solve complex healthcare challenges [AACN Essentials D5 & D7; Concept EBP; AACN White Paper; ANA Code of Ethics 1-9; ANA Scope & Standards 1-5B; Core Competencies IPE 1-4; QSEN PCC, Teamwork, EBP, QI, Safety, & Informatics].
6. Communication & Interprofessional Relationships: Maintain and support an open line of and respectful communication among interprofessional teams to create a culture of safety that promotes optimal, holistic care and outcomes for patients, families, communities [AACN Essentials D6; Concepts C & CC; AACN White Paper; ANA Code of Ethics 1-9; ANA Scope & Standards 1-5B; Core Competencies IPE 1-4; QSEN PCC, Teamwork, EBP, QI, Safety, & Informatics].
7. Informatics & Technology: Integrates and analyzes disparate data to support clinical decision-making and planning to improve care, optimize outcomes, and to reduce healthcare costs [AACN Essentials D8; Concepts EBP & C; AACN White Paper; ANA Code of Ethics 1-9; ANA Scope & Standards 1-5B; Core Competencies IPE 1-4; QSEN

- PCC, Teamwork, EBP, QI, Safety, & Informatics].
8. **Personal & Professional Development:** Pursue a sense of purpose that inspires a commitment to lifelong learning and meaningful work that inspires personal and professional growth, sound health, resilience, and well-being [AACN Essential D9; Concept CJ; AACN White Paper; ANA Code of Ethics 1-9; ANA Scope & Standards 1-5B; Core Competencies IPE 1-4; QSEN PCC, Teamwork, EBP, QI, Safety, & Informatics].
 9. **Growth & Professionalism:** Develops a professional identity founded upon high ethical and moral standards, and accountability, that promote the discipline of nursing and the obligations of the profession and commitment to lifelong learning [AACN Essentials D10; Concept CJ; AACN White Paper; ANA Code of Ethics 1-9; ANA Scope & Standards 1-5B; Core Competencies IPE 1-4; QSEN PCC, Teamwork, EBP, QI, Safety, & Informatics].
 10. **Leadership:** Develops as an emerging holistic leader by using effective communication, sound leadership strategies, and employs data as a strategic asset to achieve optimal health for patients, families, and across the community and the globe [AACN Essentials D10; Concepts C & HP; AACN White Paper; ANA Code of Ethics 1-9; ANA Scope & Standards 1-5B; Core Competencies IPE 1-4; QSEN PCC, Teamwork, EBP, QI, Safety, & Informatics].

The Essentials: Core Competencies for Professional Nursing Education (AACN, 2021)

Domain 1: Knowledge for Nursing Practice

Descriptor: Integration, translation, and application of established and evolving disciplinary nursing knowledge and ways of knowing, as well as knowledge from other disciplines, including a foundation in liberal arts and natural and social sciences. This distinguishes the practice of professional nursing and forms the basis for clinical judgment and innovation in nursing practice.

Domain 2: Person-Centered Care

Descriptor: Person-centered care focuses on the individual within multiple complicated contexts, including family and/or important others. Person-centered care is holistic, individualized, just, respectful, compassionate, coordinated, evidence-based, and developmentally appropriate. Person-centered care builds on a scientific body of knowledge that guides nursing practice regardless of specialty or functional area.

Domain 3: Population Health

Descriptor: Population health spans the healthcare delivery continuum from public health prevention to disease management of populations and describes collaborative activities with both traditional and non-traditional partnerships from affected communities, public health, industry, academia, health care, local government entities, and others for the improvement of equitable population health outcomes.

Domain 4: Scholarship for Nursing Discipline

Descriptor: The generation, synthesis, translation, application, and dissemination of nursing knowledge to improve health and transform health care.

Domain 5: Quality and Safety

Descriptor: Employment of established and emerging principles of safety and improvement science. Quality and safety, as core values of nursing practice, enhance quality and minimize risk of harm to patients and providers through both system effectiveness and individual performance.

Domain 6: Interprofessional Partnerships

Descriptor: Intentional collaboration across professions and with care team members, patients, families, communities, and other stakeholders to optimize care, enhance the healthcare experience, and strengthen outcomes.

Domain 7: Systems-Based Practice

Descriptor: Responding to and leading within complex systems of health care. Nurses effectively and proactively coordinate resources to provide safe, quality, equitable care to diverse populations.

Domain 8: Informatics and Healthcare Technologies

Descriptor: Information and communication technologies and informatics processes are used to provide care, gather data, form information to drive decision making, and support professionals as they expand knowledge and wisdom for practice. Informatics processes and technologies are used to manage and improve the delivery of safe, high-quality, and efficient healthcare services in accordance with best practice and professional and regulatory standards.

Domain 9: Professionalism

Descriptor: Formation and cultivation of a sustainable professional nursing identity, accountability, perspective, collaborative disposition, and comportment that reflects nursing's characteristics and values.

Domain 10: Personal, Professional, and Leadership Development

Descriptor: Participation in activities and self-reflection that foster personal health, resilience, and well-being, lifelong learning, and support the acquisition of nursing expertise and assertion of leadership.

Program Philosophy

The faculty at Elizabethtown College believes that learning is a continuous, life-long process of self-discovery, knowledge development, evaluation, and growth. A liberal arts education, in concert with academic and professional education, fosters the development of a graduate who is a change agent, armed with critical thinking and leadership skills to transform the current and

future health care landscape.

Historically, nursing education has been driven by the idea that information must be transmitted from an expert (teacher) to novice (the student), whether in a formal classroom setting or a clinical setting (Benner, 1984). Often, this approach led to learning by intimidation rather than by motivation. Goodwin (2007) posited that true learning occurs when information is assimilated into one's being. When a learner is comfortable, he or she is more likely to dwell in the learning experience, be more inquisitive, and transformed by the meaning derived from the experience (Goodwin, 2007). In a situation where the novice is transformed into a learner and the nurse authority is transformed into an educator, the relationship can best be described as a learning partnership, an active and conscious awareness and intention on the part of student and teacher (Applebaum, 2000). The role of faculty is to facilitate the learning process and provide and foster opportunities for life-long learning (Applebaum, 2000).

The faculty believe that when Holistic Comfort Theory by Dr. Katharine Kolcaba is employed and threaded throughout the curriculum that students may acquire the necessary confidence and competence to explore, inquire, and practice nursing for the benefit of society as a whole (Goodwin, 2007). Holistic Comfort Theory transforms both the educator and learner from the traditional roles and is eased into a learning partnership that transcends the old relationship between student and teacher. Relief, ease, and transcendence are the central tenets of holistic comfort and may have a significant impact on physical, psychospiritual, social, and environmental contexts (Kolcaba, 2003). These tenets have the potential to not only affect the learning experience of both the educator and learner but provide a meaningful, transformational experience (Goodwin, 2007).

The faculty also believes that the metaparadigm concepts comprise the central issues in the nursing discipline and shape the education, research, and practice. The major concepts in the metaparadigm comprehensively define the patient as a whole, the patient's health and well-being, and the patient's environment and associated nursing responsibilities (Walker & Avant, 2015).

The person refers to the human being(s), person, group, or community and all things that make it whole, thus nursing's holistic approach. Health, the goal of nursing, is the state of overall wellness. The environment includes the physical environment as well as societal and cultural influences. Nursing refers to the act of helping another through the development of a genuine interpersonal relationship combined with medical knowledge distinct to the discipline (Chinn & Kramer, 2015). These beliefs, as well as learning process concepts, provide the foundation for the organizing framework of the nursing undergraduate and graduate curricula.

The faculty further believes that professional nursing education envelops the development of values, social responsibility, and cultural competence to meet the health care needs of an increasingly complex global society. In the teaching and learning space, there is an appreciation for the uniqueness of individual differences, commonalities, and that each of us will bring into the classroom their own learning experiences, attitudes, beliefs, and abilities. The teaching experience is grounded by our positionality, and we respect each person for their uniqueness, individuality, and culture. The faculty believes that a baccalaureate education prepares nurses to

deliver ethical, research-based, high-quality care and improved patient care outcomes.

ANA Code of Ethics for Nurses

Students are expected to uphold the professional behaviors and actions as expressed in the American Nurses Association Code of Ethics for Nurses at all times. Any infraction to this Code of Ethics is very serious and may result in immediate failure and/or dismissal from the nursing program.

To view the 2020 ANA Code of Ethics for Nurses, click the link below;

<https://drive.google.com/file/d/1iHOsI5x5HaoDqXkS9IJTxn3zxJ4cckJB/view>

Nursing Program Ethos

The students, faculty, and community belong to a community of clinician scholars. The American Nurses Association Code for Ethics is threaded throughout the foundations of nursing practice and fundamentally guides a nurse's moral and ethical behavior and decision-making.

As a nursing community, we are committed to upholding the core ethical principles, beneficence, non-maleficence, autonomy, accountability, justice, veracity, and fidelity. These principles guide our relationships with clients, peers, and colleagues. Our positionality is brought into the classroom and in the practice setting, and we anticipate and expect equity and diversity in our nursing culture.

Beneficence is the act of doing good, preventing harm, and striving to do "the right thing" for the patient. By providing culturally congruent nursing care to our patients and families, we strive to promote good (health and prevent illness), which influences all of the systems surrounding the patient, the community, thus, improving the overall quality of health of life for the beneficiaries. Nonmaleficence means to do no harm, as stated in the historical Hippocratic Oath. Harm can be either intentional or unintentional. Nurses are responsible for delivering high-quality, moral, and ethically safe care to their clients.

Autonomy and patient self-determination are upheld when the nurse accepts the client as a unique person who has the innate right to have their own opinions, perspectives, values, and beliefs. Nurses encourage patients to make their own decision without any judgments or coercion from the nurse.

The patient has the right to reject or accept all treatments. Justice means fairness. Nurses must deliver care that is fairly, justly, and equitably distributed among a group of patients.

Accountability is accepting responsibility for one's actions. Nurses are accountable for their nursing care and must accept all of the professional and personal consequences that can occur as the result of their actions.

Veracity is being completely truthful with patients; nurses must not withhold the whole truth from clients even when it may lead to patient distress. Fidelity is keeping one's promises. The nurse must be faithful and true to their professional promises and responsibilities by providing high-quality, safe care in a competent manner.

Nursing Program Framework

Program goal: The student is transformed into the graduate who is a holistic practitioner who provides comforting, compassionate, equitable care rooted in scientific evidence, responsible for their intellectual development & personal growth, and well-being while cultivating a sense of purpose that inspires commitment to lifelong learning & service.

Core values:

- Accountability
- Cultural congruence
- Excellence
- Professionalism
- Scholarship
- Service
- Teamwork & collaboration

Holistic Comfort Theory

Kolcaba (2003) defined comfort as an immediate experience of being strengthened by having needs for relief, ease, and transcendence met in four contexts (physical, psychospiritual, social, and environmental). The first sense of comfort is relief, described as an experience of a patient who has had a specific comfort need met (Kolcaba, 2003). Ease refers to a state of calm or contentment (Kolcaba, 2003). Kolcaba (2003) described transcendence as a state in which one rises above problems or pain (Kolcaba, 2003). The physical domain pertains to bodily sensations, homeostatic mechanisms, immune function, etc...The psychospiritual domain refers to the internal awareness of self, including esteem, identity, sexuality, meaning in one's life, and one's understood relationship to a higher-order or being. The environmental domain refers to the external background of human experience (temperature, light, sound, odor, color, furniture, landscape, etc.). The sociocultural domain refers to the interpersonal, family (family traditions, rituals, and religious practices), and societal relationships (finances, teaching, health care personnel, etc.).

The conceptual framework of the Comfort Theory posits that when the needs of a patient, or in the case we are using here at Elizabethtown College, the student are met through caring and student-centered teaching and learning practices, the outcome is overall enhanced comfort to the student. As students become more comfortable, they become more fully engaged in the learning experience, which leads to benefits to the faculty (faculty grow and learn with the student) and overall, to the academic institution by improved student satisfaction, improved academic progress, and a more meaningful, enriching academic student experience (Goodwin, 2007; Kolcaba, Tilton, & Drouin, 2006).

Nursing Program mission are charged to act on behalf of the College and should avoid any actual or perceived conflict of interest. If an apparent conflict of interest were to arise, such as decisions that could lead to personal financial gain or other advantages for the employee, the employee is

expected to disclose this potential conflict of interest. This disclosure should be made in writing to the Nursing Program Director.

Clinical Practice Experience: RN to BSN Program

Please see RN-BSN Clinical Handbook

References

American Association of Colleges of Nursing (2021). The Essentials: Core competencies for professional nursing education. <https://www.aacnnursing.org/Essentials/AACN-Essentials-Marketplace>

American Association of Colleges of Nursing (2012). Expectations for practice experiences in the RN to baccalaureate curriculum (White Paper). Available online at <http://www.aacn.nche.edu/aacn-publications/white-papers/RN-BSN-White-Paper.pdf>

AACN. (2016). Clinical practice experiences FAQs. Retrieved from <https://www.aacnnursing.org/CCNE-Accreditation/Resources/FAQs/Clinical-Practice>

American Nurses Association. (2011, September). Principles for social networking and the nurse. Silver Spring, MD: Author.

National Council of State Boards of Nursing. (2011, August). White Paper: A nurse's guide to the use of social media. Chicago, IL: Author.

Student Handbook approved section 1: January 2021

Section 2: February 2021

Section 3: March 2021

Student Handbook All Sections Approved July 2021

Accreditation, Clinical Policies Approved December 2022

Clinical Handbook Approved November 2022

January 2023