Berkeley College®
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2016-2017 Student Handbook
LPN to B.S.N. Program Supplement

Welcome

Overview

LPN to B.S.N. Program Goals and Objectives

Approvals

ANA Standards of Professional Nurse Practice

Technical Standards

American Nurses Association Code of Ethics for Nurses

Academic Policies

Student Rights and Responsibilities

Professional Nurse Industry Information

2016-2017 Student Handbook

Welcome to the Licensed Practical Nurse to Bachelor of Science in Nursing (LPN to B.S.N.) Degree Program!

It is a pleasure to welcome you to Berkeley College. We are pleased that you have selected Berkeley College to assist you in achieving your educational goals. On behalf of the College and the entire Nursing Department, we wish you an enjoyable and productive educational journey.

This LPN to B.S.N. Student Handbook Supplement is intended to clarify policies and procedures specific to the LPN to B.S.N. program, and to serve as a reference guide for you about the program. The policies in this Handbook Supplement supersede any conflicting statements made by faculty, administrators, the general Berkeley College Student Handbook, and the Undergraduate Catalog.

The Student Handbook Supplement is updated regularly, and your input is valuable to us. We would welcome your recommendations and suggestions for future revisions, and invite you to communicate any of your ideas and suggestions to our Student Development and Campus Life representatives.

Once again, it is my sincere pleasure to welcome you to Berkeley College's LPN to B.S.N. program. I look forward to meeting each of you personally.

Sincerely,

Josiane Hickson, Ed.D., RN-BC, NE-BC
Department Chair, Nursing Programs

Berkeley College®
Focused on Student Success for 85 Years

2016-2017 Student Handbook
LPN to B.S.N. Program Supplement

Welcome

Overview

LPN to B.S.N. Program Goals and Objectives

Approvals

ANA Standards of Professional Nurse Practice

Technical Standards

American Nurses Association Code of Ethics for Nurses

Academic Policies

Student Rights and Responsibilities

Professional Nurse Industry Information

2016-2017 Student Handbook

Overview

The policies and procedures outlined in this Student Handbook Supplement are specific to the LPN to B.S.N. program. By participating in the LPN to B.S.N. program you are agreeing to abide by the policies and procedures outlined in the LPN to B.S.N. Student Handbook Supplement. These program-specific policies and procedures supersede any statements made by faculty, administrators, the general Berkeley College Student Handbook, and the Undergraduate Catalog. Students should refer to the Undergraduate Catalog and the general Berkeley College Student Handbook for all other College policies.

Berkeley College®
Focused on Student Success for 85 Years

LPN to B.S.N. Program Goals and Objectives

- **Goals**
  (/student-handbook/student-handbook-2016-2017-lpn-bsn-16914.htm)
- **Objectives**
  (/student-handbook/student-handbook-2016-2017-lpn-bsn-16919.htm)
- **Organizing Framework**
  (/student-handbook/student-handbook-2016-2017-lpn-bsn-16926.htm)
- **Outcomes**
  (/student-handbook/student-handbook-2016-2017-lpn-bsn-16928.htm)
- **Philosophy**
  (/student-handbook/student-handbook-2016-2017-lpn-bsn-16931.htm)
- **Purpose**
  (/student-handbook/student-handbook-2016-2017-lpn-bsn-16934.htm)

Berkeley College®
Focused on Student Success for 85 Years

2016-2017 Student Handbook
LPN to B.S.N. Program Supplement

Welcome

Overview

LPN to B.S.N. Program Goals and Objectives

Approvals

ANA Standards of Professional Nurse Practice

Technical Standards

American Nurses Association Code of Ethics for Nurses

Academic Policies

Student Rights and Responsibilities

Professional Nurse Industry Information

2016-2017 Student Handbook

Goals

The goals of the LPN to B.S.N. degree program are to:

- Educate qualified women and men to become professional nurses and provide care to patients within the defined Scope of Practice for Professional Nurses by the American Nurses Association.
- Prepare students to meet the expectations and demands of the current healthcare workforce by working collaboratively with clinical healthcare providers and other communities of interest to ensure a smooth transition from the classroom to the healthcare workforce environment.
- Provide the basis for higher education in nursing for all who desire it.
- Respond to community needs by preparing skilled professional practitioners.
- Provide a course of study at the college level to qualify students who wish to take the National Council Licensure Examination for Registered Nurses (NCLEX-RN).
- Provide the LPN to B.S.N. nursing program curriculum as an academic pathway for Practical Nurses to develop and transition to Professional Nursing.

Objectives

The objectives of the LPN to B.S.N. program are based upon the mission of the institution, the philosophy of the program, directives of the Institute of Medicine, and the needs of the public. The objectives of the LPN to B.S.N. program are to:

- Prepare graduates as professional nurse generalists with knowledge and skills to provide safe and high quality care for patients (including families, groups, and communities) in a variety of settings and across the lifespan.
- Provide graduates with the most current knowledge and skills recommended by federal healthcare agencies, nursing experts, and professional nursing organizations.
- Facilitate career mobility, as well as personal and professional growth, for Licensed Practical Nurses.
- Prepare graduates for success on the NLCEX-RN exam for entry into professional nursing practice.
- Contribute to meeting healthcare needs of the community through care by baccalaureate-prepared professional nurses.
- Facilitate the development of a diverse baccalaureate-prepared nursing workforce.
- Prepare graduates for success in career advancement and graduate study.

Berkeley College®
Focused on Student Success for 85 Years

2016-2017 Student Handbook
LPN to B.S.N. Program Supplement

Welcome

Overview

LPN to B.S.N. Program Goals and Objectives

Approvals

ANA Standards of Professional Nurse Practice

Technical Standards

American Nurses Association Code of Ethics for Nurses

Academic Policies

Student Rights and Responsibilities

Professional Nurse Industry Information

2016-2017 Student Handbook

Organizing Framework

The faculty agrees that a broad organizing framework incorporating the basic concepts of our philosophy will guide the curriculum. The organizing framework for Nursing Practice Program Outcomes of the National League for Nursing (NLN, 2010) is consistent with the philosophy for the Berkeley College LPN to B.S.N. program, and has been chosen as the guiding framework for our curriculum. The NLN framework is built upon the core values of caring, diversity, ethics, excellence, holism, integrity, and patient-centeredness.

These core values are the roots of the NLN framework, which then branch out into the integrating concepts of context and environment, knowledge and science, personal/professional development, quality and safety, relationship-centered care, and teamwork. These integrating concepts are threaded through professional nursing education and are demonstrated in the evolving outcomes expressed through concepts of human flourishing, nursing judgment, professional identity, and spirit of inquiry. This NLN organizing framework provides a broad and holistic guide to the curriculum; it allows for continued growth of knowledge and skills in an evolving and increasingly complex healthcare environment.

Berkeley College®
Focused on Student Success for 85 Years

2016-2017 Student Handbook
LPN to B.S.N. Program Supplement

Welcome

Overview

LPN to B.S.N. Program Goals and Objectives

Approvals

ANA Standards of Professional Nurse Practice

Technical Standards

American Nurses Association Code of Ethics for Nurses

Academic Policies

Student Rights and Responsibilities

Professional Nurse Industry Information

2016-2017 Student Handbook

Outcomes

Program outcomes for the LPN to B.S.N. program have been developed based upon College outcomes and professional nursing guidelines. The LPN to B.S.N. program outcomes express the competencies required for successful completion of the program and entry into practice, and are:

- The graduate nurse integrates professional written and oral communication skills into a collaboratively developed plan of care with patients, peers, and the inter-professional team.
- The graduate nurse creates a plan of care based on evidence, incorporating professional ethics and knowledge from a variety of sources, including the liberal arts and sciences.
- The graduate nurse integrates transcultural nursing concepts and global awareness into the plan of care for health promotion and disease prevention among individuals, families, groups, communities, and populations throughout the lifespan and across settings.
- The graduate nurse incorporates skills and knowledge of leadership, management, healthcare policy, and economics into the provision of safe and high quality nursing care.
- The graduate nurse formulates a plan for lifelong learning, including technological knowledge and skills for safe practice.

Philosophy

The philosophy of the LPN to B.S.N. program supports the mission of Berkeley College. Drawing upon established knowledge in nursing and education including policy, research, and theory, the faculty has defined the following concepts as a basis for our program philosophy:

Humans: Humans are unique, complex, continually changing, four-dimensional energy fields. Humans are open systems moving through space and time in continuous interaction with the environment. Humans are unitary beings within which physical and nonphysical systems are integral.

Patient: The patient is the recipient of nursing care. The patient may be a human, family, group, community, or population.

Environment: The environment consists of both external and internal energy fields in continuous interaction with the patient. Exchanges with the environment determine health status. Biological, chemical, physical, psychological, cultural, socioeconomic, and political forces within the environment have profound influences upon health.

Health: Health is participation in life through an optimal fulfillment of the patient's potential. Health and illness are a continuum, and are integral with the functioning of the holistic human being in life events.

Nursing: The faculty believe that nursing is an art and a science, and agree with the American Nurses Association (2004) definition of nursing as "the protection, promotion, and optimization of health and abilities, prevention of illness and injury, alleviation of suffering through the diagnosis and treatment of human response, and advocacy in the care of individuals, families, communities, and populations" (p. 7). Nursing is an evolving profession built upon caring, and using multiple ways of knowing in the provision of evidence-based practice. Nurses employ the nursing process, professional nursing ethics, professional standards, and a unique body of nursing knowledge and skills to develop a plan of care to promote, maintain, or restore patient health. The plan of care is developed and implemented in collaboration with the patient and the inter-professional healthcare team, and it is centered upon principles of quality and safety.

Caring: The faculty believe that caring is an essential metaparadigm concept for nursing. Caring is an inherent human process demonstrating the universality among people, and exhibited in diverse patterns. The nurse incorporates reflection and authenticity into intentional nursing actions centered on promoting healing and wholeness within self and others.

Teaching-learning process: The faculty believe that the teaching-learning process is unique, evolving, and varies among unique unitary humans; learner assessment and variations in learning plans are inherent in the educational process. The faculty believes in using principles of andragogy, in which the teacher and learner collaborate to achieve learning goals. Human beings are autonomous and self-directed, and the teacher supports these characteristics of growth in nursing education. Mutual respect and acknowledgement of adult life experience and prior learning are incorporated into the learning plan. The faculty believes that baccalaureate nursing education supports a continuous lifelong process of personal and professional growth, leading to a positive influence on the nursing profession and society as a whole. Baccalaureate nursing education serves to socialize and advance the student's incorporation of professional knowledge, standards, and values into practice.

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Purpose

The purpose of the LPN to B.S.N. program is to prepare graduates for the role of nurse generalist as the provider, designer, manager, and coordinator of healthcare. The curriculum is structured to include theoretical concepts, values, and skills involved in health promotion, risk reduction, disease prevention, as well as illness and disease management. Knowledge of nursing theory, research, healthcare systems and policy, information and healthcare technologies, ethics in practice, human diversity, and global healthcare also is included in the curriculum, which lays the foundation for leadership positions and graduate education.

Berkeley College®
Focused on Student Success for 85 Years

2016-2017 Student Handbook
LPN to B.S.N. Program Supplement

Approvals

The LPN to B.S.N. program is provisionally accredited by the New Jersey Board of Nursing.

New Jersey Board of Nursing
124 Halsey Street
Newark, NJ 07120
973-504-6430

http://www.njconsumeraffairs.gov/nur/Pages/default.aspx
(http://www.njconsumeraffairs.gov/nur/Pages/default.aspx)

ANA Standards of Professional Nurse Practice

STANDARDS OF PRACTICE

The Standards of Practice describe a competent level of nursing care as demonstrated by the critical thinking model known as the nursing process. The nursing process includes the components of assessment, diagnosis, outcomes identification, planning, implementation, and evaluation. Accordingly, the nursing process encompasses significant actions taken by registered nurses and forms the foundation of the nurse's decision-making. These Standards are being reproduced with the express written consent of the American Nurses Association (ANA).

Standard 1. Assessment

The registered nurse collects pertinent data and information relative to the healthcare consumer's health or the situation.

Standard 2. Diagnosis

The registered nurse analyzes assessment data to determine actual or potential diagnoses, problems, and issues.

Standard 3. Outcomes Identification

The registered nurse identifies expected outcomes for a plan individualized to the healthcare consumer or the situation.

Standard 4. Planning

The registered nurse develops a plan that prescribes strategies to attain expected, measurable outcomes.

Standard 5. Implementation

The registered nurse implements the identified plan.

    Standard 5A. Coordination of Care

    The registered nurse coordinates care delivery.

    Standard 5B. Health Teaching and Health Promotion

    The registered nurse employs strategies to promote health and a safe environment.

    Standard 5C. Consultation

    The graduate-level prepared specialty nurse or advanced practice registered nurse provides consultation to influence the identified plan, enhance the abilities of others, and effect change.

    Standard 5D. Prescriptive Authority and Treatment

    The advanced practice registered nurse uses prescriptive authority, procedures, referrals, treatments, and therapies in accordance with state and federal laws and regulations.

Standard 6. Evaluation

The registered nurse evaluates progress toward attainment of goals and outcomes.

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Technical Standards

The LPN to B.S.N. program is designed to prepare and transition the Licensed Practical Nurse (LPN) to the role of a baccalaureate prepared Registered Nurse (RN).

Registered Nurses (RNs) perform physical exams and health histories; provide health promotion, counseling, and education; administer medications, wound care, and varied other personalized interventions; interpret patient information and make critical decisions about needed actions; coordinate care, in collaboration with a wide array of healthcare professionals; direct and supervise care delivered by other healthcare personnel like LPNs and nurse aides; and participate in and/or conduct research in support of improved practice and patient outcomes.

RNs practice in all healthcare settings: hospitals, nursing homes, medical offices, ambulatory care centers, community health centers, schools, and retail clinics. They also provide healthcare in more surprising locations such as camps, homeless shelters, prisons, sporting events, and tourist destinations.

Berkeley College's LPN to B.S.N. program prepares students for registered nurse (RN) practice in any clinical setting in accordance with the scope of nursing practice. Safe and competent nursing practice requires that graduates demonstrate competencies in knowledge, skills, and attitude guided by adherence to ethical and legal principles.

Berkeley College's Nursing Department will consider any applicant who meets the admission criteria and who demonstrates the ability to learn to perform all the competencies listed and does not present any safety hazard towards self or recipient of care. These competencies are required skills in order to render safe nursing care to patients in various clinical settings.

Some chronic or recurrent illnesses and problems could interfere with patient care and safety, and may be incompatible with nursing education and practice, since they may lead to a higher chance of absences. Nursing students are not required to disclose any chronic or recurrent illness and/or disability; however, students with concerns about meeting these technical standards are strongly encouraged to discuss the issues with the Department Chair.

Deficiencies in knowledge, skills, judgments, integrity, or professional attitude may jeopardize patient care and, as a result, may be grounds for course failure and possible dismissal from the nursing program.

Students must have the aptitude and abilities in six areas: sensory ability and skills; fine and gross motor skills; strength, mobility, and physical endurance; the ability to communicate, comprehend, read, and write in English; behavioral stability; and cognitive ability and critical thinking skills.

The following list is not meant to be all-inclusive, but instead it offers examples of required activities. Students are encouraged to review the standards carefully; if there are any questions or concerns, they should be discussed with the Chair of the Nursing Department.

Functional Ability	Standard	Examples of Required Activities
Visual	Optical ability to sufficiently observe a patient and gather data accurately from a distance as well as close up	- Visual acuity sufficient to correctly measure and prepare medications - Detect changes in skin color or condition

Functional Ability	Standard	Examples of Required Activities
		- Collect data from patient care equipment, monitoring devices, and measuring equipment used in the care of clients - Read measuring devices that may be hung or placed below bed level - Read fine print in varying levels of light
Hearing	Auditory ability sufficient for physical monitoring and assessment of patient healthcare needs	- Hear normal speaking level sounds - Detect sounds related to bodily functions with the use of a stethoscope, or detect audible alarms generated by mechanical equipment used to monitor patient's physiologic status - Detect signs of fire and initiate emergency actions - Hear call bells and/or cries for help
Smell	Olfactory ability sufficient to detect significant patient and environmental odors	- Detect odors of bodily fluids, such as foul smelling drainage, spoiled foods, or smoke from burning materials - Detect smoke
Tactile	Tactile ability sufficient for physical monitoring and assessment of healthcare needs	- Tactile ability to detect unsafe temperature levels of solutions or heat-producing devices used in patient care - Tactile ability to detect anatomical abnormalities like edema, swelling, or nodules and masses - Feel vibrations such as palpable pulse, feel differences in size and shape needed to identify bodily landmarks or skin surface signs such as rash or skin turgor
Communication	Oral communication skills sufficient to communicate in English with accuracy, clarity, and efficiency with patients, their families, and other members of the healthcare team, including non-verbal communication such as interpretation of facial	- Communicate clearly with patients, their families, and members of the healthcare team - Give verbal directions to, or follow verbal directions from, other members of the healthcare team and

Functional Ability	Standard	Examples of Required Activities
	expressions, affect, and body language	participate in healthcare team discussions of patient care • Recognize and report critical patient information to other caregivers
Gross Motor Skills	Gross motor skills sufficient to provide the full range of safe and efficient patient care activities	• Gather data by palpation, auscultation, percussion, and other diagnostic means • Position patients, and assist in turning or lifting patients • Reach below the waist or overhead while providing patient care or performing nursing procedures • Maneuver in small patient areas such as patient rooms, treatment rooms, or nursing work stations
Fine Motor Skills	Fine motor skills sufficient to perform manual psychomotor skills	• Pick up and handle small objects, such as insulin syringes, pills, etc., with fingers • Carry out patient care procedures such as tracheostomy care, wound care, and airway suctioning
Physical Endurance	Physical stamina sufficient to remain on task continuously for a six-, eight-, or 12-hour clinical shift while standing, sitting, moving, lifting, and bending in order to perform various patient care activities	• Complete a six-, eight-, or 12-hour clinical shift which could be in varying times of the day or day of the week such as day shift, evening shift, night shift, or weekend shifts • Turn and position patients as a preventive need against development of skin breakdown • Perform cardiopulmonary resuscitation
Physical Strength	Physical strength sufficient to perform the full range of required patient care activities	• Push and/or pull 250 pounds • Lift and/or move heavy objects weighing between 25 and 50 pounds
Mobility	Physical ability sufficient to move from room to room and maneuver in small spaces; full range of motion to twist, bend, stoop, squat, reach above shoulders and below	• Walk without a cane, walker, or crutches in order to ambulate patient and provide bedside care • Move around work and/or

Functional Ability	Standard	Examples of Required Activities
	waist and move quickly; manual and finger dexterity; and hand-eye coordination to perform nursing activities	treatment areas. Position oneself in the environment in order to render care without obstructing the position of other team members and/or equipment
Emotional/ Behavioral	Emotional stability and appropriate behavior sufficient to assume responsibility and accountability for actions	- Deal with the unexpected, such as frequently changing client status - Handle strong emotions - Be flexible with changing environments and schedules in both classes and clinical settings - Be able to work in close quarters with clients, classmates, nursing faculty, and members of the healthcare teams - Focus attention on task - Monitor own emotions and be able to keep emotions under control in classroom and clinical environments - Establish a therapeutic relationship and communicate in a supportive manner
Professional Attitudes and Interpersonal Skills	Present professional appearance and demeanor; demonstrate ability to communicate with patients, supervisors, and other members of the healthcare team to achieve a positive and safe work environment. Follow instructions and safety protocols	- Maintain empathetic, flexible, culturally sensitive, therapeutic relationships with others - Accept accountability and responsibility for one's actions - Comply with both the ethical and legal standards of the nursing profession - Express compassion, empathy, and a caring concern for others - Demonstrate initiative, motivation, and diligence - Display integrity, honesty, and responsibility - Display respect, sensitivity, and tolerance for diverse populations - Demonstrate comfort with close physical contact in the care of clients
Cognitive/Quantitative Abilities	Reading comprehension skills and mathematical ability sufficient to understand documents written in English	- Give clear, oral patient reports - Read graphs

Functional Ability	Standard	Examples of Required Activities
	and solve problems involving measurement, calculation, reasoning, analysis, and synthesis	- Read and understand printed instructional materials for both classroom and/or clinical setting use - Legibly write or type in client physical or electronic records - Effectively converse with patient and members of the healthcare team - Discriminate fine/subtle differences in medical word or medications - Give and understand verbal directions
Conceptual/Spatial Abilities	Conceptual spatial ability sufficient to comprehend three-dimensional and spatial relationships	Comprehend spatial relationship needed to properly administer parenteral medication such as intramuscular, subcutaneous, intradermal, or assess wounds of varying depths
Clinical Reasoning	Ability to logically reason across time regarding a patient's changing condition	- Carry out the nursing process in the care of patients - Process information thoroughly and quickly to prioritize tasks - Analyze and synthesize data to effectively contribute to the patient plan of care - Sequence or cluster patient findings - Accurately calculate medication dosage given specific patient parameters - Identify cause and effect relationships - Effectively and accurately collect data, prioritize, and anticipate reactions - Demonstrate skill of recall using both long- and short-term memory, inferential reasoning, anticipation of possible outcomes, application of knowledge, and evaluation of predicted outcomes according to the level in the program
Flexibility	Adapt to College's course schedule policy	Available to work the hours of an assigned schedule,

Functional Ability	Standard	Examples of Required Activities
		which may include any shift during any day of the week; or attend on-campus classes during the day, evening, and/or weekend

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2016-2017 Student Handbook
LPN to B.S.N. Program Supplement

American Nurses Association Code of Ethics for Nurses

The following Code of Ethics for Nurses was developed by the American Nurses Association (ANA) as a guide for carrying out nursing responsibilities in a manner consistent with quality in nursing care and the ethical obligations of the profession. This Code is being reproduced with the express written consent of the ANA.

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, 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 obligation to promote health and to provide optimal 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 healthcare.

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 the integrity of the profession, and integrate principles of social justice into nursing and health policy.

Berkeley College®
Focused on Student Success for 85 Years

2016-2017 Student Handbook
LPN to B.S.N. Program Supplement

Welcome

Overview

LPN to B.S.N. Program Goals and Objectives

Approvals

ANA Standards of Professional Nurse Practice

Technical Standards

American Nurses Association Code of Ethics for Nurses

Academic Policies

Student Rights and Responsibilities

Professional Nurse Industry Information

2016-2017 Student Handbook

Academic Policies

- **Academic Progression**
  (/student-handbook/student-handbook-2016-2017-lpn-bsn-16942.htm)
- **Add/Drop Policy**
  (/student-handbook/student-handbook-2016-2017-lpn-bsn-16944.htm)
- **Attendance**
  (/student-handbook/student-handbook-2016-2017-lpn-bsn-16947.htm)
- **Class Hours**
  (/student-handbook/student-handbook-2016-2017-lpn-bsn-16949.htm)
- **Course Withdrawal**
  (/student-handbook/student-handbook-2016-2017-lpn-bsn-16951.htm)
- **Credit for Prior Learning**
  (/student-handbook/student-handbook-2016-2017-lpn-bsn-16953.htm)
- **Grade Calculations**
  (/student-handbook/student-handbook-2016-2017-lpn-bsn-16955.htm)
- **Graduation Requirements**
  (/student-handbook/student-handbook-2016-2017-lpn-bsn-16957.htm)
- **Specialty Examinations**
  (/student-handbook/student-handbook-2016-2017-lpn-bsn-16959.htm)
- **Transfer Credit**
  (/student-handbook/student-handbook-2016-2017-lpn-bsn-16961.htm)

Academic Progression

Passing Grade

The minimum passing grade required for a nursing (NUR) course is a B (80 percent). Any grade below a B (80 percent) is a failing grade. In order to pass a nursing course that consists of both didactic and clinical/laboratory portions, students must receive at least a B (80 percent) for the didactic portion of the course and a P for the clinical/laboratory portion. A failure in either the didactic or clinical/laboratory portion of a nursing course will result in a failing grade for the entire course. Therefore, only a nursing (NUR) course in which students receive at least a B (80 percent) will satisfy the course requirements for the LPN to B.S.N. major.

Note that failed courses may lead to repeat fees and may also delay graduation.

Repeating a Nursing Course

Nursing students who receive a grade of C+ or below in any nursing (NUR) course must repeat that course. A minimum grade of B in the repeated course is required to remain in the program. Nursing students who have already repeated one NUR course must receive a B or above in all future NUR courses. Failure to do so will result in automatic dismissal from the LPN to B.S.N. program.

Automatic Dismissal

LPN to B.S.N. students who receive a grade of C+ or below in any nursing (NUR) course they are repeating will be dismissed automatically from the LPN to B.S.N. program.

Berkeley College®
Focused on Student Success for 85 Years

2016-2017 Student Handbook
LPN to B.S.N. Program Supplement

Welcome

Overview

LPN to B.S.N. Program Goals and Objectives

Approvals

ANA Standards of Professional Nurse Practice

Technical Standards

American Nurses Association Code of Ethics for Nurses

Academic Policies

Student Rights and Responsibilities

Professional Nurse Industry Information

2016-2017 Student Handbook

Add/Drop Policy

Students interested in adding a course or courses to their schedule must meet with the Academic Advisement Department to obtain approval prior to the start of the second week of the term. Requests will be considered only if appropriate arrangements can be made to make up missed class time. Clinical courses cannot be added to a student's schedule after the start of the term.

Berkeley College®

Focused on Student Success for 85 Years

2016-2017 Student Handbook
LPN to B.S.N. Program Supplement

Welcome

Overview

LPN to B.S.N. Program Goals and Objectives

Approvals

ANA Standards of Professional Nurse Practice

Technical Standards

American Nurses Association Code of Ethics for Nurses

Academic Policies

Student Rights and Responsibilities

Professional Nurse Industry Information

2016-2017 Student Handbook

Attendance

Students enrolled in the LPN to B.S.N. program are expected to demonstrate a commitment and dedication to the nursing profession through professional conduct that is consistent with the requirements needed to be successful in the healthcare industry. Nursing is a profession that demands attention to detail and a commitment to caring for others who are in need of assistance and who are vulnerable without it. For this reason, students are expected to exemplify this level of professionalism in their school attendance and participation.

Clinical and Laboratory Class Attendance Requirements

Students are expected to attend all scheduled clinical and laboratory classes. Any clinical or laboratory absence must be made up through a supervised open laboratory class assignment and will also result in a two-point overall grade reduction for that nursing course.

Students are reminded of the mandatory B (80 percent) grade requirement for all NUR courses in the LPN to B.S.N. program.

⊠ Berkeley College®
Focused on Student Success for 85 Years

2016-2017 Student Handbook
LPN to B.S.N. Program Supplement

Class Hours

Generally, classes are in session from 7:00 AM to 11:00 PM Monday through Saturday. Clinical rotations may be scheduled from 7:00 AM until 12 midnight, Monday through Saturday.

Berkeley College®
Focused on Student Success for 85 Years

2016-2017 Student Handbook
LPN to B.S.N. Program Supplement

Course Withdrawal

Students who wish to drop a course must do so in writing and must have the approval of the Academic Advisement Department. Courses dropped during the first two weeks of classes do not appear on the student's transcript. Withdrawal from a 14- or 15-week course between weeks three and 12 will result in a grade of WP or WF, which indicates whether the student was passing or failing the course at the time it was dropped.

Students enrolled in the LPN to B.S.N. program are permitted to withdraw from one NUR course during the length of their program. A grade of W will be assigned to students who enrolled in but did not participate in a course. Students who do not officially drop a course will receive a letter grade that reflects their achievement.

Berkeley College®
Focused on Student Success for 85 Years

2016-2017 Student Handbook
LPN to B.S.N. Program Supplement

Credit for Prior Learning

Students admitted into the LPN to B.S.N. program will be awarded 30 credits for prior learning for:

- Completing an accredited Practical Nurse program in the United States
- Possessing an unrestricted active or inactive Practical Nurse license
- Completing a minimum of 2,080 hours of work as a LPN within the last two years

Berkeley College®

Focused on Student Success for 85 Years

2016-2017 Student Handbook
LPN to B.S.N. Program Supplement

Grade Calculations

Grade calculations for all nursing (NUR) courses will be rounded to the nearest whole number. A decimal of 0.5 or above will be rounded up, and a decimal of 0.4 or below will be rounded down.

Welcome

Overview

LPN to B.S.N. Program Goals and Objectives

Approvals

ANA Standards of Professional Nurse Practice

Technical Standards

American Nurses Association Code of Ethics for Nurses

Academic Policies

Student Rights and Responsibilities

Professional Nurse Industry Information

2016-2017 Student Handbook

Graduation Requirements

To qualify for graduation, students enrolled in the LPN to B.S.N. program must fulfill the following requirements:

- Pass each NUR course with a minimum grade of B
- Successfully complete the prescribed number of clinical hours
- Successfully complete the prescribed course of study with a minimum cumulative grade point average of 2.75
- Meet the credit-hour requirements for the major
- Discharge all financial obligations to the College

Students must meet all of the graduation requirements listed above in order to participate in the formal graduation ceremony.

Berkeley College®
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2016-2017 Student Handbook
LPN to B.S.N. Program Supplement

Specialty Examinations

Standardized course specialty examinations will be administered throughout the LPN to B.S.N. program. Designed to measure accumulated knowledge regarding nursing care, these evidence-based examinations will be used to guide, review, and prepare students for the NCLEX-RN licensure examination. Standardized course specialty examinations will account for no more than 10 percent of the total grade in the specific courses in which the examinations are administered.

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**2016-2017 Student Handbook
LPN to B.S.N. Program Supplement**

Transfer Credit

In addition to the transfer credit guidelines outlined in the Berkeley College Student Handbook, students enrolled in the LPN to B.S.N. program who wish to have credits considered for transfer must note the following:

- A grade of B or higher is required for all nursing transfer credits, and the nursing course must have been completed within the last 10 years.
- A grade of C or higher is required for all liberal arts and science transfer credits.
- Courses that contain clinical or laboratory credits are not eligible for transfer credit due to the affective and psychomotor learning domains covered in clinical and laboratory experiences.

For more information regarding transfer credit guidelines, please see
BerkeleyCollege.edu/catalog-2016-2017/catalog-2016-2017-15510.htm
(http://Berkeleycollege.edu/catalog-2016-2017/catalog-2016-2017-15510.htm)
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2016-2017 Student Handbook
LPN to B.S.N. Program Supplement

Student Rights and Responsibilities

- **Cardiopulmonary Resuscitation (CPR)**
  (/student-handbook/student-handbook-2016-2017-lpn-bsn-16965.htm)
- **Complaints and Grievances**
  (/student-handbook/student-handbook-2016-2017-lpn-bsn-16967.htm)
- **Confidentiality**
  (/student-handbook/student-handbook-2016-2017-lpn-bsn-16969.htm)
- **Criminal Background Check**
  (/student-handbook/student-handbook-2016-2017-lpn-bsn-16971.htm)
- **Dress Code**
  (/student-handbook/student-handbook-2016-2017-lpn-bsn-16973.htm)
- **Health Requirements**
  (/student-handbook/student-handbook-2016-2017-lpn-bsn-16975.htm)
- **Malpractice Insurance**
  (/student-handbook/student-handbook-2016-2017-lpn-bsn-16977.htm)
- **Professionalism**
  (/student-handbook/student-handbook-2016-2017-lpn-bsn-16979.htm)

Cardiopulmonary Resuscitation (CPR)

Students in the LPN to B.S.N. program must complete an approved Healthcare Provider CPR course prior to participating in clinical rotations. The approved course must include Adult, Child, and Infant CPR as well as AED.

The original, valid CPR card must be presented to the Clinical Scheduling Coordinator at the beginning of each course where a clinical component is required. Students will be responsible for the cost of this certification, as well as for ensuring the certification remains current.

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2016-2017 Student Handbook
LPN to B.S.N. Program Supplement

Complaints and Grievances

For policies and procedures regarding student complaints and grievances, including grade appeals and other academic grievances, go to **BerkeleyCollege.edu/student-handbook /student-handbook-2016-2017-5924.htm**
(/student-handbook/student-handbook-2016-2017-5924.htm)
.

Confidentiality

Berkeley College students are required by law to maintain the confidentiality of all patient information encountered at any clinical internship and/or practicum site. While the requirements of patient confidentiality are emphasized throughout the student's coursework, all students are encouraged to visit the U.S. Department of Health and Human Services website (**http://www.hhs.gov/ocr/privacy** (http://www.hhs.gov/ocr/privacy) /) to review the entire HIPAA policy before beginning the clinical component of the program. In addition to complying with all federal regulations, Berkeley College students must comply with any specific confidentiality requirements, policies, and/or procedures established by the assigned internship and/or clinical site.

A patient's right to confidentiality regarding his or her medical information, which includes confidentiality of personal and social information, is a fundamental healthcare tenet. Accordingly, students must remain mindful of the following basic requirements:

- Patients must not be described in any identifiable way for purposes other than the provision of direct patient care. When discussing experiences involving patients with third parties for legitimate educational purposes, using patient initials, exact descriptions, or locations of patients - either on paper or online - is strictly prohibited. Students are to use generalities only, so that no patient can be clearly recognized.
- While participating in clinical rotation(s) students shall not videotape, photograph or make audio recordings of themselves, their fellow students, their instructors, or their patients for any reason.
- The public discussion of any patient who is identified by name or whose identity can be derived from other circumstances (or the condition of such patient) without consent violates patient confidentiality and ethical principles. This includes any discussion held in public areas such as elevators, hallways, and cafeterias. It also includes any discussion held in any media forum (such as print media) or any virtual forum (such as websites or social networking sites). Classrooms, pre- and post-conferences, and/or laboratory settings may be used for such discussions, but only for legitimate educational purposes.
- Students should only obtain information about those patients who are assigned to their care for that clinical day. At no time should students use their position in the clinical setting to seek information about a patient other than the patient(s) to whom they have been assigned.
- Copying, scanning, and/or removing any portion of a patient's medical record or printed patient information from the healthcare facility is strictly prohibited.

Social networking has become one of the main sources of communicating in today's world. However, its use can have major legal and ethical implications for healthcare workers with regard to patient privacy and confidentiality. Students must comply at all times with the requirements of the Health Insurance Portability and Accountability Act (HIPAA) and must be especially mindful of patients when using social media. For instance:

- References to patients, patient data, or clinical experiences involving patients or their family members are not to be included in any part of the social networking environment. Social media breaches include, but are not limited to, tweeting confidential or proprietary information about clinical facilities and/or rotations and taking 'selfies' while participating in clinical rotations and posting them on social media sites.
- Students are strictly prohibited from posting any information pertaining to or descriptive of a clinical site, instructor/preceptor, patient, employee, fellow student, or procedure. This includes revealing the location of a clinical site either by posting or by providing content with GPS locator evidence (such as digital photographs).

Students who disclose restricted patient information may face serious consequences. For example, federal law provides for fines up to $250,000 and imprisonment up to 10 years for misusing protected patient information for commercial advantage or malicious harm. Students found in violation of the Berkeley College Confidentiality Policy will be subject to disciplinary action, up to and including immediate suspension or dismissal from the College. For additional requirements concerning the use of social media in connection with Berkeley College matters, go to **BerkeleyCollege.edu/files_bc /Social_Media_Policy.pdf** (http://BerkeleyCollege.edu/files_bc/Social_Media_Policy.pdf) .

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2016-2017 Student Handbook
LPN to B.S.N. Program Supplement

Criminal Background Check

A criminal history background check is required for all students in the LPN to B.S.N. program. A positive background check may prohibit the student from being admitted to, and progressing in, the program and from becoming licensed to work in the field. Criminal background checks may be conducted annually or at the discretion of clinical affiliates.

If a conviction or arrest occurs while a student is enrolled in the LPN to B.S.N. program, it is the student's responsibility to inform the Department Chair. This notification must be in writing and must occur within two business days after the event occurs. The required notification must include a description of the circumstances surrounding the conviction. Subsequent to this notification, the student should make an appointment with the Department Chair to discuss options. Failure to notify the Department Chair of a conviction or arrest may result in the student being removed from the LPN to B.S.N. program.

Upon returning from a Leave of Absence, a student must undergo a criminal background check. A positive background check may prohibit the student from returning to the LPN to B.S.N. program and from becoming licensed to work in the field. Any fees involved with the repeat background check will be the responsibility of the student.

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2016-2017 Student Handbook
LPN to B.S.N. Program Supplement

Dress Code

Student uniforms should be worn while in the clinical setting and for faculty approved activities in the community. Each student is expected to keep the uniform clean, pressed, and in good condition. When uniforms are worn, they must be worn in their totality. Students who are dressed inappropriately or who lack proper professional appearance will be dismissed from that day's clinical assignment and given an unsatisfactory grade for the day.

During the laboratory component of classes, students are expected to wear a white laboratory coat which contains the Berkeley College insignia.

The following are the guidelines of the professional appearance code:

- Hair must be clean. Long hair must be pulled back and cannot fall forward in front of shoulders while providing patient care. Hair accessories must maintain a professional appearance, safety, and hygiene. Hair of an unnatural color of fad designs is not permitted. Avoid highly colored sprays and maintain only natural-looking hair color. Male students must be neatly shaven and well groomed. Facial hair should be kept trimmed and neat.
- No hats or head coverings are permitted; however, exceptions for religious requirements will be made.
- Fingernails must be kept short, clean, and filed. Artificial nails, nail polish, and added stick-on jewels are not permitted as they harbor microorganisms.
- Dangle earrings or other visible body jewelry (nose rings, lip rings, tongue piercing, bracelets, necklaces which can become entangled in equipment) are not permitted.
- Cosmetics should be worn in moderation. Students are not permitted to wear fragrant products (cologne, perfume, aftershave, lotion, etc.) in clinical settings due to potential patient allergic response. Strong odors, including the odor of a smoker, can be apparent and offensive to patients who are ill.
- Wedding rings may be worn. Avoid large stone rings. Rings can cause injury to patients and can also harbor microorganisms. Earrings (one pair) must be small, whether posts or hoop earrings. No other body piercing jewelry is permitted. If a large medal or chain is worn it should be tucked inside the uniform. Students are required to wear a watch with a sweep second hand.
- Consumption of food, candy, and gum is prohibited while working in any laboratory or clinical setting.
- Unless other facility-specific guidelines are provided, students are required to wear a clean and pressed nurse uniform with the Berkeley College insignia. Appropriate undergarments are to be worn and be undetectable through the uniform.
- Shoes must be professional in nature; clean, white polished shoes or sneakers are acceptable provided they contain no mesh and/or open areas. No sandals, clogs, open-toed, or sling back shoes are permitted.
- Students are required to wear their Berkeley College IDs at all times while on campus and at the clinical sites. If a student is employed at the same facility, the employment name badge may not be worn during clinical assignments.

A stethoscope, pen, and penlight are also required.

Health Requirements

Students enrolled in the LPN to B.S.N. program must submit a complete physical assessment by a licensed physician, advanced practice registered nurse, or physician assistant prior to enrolling in clinical courses.

In addition to meeting any general immunization requirements applicable to admission, students also must meet the following requirements prior to participating in a clinical practicum: Provide appropriate proof of immunity (blood titers or immunization records) to measles, mumps, rubella, varicella, and hepatitis B vaccine series; a two-step TB skin test within the last year or a negative chest x-ray within three months; and a tetanus shot administered within the past 10 years. An influenza vaccine is required for most clinical facilities. A negative 12-panel, pre-employment urine toxicology screening is also required.

- Amphetamines
- Barbituates
- Benzodiazepine
- Cannabinoids
- Cocaine
- Meperidine
- Methadone
- Opiates
- Oxycodone
- Phencyclidine
- Propoxyphene
- Tramadol

If emergency medical treatment is required while on campus or while participating in the clinical experience, the cost of treatment will be the responsibility of the student receiving the medical attention/treatment.

Upon returning from a Leave of Absence, a student must repeat the drug screening outlined above prior to participating in any clinical rotations. If during the course of study students are suspected of drug use, they may be asked to provide an updated urine toxicology screening.

A negative drug screen is required to progress in the LPN to B.S.N. program. Students with a positive drug screen will be removed from the program immediately and will not be eligible for re-entry.

By submitting the results of a urine toxicology screening to the College, the student thereby authorizes the College to share those results with any individual clinical facilities that request such information.

Berkeley College's LPN to B.S.N. program is physically and mentally challenging. During the clinical portion of the program, students will be exposed to healthcare situations where there is an increased risk of exposure to strenuous activity, communicable diseases, radiation, and toxic substances.

Due to the increased risk of exposure to a variety of situations and substances that could potentially affect a developing fetus, any student who believes she may be pregnant, has recently given birth, or has recently terminated a pregnancy is strongly encouraged to speak with her healthcare provider immediately to determine whether she is physically capable of remaining in the program and meeting all relevant technical standards outlined in this Handbook. Neither Berkeley College nor its affiliating clinical agencies shall be held responsible for any harm that might occur to a fetus or pregnant student.

Any student who is unable to continue in clinical courses based on the recommendation of

her/his healthcare provider will be afforded the opportunity, once medically cleared, to return to the program pending course availability.

Welcome

Overview

LPN to B.S.N. Program Goals and Objectives

Approvals

ANA Standards of Professional Nurse Practice

Technical Standards

American Nurses Association Code of Ethics for Nurses

Academic Policies

Student Rights and Responsibilities

Professional Nurse Industry Information

2016-2017 Student Handbook

Malpractice Insurance

Students enrolled in the LPN to B.S.N. program are required to purchase their own individual malpractice insurance and must provide the Clinical Scheduling Coordinator with evidence of coverage prior to enrolling in clinical courses.

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Professionalism

Students are expected to present themselves in a professional manner at all times by demonstrating integrity, respect, and compassion. While participating in the clinical portion of the program, students should realize that their behavior may positively and/or negatively affect the reputation of Berkeley College. Students are expected to be thoughtful and professional when interacting with faculty, patients and their families, nurses, attending physicians, preceptors, affiliated institutional staff, other students, other members of the healthcare team, and the general public.

It is expected that students will:

- Abstain from the use of alcoholic beverages or any substances in the academic and clinical setting that impair judgment (unprescribed drugs or other legally controlled substances).
- Uphold school policies and regulations related to academic and clinical performance.
- Refrain from performing any technique or procedure for which they have not been adequately trained.
- Refrain from any deliberate action or omission of care in the academic or clinical setting that creates unnecessary risk of injury to the client, self, or others.
- Provide care for the client in a timely, compassionate, and professional manner.
- Communicate client care in a truthful, timely, and accurate manner.

Professional demeanor is also required while students are in virtual sites, such as online social networking sites. Students are required to comply with the Berkeley College Social Media Policy, which governs the use of College and personal social media sites with respect to matters related to the College.

Under no circumstances are students permitted to engage in personal phone conversations or text messaging while participating in the didactic, laboratory, and/or clinical portions of their program. Students are preparing for membership in a profession that serves the public – a public that expects a high standard of professionalism.

If, while enrolled in a clinical course, a student's level of professionalism and/or performance presents a potential harm to the welfare of clients, the faculty will determine, based on written and/or oral documentation, whether or not the student will be permitted to continue in the course. If a student's performance presents an immediate potential harm to either the student or his/her clients, the program faculty and/or preceptors have the responsibility to remove the student immediately from the clinical setting. A student who recognizes that she/he has made a clinical error is obligated to report the situation to their instructor immediately and to take necessary measures to ensure subsequent patient safety.

In addition, students enrolled in the LPN to B.S.N. program may be suspended, or expelled, from clinical studies for reasons associated with academic misconduct. These reasons include, but are not limited to, the following:

- Failure to follow HIPAA Guidelines (Health Insurance Portability and Accountability Act) by maintaining the confidentiality of patient information and records.
- An act of dishonesty involving clinical work.
- Falsification of credentials.
- Inappropriate use of electronic devices such as, but not limited to photographing, recording, or transmission of patient information or photographs.

As members of the nursing profession, it is imperative that nursing students recognize their responsibility to society and their patients and exhibit behavior representing high standards, polite etiquette, compassion, and respect for human dignity in both the classroom and clinical settings.

For more general conduct requirements applicable to all Berkeley College students, go to
BerkeleyCollege.edu/student-handbook/student-handbook-2016-2017-5923.htm
(/student-handbook/student-handbook-2016-2017-5923.htm)
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Professional Nurse Industry Information

- **Industry Licensure**
  (/student-handbook/student-handbook-2016-2017-lpn-bsn-16982.htm)

Industry Licensure

RN License Requirements in New Jersey

There are three elements that are required for licensure as a Professional Registered Nurse in the State of New Jersey:

1. Graduation from an approved school for professional nursing;
2. Criminal history background check clearance; and
3. Passing the Professional Registered Nurse NCLEX licensure examination.

Additional Information

The National Council of State Boards of Nursing (NCSBN) makes the following information available through their website **https://www.ncsbn.org/newnurses.htm** (https://www.ncsbn.org/newnurses.htm) , and states that "Completing an approved nursing program and passing the NCLEX are the first steps to beginning a successful nursing career. It is important that nurses understand how their profession is regulated and are aware of issues relating to professional responsibility, including knowing what constitutes a violation of the nurse practice act."

NCSBN also makes the following video, "New Nurse: A License to Practice," available on their website **https://www.ncsbn.org/8243.htm** (https://www.ncsbn.org/8243.htm) . A helpful brochure titled, "What You Need to Know About Nursing Licensure and Boards of Nursing," can be found at **https://www.ncsbn.org/Nursing_Licensure.pdf** (https://www.ncsbn.org/Nursing_Licensure.pdf) .

Students enrolled in the LPN to B.S.N. program are encouraged to visit the NCSBN website and to peruse the many resources that are available.