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Introduction

Welcome to Christian Brothers University, to the Registered Nurse to Bachelor of Science in Nursing program (RN to BSN), and to the Lasallian spirit expressed by the Brothers of the Christian Schools. That spirit is at the heart of our educational and co-curricular programs where students of diverse cultures and religions traditions are encouraged to grow in their faith.

This handbook is for those students enrolled in Christian Brothers University’s (CBU) RN to BSN program. It is intended to assist students in gaining an understanding of the program and other matters that effect one's status as a nursing student. This handbook is a supplement to two other documents: the CBU student handbook The Compass (www.cbu.edu/the-compass) and the CBU Academic Catalog (www.cbu.edu/academic-catalog).

From time to time, students are likely to find it necessary to consult one or all of these documents. All nursing students are encouraged to read this handbook and to become familiar with its content.

As a member of this unique community, you have many rights, duties, and responsibilities. Our primary concern is that each student be afforded the best possible environment wherein true intellectual and spiritual growth might be nurtured and brought to full fruition.

A Brief Overview of the CBU RN to BSN Nursing Program

The CBU RN to BSN program was established in the fall of 2011 in order to offer an option for registered nurses who want to complete a Bachelor of Science degree in nursing in a user-friendly hybrid teaching-learning format. At that time, the program was designed to offer a combination of face to face and online educational content, hence “hybrid”. In the spring of 2019 the CBU RN to BSN program moved to an all-online format in an effort to meet the needs of registered nurses seeking education that meets their varied schedules and family demands.

The BSN degree for the registered nurse builds on the foundation of previous nursing education at the associate degree or diploma level. These initial programs prepare graduates for RN licensure with courses in the biological and social sciences and nursing. The BSN degree for practicing RNs expands their understanding evidence-based practice, nursing theory, leadership and management, global/community health concepts, healthcare policy, patient-centered care, ethical decision making, quality and safety in the delivery of care. Graduates are prepared to function in new roles as members of healthcare teams in numerous settings, including acute care hospitals, school health, community clinics, occupational health, and other non-acute care settings. They are also well prepared to enter graduate degree programs in nursing.

Nursing Program Accreditation

The baccalaureate degree program in nursing at Christian Brothers University is accredited by the Commission on Collegiate Nursing
CBU RN to BSN Nursing Student Handbook 2019-2020


**RN to BSN Nursing Program Contact Information**

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Office Location</th>
<th>Phone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Jennifer Hitt</td>
<td>Director/Associate Professor</td>
<td>Buckman 328</td>
<td>(901) 321-3465</td>
<td><a href="mailto:jhitt@cbu.edu">jhitt@cbu.edu</a></td>
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<td>(901) 321-3564</td>
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<td>Ms. Rosie Britton</td>
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<tr>
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<td>(901) 321-3445</td>
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<td>CBU Bookstore Manager</td>
<td>Bookstore in Thomas Center</td>
<td>(901) 321-3546</td>
<td><a href="http://www.cbu.bkstr.com">www.cbu.bkstr.com</a></td>
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<td>Campus Safety</td>
<td></td>
<td>St. Joseph Hall</td>
<td>(901) 321-3550</td>
<td><a href="mailto:safety@cbu.edu">safety@cbu.edu</a></td>
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<tr>
<td>Financial Aid</td>
<td></td>
<td>Barry Hall, Rm 21</td>
<td>(901) 321-3305</td>
<td><a href="mailto:finaid@cbu.edu">finaid@cbu.edu</a></td>
</tr>
<tr>
<td>Business Office</td>
<td></td>
<td>Barry Hall, Lower Level</td>
<td>(901) 321-3380</td>
<td><a href="mailto:Bus_office@cbu.edu">Bus_office@cbu.edu</a></td>
</tr>
<tr>
<td>Plough Library</td>
<td></td>
<td>Center of Campus</td>
<td>(901) 321-4018</td>
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<tr>
<td>ITS Help Desk</td>
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<td>(901) 321-4438</td>
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</table>
The Christian Brothers

(Picture downloaded from: www.lasallian.info/brothers-today)

The Congregation of the Brothers of the Christian Schools, commonly referred to in the United States as the Christian Brothers, was founded in 1681 by French priest John Baptist de La Salle in Rheims, France. The Founder revolutionized the entire educational experience as he ensured a practical and academic education for the poor and marginalized. He instituted several contemporary policies: grading students according to ability and achievement; simultaneously teaching many students; and teaching in the students’ native language, rather than the traditional Latin. The Founder was canonized as a saint in 1900 by Pope Leo XIII. In 1950, he was further proclaimed the Patron Saint of all those who work in the field of education by Pope Pius XII.

The Christian Brothers—a Roman Catholic religious congregation—are the largest group of non-clerical, religious males in the Catholic Church today, numbering more than 4,000 worldwide. They are consecrated religious men who do not aspire to become priests, but do take vows of poverty, chastity, obedience, and service to the poor through education, promising to live together in a community. F.S.C., the letters a Brother places after his name, are the abbreviation of three Latin words: FRATRES SCHOLARUM CHRISTIANARUM, which means “Brothers of the Christian Schools.” In many parts of the world, the Brothers are referred to as “The De La Salle Brothers” after the name of the founder. The Brothers are not priests, so they should not be addressed as “Father”, but rather as “Brother”.

The Brothers are engaged in all phases of education throughout the world. They can be found in 79 countries operating elementary and high schools, colleges and universities, teacher education schools, orphanages, reform schools, military institutes, and institutions dedicated to the development of professional and technical services, especially for the poor. The Brothers sponsor six institutions of higher education, 53 high schools, 19 middle schools, and three elementary schools in North America.

Through their ministry “together and by association” with Lasallian Partners, the Brothers continue to innovate in responding to the needs of the disadvantaged including offering
services to troubled youth and providing scholarships, support, and specialized programs to students in need.

Christian Brothers University Institutional Mission, Values and Goals

CBU Mission Statement

Christian Brothers University is a Catholic university in the student-centered tradition of the De La Salle Christian Brothers. CBU fosters academic excellence in a range of programs to prepare students from all faiths and backgrounds for careers and lives informed by the Lasallian values of faith, service, and community.

CBU Core Values

Faith: Our belief in God permeates every facet of the University's life.
Service: We reach out to serve one another and those beyond our campus.
Community: We work to build better communities and a better society.

Lasallian Educational Principles

- Respect for each individual as a unique person
- A Christian perspective
- An excellent education
- A spirit of community
- A life of service
- A quest for justice and peace

CBU Institutional Goals

Educating minds:
1. CBU will provide the resources and expertise required to nurture and sustain the intellectual and academic formation of its students.
2. CBU will offer innovative, accessible programs and resources to ensure that all students are prepared for career success.

Touching hearts:
3. CBU will offer academic and enrichment experiences in support of students’ ethical formation.
4. CBU will provide opportunities for students to engage with the wider community.

Remembering the presence of God:
5. CBU will provide academic opportunities for students to investigate matters of faith and religious experience and will provide experiences in support of students’ spiritual formation.
6. CBU will offer academic and enrichment experiences promoting its Catholic and Lasallian heritage.
CBU Expected Student Outcomes

CBU’s expected student outcomes can be grouped into four major categories:

1. Critical thinking, quantitative reasoning, and effective communication
2. Knowledge of religion, culture, society, and self
3. Knowledge of the natural world, the scientific method, and its application
4. Moral, ethical, and aesthetic principles

CBU Institutional Accreditation

Christian Brothers University is fully accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). SACSCOC accreditation permits faculty to compete for federally funded research grants and for students to have access to federally subsidize financial aid. It also means that other institutions recognize CBU courses.

http://sacscoc.org/

SACSCOC Address:

Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097
The RN to BSN Nursing Program

The Christian Brothers University (CBU) RN to BSN nursing program curriculum is developed according to The Essentials of Baccalaureate Education for Professional Nursing Practice from the American Association of Colleges of Nursing (2008) and Quality and Safety Education for Nurses (QSEN) Core Competencies. The focus is on a curriculum that reflects both the essential elements of nursing practice and the changing role of nurses in the future healthcare delivery system while simultaneously meeting The Baccalaureate Essentials I through IX delineate the outcomes expected of graduates of baccalaureate nursing programs. Achievement of these outcomes will enable graduates to practice within complex healthcare systems and assume the roles: provider of care; designer/manager/coordinator of care; and member of a profession. An outline of the Essentials may be found in Appendix A.

The primary goal for the Quality and Safety Education for Nurses (QSEN) project is to meet the challenge of preparing future nurses who will have the knowledge, skills and attitudes (KSAs) necessary to continuously improve the quality and safety of the healthcare systems within which they work. QSEN has defined quality and safety competencies for nursing as well as proposed targets for the knowledge, skills, and attitudes to be developed in nursing for each competency. These definitions may be found in Appendix B.

Nursing Mission, Philosophy and Goals

CBU Nursing Program Mission Statement:
The mission of the Nursing Program at CBU is to prepare the student to meet the ever-changing needs of a global community.

This mission is congruent with that of the parent institution, as the nursing program relies on the concepts of teaching as ministry and providing challenging student-centered learning and personal growth. The nursing program welcomes students of diverse cultures and religious traditions into its educational community of faith and service. The program is committed to academic excellence that allows students the opportunity to perfect their skills for the betterment of society.
The mission of the Nursing Program is consistent with the values that epitomize the caring, professional nurse, as identified in The Essentials of Baccalaureate Education for Professional Nursing Practice (AACN, 2008, p. 27) and the competencies of the Quality and Safety Education for Nurses (QSEN).

Philosophy of the CBU RN to BSN Nursing Program

The philosophy of the nursing program at Christian Brothers University is to provide pragmatic resources for advancing excellence in nursing, which honors the rich texture of diversity, fosters professionalism, and is grounded in the “essence of nursing’s metaparadigm and domains” as described in Benner’s Novice to Expert Theory. (Benner, 1984)

We believe that nurses guided by these values demonstrate ethical behavior in client care. Included in these values is the nurse’s relationship as a partner with individuals who are managing their healthcare journey, always respecting the diversity of beliefs and experience that shape the individual’s response to care. These professional values are listed in the Essentials document of the American Association of Colleges of Nursing (AACN).

- **Altruism** is a concern for the welfare and well-being of others. In professional practice, altruism is reflected by the nurse’s concern and advocacy for the welfare of clients, other nurses, and other healthcare providers.
- **Autonomy** is the right to self-determination. Professional practice reflects autonomy when the nurse respects clients’ rights to make decisions about their health care.
- **Human Dignity** is respect for the inherent worth and uniqueness of individuals and populations. In professional practice, concern for human dignity is reflected when the nurse values and respects all clients and colleagues.
- **Integrity** is acting in accordance with an appropriate code of ethics and accepted standards of practice. Integrity is reflected in professional practice when the nurse is honest and provides care based on an ethical framework that is accepted within the profession.
- **Social Justice** is acting in accordance with fair treatment regardless of economic status, race, ethnicity, age, citizenship, disability, and/or sexual orientation.

RN to BSN Nursing Program Goals:
To provide quality, efficient and flexible nursing education that prepares graduates for professional nursing practice

To provide graduates with an appropriate base for master’s or doctorate-level study in nursing practice, education, administration, or research

To provide graduates with a professional practice base that is responsive to the changing needs of society

The Nursing Program goals are consistent with The Essentials of Baccalaureate Education for Professional Nursing Practice, which require a high-quality liberal education that prepares students for professional practice or further study. Students in the CBU Nursing Program learn leadership and communication skills, evidence-based practice, and professional values. They will understand the potential impact of advances in information management, patient care technology, and preventive medicine, as well as changes in health care policies and regulations.

Nursing students are expected to gain the same broad-based liberal education as other CBU undergraduates. They will be prepared to apply critical thinking, quantitative reasoning, and the scientific method in their nursing practice. Their knowledge of cultural, societal, moral, and ethical principles will guide their understanding and decision-making.

RN to BSN Nursing Program Outcomes:
The objectives of the Christian Brothers University RN to BSN program are to:

- Develop and implement a curriculum that meets the needs of both students and employers, as measured by their response to program evaluations.
- Graduate at least 75 percent of students in each cohort within three years of entry into the program.
- Have at least ten percent of graduates apply to graduate programs (masters or doctorate-level) within five years of graduation.
- Expand the program as a partner with healthcare facilities to meet the larger community of nurses.

RN to BSN Nursing Program Student Outcomes:
The Christian Brothers University Bachelor of Science degree in Nursing prepares the graduate to:

1. Incorporate a solid base in liberal education as the cornerstone of professional practice and education.
2. Integrate current evidence into one’s professional practice.
3. Synthesize healthcare policies as they influence the healthcare system and professional nursing practice.
4. Translate health promotion and disease prevention at the individual and population levels.
5. Apply professionalism, values of altruism, autonomy, human dignity, integrity and social justice to the discipline of nursing.

6. Perform as a nurse leader, who integrates the competencies of Quality and Safety Education for Nurses (QSEN) including informatics, quality, safety, and evidence-based practice in a patient-centered, and collaborative nursing practice (Cronenwett, et. al., 2007).

**RN to BSN Nursing Program Conceptual Framework**

The Theoretical Framework for the program is organized around the Novice to Expert Theory (Benner, 1984; 2001) and the competencies of the Quality and Safety Education for Nurses (QSEN). (Appendix B) The domains of Novice to Expert Theory include:

**Helping Role:** Includes creating a climate for and establishing a commitment to healing; providing comfort measures, maintaining personhood in the face of pain and severe disability/illness; promoting client self-care and engagement in their own recovery; selecting appropriate management strategies, application of caring (i.e. through touch); providing physiological and psychological support to clients and families; and steering clients through change.

**Teaching-Coaching function:** Includes appropriate application of timing to capture the client and/or family’s willingness to learn; assisting clients to integrate the dimensions and consequences of illness and to optimize their potential for recovery; exploring and understanding the client’s meaning of illness; and use of problem solving and critically thinking to explore interventions toward recovery.

**Diagnostic and Patient Monitoring Function:** Includes detection and documentation of significant changes in a client’s health status; application of problem-solving and critical thinking in anticipating a client’s change in needs or health status; awareness of a client’s every changing need, and evaluating a client’s potential for wellness.

**Effective management of rapidly changing situation:** Includes assessment of the client’s life-threatening emergencies and acute changes in health status; appropriate management of identified emergencies through application of problem-solving and critical thinking; ongoing evaluation of nursing and medical interventions to optimize client wellness.

**Administering and monitoring therapeutic interventions and regimes:** Includes safe administration and monitoring of intravenous therapy, collaborative healthcare treatments and alternative therapies i.e. skin care and wound management, promoting client self-care measures through educational interventions.

**Monitoring and ensuring the quality of healthcare practices:**
Includes provisions for evaluating and ensuring an environment that promotes a client’s physical safety and psychological well-being in all realms of nursing and medical care, as well as a collaborative-interdisciplinary care delivery system.

Organizational and work role competencies: Includes coordinating and facilitating the needs of multiple clients, i.e. prioritizing holistic needs; engaging in the creation and facilitation of a therapeutic client and cohort milieu using management/leadership principles.

Nursing Courses 2019-2020

NURS 311 Professional Role Development
This course serves an introduction to professional nursing practice. Course discussions focus on the AACN Baccalaureate Essentials, historical and theoretical development for professional nursing, Quality and Safety Education for Nurses (QSEN), American Nurses Association (ANA) Code of Ethics, Mindfulness, effective communication, and Benner Novice to Expert Theory. Students will assess and develop their nursing informatics competencies. Roles and responsibilities of a RN to BSN student at CBU are also included. A grade of "C" or higher is required for this course.
Credits 4 Prerequisite Admission to CBU RN to BSN Program.

NURS 312 Health Assessment
This course uses didactic and electronic clinical experiences to develop skill levels of the Registered Nurse to conduct a comprehensive health assessment with adults in various settings. The course emphasizes the integration of observations, systematic data collection, and effective communication in performing patient-centered health assessments that include risk assessment and risk reduction.
Practicum: Students will have the opportunity to use interview, observation, inspection, auscultation, palpation, and percussion in assessing clients across the life span in simulated and actual environments. A grade of "C" or higher is required for this course. (2 hours of lecture per week and 30 hours of lab per semester)
Credits 3 Prerequisite Admission to CBU RN to BSN program or permission of the Director.

NURS 313 Professional Writing
This course provides students an opportunity to master basic written communication skills necessary to express themselves professionally. The principles and practices examined in this course provide practice in the composition of traditional writing forms such as letters, memorandums, professional papers, and formal proposals. APA style of writing will be emphasized. A grade of "C" or higher is required for this course.
Credits 3 Prerequisite Admission to CBU RN to BSN Program.

NURS 407 Professional Role Enactment
This course serves as an opportunity for professional nursing enactment. An integration of transcultural awareness will be made through patterns of knowing in critical thinking, creativity,
empathy, and personal expression. Students will have an opportunity to explore the complexities of healthcare and interdisciplinary team concepts while providing optimal care with specific application to the enactment of the professional role of nursing. This course explores current issues and trends that impact the professional nursing role. The focus will be on global, legal, and ethical principles that guide health care policies with specific application to nursing while developing a mindset that facilitates positive change and incorporates evidence based clinical practices into current health care strategies. Students will have an opportunity to explore current health care delivery systems with particular emphasis on high-risk groups and the underserved community. A grade of "C" or higher is required for this course.

**Credits 4**  
Prerequisites [NURS 311](#), [NURS 312](#) and [NURS 313](#).

**NURS 409 Population Health Nursing**
This course emphasizes the concept of the community health. The concept of the community health will be discussed in preparation for the student to meet the needs of client and client-centered systems through applications of Health Promotion-Disease Prevention embedded in the community/public health nursing setting. The course will explore the needs of the clients across the life span, discuss communicable disease, explore community health from a local and global standpoint, and explore methods to create healthy communities. Issues of health disparity, health promotion, and access to care will be explored. The student will demonstrate synthesis of course topics in the clinical setting. A grade of "C" or higher is required for this course.

**Credits 5**  
Prerequisites [NURS 311](#), [NURS 312](#), and [NURS 313](#).

**NURS 412 Leadership**
This course emphasizes the principles of leadership and management to meet the needs of clients and client-centered systems/facilities for the delivery of cost-effective health care. An overview of leadership and management theories will enhance the student's knowledge of the legal and ethical implications of the professional nursing role including conflict management, group process, delegation, staffing, budgeting, quality improvement, effective communication, informatics, change processes, healthcare policy, organizational structure and other issues. Leadership and management concepts and skills are stressed to enhance student career development. A grade of "C" or higher is required for this course.

**Credits 5**  
Prerequisites [NURS 407](#), 409 & 430 with grades of "C" or higher.

**NURS 413 Professional Practice and Leadership Clinical**
This clinical course includes application of the concepts and principles of nursing leadership and client-centered care in multiple settings through service-based care delivery to underserved vulnerable populations locally, regionally and/or internationally. This course includes synthesis and application of didactic leadership and management theory, including demonstrating an understanding of current issues as they apply to the interdisciplinary practice of professional nursing in the 21st century. A grade of "C" or higher is required for this course. Pass/Fail grading.

**Credits 2**  
Prerequisites [NURS 407](#), 409 & 430 with grades of "C" or higher.

**NURS 416 Evidence-Based Nursing**
This course emphasizes the significance of integrating current evidence-based practice with clinical expertise, family and patient preferences and the delivery of optimal care. It introduces
research methodology principles, analysis of research designs, ethical conduct in research, and research dissemination. Synthesis is monitored through a literature review and written assignments. A grade of "C" or higher is required for this course.

**Credits 3**  **Prerequisites** NURS 407, 409 & 430 with grades of "C" or higher.

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**NURS 425 Nursing Capstone**

This course is designed to provide students with the opportunity to apply, integrate, and synthesize theoretical and clinical experiences from previous nursing courses into a capstone project. Students will be expected to integrate current evidence into professional practice, synthesize healthcare policies, translate health promotion and disease prevention, apply professional nursing concepts to the discipline of nursing, and perform as a nurse leader. A grade of "C" or higher is required for this course.

**Credits 1**  **Prerequisites** NURS 311, NURS 312, NURS 313, NURS 406, NURS 407, and NURS 409.

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**NURS 430 Population Health Nursing Clinical**

This clinical course includes application of the concepts of the global community and client-centered care in multiple settings through service-based care delivery to underserved vulnerable populations locally, regionally and/or internationally. This may include participation in public health, occupational health, school health and/or a variety of service learning settings. A grade of "C" or higher is required for this course. Pass/Fail grading.

**Credits 2**  **Prerequisites** NURS 311, NURS 312, and NURS 313.
Selected Policies, Procedures and Frequently Asked Questions

A. To apply to the RN to BSN Program, you must provide:

1. An active/unrestricted multi-state license as a Registered Nurse (RN) allowing practice in the state of Tennessee. Send by fax or to admissions@cbu.edu.
2. One letter of recommendation from current/former faculty, colleague or immediate supervisor (emailed to admissions@cbu.edu).
3. A completed online application.
4. Unofficial or official transcripts from all colleges, to the Admissions office via email, fax, Scrip-Safe, or addressed as follows: Christian Brothers University Office of Admissions 650 East Parkway South Memphis, TN 38104 (901) 321-3205 Fax: (901) 321-3344 admissions@cbu.edu

B. Enrollment Requirements:

Prior to the start of classes, admitted students will need to provide:

- Completed Student Health Form (PDF)
- Proof of current TB surveillance (PDF)
- Current certification in cardio-pulmonary resuscitation (CPR) (PDF)
- Background check and drug screen
- Official Transcripts

International Applicants:
In addition to the admission requirements above, international applicants should send the following items to the Office of Admissions:

- Official transcripts of all coursework done at the secondary level or above. Official transcripts not in English will require an official translation
- Proof of English proficiency through the successful completion of the NCLEX-RN exam
- Complete the designated Certificate of Financial Support (PDF)
CBU RN to BSN Nursing Student Handbook 2019-2020

- Have active/current health insurance

For Immigration Questions
Primary Designated School Official (PDSO)
Karen Conway
Dean of Students — Rozier Center
kconway@cbu.edu
(901) 321-3536

It is strongly recommended that students have a personal computer and high-speed Internet access, and have a high-level working knowledge of word.

C. Nursing Documents & Links

Online Application Form • Recommendation Form (Word doc) • Student Health Form (PDF) • Immunization FAQs (PDF) • Background Check & Drug Screen • Transfer Equivalencies

D. Nursing FAQs:

- Who is the RN to BSN Nursing program designed for?
The program is for Registered Nurses previously prepared at the ADN or diploma level, designed as a transformational learning experience leading to personal and professional skill development.

- What are the deadlines to apply?
CBU has two starting classes each year in August and January. Preference is given to those meeting the admission deadlines of August 1 (Fall Enrollment) and December 1 (Spring Enrollment). RN to BSN candidates must submit all applications, transcripts, and drug screen and background check by these dates for priority consideration. Applications are accepted year-round for the RN to BSN entering classes.

- I have never taken online courses before. How much time should I set aside each week per course?
Assume a minimum of four hours per week for the didactic portion of the course, and an average of eight hours per week for clinical practicum.

- Are there any classes that I will need to take before I apply to the RN to BSN Nursing program?
No. The courses required are those you took during your Associate Degree or Diploma Nursing Program. The other required courses can be taken at CBU.

- What is the first step in applying to the RN to BSN program?
First, you must be a licensed RN. Next, we recommend you read the nursing admissions page in its entirety to familiarize yourself with the admission and prerequisite requirements. If you need
your transcripts to be reviewed to make sure you have met all prerequisites, please contact the Nursing Office at (901) 321-3339 or nursing@cbu.edu.

- **Do online courses cost more than traditional courses?**
The online courses cost the same per credit hour as regular courses - $405.00 per credited hour.

- **What nursing classes do I have to take to complete my BSN, and which ones require clinical hours?**
Please see the [nursing curriculum](#) webpage.

- **I’ve already taken general education courses at another college. Do these count?**
Upon evaluation of transcripts, transfer semester hour credits for general education courses completed at a college or university may be awarded. CBU has a wide array of General Education Courses (GER) to meet the requirements for graduation. Many of these are online.

- **Would my working hours count as my clinical time during the semesters?**
No. The clinical practicum during the second and third semester takes approximately six-eight hours per week, performed outside of normal job duties.

- **Who are the Nursing faculty?**
CBU employs a distinguished faculty that includes professional educators as well as practitioners in the field of nursing. All nursing faculty members hold a minimum of a Master of Science in Nursing, with many also holding doctoral degrees from various institutions of higher education.

- **Will I get to choose where I perform my clinical practicum?**
The clinical course instructor works with the student to provide an optimal practice setting and practicum. The assignment may be at any health facility that meets the clinical placement requirements, including your work environment but not your area of focus. You will have input into the decision process.

- **What kind of computer will I need to take online courses?**
Minimum computer recommendations for CBU can be found on our webpage. You will also need reliable Internet access and be able to view videos.

- **How will I know if I have the computer skills to be successful in online courses?**
We recommend you have a good working knowledge of Microsoft Word features, and PowerPoint before taking online courses. You will need a good working knowledge of all applications processes of the Internet browsers (such as Internet Explorer, Safari, Chrome, or Firefox) and search engines (such as Google, Bing, or Yahoo). Other software that may be necessary includes Adobe Acrobat Reader, Real Player and/or QuickTime, email and sending attachments.
• **What if I am a licensed RN but also have a bachelor's degree in a non-nursing field?**
Licensed RNs who hold a bachelor's degree in a non-nursing field are also eligible for the CBU nursing program. Your advisor will evaluate your transcript.

• **Am I eligible for RN licensure in Tennessee?**
Each state Board of Nursing determines their own requirements for licensure. All states require successful completion of an accredited Nursing program, passage of the NCLEX exam, and a criminal background check. Additional requirements vary by state. Please refer to the Tennessee State Board of Nursing [Rules of the Tennessee Board of Nursing Chapter 1000-01 (PDF)](#) for specific requirements.

**CBU’s Student Handbook: The Compass**

All students are referred to The Compass, which is CBU’s official student handbook. All official CBU policies and procedures apply to nursing students.

This handbook has been titled **The Compass** because it is hoped that the information contained in it will help to give you direction during your collegiate experience. **The Compass** is meant to assist you in understanding student rights and responsibilities in this faith community and to acquaint you with the numerous resources available.

*You can download The Compass Student Handbook as a PDF file* or obtain a printed copy by contacting the Student Life office.
APPENDIX A: Baccalaureate Essentials

The nine Essentials are:

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

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

- **Essential III: Scholarship for Evidence Based Practice**
  Professional nursing practice is grounded in the translation of current evidence into 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: Healthcare 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: Interprofessional 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.

**The Baccalaureate Essentials (cont’d)**

- **Essential VIII: Professionalism and Professional Values**
  Professionalism and the inherent values of altruism, autonomy, human dignity, integrity, and social justice are fundamental to 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 resources inherent in caring for patients (AACN, 2008).
APPENDIX B: QSEN Competencies
(from: http://qsen.org/competencies/pre-licensure-ksas#patient-centered_care)
The Quality and Safety Education for Nursing Competencies include the following. Click on each of the competencies below for additional information about the knowledge, skills and attitudes associated with each competency. For more information about QSEN visit the website above.

- **Patient-Centered Care - Definition:** Recognize the patient or designee as the source of control and full partner in providing compassionate and coordinated care based on respect for patient’s preferences, values, and needs.

- **Teamwork and Collaboration - Definition:** Function effectively within nursing and interprofessional teams, fostering open communication, mutual respect, and shared decision-making to achieve quality patient care.

- **Evidence-based Practice (EBP) - Definition:** Integrate best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal health care.

- **Quality Improvement (QI) - Definition:** Use 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.

- **Safety - Definition:** Minimizes risk of harm to patients and providers through both system effectiveness and individual performance.

- **Informatics - Definition:** Use information and technology to communicate, manage knowledge, mitigate error, and support decision making.