

HANDBOOK FOR UNDERGRADUATE STUDENTS IN NURSING



Academic Year 2025-2026

Rhode Island College

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Welcome to the Rhode Island College Onanian School of Nursing! We are excited that you have chosen to embark on this journey toward a rewarding career in nursing. Nurses play a crucial role in improving health outcomes and shaping the future of healthcare. Whether you are just starting your nursing journey or advancing your career with a graduate degree or certificate, each step you take will enhance your knowledge, skills, and ability to positively impact the lives of those you care for.

EDUCATE. INNOVATE. LEAD.

EDUCATE. Teaching and learning are at the core of our mission. Our dedicated faculty provide exceptional educational experiences through innovative teaching methods, cutting-edge simulations, and outstanding clinical experiences. We believe that education is the foundation for a successful and fulfilling future.

As a Rhode Island College Nursing Student, you will have unique opportunities and access to state-of-the-art facilities and resources. We have established partnerships with the leading healthcare organizations in the state to offer outstanding clinical placements. These placements will not only allow you to apply your classroom knowledge in real-world settings but also prepare you for the challenges and rewards of patient care.

INNOVATE. Innovation is a driving force in healthcare, and we encourage you to adopt this mindset. As nursing students, you will be at the forefront of groundbreaking advancements in nursing and healthcare. Throughout the program, you will explore innovative approaches to patient care, technology integration, and evidence-based practices. You will learn to think critically and creatively, challenge the status quo, and contribute to the ever-evolving landscape of nursing, making a real difference in the field.

LEAD. We cultivate leadership qualities in our nursing students. Nurses play a vital role in leading continuous improvement within the healthcare system. You will have opportunities to develop your leadership skills for practice. We will support you in becoming confident and compassionate leaders advocating for the well-being of patients, families, and communities.

We are committed to supporting you at every step of your journey. Our faculty and staff are here to guide you and help you realize your full potential. We encourage you to take advantage of all that Rhode Island College and the Onanian School of Nursing have to offer. Participate in extracurricular activities and connect with your fellow nursing students. These experiences will enhance your education and lead to lasting friendships.

Nursing is a profession that requires compassion, critical thinking, and a commitment to lifelong learning. Your dedication to quality healthcare will shape the future of nursing and touch countless lives. We are immensely proud of you for choosing this path of service to others. Your commitment to excellence, caring, and compassion exemplify the core values of nursing. We are confident you will excel in the nursing program and in your future career.

Once again, welcome to the Rhode Island College Onanian School of Nursing! We look forward to supporting your growth, learning, and positive impact in the field of nursing. Congratulations on taking this important step in your career!

Warm Regards,

A handwritten signature in cursive script, reading "Justin DiLibero".

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Dean, Zvart Onanian School of Nursing

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The Zvart Onanian School of Nursing

Introduction

The Department of Nursing was established in 1970 and received accreditation from the National League for Nursing (NLN) in 1974. Reorganization as a School of Nursing took place in 2006, and in 2018 the SON received accreditation from the Commission of Collegiate Nursing Education (CCNE). In 2021, the SON was renamed in honor of Zvart Onanian ([Zvart Onanian School of Nursing](#)). The nursing program at Rhode Island College is a large baccalaureate nursing program in the State of Rhode Island. Over 6,000 nursing alumnae, the majority of whom live and work in Rhode Island, serve the health care needs of residents of Rhode Island and beyond.

Accreditation

Rhode Island College is accredited by New England Commission of Higher Education. The baccalaureate program in nursing is accredited by the Commission on Collegiate Nursing Education and approved by the Rhode Island State Board of Nursing Registration and Nursing Education.

Vision

The Zvart Onanian School of Nursing develops exceptional and diverse professional nurses with the competencies to optimize health and well-being of individuals, families, communities, and populations through advocacy, innovative disruption, and transformation.

Mission

The Zvart Onanian School of Nursing creates a collaborative environment for teaching and learning where a diverse community of students becomes empowered as leaders who enrich the health and well-being of individuals, families, communities, and populations across Rhode Island as well as regionally, nationally, and globally.

Values

Resilience –

We nurture and support individuals to successfully adapt to change and challenging experiences through self-care, self-efficacy, and self-advocacy.

Inclusivity –

We embrace all individuals and promote an accepting, positive, collaborative and respectful culture that is equitable, diverse and socially just.

Innovation –

We strive to incorporate new ideas, processes, and approaches to education and practice within evolving healthcare systems.

Caring –

We provide a compassionate, empathetic, respectful environment for individuals to work, grow, develop, and learn in a culture of kindness.

Success –

We provide support and opportunities for individuals to achieve academic excellence and foster personal, professional, and leadership development.

Description

The Zvart Onanian School of Nursing is committed to providing the highest quality undergraduate and graduate nursing education at an affordable cost to a student population diverse in terms of culture, ethnicity, gender, and age.

- The baccalaureate program combines liberal arts and nursing education to assist students to develop the knowledge, skills, and perspectives required for professional practice; it fosters intellectual development, personal growth, and professional collaboration

- The RN to BSN program provides a streamlined pathway for nurses with an Associate's Degree or Diploma in nursing to achieve baccalaureate-level preparation. BSN Preparation is associated with improved quality and safety of nursing care and patient outcomes. BSN graduates experience greater career growth and earning potential
- The master's program educates nurses for diverse and expanded roles in adult/gerontological acute care nurse practitioner, adult/gerontological acute care clinical nurse specialist, and population/public health nursing.
- The Doctor of Nursing Practice (DNP) degree is the terminal degree in nursing practice. Doctor of Nursing Practice graduates are prepared at the highest level of practice and are prepared to serve in advanced clinical and leadership positions.

The faculty is strongly committed to excellence in teaching and preparing graduates for the complex, rapidly changing health care environment. The School of Nursing provides a nurturing, inclusive, performance-based, technologically equipped, innovative learning environment that promotes caring, competence, and professionalism. Faculty, students, and alumni contribute to the improvement of health and health care through practice, service, and scholarship activities that extend to populations, agencies, and institutions throughout the City of Providence, the State of Rhode Island, and the surrounding communities.

Technical Standards for Zvart Onanian School of Nursing Students

The curricula of the Rhode Island College Zvart Onanian School of Nursing requires that students engage in diverse and complex experiences directed at achieving competencies, knowledge, skills, attributes and professional values. Applicants for the undergraduate and graduate programs, enrolled undergraduate degree-intended students, and currently enrolled undergraduate and graduate students must possess certain skills and behaviors deemed essential for meeting the program outcomes.

Technical Standards identify the skills and behaviors required to successfully progress through and complete the Onanian School of Nursing programs and safely prepare the student for practice in all settings. Candidates for nursing degrees must be able to meet the following minimum standards with or without reasonable accommodation. Should you wish to explore reasonable accommodations on basis of disability, contact the Center for Disability Access (CDA) at cda@ric.edu or 401-456-2776.

- **Observation:** Students must be able to obtain information from demonstrations and experiments in the basic sciences. In the context of caring for patients, communities, and populations, students must have ample capacity to demonstrate skills in assessment, implementation, and evaluation in laboratory, clinical, and simulated settings. These skills require the use of vision, hearing, or touch or the functional equivalent.
- **Communication:** Students must be able to communicate effectively in order to elicit information, to detect changes in mood and activity, and to establish a therapeutic relationship. Students must exhibit effective interpersonal skills to engage with patients and communities in both clinical and simulated settings. Students must be able to communicate in English effectively and sensitively both in person and in writing.
- **Motor:** Students must possess the capacity to perform a physical examination and perform diagnostic maneuvers. Students must be able to execute some motor movements required to provide general care to patients and provide or direct the provision of emergency treatment of patients. Such actions require coordination of both gross and fine muscular movements, balance and equilibrium. An emergency situation is defined as any circumstance requiring immediate intervention.

- **Intellectual-Conceptual, Integrative, and Quantitative Abilities:** Students must be able to assimilate detailed and complex information presented in both didactic and clinical coursework, and engage in problem-solving, which is critical to practice as a nurse. Students are expected to possess the ability to measure, calculate, reason, analyze, synthesize, and transmit both objective and subjective data and to make decisions that reflect consistent and sound clinical judgment. Students must possess good judgement in patient assessment, and have the abilities to incorporate new information, and retain and recall pertinent information in a timely fashion. This includes decision-making in order to maintain safety and security of patients and to behave professionally in all interactions.
- **Behavioral and Social Attributes:** Students must maintain emotional well-being necessary to fully utilize their intellectual abilities and exercise good judgment, promptly complete all responsibility's attendant to the diagnosis and care of patients, and develop mature, sensitive, and effective relationships with whom they interact. Students must be able to function effectively in times of demanding physical and psychological stress. Students must display compassion, sensitivity, and concern for others, and maintain professional integrity at all times. Students must be able to adapt to changing environments, to display flexibility, and to learn to function in the face of uncertainties inherent in the clinical problems of those they serve. This includes appropriately interacting with individuals, families, and groups from a variety of social, emotional, cultural, and intellectual backgrounds. Compassion, integrity, concern for others, interpersonal skills, professionalism, interest, and motivation are all personal qualities that are expected during the education process.
- **Ability to Manage Stressful Situations:** Students must be able to adapt to and function effectively in stressful situations in the classroom and clinical settings (including emergency situations). Students will encounter multiple stressors while in the nursing program; these stressors may be (but are not limited to) academic, personal, or professional.
- **Ethics and Professionalism:** Students must maintain and display ethical and moral behaviors commensurate with the role of a nurse, or advanced practice nurse, in all interpersonal interactions. The student is expected to understand the legal and ethical aspects of the appropriate level of practice of nursing and function within the law and ethical standards of their practice.

The Baccalaureate Nursing Program

For students starting the nursing program prior to Fall 2025, the curriculum of the School of Nursing is based on the *Essentials of Baccalaureate Nursing Practice* (AACN, 2008). The nine *Essentials* are reflected in the program goals and learning outcomes.

Effective Fall 2025, the curriculum of the School of Nursing will be based on *The Essentials: Core Competencies for Professional Nursing Education* (AACN, 2021). Program goals and outcomes for the current and new curriculum are listed below.

Current (Students admitted prior to Fall 25) Program Goals

- Engage in continuous education in the arts and sciences to inform decision making as a professional nurse and member of a global society

- Apply concepts of leadership, quality and safety to improve health care outcomes in a cost-effective, safe and caring organizational environment
- Demonstrate critical thinking in evaluating and integrating evidence and interprofessional perspectives to improve health care outcomes
- Use patient care technologies, information systems and communication systems to facilitate safe, efficient and effective nursing practice
- Promote professional nursing practice that addresses policy development, legislative process, health care financing and reimbursement and political activism within an ethical framework
- Perform in the autonomous and collaborative role of the professional nurse to enhance the interprofessional team
- Participate in activities that promote health, prevent illness and injury and provide population-focused interventions that provide effective, efficient and equitable health care
- Demonstrate professional behaviors that encompass accountability, responsibility, adherence to standards of moral, ethical and legal conduct and the pursuit of lifelong learning
- Possess the knowledge, skills and attitudes to provide nursing care in a variety of settings to a diverse group of patients of all ages, cultures, genders and religious backgrounds

Current (Students admitted prior to Fall 25) Learning Outcomes

Beginning

The student will:

- Describe how a strong knowledge base derived from the arts and sciences is critically important to perform as a professional nurse and member of a global society
- Recognize how employing concepts of leadership, quality and safety improve health outcomes in a cost-effective, safe and caring manner
- Describe how critical thinking is used in evaluating and implementing evidence and interprofessional perspectives to improve health care outcomes
- Identify patient care technologies, information systems and communication systems that facilitate safe, effective and efficient nursing practice
- Discuss aspects of professional nursing practice that addresses political process, regulatory policies, public policy development and healthcare financing within an ethical framework
- Describe the autonomous and collaborative roles of the nurse on an interdisciplinary team
- Identify activities that promote health, prevent illness and injury, and provide population-focused interventions that provide effective, efficient and equitable health care
- Describe professional behaviors that reflect professional values and encompass accountability, responsibility, adherence to standards of moral, ethical and legal conduct and the pursuit of lifelong learning
- Identify how knowledge, skills and attitudes are used to provide comprehensive nursing care to diverse groups addressing health promotion, disease prevention, illness management and end of life support

Intermediate

The student will:

- Apply knowledge from the arts and sciences in the practice of professional nursing
- Examine concepts of leadership, quality and safety to improve health care outcomes in a cost-effective, safe and caring manner
- Use critical thinking when evaluating and integrating evidence and inter-professional perspectives to improve health care outcomes

- Apply health care technologies, information systems and communication systems to facilitate safe, effective and efficient care
- Examine professional nursing practice that addresses political process, regulatory policies, public policy development and health care financing within an ethical framework
- Analyze the autonomous and collaborative roles of the nurse on an inter-professional team
- Implement activities that promote health, prevent illness and injury and provide population-focused interventions that provide effective, efficient and equitable health care
- Demonstrate professional behaviors that reflect professional values and encompass accountability, responsibility, adherence to standards of moral, ethical and legal conduct and the pursuit of lifelong learning
- Apply knowledge, skills and attitudes to provide comprehensive nursing care to diverse groups addressing health promotion, disease prevention, illness management and end of life support

Advanced

The student will:

- Integrate knowledge derived from the arts and sciences to perform as a professional nurse and member of a global society
- Critique concepts of leadership, quality and safety to improve health care outcomes in a cost-effective, safe and caring manner
- Incorporate critical thinking to synthesize evidence and interprofessional perspectives to improve health care outcomes
- Incorporate patient care technologies, information systems and communication systems to facilitate safe, efficient and effective nursing practice
- Incorporate professional nursing practice that addresses political process, regulatory policies, public policy development and health care financing within an ethical framework
- Integrate the autonomous and collaborative roles of the nurse on an interdisciplinary team
- Evaluate activities that promote health, prevent illness and injury and provide population-focused intervention that provide effective, efficient and equitable health care
- Integrate professional behaviors that reflect professional values and encompass accountability, responsibility, adherence to standards of moral, ethical and legal conduct and the pursuit of lifelong learning
- Integrate knowledge, skills and attitudes to provide comprehensive nursing care to diverse groups addressing health promotion, disease prevention, illness management and end of life support

New (starting Fall 25) Program Outcomes

Students of the BSN Program will demonstrate mastery of the AACN (2021) Competencies and level-1 Sub-competencies within the Ten Domains for Nursing across the Four Spheres of Care, leading to achievement of the following BSN End-of Program Outcomes:

BSN Program Outcomes	Domain(s)
1. Demonstrate clinical judgment and innovation supported by established and evolving nursing knowledge, ways of knowing, and knowledge from other disciplines.	1

2. Provide person-centered care across the organization/systems for patients, communities and populations, including family or important others to promote positive health outcomes.	2, 3, 7
3. Integrate population health concepts spanning public health prevention to disease management to promote the improvement of equitable population health outcomes at the local, regional, national, and global levels.	3, 6, 9, 10
4. Demonstrate the ability to synthesize and apply current evidence that guides clinical practice and patient care decisions.	1, 4, 5, 7, 9, 10
5. Demonstrate knowledge and use of established and emerging principles of safety science in care delivery.	1, 5, 7
6. Demonstrate interprofessional person-centered care that reflects core professional values including altruism, caring, ethics, roles and responsibilities, shared accountability, diversity, equity, and inclusion.	2, 6, 7, 9
7. Apply knowledge of systems, fiscal impact, social determinants of health, health promotion, improved access, social justice, and systemic racism to improve the health of diverse populations.	1, 2, 3, 4, 5, 7, 8, 9, 10
8. Use information and communication technologies and informatics processes to improve the delivery of safe, high-quality, and efficient healthcare services in accordance with professional and regulatory standards.	4, 5, 7, 8, 9, 10
9. Acquire a sustainable professional nursing identity that includes self-reflective practice, advocacy, accountability, a collaborative disposition, and ethical comportment that reflects nursing's characteristics and values.	1, 6, 9, 10
10. Demonstrate a capacity for leadership that includes a commitment to activities that foster personal health, resilience and lifelong learning.	9, 10

Ten Domains for Nursing (AACN, 2021)

1. Knowledge For Nursing Practice
2. Person-Centered Care
3. Population Health
4. Scholarship For Nursing Practice
5. Quality & Safety
6. Interprofessional Partnerships
7. Systems-Based Practice
8. Information & Healthcare Technologies
9. Professionalism
10. Personal, Professional & Leadership Development

Eight Concepts for Nursing Practice (AACN, 2021)

The integration of concepts within the competencies is vital for the application throughout the educational experience and these concepts serve as a foundation to students' learning.

1. Clinical Judgment
2. Communication

3. Compassionate Care
4. Diversity, Equity, and Inclusion
5. Ethics
6. Evidence-Based Practice
7. Health Policy
8. Social Determinants of Health

The Four Spheres of Care (AACN, 2021)

The future of healthcare delivery will occur within four spheres of care:

1. Disease prevention/promotion of health and well-being, which includes the promotion of physical and mental health in all patients as well as management of minor acute and intermittent care needs of generally healthy patients;
2. Chronic disease care, which includes management of chronic diseases and prevention of negative sequelae;
3. Regenerative or restorative care, which includes critical/trauma care, complex acute care, acute exacerbations of chronic conditions, and treatment of physiologically unstable patients that generally requires care in a mega-acute care institution; and
4. Hospice/palliative/supportive care, which includes end-of-life care as well as palliative and supportive care for individuals requiring extended care, those with complex, chronic disease states, or those requiring rehabilitative care.

New (starting Fall 25) Program Level Outcomes

Beginning Level

Through the four Spheres of Care, students in the BSN program will:

1. Describe how evolving nursing knowledge, ways of knowing, and other disciplinary knowledge form the basis of clinical judgment and innovation in nursing practice.
2. Explain how application of person-centered care at the individual level and systems-level leadership promote positive health outcomes.
3. Discuss population health concepts and their role in health promotion and disease management to improve equitable population health outcomes.
4. Identify basic principles of best evidence used to guide clinical decision making and improve health outcomes.
5. Demonstrate knowledge and use of established and emerging principles of safety science in care delivery.
6. Examine principles of interprofessional person-centered care that foster effective collaboration in care-oriented teams.
7. Describe how knowledge of systems, fiscal impact, social determinants of health, health promotion, improved access, social justice, and systemic racism influence the health of diverse populations.
8. Explore the various types of approved information and communication technologies and informatics processes used to deliver safe, high-quality, and efficient healthcare services.
9. Discuss the values that embody professional nursing identity including self-reflective practice, advocacy, accountability, collaborative disposition, and ethical comportment.
10. Describe the concept of leadership that includes a commitment to activities that foster personal health, resilience, and lifelong learning.

Intermediate Level

Through the four Spheres of Care, students in the BSN program will:

1. Apply nursing knowledge, ways of knowing, and other disciplinary knowledge to inform self-reflection, clinical judgment, and innovation in professional nursing practice.
2. Value integration of person-centered care at the individual and systems-level to shape the delivery of care.
3. Apply an understanding of population health concepts to advance health promotion and disease management to improve equitable population health outcomes.
4. Explore the use of best evidence to guide clinical decision making in professional nursing practice.
5. Apply knowledge and use of established and emerging principles of safety science in care delivery.
6. Value principles of interprofessional person-centered care that foster effective collaboration in care-oriented teams.
7. Demonstrate knowledge of systems, fiscal impact, social determinants of health, health promotion, improved access, social justice, and measures to address systemic racism to improve the health of diverse populations.
8. Apply various types of information and communication technologies and informatics processes in accordance with approved standards to deliver safe, high-quality, and efficient healthcare services.
9. Demonstrate the core values of professional nursing identity and awareness of personal and professional values, including conscious and unconscious biases in nursing practice.
10. Examine the concept of leadership that includes a commitment to activities that foster personal health, resilience, and lifelong learning.

Advanced Level

Through the four Spheres of Care, students in the BSN program will:

1. Integrate nursing knowledge, ways of knowing, and other disciplinary perspectives in the practice of clinical judgment and innovation to promote the delivery of quality care.
2. Construct plans of care that incorporate person-centered care in the context of individuals and systems-level nursing leadership.
3. Investigate population health concepts to advance health promotion and disease management to improve equitable population health outcomes.
4. Incorporate best evidence that integrates clinical expertise and patient preferences and values to guide clinical decision making in nursing practice.
5. Integrate knowledge and use of established and emerging principles of safety science in care delivery.
6. Integrate principles of interprofessional person-centered care that foster effective collaboration in care-oriented teams.
7. Integrate knowledge of systems, fiscal impact, social determinants of health, health promotion, improved access, social justice, and measures to address systemic racism to improve the health of diverse populations.
8. Demonstrate the appropriate use of various types of information and communication technologies and informatics processes in accordance with approved standards to deliver safe, high-quality, and efficient healthcare services.
9. Engage in ethical comportment and moral decision making consistent with the core values of professional nursing identity.
10. Analyze the concept of leadership that includes a commitment to activities that foster personal health, resilience and lifelong learning.

Honors Program in Nursing

The Honors Program in Nursing is established to recognize senior level students with superior academic achievement and to facilitate their participation in independent study which may include, but is not limited to, research and teaching/community projects. This independent study is intended to enhance the educational experience of the outstanding student. It is intended that the focus of the program is above and beyond the usual scope of the curriculum offered in the baccalaureate program. Successful completion of the Honors Program in Nursing will be appropriately recognized and will be recorded on the student's permanent academic record.

A. Requirements

1. The candidate must be a nursing major.
2. The candidate must have completed the first two junior/intermediate level courses.
3. Minimal overall cumulative GPA of 3.00 and a minimal nursing GPA of 3.25.

B. Procedures

1. To be admitted into the Honors Program, the student (who meets the above requirements) must submit a letter of intent by the sixth week of the semester (fall semester for those anticipating January graduation the following year and spring semester for those anticipating May graduation the following year). The letter of intent will be submitted to the department Chairperson, who shall forward the letter to the Chairperson of the Honor's Subcommittee. The curriculum committee will review the letter of intent and the Honor's Chairperson will notify the student of the decision.

2. A written proposal must be submitted to the Chairperson of the School of Nursing, who shall forward the proposal to the Chairperson of the Honor's Subcommittee and the Director of Honors for review by the end of week 9 of the semester (fall semester for those anticipating January graduation the following year and spring semester for those anticipating May graduation the following year).

The proposal should include a description of the candidate's proposed Honors Project, a statement of the objectives of the project, the methodologies to be used and projected dates for completion of various steps in the project. It must also include the name of the faculty member who has agreed to work with the student. The sub-committee will return the proposal to the student with recommendations for edits by week 11 of the semester. A final edited draft is due back to the committee by week 13 of the semester.

3. The Undergraduate Curriculum Committee will review and vote on the acceptance of the final proposal by week 15 of the semester, and the candidate will be notified by the Honor's Chair of the committee's decision regarding proposal acceptance immediately following review. The acceptance of the proposal serves as the student's admission into the Nursing Honors Program.

C. The Honors candidate will conduct individual research and/or creative projects in two semesters. The candidate must maintain at least a 3.0 grade point average while enrolled in the Honors Program in Nursing.

First Semester - Nursing 390H - Independent/Directed Study - 3 credits

1. The candidate will select the area of his/her Honors Project with the consent of the faculty advisor.
2. The candidate will consult regularly with his/her faculty advisor on the progress of his/her directed Honors Project.
3. At the end of the semester the student will submit to the faculty advisor a detailed outline of the Honors Project and a bibliography.
4. The faculty advisor will evaluate the candidate's work and submit a course grade. If the candidate receives less than a grade of B, he/she will be dropped from the Honors Program, but will be awarded 3 credits in Nursing 390H if he/she has achieved a passing grade.

Second Semester - Nursing 391H - Independent/Directed Study - 3 credits

1. After completion of the first semester of independent/directed study, the candidate will conduct an Honors Project under the supervision of the faculty advisor. The written project will embody results of either substantial research or creative work.
2. The candidate must submit a final written copy of the Honors Project to the faculty advisor by the twelfth week of the semester (fall semester for January graduation/spring semester for May graduation).
3. The faculty advisor will evaluate the candidate's work and submit a course grade. If the candidate receives less than a grade of B, he/she will be dropped from the Honors Program but will be awarded 3 credits in Nursing 391H if he/she has achieved a passing grade.
4. Honor students are required to make a formal presentation of their work at a colloquium arranged by the faculty advisor and the Honor's Chair.
5. Honor students are encouraged to complete the steps described by Adams Library to submit and place the completed nursing honors project up onto the digital commons. If students have completed the general education honors program, they will graduate with College Honors. Students who complete the honors program in nursing will graduate with Honors in Nursing.

Information Regarding Dismissal from the Honors Program

If the student received less than a grade of B in an independent study course or drops below a 3.0 for overall GPA or 3.25 for nursing GPA, the student will be dismissed from the Nursing Honors Program. If the student demonstrates a conduct issue within the School of Nursing, including but not limited to an issue of academic integrity, the student may also be dismissed from the Nursing Honors Program, according to the discretion of the Curriculum Committee. The faculty project mentor will monitor the student's ongoing eligibility and will report to the Honors Subcommittee if there are any concerns regarding eligibility.

If students wish to appeal an honors grade or dismissal from the Nursing Honors Program, they may appeal that decision through the normal college appeals process. Students may appeal an unsatisfactory evaluation to the Honors Subcommittee, Department Advisory Committee, the Chair, the Dean, the Vice President for

Academic Affairs and the President of the College (in this order). Students must accompany such appeals with substantiating evidence of an incorrect or unfair evaluation.

Plans of Study

General Education Program

In the Fall 2024, Rhode Island College implemented a new, more flexible, general education program. Students may refer to the Rhode Island College Catalog and website for additional information: <https://www.ric.edu/academics/general-education> . Students should also consult with their academic or nursing advisor about the General Education requirements.

The pre-requisites for the new nursing curriculum began Fall 2024, with the new nursing courses beginning in Fall 2025. Below are the plans of study which reflect both curriculums.

(Should a student in the current curriculum need to repeat or take a Nursing course at a time when the course is no longer being offered, the student will transition to the new curriculum).

Basic Baccalaureate Program (Students admitted prior to Fall 25)

BIOL 201/202 (Anatomy & Physiology I), **BIOL 203/204** (Anatomy & Physiology II) **PSYC 230** (Human Development) and **CHEM 121** (Chemistry Fundamentals for Healthcare) are cognate requirements for admission to the School of Nursing. **BIOL 348** (Microbiology) is a cognate that is taken prior to or concurrent with **N223** and **N224**. A grade of “C” or better in each cognate is required.

DEGREE REQUIREMENT CHECKLIST

PRE-REQUISITES AND COGNATES*		COLLEGE-WIDE REQUIREMENTS	
	SEMESTER		SEMESTER
BIOL 201/202 Anatomy & Physiology I	(4)	Math Competency	
BIOL 203/204 Anatomy & Physiology II	(4)	Writing Competency	
BIOL 348 Microbiology*	(4)		
CHEM 121 Chemistry Fundamentals for Healthcare	(4)	CORE COURSES	
PSYC 110 Introduction to Psychology (Pre-requisite for PSYC 230)	(4)	First Year Seminar (FYS)	(4)
PSYC 230 Human Development	(4)	First Year Writing (FYW)	(4)
		Connections (C)	(4)
		RIC 100/NURS 100	(1)/(2)
NURSING REQUIREMENTS		DISTRIBUTION COURSES	
N220 Found. Of Therap. Interventions	(3)	(A) Arts-Visual and Performing	(4)
N222 Professional Nursing I	(3)	(H) History/Philosophy	(4)
N223 Fundamentals of Nursing Practice	(4)	(L) Literature/Language	(4)
N224 Health Assessment	(3)	(M) Mathematics	(4)
N225 Intro to Writing and Research in Nursing	(2)	(NS) Natural Science	(4)
N340 Psychiatric/Mental Health Nursing	(6)	(SB) Social and Behavioral Science (PSYC 110)	(4)
N342 Adult Health Nursing I	(6)	Elective (Any Gen Ed course)	(2)
N344 Maternal Newborn Nursing	(6)		
N346 Nursing of Children and Families	(6)		
N370 Public and Community Health Nursing	(6)		
N372 Adult Health Nursing II**	(6)		
N374 Contemporary Professional Nursing**	(3)		
N375 Transition to Prof. Nursing Practice	(6)		
TOTAL	60	TOTAL CREDITS	120

**NURSING – BASIC STUDENT
RECOMMENDED PLAN OF STUDY
(ADMITTED AS FRESHMEN, PRIOR TO FALL 2024)**

FRESHMAN FALL		FRESHMAN SPRING	
FYS: First Year Seminar	4	FYW: First Year Writing	4
PSYC 110 Introduction to Psychology	4	PSYC 230 Human Development II	4
BIOL 201/202 Anatomy & Physiology I	4	BIOL 203/204 Anatomy & Physiology	4
General Education - Mathematics	4	CHEM 121 Chemistry Fundamentals for Healthcare	4
RIC 100/NURS 100	1/2		
SOPHOMORE FALL (BEGINNING)		SOPHOMORE SPRING (BEGINNING)	
NURS 220 Foundations of Therapeutic Interventions	3	NURS 223 Fund. of Nursing Practice	4
NURS 222 Professional Nursing I	3	NURS 224 Health Assessment	3
NURS 225 Writing in Discipline/Nursing	2	General Education – History/Philosophy	4
BIOL 348 Microbiology	4	General Education – Language/Literature	4
JUNIOR FALL (INTERMEDIATE)		JUNIOR SPRING (INTERMEDIATE)	
NURS 340 Psychiatric/Mental Health Nursing**	6	NURS 342 Adult Health Nursing I**	6
NURS 344 Maternal Newborn Nursing**	6	NURS 346 Nursing Children & Families**	6
		General Education – Visual & Performing Arts	4
SENIOR FALL (ADVANCED)		SENIOR SPRING (ADVANCED)	
NURS 372 Adult Health Nursing II**	6	NURS 370 Public/Community health Nursing	6
NURS 374 Contemporary Professional Nursing**	3	NURS 375 Transition to Professional Nursing Practice	6
General Education – Connections	4	General Education – Elective	4

NOTE: Minimum 120 credits required for graduation. Only two required clinical nursing courses may be taken in any one semester.

***BIOL 348** must be taken prior to or concurrent with **N223 & N224**

Both **N340 & N344 must be completed before **N342 & N346**; **N342 & N346** must be completed before **N372 & N374**; **N372 & N374** must be completed before **N375**.

Basic Baccalaureate Program (Students admitted to Nursing Program for Fall 25 or later)

BIOL 201/202 (Anatomy and Physiology I) & **BIO 203/204** (Anatomy and Physiology II), **CHEM 121** (General, Organic & Biological Chemistry) **PSYC 230** (Human Development) are required to apply to the nursing program. **BIOL 348** (Microbiology) is a cognate that is taken prior to **N232** and **N233**. A grade of “C” or better in each cognate* and each nursing course is required.

DEGREE REQUIREMENT CHECKLIST

PRE-REQUISITES AND COGNATES*				COLLEGE-WIDE REQUIREMENTS	
	WHERE TAKEN	SEMESTER	GRADE	Math Competency/Milestone	Date Completed
BIOL 201/202 Anatomy and Physiology I *			(4)	NURSING REQUIREMENTS	
(Pre-requisite to BIOL 203/204)					
BIOL 203/204 Anatomy and Physiology II *			(4)	NURS 230 Health Promotion and Disease Prevention	(3)
				NURS 231 Pathopharmacology	(4)
BIOL 348 Microbiology*			(4)	NURS 232 Health Assessment of Diverse Populations	(3)
CHEM 121 Chemistry Fundamentals for Healthcare *			(4)	NURS 233 Essentials of Nursing Knowledge & Practice	(6)
PSYC 110 Introduction to Psychology (Pre-requisite for PSYC 230)			(4)	NURS 234W Scholarly Inquiry and Informatics (WID)	(3)
PSYC 230 Human Development *			(4)	NURS 351 Adult Nursing Care of Common Conditions	(6)
CORE COURSES		SEMESTER		NURS 352 Patient Centered Psychiatric Mental Health Nursing	(6)
First Year Seminar (FYS)			(4)	NURS 353 Adult Nursing Care of Complex Conditions	(6)
First Year Writing (FYW) (Writing Competency)			(4)	NURS 354 Innovative Leadership	(3)
Connections (C)			(4)	NURS 381 Family-Centered Care in Pediatric Nursing	(6)
NURS 100/RIC 100			(1)/ (2)	NURS 382 Maternal Newborn Nursing	(6)
Elective			(2)		
DISTRIBUTION COURSES		SEMESTER		NURS 383 Global, Community and Public Policy	(6)
(A) Arts-Visual and Performing			(4)	NURS 384 Nursing Practice Synthesis	(6)
(H) History/Philosophy			(4)	Total	120
(L) Literature/Language			(4)		
(M) Mathematics			(4)		
(NS) Natural Science			(4)		
(SB) Social and Behavioral Science			(4)		
Elective (any general education course)			(2)		

**NURSING – BASIC STUDENT
RECOMMENDED PLAN OF STUDY
(ADMITTED AS FRESHMEN, FALL 2024 OR LATER)**

FRESHMAN FALL 1		FRESHMAN SPRING 2	
Anatomy & Physiology I BIO 201/202	4	Anatomy & Physiology II BIO 203/204	4
FYS or FYW	4	FYS or FYW	4
Introduction to Psych PSYC 110	4	Human Development PSYC 230	4
Math 139 or 240	4	Chemistry Fundamentals for Healthcare CHEM 121	4
NURS 100	2		
	18		16
SOPHOMORE FALL (BEGINNING) 3		SOPHOMORE SPRING (BEGINNING) 4	
Health Promotion & Disease Prevention N230	3	Health Assessment of Diverse Populations N232	3
Microbiology BIO 348	4	Essentials of Nursing Knowledge and Practice N233	6
Pathopharmacology N231	4	Scholarly Inquiry and Informatics (WID) N234W	3
Gen Ed	4	Gen Ed	4
	15		16
JUNIOR FALL (INTERMEDIATE) 5		JUNIOR SPRING (INTERMEDIATE) 6	
Adult Nursing Care of Common Conditions N351**	6	Adult Nursing Care of Complex Conditions N353**	6
Patient Centered Psychiatric Mental Health Nursing N352**	6	Innovative Leadership N354**	3
Gen Ed	4	Gen Ed	4
	16		13
SENIOR FALL (ADVANCED) 7		SENIOR SPRING (ADVANCED) 8	
Family-Centered Care in Pediatric Nursing N381**	6	Global, Community and Public Policy N383**	6
Maternal Newborn Nursing N382**	6	Nursing Practice Synthesis N384**	6
Elective	2		
	14		12
		TOTAL CREDITS: 120	

BIOL 348 must be taken prior to **N232** & **N233**.

****N351 & 352** must be completed before **N353 & N354**; **N353 & N354** must be completed before **N381 & N382**; **N381 & N382** must be completed before **N383 & N384**.

Second Degree BSN

BIOL 201/202 (Anatomy and Physiology I) & **BIO 203/204** (Anatomy and Physiology II), **CHEM 121** (General, Organic & Biological Chemistry) **PSYC 230** (Human Development) are required to apply to the nursing program. **BIOL 348** (Microbiology) is a cognate that is taken prior to **N232** and **N233**. A grade of “C” or better in each cognate* and each nursing course is required.

DEGREE REQUIREMENT CHECKLIST

PRE-REQUISITES AND COGNATES*				NURSING REQUIREMENTS	
	WHERE TAKEN	SEMESTER	GRADE		
BIOL 201/201 Anatomy and Physiology I* (Pre-requisite to BIOL 203/204)			(4)	NURS 230 Health Promotion and Disease Prevention	(3)
				NURS 231 Pathopharmacology	(4)
BIOL 203/204 Anatomy and Physiology II*			(4)	NURS 232 Health Assessment of Divers Populations	(3)
BIOL 348 Microbiology*			(4)	NURS 233 Essentials of Nursing Knowledge & Practice	(6)
CHEM 121 Chemistry Fundamentals for Healthcare*			(4)	NURS 234W Scholarly Inquiry and Informatics (WID)	(3)
PSYC 110 Introduction to Psychology (Pre-requisite for PSYC 230)			(4)	NURS 351 Adult Nursing Care of Common Conditions	(6)
PSYC 230 Human Development*			(4)	NURS 352 Patient Centered Psychiatric Mental Health Nursing	(6)
*Cognate GPA = Grade in BIOL 201/202 & 203/204, Chem 121, and PSYC 230				NURS 353 Adult Nursing Care of Complex Conditions	(6)
				NURS 354 Innovative Leadership	(3)
				NURS 381 Family-Centered Care in Pediatric Nursing	(6)
				NURS 382 Maternal Newborn Nursing	(6)
				NURS 383 Global, Community and Public Policy	(6)
				NURS 384 Nursing Practice Synthesis	(6)
				TOTAL	64
				SECOND ENROLLMENT INFORMATION	
				Overall GPA > 3.0	
				*Cognate GPA > 2.67	

SECOND DEGREE STUDENT SAMPLE PLAN OF STUDY (New)

IF ENTERING PROGRAM IN FALL SEMESTER: FALL (7 CREDITS)		IF ENTERING PROGRAM IN SPRING SEMESTER: SPRING (7 CREDITS)	
NURS 230 Health Promotion and Disease Prevention	3	NURS 230 Health Promotion and Disease Prevention	3
NURS 231 Pathopharmacology	4	NURS 231 Pathopharmacology	4
SPRING (12 CREDITS)		FALL (12 CREDITS)	
NURS 232 Health Assessment of Divers Populations	3	NURS 232 Health Assessment of Divers Populations	3
NURS 233 Essentials of Nursing Knowledge & Practice	6	NURS 233 Essentials of Nursing Knowledge & Practice	6
NURS 234W Scholarly Inquiry and Informatics (WID)	3	NURS 234W Scholarly Inquiry and Informatics (WID)	3
FALL (12 CREDITS)		SPRING (12 CREDITS)	
NURS 351 Adult Nursing Care of Common Conditions	6	NURS 351 Adult Nursing Care of Common Conditions	6
NURS 352 Patient Centered Psychiatric Mental Health Nursing	6	NURS 352 Patient Centered Psychiatric Mental Health Nursing	6
SPRING (9 CREDITS)		FALL (9 CREDITS)	
NURS 353 Adult Nursing Care of Complex Conditions	6	NURS 353 Adult Nursing Care of Complex Conditions	6
NURS 354 Innovative Leadership	3	NURS 354 Innovative Leadership	3
FALL (12 CREDITS)		SPRING (12 CREDITS)	
NURS 381 Family-Centered Care in Pediatric Nursing	6	NURS 381 Family-Centered Care in Pediatric Nursing	6
NURS 382 Maternal Newborn Nursing	6	NURS 382 Maternal Newborn Nursing	6
SPRING (12 CREDITS)		FALL (12 CREDITS)	
NURS 383 Global, Community and Public Policy	6	NURS 383 Global, Community and Public Policy	6
NURS 384 Nursing Practice Synthesis	6	NURS 384 Nursing Practice Synthesis	6

BIOL 348 must be taken prior to **N232 & N233**.

TOTAL CREDITS: 64

****N351 & 352** must be completed before **N353 & N354**; **N353 & N354** must be completed before **N381 & N382**; **N381 & N382** must be completed before **N383 & N384**.

RN to BSN Online Program

RHODE ISLAND COLLEGE – SCHOOL OF NURSING ADVISEMENT FORM- RN-BSN students

A grade of “C” or better in each nursing course is required. Most General Education requirements should be completed before the senior year.

Degree Requirement Checklist

College-Wide Requirements – These requirements may be met through various options		Major Requirements	
College Math Milestone (Separate from Gen Ed Math Distribution)		NURS 208 W Scholarly Inquiry and Practice in Nursing	4 Credits
		NURS 317 Quality, Economics, Equity and Health Financing	4 Credits
Core Courses		NURS 318 Person-Centered Physical and Health Assessment	4 Credits
First Year Writing (FYW)/Writing 100		NURS 371 Global, Community and Public Policy	4 Credits
Distribution Requirements		NURS 377 Contemporary Nursing: Issues, Innovations, and Transformation	4 Credits
Arts- (A)		NURS 378 Capstone (2 cr)	2 Credits
History/Philosophy		Elective 1	4 Credits
Literature/Language		Elective 2	4 Credits
Gen Ed Elective		Total	30 Credits
Social and Behavioral Sciences (SB)		Transfer Credits	
Natural Sciences (NS)		Nursing Credits	37
Mathematics(M)		Other credits (up to 53)	
Connections	Waived	Portfolio	
FYS Seminar	Waived	Credits approved by portfolio	
		Remaining Credits	
Total General Education Credits (must equal 40)		Electives (as needed to equal 120 total program credits)	

30 CREDITS MUST BE EARNED AT RHODE ISLAND COLLEGE FOR GRADUATION.

CLEP AND OTHER PROFICIENCY EXAMS ARE NOT INCLUDED IN THE 30 CREDIT REQUIREMENT.

RN to BSN Second Bachelor Degree Online Program

RHODE ISLAND COLLEGE – SCHOOL OF NURSING ADVISEMENT FORM - RN-BSN Second Bachelor’s Degree Students

This plan of study is for a registered nurse who has earned an associate degree in nursing and a bachelor's degree in another discipline.

Degree Requirement Checklist

Elective	_____ (4 credits)	NURS 208 W Scholarly Inquiry and Practice in Nursing	_____ (4 credits)
Elective	_____ (4 credits)	NURS 317 Quality, Economics, Equity and Health Financing	_____ (4 credits)
		NURS 318 Person-Centered Physical and Health Assessment	_____ (4 credits)
		NURS 371 Global, Community and Public Policy	_____ (4 credits)
		NURS 377 Contemporary Nursing: Issues, Innovations, and Transformation	_____ (4 credits)
		NURS 378 Capstone	_____ (2 credits)
	Total = 8 credits		Total = 22 credits

30 CREDITS MUST BE EARNED AT RHODE ISLAND COLLEGE FOR GRADUATION. Candidates for the degree will take 22 nursing credits and 8 elective credits.

CLEP AND OTHER PROFICIENCY EXAMS ARE NOT INCLUDED IN THE 30 CREDIT REQUIREMENT.

*Must complete N207 and N225 before taking N316, N370 or N376

Advisement

Faculty in the School of Nursing, as well as the Academic Advising department, serve as advisors to students in nursing. Students are assigned an advisor when they declare an intent to major in nursing. Advisor assignments

are available to the student in their MyRIC online account. Nursing-IM students work with a professional academic advisor during the first year in the program, and are assigned a nursing faculty advisor upon admission to the BSN program.

Each student must meet with an advisor each semester in order to be eligible to register for the following semester. Students may contact advisors by telephone, email, Starfish, or during office hours scheduled for advisement.

The advisor and student plan a program of study before course work begins each semester. The program of study outlines the sequence of courses to be taken. Students are encouraged to make additional appointments to discuss matters of concern.

Policies

Admission - Basic Baccalaureate Program Application to the School of Nursing

Students may be admitted to the college as Nursing-Intended Major (Nursing-IM) or Direct Admission students. Nursing-IM students must apply for admission to the nursing program and are selected on a competitive basis. Direct Admission Nursing Students must meet additional criteria to retain their status as a direct admission student. Students who meet these criteria are guaranteed enrollment in the nursing courses. Direct admission students who do not meet the additional criteria may apply to the program following the same process for Nursing-IM Students but are not guaranteed admission. The criteria and enrollment/application process for both Nursing-IM and Direct Admission Students is outlined below.

Direct Admission

Students selected for direct admission to the nursing program upon admission to the college must apply to enroll in the nursing courses upon completing all required courses. Student records will be reviewed to ensure completion of all requirements for direct admission to begin the clinical nursing courses beginning with NURS 230 and NURS 231. These requirements include:

1. Students must be admitted to Rhode Island College and be an Intended Nursing Major.
2. Completion of Rhode Island College Mathematics Competency & Writing Requirement. * (*Refer to the Bulletin of Rhode Island College Catalog for descriptions of the Math Competency and Writing Requirements)
3. Completion of or enrollment in Biology 201/202, Biology 203/204, Chemistry 121 and Psychology 230 with a minimum grade of C in each course and a minimum overall grade point average of 2.67 (B-) in these 4 courses. (The minimum cognate GPA requirement will be reviewed at the end of each semester once grades are posted.)
4. Student may not have repeated more than one course
5. A minimum RIC cumulative grade point average of 3.5 for students who have taken any RIC courses. The GPA minimum requirement of a 3.5 must be met at the time of application and at the end of the semester.
6. Completion of Enrollment Form signed by the faculty or academic advisor and submitted electronically to the School of Nursing by October 15 or April 15 of the preceding semester.

Admission Decisions

Direct admission students who meet the above criteria will receive notification of approval to begin the nursing courses by e-mail and in turn, these students must provide e-mail confirmation of enrollment. Direct admission students who do not meet the above criteria are not guaranteed admission to the program, but may apply for acceptance to the program following the process below:

Application to the School of Nursing

The review of applicant records is a comprehensive process and includes review of all grades in cognates required for admission (PSYC 230, BIOL 201/202, BIOL 203/204, and CHEM 121) and overall GPA with preference given to those applicants with the highest records of academic achievement. The School of Nursing reserves the right to consider other factors in admissions decisions. Each application is considered in relation to other applicants applying at the same time without regard to previous applications. Preference is given to students initially admitted to the college as freshmen. Students can apply to the School of Nursing a total of three times.

Admission Requirements for All General Declared Nursing Majors

1. Completion of Enrollment Form signed by the faculty or academic advisor and submitted electronically to the School of Nursing by October 15 or April 15 of the preceding semester.
2. Students must be admitted to Rhode Island College and be an Intended Nursing Major.
3. Completion of Rhode Island College Mathematics Competency & Writing Requirement. *
(*Refer to the Bulletin of Rhode Island College Catalog for descriptions of the Math Competency and Writing Requirements)
4. Completion of (within the past 10 years) or enrollment in Biology 201/202, Biology 203/204, Chemistry 121 and Psychology 230 with a minimum grade of C in each course and a minimum overall grade point average of 2.67 (B-) in these 4 courses. (The minimum cognate GPA requirement will be reviewed at the end of each semester once grades are posted.)
5. A minimum RIC cumulative grade point average of 3.0 for students who have taken any RIC courses. The GPA minimum requirement of a 3.0 must be met at the time of application and at the end of the semester.
6. For second degree and transfer students, a weighted cumulative GPA of all courses taken at any college must also be at least 3.0. Transcripts of college courses taken at RIC and elsewhere must be included with the Enrollment Form.
7. Students transferring from other nursing programs (or who have taken nursing courses elsewhere) are required to forward a letter of good standing from the previous nursing program to the School of Nursing Undergraduate Program Director.

Admission Decisions

Accepted: Students receive notification of acceptance by email and in turn accepted students must provide email confirmation of enrollment.

Not Accommodated: Students who meet minimum requirements for admission but who cannot be accommodated will need to submit a new application for enrollment in a subsequent semester. Students who are not accommodated may reapply two additional times.

Admission - RN to BSN

1. Admission to Rhode Island College through the Office of Undergraduate Admissions at <https://www.commonapp.org/> and declaration of nursing as the major.
2. Graduation from an accredited degree/diploma program
3. A minimum cumulative grade point average of 2.50.

4. Current unrestricted RN license in state of practice.

Transfer Credits

- Students may transfer up to 90 credits inclusive of 37 nursing credits.
- Transcripts will be audited to determine achievement of required General Education Program courses:
 1. Completion of College Math Milestone and Writing Requirement
 2. Mathematics
 3. Natural Science
 4. Social and Behavioral Science
 5. Arts – Visual and Performing
 6. History/Philosophy
 7. Literature/Language
 8. Elective
- Students who have not completed the GEN ED requirements are required to take these courses while enrolled in the online program.

Admission Requirements for Registered Nurse - Second Degree

Students applying to the RN to BSN Program include submission of the admission application to the Office of Undergraduate Admissions by June 1 for fall semester enrollment or by November 1 for spring semester enrollment. Once the application and all credentials have been received, the admissions office notifies the RN to BSN candidate to schedule an appointment with the BSN Program Director to determine the courses needed to meet the requirements for the second bachelor's degree. Upon admission to the college, the RN to BSN second-degree candidate will then meet with and be advised by the RN to BSN Online Program Director.

Transfer Students

Transfer students accepted into the College as an Intended Nursing major must meet the program admission requirements and must submit a secondary application for enrollment to the School of Nursing. As noted under Admission Requirements, a student transferring from another nursing program is required to forward a letter regarding their status upon exiting the program from the head of the previous program. This letter must indicate that the student left the program in good standing.

Transfer students who have taken courses in nursing at another BSN program who want consideration to receive credit for nursing courses taken will only be allowed to request credit for the beginning level nursing courses – NURS 230 and NURS 231. The student must have been in good standing at the prior institution and must first be admitted to the nursing program before any consideration for nursing course credit will occur.

Once admitted to the nursing program, the student needs to provide a syllabus for any nursing course they are requesting credit for and must have earned a B or better in the course. A transcript from the prior institution needs to also be provided. The RIC SON Admissions Committee will review the syllabus to determine if the course is equivalent to the requested course for credit. Depending on the syllabus review, the student's plan of study will be adjusted to reflect any beginning level nursing course(s) accepted for credit in the nursing program. This policy is only for students who have transferred to RIC from other Baccalaureate nursing programs.

Once students are admitted to Rhode Island College Onanian School of Nursing, they are not allowed to take nursing courses elsewhere and receive credit for them.

Background Screening

All students entering the nursing program are required to submit a Bureau of Criminal Identification and Investigation (BCI) checks, as part of the program's compliance with professional standards and clinical site requirements. Compliance with this requirement is essential for clinical placement and progression. At the time of admission, students receive information regarding the process to follow to initiate a background check. BCI checks need to be completed annually thereafter per clinical guidelines (RI Attorney General and/or Castle Branch) and additional checks may be required during the program.

Students must report any new charges or other circumstances that may impact their standing immediately to the BSN Program Director. Any evidence of criminal activity or other activity contradictory to the ANA Code of Ethics or School of Nursing policies may be cause for disciplinary action including suspension or dismissal from the program.

If a background check reveals any issues or findings:

1. The student will be required to schedule a meeting with the Dean.
2. The purpose of this meeting is to discuss the nature of the findings, determine any potential impact on the student's ability to participate in clinical placements or continue in the program, and explore possible resolutions.

Failure to comply with this policy, including refusal to meet with the Dean or their designee, may result in disciplinary action up to and including dismissal from the program.

This policy is in place to ensure the safety of patients, adherence to clinical site standards, and the integrity of the nursing program.

Graduates of the program are eligible to apply to take the National Council Licensure Exam for Registered Nurses (NCLEX-RN) exam for licensure as a Registered Nurse in any state. Bureau of Criminal Identification checks are required as part of the licensing process. An applicant who has a criminal record may be required to submit additional information to the Rhode Island Board of Nurse Registration and Nursing Education. The Board reserves the right to make final decisions about licensure.

Retention

Criteria for retention in the basic baccalaureate nursing program are:

1. All cognates must be completed before junior (intermediate) year.
2. A "C" grade or better in each nursing course. Only one nursing course may be repeated.
3. A "C" grade or better in each cognate course.

Students in both the basic baccalaureate and RN to BSN programs must achieve a grade of C or better in all required nursing courses. One course in nursing may be repeated once. A student who receives two grades of less than "C" in required courses in nursing will be dismissed from the program. Students must pass all critical behaviors that are indicated on the clinical evaluation form in order to pass the course. Students who withdraw from a course after receiving a clinical failure will be considered to have failed the course for the purpose of the Onanian School of Nursing Retention policy.

If a student's performance in clinical is considered to be unsatisfactory at any time during clinical, the student will be notified with a [Student Performance Improvement Plan](#) (SPIP). When possible and appropriate, students will be provided opportunities to improve performance necessary to meet requirements; however, students may receive a failure at any time based on the nature and severity of a student's unsatisfactory performance (i.e. unprofessional or unethical behavior or risk to patient safety).

If a student withdraws from a course for the first time, see [Withdrawal from a Course](#).

If a student fails a nursing course for the first time, the student must request via email to the undergraduate nursing department chair that the student be placed in the course for the following semester. The student will be placed in the course after all other students have enrolled for the particular semester on a space available basis.

The faculty reserves the right to recommend withdrawal or dismissal from the nursing program of a student who gives evidence, academically or personally, of inability to carry out professional responsibilities in nursing. Any student dismissed from the program may appeal the decision by completing a petition to the Student Outcomes Committee. Petitions are available in the Nursing Office. For further information or clarification of the process of appeal/grievance, use the following link for the College complaint resolution policies:

<https://our.ric.edu/documents/manual-academic-policies-and-procedures>

Petitions

Students seeking appeal of nursing program policies related to admission, retention or dismissal may petition in writing to the appropriate committee. The following committees consider student appeals:

1. Waiver of a retention policy or course prerequisite (basic baccalaureate program) – Student Outcomes Committee
2. Academically dismissed and seek reinstatement - Student Outcomes Committee
3. Other – please specify

Procedure:

Petition for waiver of a School of Nursing policy* that is affecting an individual student.

1. The student brings the concern of the course failure to the attention of their advisor as soon as the student becomes aware of a course failure or potential course failure.
2. The student completes the [SON Petition form](#) which can be found on the School of Nursing website. (Note – Must clearly describe the request that is being made, the decision asking to be considered and all relevant details of the circumstances surrounding the situation.)
3. The petition form must be signed by the student and their faculty advisor; in the absence of the faculty advisor, the BSN Program Director may sign the petition.
4. The completed form along with any supporting documents is submitted to the relevant committee via email to SONStudentoutcomes@ric.edu, Nursingadmissions@ric.edu, or the RN Committee Chair.
5. The Student Outcomes Committee will schedule a petition meeting that occurs one (1) week after the last day of finals (nursing academic advisors will be informed of the date of the petition meeting).
6. The date of the SOC petition meeting will be scheduled at the beginning of the semester and posted on the SON calendar to allow for faculty planning.
7. Within (5) business days following the Committee Petition Meeting, the Committee decision will be forwarded to the student and their advisor.
8. If the student is not satisfied with the resolution, the student has the option to appeal the decision to the Undergraduate Department Chair within 10 business days. If the student is not satisfied with the decision of the Undergraduate Department Chair, the student then has the option to appeal to the Dean of the School of Nursing within 10 business days. The decision of the Dean is final.
9. The above process is to be utilized only when the student is appealing a policy of the School of Nursing.

*If you are appealing a decision made by an individual faculty member (ie. Grade) or you have an issue with a college policy, the student should utilize the Academic Grievance Procedure.

For additional information related the college Academic Grievance Procedure, please see the [RIC Student Handbook](#) or [Manual of Academic Policy & Procedure](#).

Withdrawal from a Course

1. Students who withdraw from a Nursing course must notify the BSN Program Director.
2. Students who withdraw from a course after receiving a nursing clinical or lab failure will be considered to have failed that course for the purpose of the School of Nursing [Retention](#) policy.
3. Students who withdraw from a course will only be able to register for the same course in the subsequent semester if space is available after the end of the regular registration period. Students should submit a letter to the Undergraduate Department Chairperson indicating their plans for future study in the program.
4. Students need to complete the [Undergraduate Withdrawal Form](#) prior to withdrawing from a course.
5. Please note the College policy regarding withdrawals: <https://our.ric.edu/departments-directory/registrar-office/registrar-office-forms-and-processes/course-withdrawal-form> and <https://www.ric.edu/documents/manual-academic-policies-and-procedures> (page 25).
6. The Dean in consultation with faculty of the School of Nursing reserves the right to withdraw or dismiss from the nursing program a student who fails to progress due to multiple withdrawals.

Leave of Absence from Nursing Courses/Program

A student who interrupts his/her nursing program of study or who withdraws from the program must submit a letter to the Undergraduate Department Chairperson and complete the corresponding online form ([Leave of Absence/Withdrawal](#)). See also [RIC Student Handbook](#).

Upon return from the leave of absence, the student must again notify the Undergraduate Department Chairperson, prior to the end of the previous semester, and complete the corresponding online form (found above). A student who interrupts their program for two semesters without notifying the Undergraduate Department Chairperson may be eligible to register for course(s) needed to complete the program only if space is available.

Undergraduate degree candidates who have withdrawn from Rhode Island College must meet the College requirements for readmission (see current College catalog on Rhode Island College home page). If the student interrupts his/her nursing program for three semesters or longer, the student must apply for readmission to the nursing program and must meet current admission requirements. Students may be required to pass one or more examinations to establish that their nursing knowledge base remains consistent with current theory and practice.

Progressive Standardized Testing

The School of Nursing contracts with Elsevier (HESI) to provide nursing students with a comprehensive testing and review package that enhances the professional program.

The complete package of assessment and review materials provides students with a variety of testing opportunities and written resources. Students receive learning resources, including case studies, clinical video skills, adaptive question formats, practice ("non-proctored") tests, and standardized ("proctored tests") in specific nursing content areas.

- Completing Elsevier-related assignments, as determined by each specialty, are worth 10% of the course grade. This percentage will be applied only after the minimum exam average of 74 has been achieved.

The HESI tests are offered in a computerized format. Some (non-proctored) tests are for practice; other tests are monitored and taken at a specific date, time and place. Students may take the practice tests on a home computer or on the computers in the library. Our goal is for all students to achieve an acceptable percentile on each specialty test. Students whose scores fall below this percentile are expected to participate in individually designed remedial efforts. Directions for logging on and utilizing the HESI website are provided upon entry into the program and at the beginning of each course.

The HESI system requires that students be able to use the computers on campus or personal laptops at home. Each student must have a valid Student ID and computer account to use the college computers for testing. Information about computer accounts is available from Technology Center staff or nursing faculty and staff. Please test your ability to use the network at the college at the beginning of each semester. All HESI standardized proctored exams require live (in person with faculty) proctoring.

All students will take a HESI Specialty exam in the following courses: N233, N340, N342, N344, N346, N372, N374, and they take a Final Exit HESI exam in N375; (those admitted starting fall 2025 will take a Final Exit HESI exam in N384).

- Students are expected to arrive 10 minutes before the scheduled start of the HESI Assessment.
- If a student is more than 10 minutes late for any HESI exam, the student will forfeit the attempt and will only have the retake attempt (or prior attempt if late for the retake) count toward their HESI exam grade.
- Prior to proctored HESI Specialty exams, all students must complete the Practice Exam for each course. Failure to complete the Practice Exam may affect success on the proctored HESI exam.
- All students who do not achieve the benchmark of 850 on all HESI exams will be required to complete a retake of the exam. The retake for HESI Specialty exams will be scheduled on a date approximately two weeks after the first attempt. The HESI Exit exam retake will be scheduled on a date prior to when senior grades are due.
- Students must take at least 1 attempt to earn any percent toward the HESI exam grade.
- Students will have **two attempts** to complete the HESI exam. The **higher conversion score** from the two attempts will be used to calculate the exam grade.
- Students achieving 850 or higher on the first attempt, may opt to participate in the HESI retake.
- Students not achieving an 850 or higher **MUST** participate in the HESI retake.
- The conversion score of the HESI assessment will be equal to a course exam grade (minimum 10%) and part of the overall course grade.
- If **no attempts**, the student will receive **an Incomplete** for the course and will need to take the missed HESI specialty exam when it is offered **at the end of the following semester** – regardless of personal circumstances, COVID-related or not, or situations out of the SON control.
- If a 2nd attempt is not offered by the SON for any reason (ability to proctor in person, inclement weather, COVID-related circumstances, etc.), the conversion score of the 1st attempt will be used.
 - Example: Sample score of HESI score is 583, then Conversion score is 54.21.
 - $54.21 \times 10\% = 5.42$; (5.42 points will be included toward the exam grades).
- If for any reason, the HESI exams are not able to be administered by the SON at all, the % allotted for the HESI exam grade will be equally distributed over the course exams.

- Example: A course has 4 exams each worth 20% =80%. If no HESI exam is administered, the 10% (allotted for the HESI exam grade) would be evenly distributed over the 4 exams – each exam in the example would then be worth 22.5%=90%

Students with Disabilities

Rhode Island College is required by law to ensure that students with documented disabilities are provided with the reasonable accommodations necessary to effectively address their individual educational needs. Students seeking course accommodations for a disability must first register with the Center for Disability Access (CDA). The Center for Disability Access will notify me about approved accommodations. Accommodations are not retroactive. Please submit requests to the CDA as soon as you think that you will need to utilize accommodations in this course. Once you have made your request to have your accommodations sent to faculty, the CDA will process your request and send your accommodation letter out to faculty.

To make an appointment, please call 401-456-2776 or TTY (via RI Relay 711), or email at cda@ric.edu. The Center for Disability Access Office is located in Gaige Hall 320.

See Testing Accommodations - How to Book a Test at: <https://our.ric.edu/department-directory/center-disability-access/testing-accommodations>

For more information, visit the Disability Services Center's website at <https://our.ric.edu/department-directory/center-disability-access>

To receive academic accommodations at the college for any nursing class please meet with your professor at the beginning of the semester to submit the appropriate forms.

Note: ("Students seeking **Testing, and/or Classroom** accommodations should request accommodations as soon as possible *after enrolling in classes for the upcoming semester or at least within the first two weeks of the semester.*")

Permanent disabilities should be documented with the DSC. Accommodations that may be appropriate will depend on individual circumstances. Temporary conditions such as infectious disease, broken bones, or medical conditions related to standard pregnancy are not recognized by the ADA as eligible for ADA protection or disability-related accommodations per federal disability law such as the Americans with Disabilities Act of 1990, amended in 2008. Some medical conditions that occur during pregnancy may qualify for reasonable accommodations under the ADA. Disability status will be verified and evaluation will be made whether a requested accommodation is reasonable. An accommodation is not considered reasonable if it poses a direct threat to the health or safety of the student or others, if making the accommodation requires a substantial modification in an essential element of the curriculum, if it lowers academic standards, or poses an undue administrative or financial burden. Essential clinical skills must be demonstrated, with or without an accommodation, and the use of an intermediary will normally not be considered a reasonable accommodation.

The Math Calculation Competency specifically in NURS 223, NURS 340, NURS 342, NURS 344, NURS 346, & NURS 372 including the ability to make calculations within a specified period of time, is considered an essential clinical skill and, for that reason, extended testing times are not considered to be a reasonable accommodation for such testing.

Inclusive Classroom

At Rhode Island College, administrators, faculty, and staff are committed to the creation and maintenance of inclusive learning spaces. These are classrooms, labs, and other places of learning where you will be treated with respect and dignity and where all individuals are provided equitable opportunity to participate, contribute, and succeed. In our course, all students are welcome regardless of race/ethnicity, gender identities, gender expressions, sexual orientation, socio-economic status, age, disabilities, religion, regional background, Veteran status, citizenship status, nationality and other diverse identities that we each bring to class. The success of an

inclusive classroom relies on the participation, support, and understanding of you and your peers. We encourage you to speak up and share your views, but also understand that you are doing so in a learning environment in which we all are expected to engage respectfully and with regard to the dignity of all others

Classroom Learning Environment

The classroom setting is the location where much learning occurs. The classroom environment may be a factor that influences learning. In consideration of one's individual learning as well as that of others, students are requested to mute computers and phones during lecture, seminar and laboratory sessions. Texting or using social media during class sessions is not appropriate. When we are in a remote classroom setting (due to Covid or other situations), it is preferred to have videos on during class, or minimally, a profile picture is requested to help create a classroom environment and allow faculty to associate students' names with faces when videos are off. Unmute computers to ask or respond to questions during class.

Out of respect for the privacy of the individual members of the class as well as the faculty, videotaping of lectures, practice sessions or demonstrations is not permitted. Audio taping may be allowed with specific permission from the instructor.

Children are not allowed be present in the classroom or clinical areas. Please be aware of lecture/class/simulation content during remote classroom use may not be suitable for children.

Pets are not permitted in the classroom or other learning environments. Exceptions are made only for service animals as defined by the Americans with Disabilities Act (ADA). Please note that Rhode Island law prohibits misrepresenting an animal as a service animal. Any violation of this law may result in disciplinary action in addition to legal consequences.

Attendance and punctuality are expectations for all nursing classes and clinicals. Arriving to class on time develops the excellent habit of punctuality, illustrates a commitment to learning and helps reduce classroom interruptions and distractions for all students. The Zvart Onanian School of Nursing supports students to achieve their full potential and to do this sets high expectations for attendance and punctuality at all classroom and clinical sessions. Attending class regularly and on time has a positive impact on learning, and progress, and consequently provides the best chance for success. Furthermore, arriving late to class is behavior that disrupts the classroom learning environment. Please refer to the [Rhode Island College Student Handbook](#).

Academic Honesty

The School of Nursing at Rhode Island College recognizes that the nursing profession is based on a standard of honesty and personal and professional integrity. In order to achieve the missions of the College and the Zvart Onanian School of Nursing and develop the high ethical standards required of nursing practice, academic honesty is an integral part of the nursing program. Students and faculty are jointly responsible for upholding the ideals of honor and integrity by refusing to betray the trust bestowed upon every member of the Rhode Island College Onanian School of Nursing community.

Rhode Island College School of Nursing students are expected to be familiar with and incorporate the [American Nurses Association \(ANA\)](#) Code of Ethics for Nurses into their professional behavior and conduct. Any violations in these moral and ethical responsibilities may result in disciplinary action including suspension or dismissal from the nursing program.

It is an expectation that everyone commits to academic integrity as it is the foundation of the academic community and applies to online and in-person delivery formats. This means that all academic work is done without plagiarism, cheating or unauthorized assistance. Students are not to have cell phones or smart devices

(ie. watches, glasses) on their person during testing. The use of unauthorized technology during exams constitutes a violation of academic integrity. Students who violate college rules on academic integrity are subject to disciplinary penalties, including the possibility of failure or removal from a course, disciplinary probation, and/or dismissal from the nursing program or college (For additional information, see [Academic Standards](#)).

Please note that posting or sharing (verbally or electronically) of any exams, assignments, or other academic materials related to your nursing coursework on any public or private websites, forums, or social media platforms is strictly prohibited. This includes, but is not limited to, course-specific exams, quizzes, homework, instructor-provided study guides, and any other proprietary content (i.e. Coursepoint, V-Sim responses, Elsevier/HESI content/responses).

Unauthorized distribution of these course materials is a violation of academic integrity and may result in disciplinary penalties, including but not limited to suspension, or dismissal, from the nursing program. Furthermore, sharing such materials online can compromise the integrity of the nursing program and the value of your degree. Your cooperation is appreciated in maintaining a fair and honest academic environment. If you have any questions or need clarification about this policy, please speak with your nursing faculty.

The Goals of the Academic Honesty Policy in the School of Nursing are to:

- Promote a culture of academic honesty within the School of Nursing.
- Increase understanding of acts that are designated as academically dishonest behaviors.
- Maintain the academic reputation of the School of Nursing.
- Clearly define the process related to matters of academic dishonesty.

Artificial Intelligence (AI)

Artificial Intelligence (AI) Although the appropriate use of AI in nursing and healthcare can add benefits that enhance the quality and safety of patient care, inappropriate use of AI carries negative consequences in both the academic and clinical settings. In the academic setting, the use of artificial intelligence (AI) technology may limit critical-thinking, problem-solving, and the development of professional skills that are required of students enrolled in nursing courses. AI technology may include the use of programming engines, software, and/or assignment generating programs. Students in nursing courses must adhere to the syllabus in each course regarding the appropriate use of AI in the preparation or development of course assignments. Unauthorized use of AI represents a violation of academic integrity, and will not be tolerated. If a student is found to have used unauthorized AI to prepare and/or develop a graded assignment, penalties may include, but are not limited, a score of zero on the assignment, failure of the course, suspension from the program, or expulsion from the college. If you have questions about AI websites, software, or technology, please contact course faculty to discuss prior to submitting an assignment.

Grading System

Grades in nursing courses will be calculated using the following scale:

Cum Index	Grade	Ranges
4.0	A	93-100
3.67	A-	90-92
3.33	B+	87-89
3.00	B	84-86
2.67	B-	80-83
2.33	C+	77-79

2.00	C	74-76
1.67	C-	70-73
1.33	D+	67-69
1.00	D	63-66
0.67	D-	60-62
.00	F	0-59

Rounding Policy

A student must achieve a minimal final course grade of 74 for successful completion of every nursing course. Each individual examination score is reported to the hundredth place, e.g. 92.76 and not rounded up. Only the final course grade will be rounded up. A final course grade of X.50 will be rounded to the next highest whole number (example 72.50 = 73). A final course grade of X.49 would not round up (example 72.49 = 72).

Grade Appeal

Grading student work is one of the central responsibilities of faculty members, and they take this responsibility very seriously. Grading is the exclusive responsibility of each faculty member. Therefore, absent a calculation error or other mistake by the professor which the professor determines justifies submission of a grade change, grades are final. There are no grounds for appeal of a grade by a student except upon evidence of misconduct on the part of the faculty member such as: i) assignment of a grade on some basis other than the faculty member's assessment of the student's performance in the course; ii) assignment of a grade by arbitrary or capricious application of standards different than those applied to other students in the course; or iii) assignment of a grade under standards that are a substantial and unreasonable departure from the instructor's initially articulated standards.

Registration

Basic Baccalaureate Program

- General registration procedures are described in the [Rhode Island College Bulletin](#).
- Registration for nursing courses is centrally managed by the School of Nursing for all enrolled nursing students (students do not self-register for nursing courses).
- **Registration Process:**
 - Shortly after mid-term, students will receive a Qualtrics Survey via their RIC email providing information and options related to lecture/clinical for the upcoming semester. There are questions that provide students an opportunity to rank order their clinical preferences, share extenuating circumstances, and indicate whether they have priority registration (i.e. CDA, Athletes, and Veterans).
 - When a student's registration day and time slot open, they will register into a "Dummy" Clinical Section-15 that is linked to a "Dummy" Lecture Section-003 (that will be only option). Both courses will be labeled To Be Announced (TBA).
 - Students in NURS 375 will register into a "Dummy" Clinical Section-15 that is linked to "Dummy" Seminar Section 004.
 - *Placement in N375 clinical is based on site and space availability and the need to balance varying numbers of students in limited clinical placements/partners. Where possible, students' preference may be taken into consideration. The priority is that students receive required clinical hours and experiences that support meeting course competencies and successful course completion. Please note the majority of placements are adult health focused.
 - When preparation is complete, and required clinical documents have been submitted, students will be moved out of the "Dummy" courses and enrolled into the actual clinical courses/lectures.

An email will be sent to students notifying them of the enrollment; placement into which specific section can be seen in the student's MyRIC account.

- **Failure to submit required clinical site-specific documents by the specified due date will result in a "Clinical Hold" being placed on your account. This in turn will delay your progression in the program.**

RN to BSN Program

- RN students must be accepted into Rhode Island College and have an unencumbered Rhode Island RN license in order to register for N208W and N317.
- N208 and N317 are prerequisites for N371 and N377
- N371 and N377 are prerequisites for N378

Health & Wellness Policies

Immunization Requirements

The Rhode Island College Onanian School of Nursing must comply with the policies of its clinical agencies as well as with **Rhode Island Regulation 216-RICR-20-15-7.6.1.B**. All nursing students must meet the health requirements below:

Health Requirements

Every year students must provide the Office of Health Services with evidence of compliance with health requirements. Before beginning some clinical nursing courses, students may be expected to meet additional health requirements. All nursing students must provide the following documentation:

- *An Admission physical examination.*
- *COVID-19 Vaccination (1-2 doses based on manufacturer of vaccine) AND one Booster OR COVID-19 Bivalent vaccine*
- *One dose of tetanus/diphtheria/pertussis (Tdap) if it has been ten or more years since last dose of tetanus/diphtheria (Td).*
- *Two MMR's (Measles, Mumps, Rubella) OR blood titers confirming immunity*
- *Hepatitis B vaccine (a series of three immunizations over a six-month period). A Hepatitis B Surface Antigen titer to confirm seroconversion is recommended 1-2 months after the final dose.*
- *Provider documented proof, including date and age, of Chicken Pox disease OR a Varicella titer confirming immunity OR two doses of Varicella vaccine.*
- *Annual QuantiFERON Gold negative blood test OR initial 2-step PPD tuberculin skin test, and yearly PPD updates.*
- *Influenza vaccine each fall.*

Students need to upload immunization results to their Rhode Island College Medcat portal and then need to send a copy of their RIC Immunization Record to the Clinical Administrator (Clinicalcoordinator@ric.edu), as instructed each semester. *(The Clinical Administrator and faculty do not have access to a student's Medcat portal).*

Students will not be admitted to the first class meeting of a nursing practicum course without having complied with the health requirements. Proof of immunization may be obtained from your physician, high school, previous college or university, military record, and/or from blood titers.

The COVID vaccine cannot be waived; however, students may select from approved vaccine options to choose the vaccine that best aligns with their individual needs and preferences.

Health and Immunization Requirements Checklist – Please see [Appendix A](#)

[Health Services](#) is located in Browne Hall and can be reached at (401) 456-8055.

If you wish to schedule an appointment for immunization at Health Services, please note the following:

- Health Services participates in the free vaccine program through RIDOH and immunizations are available to all students for no cost.
- Plan to spend 15 minutes at Health Services after a vaccine is administered to be sure there is not a reaction.
- If you feel you have had adequate immunizations in the past but are unable to access your records (from provider, high school or other college), you may elect to have a blood titer drawn to document immunity. These titers are available through Health Services.
 - Titer(s) are processed through Eastside Clinical Lab (ESCL) self-pay prices* are:

Hepatitis B: \$11.50

Rubeola (Measles): \$10.71

Rubella: \$9.96

Mumps: \$10.71

Varicella (chicken pox): \$7.50

QuantiFERON Gold (TB blood test): \$38.38 (the only health insurances that cover this test are Neighborhood Health, the schools health insurance, and Tricare).

- Health Services does not bill insurance companies (private or school insurance). Most major carriers do not reimburse for immunizations given to students over 18. Check with your insurance company for details.

(*Prices are subject to change by ESCL)

Work-Life Balance

The faculty of the School of Nursing acknowledges that it frequently is necessary for students to work but suggests that students limit hours of employment to 16 hours/week whenever possible. This recommendation is based on experience that an excessive employment commitment interferes with the educational experience of the students, including opportunities for participation in cultural, social and other activities.

Tobacco/Smoking/Vaping Policy

The Rhode Island College School of Nursing is dedicated to maintaining a healthy work and learning environment. While the College already prohibits smoking/vaping inside its buildings and facilities, the SON policy prohibits smoking, vaping or use of tobacco products, and consumption of alcoholic beverages by students while in uniform* or at any time when representing the School of Nursing.

*See Student Dress Code Policy

Substance Use/Fitness for Duty Policy

Philosophy

Nursing students at Rhode Island College are expected to conduct themselves professionally at all times. Professionalism includes appropriate dress, consistent class attendance, academic integrity, successful completion of course responsibilities, and professional behavior in nursing courses, both on campus and at clinical locations. Students are expected to adhere to all applicable College Code of Conduct policies. Non-adherence to the professional standards of behavior requires corrective action. Failure to comply with expectations will result in discipline ranging from written Student Performance Improvement Plan (SPIP) to dismissal from the Nursing program.

The Rhode Island College School of Nursing is committed to health promotion and maintenance of a healthy lifestyle. To fulfill this expectation, nursing students must be free of chemical impairment during participation in any aspect of the nursing program including classroom, laboratory and clinical settings. Substance use compromises the learning environment, impairs judgement and interferes with the ability to provide safe, effective and supportive care. Appropriate treatment of substance abuse and addiction is critical to nursing education and practice.

Substance Use Definition

A chemically impaired student is a person who is under the influence of, or has abused, either separately or in combination: alcohol, over-the-counter medication, illegal drugs, prescribed medications, inhalants, or synthetic designer drugs. Abuse of the substances includes episodic and chronic use that has produced psychological and/or physical symptomatology, which interfere with the student's ability to fulfill role expectations. Substance use is not permitted while in the academic or clinical setting.

Fitness for Duty

The purpose of this Fitness for Duty policy is to ensure the safety and well-being of nursing students, faculty, patients, and staff by addressing concerns related to suspected substance use or impairment. Accordingly, nursing students are not permitted to participate in clinical when in any aspect of the nursing program including classroom, laboratory and clinical settings if exhibiting the impact of fatigue, appear to be "under the influence" of drugs or alcohol, or otherwise appear to be unable to safely perform the duties of their role.

A nursing student is not considered to be "fit for duty" if they are "under the influence" of alcohol or any substance, (including, but not limited to illegal drugs, prescription or non-prescription medications that appear to have caused physical or mental impairment), or otherwise appear to be physically or mentally impaired. Refer to the Fitness for Duty Nursing Faculty Documentation Form of this policy for guidance.

Self-Identification

Nursing students who are unfit for duty are encouraged to voluntarily seek assistance from Rhode Island College's Counseling Center. You can call the counseling Center at **456-8094** or request help here: [Request help](#). For additional support: RICovery is an on-campus organization that has formed an educational community for students in and around recovery and aims to create a safe and open environment for students to receive support from each other as well as learn about recovery. (ricoveryorg@so.ric.edu)

****If you or someone you know is struggling with substance use, please know that help is available.
You are not alone – support is here for you.**

Reasonable Suspicion

It is everyone's responsibility to bring any student behavior that may be viewed as unsafe to their impairment. The nursing faculty will make this determination based on observation of the student as applicable.

Nursing Faculty Procedure

This behavior and health problem must be immediately addressed when identified within the nursing student population. Following are the procedures to be followed when a student is suspected of being chemically impaired.

If a nursing faculty member has a reasonable suspicion that a nursing student is impaired, the student will not be permitted to stay at the clinical site. the faculty member should notify the Program Director immediately.

Additionally, they should:

1. Inform the student that they will need to arrange for transportation for pick up from the site. The student should not be allowed to drive themselves from the clinical site. If the student is not able to secure transportation, the Program Director will notify the student's emergency contact, or call Emergency Medical Services.
2. Complete the Fitness for Duty Faculty Documentation Form.
3. Complete a Student Performance Improvement Plan (SPIP).
4. A clinical make-up assignment may be issued as appropriate.
5. Complete a **non-exposure incident report** (see [Appendix C.](#)) and submit to the BSN Program Director. The Program Director will inform the Department Chair and the Dean. The Program Director will inform other clinical faculty members involved with the student during that semester on a "need to know" basis. A copy of the report will be placed in the student's file.
 - a) The supervising faculty member is responsible for completing the Fitness for Duty form, the non-Exposure Incident Report, and the SPIP and submitting it to the SON BSN Program Director before the end of the business day in which the incident occurred.
 - b) The student will also receive a copy of the Fitness for Duty Form, incident form, and SPIP and will be referred to Health Services Office for follow-up medical care, including counseling. The College Insurance Rider provides financial coverage for follow-up.

A group conference will be convened within one week to convey concern for the student's welfare and to present the student with procedural requirements. The conference group consists of the involved student and faculty member, and the appropriate Program Director. If chemical impairment is suspected, students are required to undergo medical evaluation of chemical dependency and determination of a treatment plan. Students may be required to enter into a Nursing Student Wellness Contract for ongoing treatment, and support as well as random drug testing and monitoring based on the professional evaluation.

6. During the conference the academic consequences resulting from chemical impairment will be explained. The student will be requested to agree to the contract and to confirm understanding of both the terms and the academic consequences of the contract by signature. Should the student choose not to agree to the contract, he/she will be dismissed from the nursing program.
 - a) Participation in clinical nursing courses will not be permitted until the terms of the contract are fulfilled.
 - b) A semester grade of "I" (Incomplete) or "W" (Withdraw) will be assigned for these courses depending upon the amount of course work completed to date, the time remaining in the semester, the ability of the student to satisfactorily complete the course requirements and the treatment recommendation of the chemical dependence evaluator.
7. Following the discussion with the student, the faculty member and the Program Director, the student needs to contact RIC Health Services and make an appointment for evaluation. The evaluator will determine the prescribed treatment.
 - a) If no treatment is required, the evaluator will prepare a written report to the appropriate Program Director. Upon receipt of the written recommendation of the chemical dependency evaluator that no treatment for chemical impairment is required, the student may return to all courses in progress.
 - b) When treatment is indicated, completion terms of the contract must be fulfilled.

8. Upon completion of the program, the student may resume participation in clinical nursing courses contingent upon the approval of a written request for reinstatement submitted for the semester they desire to return. The student must be cleared to return to clinical by RIC Office of Health Services following a Fitness for Duty Evaluation. If additional chemical impairment occurs subsequent to implementation of these procedures, the student will be dismissed from the nursing program.

Faculty should take any threat to harm self or others seriously and call Emergency Medical Services (911) for assistance immediately. In these circumstances, the faculty should place the student in a private room but avoid leaving the person unattended until additional support arrives. When possible, remove items that could be used for injury, self or otherwise.

Refusal To Submit to Fitness for Duty Evaluation

If a nursing student refuses a fitness-for-duty evaluation, the faculty will inform them that the refusal is deemed to be an admission of lack of fitness for duty, the student will be sent home, and risk dismissal from the program. The refusal for evaluation shall be documented on the faculty documentation form.

Drug Screening Policy & Procedure

The Onanian School of Nursing (SON) recognizes that substance use is a significant public health problem in the United States. Substance use may affect the ability of a nursing student to deliver safe, high-quality care. This policy influences and augments the student's ability to maintain personal and professional integrity and facilitates the student's success both clinically and didactically. It promotes a healthy learning environment for the student. In the clinical setting, this policy enhances patient safety. It also fosters the development of professional nurses who are well educated about the prevalence, adverse outcomes and responsibilities related to substance use.

Beginning prior to the start of the fall 2026 semester, as a condition of participation in the nursing program **all students** will be required to sign a consent form agreeing to undergo drug testing and authorizing release of test results in accordance with this policy. A student will not be permitted to participate in clinical activities until completed. Failure or refusal to sign this consent or comply with the requirements of this policy may result in ineligibility to participate in clinicals, and therefore, may result in dismissal from the nursing program.

Drug screening clearance will be required of all incoming nursing students. Certain clinical facilities may require additional drug screen panels in which circumstance the individual students affected will be notified to test or retest.

Students are required to disclose the use of any prescribed medications, which may result in a positive drug screen. If a student is not certain which prescribed medications can interfere with drug testing, the student should consult his/her healthcare provider or RIC Health Services.

Students are **not permitted** to attend clinical rotations until drug tests are completed and cleared by RIC Health Services.

POSITIVE DRUG SCREEN: If the results of a positive drug screen are disputed by the student, the student may request a retest. The student is responsible for any costs associated with additional screening. The

retest must be discussed with RIC Health Services. The results of the repeat drug screen must be “negative” in order for the student to be cleared to be in the clinical area.

1. A “negative dilute” result is considered to be an inadequate specimen.
2. If results of a drug screening are positive on a second test or determined to be “negative dilute”, after two successive screens, **the student will not be permitted** to attend any clinical rotations or any classes.

Students who test positive for any of the drugs identified on the panel are required to be seen by the RIC Counseling Center for counseling and follow up with RIC Health Services is required.

For those nursing students whose drug screenings remain positive, actions may include, but are not limited to: mandatory leave of absence or dismissal from the program.

Prevention of and/exposure to HIV, HBV, HCV, and other Infections Policy

In order to reduce the possibility of exposure to Human Immunodeficiency Virus (HIV), Hepatitis B VIRUS (HBV), and Hepatitis C Virus (HCV) by nursing students, Rhode Island College School of Nursing has adopted a policy encompassing vaccination for HBV, and education and prevention techniques for HIV and HCV including standard precautions. Education about and prevention of exposure to body fluids and transmission of blood-borne pathogens including, but not limited to HIV, HBV, and HCV is the focus of this policy. The attached procedures, guidelines and forms have been developed in compliance with State and Federal laws, the Centers for Disease Control (CDC) Guidelines, and the policies and practices of Rhode Island College and affiliating clinical placements.

The School of Nursing recognizes individual rights, equal opportunity, voluntary testing, and confidentiality of test results and health records.

Purpose:

The purpose of the policy is to:

1. Protect students from exposure to body fluids and blood-borne pathogens and other potentially infectious materials.
2. Outline the HBV immunization protocol for students.
3. Describe the policies regarding students caring for HIV, HBV, and HCV infected clients.
4. Describe the policies regarding students with HIV infection.
5. Describe the Exposure Control Plan (ECP) for students.

Protecting the Student from Exposure to HIV/HBV/HCV

The Centers for Disease Control (CDC) recommends that Standard Blood and Body Fluid Precautions be used with all clients regardless of known or suspected blood-borne pathogens.

A. Standard Blood and Body Fluid Precautions:

Standard precautions are intended to prevent parenteral, mucous membrane, and non-intact skin exposures of nursing students to blood-borne pathogens. Blood is the single most important source of HIV, HBV, HCV, and other blood-borne pathogens in clinical settings. The following Standard Blood and Body Fluid Precautions can eliminate the risk of work exposure to HIV, HBV, and HCV. These guidelines should be used with all clients regardless of known or unknown risk factors. The guidelines for Standard Blood and Body Fluid Precautions include:

1. Students who come into direct contact with the body fluids of clients should wear gloves. This includes: direct client care, handling of soiled linen or lab specimens, etc. The gloves should be changed with each client and hands washed immediately after removing gloves.

2. Masks, protective eye wear, and/or gowns should be worn during all procedures that are likely to generate an exposure event.
3. Wounds and skin sites that have been in contact with blood or body fluids should be washed with soap and water; mucous membranes should be flushed with water. (No evidence exists that using antiseptics for wound care or expressing fluid by squeezing the wound further reduced the risk for blood-borne pathogen transmission; however, the use of antiseptics is not contraindicated. The application of caustic agents (e.g., bleach) or the injection of antiseptics or disinfectants into the wound is not recommended. ([CDC, June 6, 2014](#))
4. To prevent needle stick injuries, students should immediately dispose of needles and syringes in an appropriate sharps container. They should NOT recap used needles, purposely bend or break needles or in any way manipulate used syringes. This holds true for scalpels and other sharp disposable items.
5. To minimize the need for mouth-to-mouth resuscitation, ambu-bags, barriers or other ventilation devices should be used when available.
6. Students who have exudative lesions or weeping dermatitis should refrain from all direct client care and from handling client equipment until the condition resolves.
7. All students who participate in invasive procedures should wear gloves, gown, mask, and protective eye wear.
8. Students assisting in vaginal deliveries and cesarean sections should wear gloves, gowns, masks, protective eyewear, and footwear.
9. Breast Milk and Saliva
Occupational exposure via breast milk and saliva have not been documented. However, the viruses have been isolated from these secretions and therefore standard precautions are required. Gloves should be used during oral exams. Nurses having extensive exposure to human breast milk should routinely use gloves while handling specimens.
10. Human Tissues and Other Body Fluids
 - a. Standard precautions apply to human tissues and the following fluids: cerebrospinal, peritoneal, synovial, pleural, pericardial, and amniotic fluids.
 - b. Standard precautions apply to feces, nasal secretions, sputum, sweat, tears, urine and vomitus.

Hepatitis B Vaccination

The Hepatitis B vaccination series will be documented upon enrollment in the nursing program. Hepatitis B vaccine will be available to students through Student Health Services. Students are encouraged to inquire about HBV immunization at their place of employment. All students who decline to comply with the HBV requirement shall be advised of their risk and be required to sign the Hepatitis B Vaccination Declination Form. Refusal to comply with the above requirement does not negate future availability of immunization.

Documentation of compliance or refusal shall be included in the student health record in Rhode Island College Health Services. The protocol for standard precautions is introduced to all nursing students during the sophomore year. The protocol is reviewed in junior and senior level nursing courses.

A. Cleaning and Disinfection – Nursing Resource Laboratory

The NRL shall be maintained in a clean and sanitary condition. All equipment and environmental and working surfaces shall be cleaned and decontaminated after contact with blood or other potentially infectious materials. Contaminated work surfaces shall be decontaminated with an appropriate disinfectant, immediately or as soon as feasible, when surfaces are overtly contaminated or after any spill of blood or other potentially infectious materials.

Protective coverings used to cover equipment and environmental surfaces shall be removed and replaced as soon as feasible when they become overtly contaminated. All bins, pails, cans, and similar receptacles intended for reuse which have a reasonable likelihood for becoming contaminated with blood or other potentially infectious materials shall be inspected and decontaminated according to the cleaning schedule and decontaminated immediately or as soon as feasible upon visible contamination. Broken glassware which may be contaminated shall not be picked up directly with the hands. It shall be cleaned up using mechanical means, such as a brush and dust pan, tongs, or forceps.

Contaminated sharps shall be discarded immediately or as soon as feasible in containers that are closable, puncture resistant, leak-proof on sides and bottom and labeled.

During use, containers for contaminated sharps shall be easily accessible to students and located as close as is feasible to the immediate area where sharps are used or can be reasonably anticipated to be found, maintained upright throughout use, and replaced routinely and not be allowed to overfill. When moving containers of contaminated sharps from the area of use, the containers shall be closed immediately prior to removal or replacement to prevent spillage or protrusion of contents during handling, storage, or transport, and placed in a secondary container if leakage is possible.

Sharps containers shall not be opened, emptied, cleaned manually or handled in any other manner which would expose students to the risk of percutaneous injury. Disposal of all Sharps and Medical Waste shall be in accordance with applicable regulations and Rhode Island College.

B. Laundry Practices

In the event that linen used for practice in the NRL becomes contaminated with blood or other potentially infectious materials, it shall be handled following standard precautions. Contaminated laundry shall be placed and transported in bags or containers labeled or in red bags substituted for labels.

Contaminated laundry shall be handled as little as possible and shall be bagged or containerized at the location where it was used and shall not be sorted or rinsed. Whenever contaminated laundry is wet and presents a reasonable likelihood of soak-through or of leakage from the bag or container, the laundry shall be placed and transported off campus in bags or containers which prevent soak-through or leakage of fluids to the exterior. All students who have contact with contaminated laundry shall wear protective gloves and other appropriate personal protective equipment.

Students who refuse to care for HIV/HBV/HCV Infected Clients

The Rhode Island College School of Nursing believes that professional nursing students have a responsibility to provide care to all clients assigned to them and that refusal to care for an individual with HIV, HBV, HCV or other infectious diseases is contrary to the ethics of the nursing profession.

The School of Nursing recognizes that infectious diseases pose considerable psychological as well as physical threats to students and will address any fears, misinformation or prejudices the student may be experiencing by:

1. Providing the most current information on occupational transmission of the viruses.
2. Providing thorough instructions on the ways students can prevent exposure.

Students who have been diagnosed with HIV/HBV/HCV

The following statements summarize the School of Nursing policy regarding HIV-infected students:

1. The School of Nursing will not consider HIV status in the admission decision. The exclusion of people with HIV infection constitutes unwarranted discrimination. An infected individual will be treated in the same manner as any student diagnosed as having any other illness, injury or disability.
2. Students with HIV will be allowed access to clinical, academic, and College-related social activities as their medical condition permits. In the instances where a student is unable to fulfill his/her responsibilities, the School of Nursing will make a reasonable effort, if asked, to accommodate the student. Should a problem arise, the nursing faculty will seek advice according to the current Rhode Island College Handbook of Policies Practices and Regulations.
3. HIV positive students are encouraged to seek competent medical and psychological consultation early in the disease.
4. No specific information about HIV status will be documented in the student's file. Information will not be shared verbally or in writing with anyone unless the student requests so in writing. A student who informs the faculty and/or staff of his/her HIV/HBV/HCV status will be accorded confidentiality by faculty and staff members in whom he or she confides.
5. Students with known immune deficiencies are at an increased risk for hospital-acquired infections. Clinical assignments for these students will be evaluated accordingly.

Exposure Incident Form – please see [Appendix B](#).

Exposure Control Plan – Post-Exposure Evaluation and Follow-up

A. Simulation Center/Nursing Resource laboratory (NRL)

Students exposed to blood or other body fluids in the Nursing Resource Laboratory:

1. In the event of an exposure, the supervising faculty/staff member will initiate the process by reporting the incident to School of Nursing BSN Program Director. The Program Director will inform the Undergraduate Chair, the Dean of Nursing, Director of College Health Services, and the Safety and Security Department (Campus Security Office). If no faculty member is present in the Simulation Center/NRL, the student is to report the incident to the BSN Program Director for appropriate action. The Program Director will then inform the Undergraduate Nursing Chair and the Dean of Nursing.
2. In addition to the above, the supervising faculty member is responsible for completing a Rhode Island College School of Nursing Exposure Incident Report ([Appendix B](#).) and submitting it to the Rhode Island College School of Nursing BSN Program Director within 24 hours.
3. The exposed student will be referred to Health Services Office or personal care provider for follow-up medical care, including counseling. The College Insurance Rider provides financial coverage for follow-up.

B. Off-Campus Clinical Experiences

Students exposed to blood or other body fluids during an off campus clinical experience:

1. In the event of an exposure, students will follow the initial Post Exposure Evaluation and Follow-up Procedure of the respective agency.
2. For follow-up and further testing/intervention, the exposed student will be referred to the Rhode Island College Health Services Office or personal care provider.
3. The supervising faculty member will initiate the process by reporting the incident to the School of Nursing BSN Program Director immediately after the incident. The

supervising faculty member is also responsible for completing a Rhode Island College School of Nursing Exposure Incident Report ([Appendix B.](#)) and submitting it to the BSN Program Director who will then inform the Undergraduate Nursing Chair and Dean of Nursing.

4. The supervising faculty member will provide the student with the pertinent sections of the CDC's US Public Health Service Guidelines for the Management of Occupational Exposures to HBV, HCV, and HIV and Recommendations for Post Exposure Prophylaxis. <https://stacks.cdc.gov/view/cdc/20711>

Personal Protective Equipment

Personal protective equipment (PPE) includes isolation gowns, gloves, face shields, goggles, facemasks, and other equipment to protect student nurses from injury, infection, or illness. When used properly, PPE acts as a barrier to block transmission of infectious materials from blood, body fluids, or respiratory secretions to your skin, mouth, nose, and eyes. PPE may also protect high-risk patients from exposure to potentially infectious material. Together with hand washing, use of alcohol-based hand sanitizers, and covering coughs and sneezes, PPE minimizes the spread of infection from one person to another.

<https://www.nursingworld.org/practice-policy/project-firstline/on-the-go-resource/ppe/>.

N-95 masks: *students need to be fit-tested for N-95 masks annually.*

Clinical Policies

Cardiopulmonary Resuscitation (CPR) Certification

Students must present evidence of American Heart Association Basic Life Support (BLS) certification at the start of the first clinical course (N223) and every clinical course thereafter. Please note that the American Heart Association BLS Provider Instructor-Led training or BLS HeartCode (online portion) with in-person skills testing certification is the only certification approved for the program.

CPR courses are regularly offered by the American Heart Association (visit <https://cpr.heart.org/en/cpr-courses-and-kits/healthcare-professional/basic-life-support-bls-training> for locations).

Background Criminal Identification

All incoming students must have a Background Criminal Identification (BCI) done through Castle Branch. The BCI must be verified by the School of Nursing office prior to the first day of class. Additional requests for background checks may be required by specific clinical sites.

The following portal link will give students access to completing this process:

<https://portal.castlebranch.com/RH11>

Professional Conduct and Confidentiality

Rhode Island College School of Nursing students are expected to be familiar with and incorporate the [American Nurses Association \(ANA\)](#) Code for Nurses into their professional behavior and conduct.

Nursing students are expected to respect the values and needs of clients as well as other health team members. Students should establish and maintain therapeutic relationships that are based on trust, and that trust must not be violated. Nursing students should maintain client/family confidentiality and follow HIPAA guidelines and agency policies regarding disclosure of confidential information.

Client/family information should not be discussed in public areas and confidentiality must be maintained in written assignments and student conferences. Exceptions include if the safety of the client or others is at serious risk unless specific information is discussed. This situation should be reported immediately to the instructor and/or responsible agency personnel.

Clinical Attendance

- Punctual attendance is required at all scheduled clinical experiences (including simulation) as defined in the course syllabi and/or course schedule. Failure to be prompt, leaving early from scheduled clinical experiences, or absenteeism, may result in a course failure and dismissal from the program. Attendance and active participation in all clinical experiences as assigned is essential to meeting course and program objectives and critical behaviors.
- Clinical attendance is mandatory. When absent, a student will be required to make-up the clinical hours as directed by the clinical faculty. Missed clinical time puts a student at risk of a clinical failure. In the event an instructor must dismiss a student from a clinical experience for any reason, the occurrence will be counted as a clinical absence for the day.*
- Clinical tardiness is defined as arriving later than five (5) minutes after the designated start time for any clinical experience. The second tardy occurrence will result in a clinical failure. A student arriving to a lab/simulation session later than five (5) minutes after the designated start time (per course schedule) will receive a clinical absence. At the faculty's discretion, the student may remain in lab/simulation to benefit from the experience. *
- Students missing clinical or anticipating tardiness for any reason are expected to notify the faculty member prior to the clinical start time via a phone call to the clinical faculty, or as instructed by the clinical faculty. Students missing clinical may also be required to contact the clinical site based on the course syllabus.
- Consistent with written regulations on class attendance for undergraduate students, the student is reminded that the responsibility for fulfilling requirements of each class session rests with the individual student. If a student is unable to meet any course requirement an immediate acceptable explanation must be reported to faculty responsible for the course.
- A student not calling and/or not coming to any clinical experience as scheduled and who does not notify their clinical faculty prior to the scheduled clinical shift will be considered a *No Call/No Show*. This is considered an *unexcused* absence, and may constitute a clinical failure which also results in a course failure. A student with two (2) or more *unexcused* absences throughout the program will be dismissed from the program and will not be eligible for readmission to the SON.
- All clinical absences and tardiness will be documented on the clinical evaluation and the student will be issued a [Student Performance Improvement Plan \(SPIP\)](#) for each occurrence.

*Any unforeseen or extenuating circumstances will be reviewed by the clinical faculty and the BSN Program Director on an individual basis.

Clinical Placements

Clinical learning provides students with the opportunity to carry out nursing care for persons of all ages and in all stages of the health-illness spectrum. The School of Nursing retains the right to place and schedule students in appropriate clinical settings. Although every effort will be made to place all students, it is possible that in any given semester sufficient placements may not be available. Students in clinical courses are responsible for their own transportation to the clinical area. Attendance at clinical is mandatory. Students are expected to adhere to the policies of the clinical site as well as the School of Nursing policy. Students may be required to prepare the day before clinical by obtaining information at the clinical site.

Student Self-Identification of Risk Factors

Students with any condition such as, but not limited to pregnancy ([see pregnancy modifications](#)), viral infections, allergies, immune-suppression, surgical wounds, or mobility issues that potentially places them and/or patients at risk in the clinical setting are responsible for informing the instructor of the

condition. This information should be discussed with each clinical instructor prior to the start of the semester, or as soon thereafter as the students become aware of the condition. Students who are unable to work due to medical conditions are not allowed to participate in clinical activities until they have received medical clearance.

Student Dress Code

Students in all clinical settings must wear a Rhode Island College name pin (available at Alexander's Uniforms). Students must also wear the hospital issued identification while in the clinical area, including when they are obtaining clinical assignments. Badges must be worn on the upper torso and must be clearly visible so identification is known to others. Pictures and names on badges should not be defaced or obstructed. For infection control purposes, lanyards may not be used for identification badges.

Attire Standards

- Students will wear maroon scrubs that are neither too tight nor too loose: tops embroidered with "Rhode Island College Onanian School of Nursing" (school logo available only at Alexander's Uniforms); straight leg pants only (jogger style pants not acceptable).
- White lab coats (optional) will have a Rhode Island College School of Nursing patch sewn on the left sleeve 2 inches below the shoulder (available at Alexander's Uniforms).
- Professional footwear (black or white) should be safe, clean, polished, in good condition, and provide protection from hazards such as heavy objects, chemicals, and/or bodily fluid. Nursing shoes/fluid-repellant only sneakers are acceptable for professional attire (i.e., Crocs). (Mesh sneakers are not acceptable). Open-toed and open-back footwear (i.e., Crocs) are also not acceptable.
- Clothing must be clean and neatly pressed. Skin of midriff, chest cleavage, and underclothing must not be exposed or revealed.
- Denim "blue jean" type attire (i.e., pants, skirts, dresses) is unacceptable.
- Attire for specialty clinical sites will be according to agency policy and will be reviewed at the start of the clinical experience by the clinical faculty.

Attire for Non-Clinical days

- Attire must follow all standards of professionalism as previously noted.
- White lab coats must be worn over either maroon scrubs or professional attire, particularly in acute care clinical areas including days when students may pick up assignments.

Grooming Standards

- Student attire will be neat and clean at all times.
- Students must be physically clean and free of pervasive body odor, as well as pet, smoke, chemical and other odors offensive to patients and professional colleagues. Faculty members reserve the right to dismiss a student from the clinical area, if in their judgment, the student does not present a professional image.
- Students must avoid use of perfumes, fragrant soap, body lotion or powders since they may create an allergic or offensive reaction by patients or colleagues.
- Fingernails are to be neat, clean, and trimmed to the tip of the finger. Artificial nails, fingernail enhancements, and acrylic or gel nail polish are prohibited. Fingernails should be free of polish. Polish, long fingernails, as well as excessive makeup, jewelry and rings other than wedding or class rings are not appropriate for the clinical setting (necklaces and bracelets are not appropriate).

- Hair should be clean, neat, well-groomed and should not represent extremes in color or fashion. Students with long hair will wear their hair pulled back so that it does not fall on the collar, does not impinge on the student's own safety, ability to perform their job, or infection control.
- Facial hair should be well groomed, neat and trimmed, beards trimmed to jaw line and mustache trimmed to the lip line (As fit testing requirements continue, in order to meet standard guidelines, facial hair is limited to mustache and chin).

Adornment Standards

- Visible body art/tattoos must be free of profane, violent or vulgar references.
- Pierced ears, limited to one stud type earring per ear, and small nose studs are permissible. Other visible body piercings, including tongue, are not acceptable and must be removed, covered or replaced with a neutral tone space/retainer when in the clinical setting.
- Head attire is not permissible except for specific religious practices.

Nursing students are prohibited from smoking/vaping, using tobacco, marijuana/THC products, or consuming alcohol while in uniform or when representing the School of Nursing.

Transporting Patients

Under **NO** circumstances shall students transport patients in any motor vehicle.

Incident Reports in Clinical Settings

If an incident report is indicated in a clinical setting, it will be completed according to agency policy and either an Exposure ([Appendix B.](#)) or Non-exposure ([Appendix C.](#)) Incident report will be submitted to the BSN Program Director immediately, or at least within 24 hours of the incident. The report is signed by the student who was involved and by the faculty member responsible for supervision of the student and becomes part of the student's file. The BSN Program Director will inform the Department Chairperson and the Dean of Nursing. ([See also Exposure Control Plan.](#))

Student Performance Improvement Plan (SPIP)

If at any time a student's performance in a course needs improvement, the student will be notified with a written Student Performance Improvement Plan (SPIP) from the faculty ([See Appendix D.](#)) When possible and appropriate, students will be provided opportunities to improve performance necessary to meet requirements; however, students may receive a failure at any time based on the nature and severity of a student's unsatisfactory performance (i.e. unprofessional or unethical behavior or risk to patient safety).

Once signed by the student (students must sign regardless of agreement), a copy is given to the student and sent to the BSN Program Director, who will then notify the student's advisor, and a copy is placed in the student's file.

Student Liability Insurance

Students who are actively enrolled as majors in nursing at Rhode Island College are covered by a Medical Malpractice Policy by the Board of Governors for Higher Education. This should not be confused with the College's low-cost optional illness & accident insurance that provides benefits for any single illness or injury which occurs during the period of September 1 to August 31.

Privacy Policy

During clinical rotations, students shall not intentionally be assigned to provide care for any client with whom they are personally acquainted, including members of the Rhode Island College community (i.e., faculty, fellow students, or staff). Should students become aware that they have inadvertently been given such an assignment, they are to notify the instructor or preceptor immediately.

Social Media Policy

HIPAA-Compliant use of Mobile Devices, Social Media and the Internet

The purpose of this policy is to maintain the protection of sensitive and confidential information related to the School of Nursing and to uphold the professional reputation of the School of Nursing and Rhode Island College. This policy applies to the use of mobile devices, social media and internet communications related to confidential information about the School of Nursing (including the faculty, staff, students, classroom and clinical activities), patients, and (SON) clinical affiliates.

SON students, faculty and staff must always protect individuals' rights to privacy and confidentiality, and communicate sensitive and confidential information in accordance with the *Health Insurance Portability and Accountability Act* (HIPAA) and the Family Educational Rights and Privacy Act (FERPA).

Social media are web-based or mobile technologies used for interactive communication. RICSON encourages responsible use of mobile devices to access electronic information that can be helpful in forming plans of care for patients and for professional communication. Examples of social media include, but are not limited to, collaborative projects (e.g. Google Drive), blogs and microblogs (e.g. Twitter), content communities (e.g. YouTube), social networking sites (Facebook), virtual game worlds, and virtual social worlds (e.g. Second Life).

Members of the SON community are expected to observe the American Nurses Association's *Principles for Social Networking* ([American Nurses Association, 2011](#)).

ANA's Principles for Social Networking

1. Nurses must not transmit or place online individually identifiable patient information.
2. Nurses must observe ethically prescribed professional patient — nurse boundaries.
3. Nurses should understand that patients, colleagues, institutions, and employers may view postings.
4. Nurses should take advantage of privacy settings and seek to separate personal and professional information online.
5. Should bring content that could harm a patient's privacy, rights, or welfare to the attention of appropriate authorities.
6. Nurses should participate in developing institutional policies governing online conduct.

The policy requires that all:

- Be aware of the necessity of maintaining professional boundaries while using electronic media.
- Follow HIPAA guidelines at all times. Identifiable information concerning patients/clinical activities must not be posted in any online forum.
- Protect confidential, sensitive and proprietary information. Do not share or post any information related to nurse-patient contact or about the SON.
- Do not post comments on social media sites about patients, clinical facilities, employees of facilities, faculty or other students as these posts violate the individual's right to privacy and may incur liability - even if the posts do not specifically identify individuals.
- Do not use mobile devices to take photos of patients or patient information.
- Use PDAs and other devices only as authorized by faculty and clinical affiliates.

- Have a responsibility to report any breach of confidentiality or privacy to a School of Nursing administrator or faculty member.

Consequences

Violations of patient privacy will be subject to HIPAA and FERPA procedures/guidelines and consequences. Students who share confidential or unprofessional communication may be subject to disciplinary action, up to and including dismissal from the program.

Compliance Requirements

Prior to beginning clinical agency affiliations, all students need to complete the online Orientation Modules and the facility specific information through the [Centralized Clinical Placement \(CCP\)](#). Sophomore level students are informed of the process for completing the modules in N223 prior to the beginning of their first off-campus clinical affiliation. Information regarding the process used to access the modules is updated every semester and emailed to all other students prior to the beginning of each semester.

All students complete the following online orientation modules:

Module 1 - Basics of Student Placement

- Student Role & Responsibility
- Patient Rights
- Patient Confidentiality & HIPAA Education
- Detecting and Reporting Abuse
- Workplace Violence
- Safe Patient Handling

Module 2 - Nurse Core Competencies

- Competency Overview
- Patient Centered Care; Providing Population Care
- Safety; National Patient Safety Goals
- Alarm Fatigue
- Communication & Documentation
- Quality Improvement
- Adding Informatics and Technology

Module 3 - Infection Control & Prevention

- OSHA Blood borne Pathogens Standard
- Human Immunodeficiency Virus
- Hepatitis
- Tuberculosis
- Healthcare-Associated Infections
- Blood &/or Body Fluid Exposure Accidents
- Personal Protective Equipment
- Hand Hygiene

Module 4 - Environment of Care

- Fire & safety
- Electrical Safety
- Medical Waste
- Emergency Codes
- Emergency Preparedness

- Hazardous Communication
- Latex Allergy
- Needle stick or Sharp Injuries

Students affiliating at select agencies also complete the Facility Specific Course/Modules at that time, depending upon the courses and sections for which they are registered. The four (4) Common Orientation modules need to be completed once a year, after July 1, every year.

The organizations that the SON partners with to provide you with clinical experiences require evidence of completion of required documentation. Therefore, students are required to submit their required clinical documentation by the due date set by the Clinical Administrator (which are PRIOR to the start of the semester)

Failure to submit required documents by the specified due date will result in your inability to stay enrolled in your clinical courses. This in turn will delay your progression in the program.

Selected College Policies

Students are strongly encouraged to refer to the [Rhode Island College Student Handbook](#) and the [Rhode Island College Manual of Academic Policies and Procedures](#).

College Policies Prohibiting Discrimination and Sexual Harassment

Rhode Island College and its faculty are committed to creating a safe and open learning environment for all students. The College prohibits all forms of discrimination, harassment, and sexual harassment, including sexual assault, dating violence, domestic violence, and stalking. RIC encourages all members of the community to seek support from, and report to, the Office of Institutional Equity.

Information regarding the Title IX Regulations can be found on the [Title IX website](#).

If you have experienced, witnessed, and/or received information about a potential violation, please see forms found [here](#).

Pregnancy Modifications

Rhode Island College prohibits differential treatment or discrimination against students based on their current, potential, or past parental, family, marital status, or pregnancy or related condition. Students experiencing pregnancy or related conditions may meet with the Title IX Coordinator to discuss reasonable modifications by [initiating a request](#). The College's Pregnancy Policy is available at <https://www.ric.edu/pregnancy>. College policy requires all employees, upon receipt of a disclosure of pregnancy or related condition from a student, to refer that student to the Title IX Coordinator.

Rhode Island College Academic Standards

Academic integrity is the foundation of the academic community. Students who violate college rules on academic integrity are subject to disciplinary penalties, including the possibility of failure or removal from a course, disciplinary probation, and/or dismissal from the college. Individual schools may have additional standards and policies related to academic honesty.

Violation of the Code of Academic Honesty

Incidents of academic dishonesty will be adjudicated through the College's usual disciplinary process. Specifically, when a faculty member suspects a student has committed academic dishonesty, the faculty member will confront the student and may determine the appropriate action to be taken. Penalties could include repercussions on the assignment/test up through failure for the course. A student who disagrees

with the faculty member's decision may appeal to the Academic Integrity Board; or a faculty member may elect to send the case immediately to the Board without passing judgment. The Board has a full range of sanctions available to it, from a warning up through suspension or expulsion from the College.

Behaviors that constitute Academic Dishonesty are prohibited. Examples of academic dishonesty include but are not limited to the follow:

(Adopted from Academic Honesty policies from West Hills Community College, University of Maryland Baltimore, School of Nursing; University of Rochester, University of Arkansas/Fayetteville, University of Houston/Clear Lake, University of Michigan, and Rhode Island College Handbook of Policies, Practices and Regulations).

- Plagiarism – Any attempt to present someone else's work as one's own, on quizzes, examinations, reports, or term papers, etc., constitutes plagiarism, an act closely analogous to the theft of money or goods to any form of swindling or fraud, and in the academic world, just as deplorable. There are various forms of plagiarism of which the following are most common:
 - Word-for-word plagiarism. This includes (a) the submission of another person's work as one's own; (b) the submission of work from any source whatever (book, magazine, or newspaper article, unpublished paper, or thesis) without proper acknowledgement by footnote or reference within the text of the paper; (c) the submission of any part of another's work without proper use of quotation marks.
 - Patchwork plagiarism. This consists of piecing together of unacknowledged phrases and sentences quoted verbatim (or nearly verbatim) from a variety of sources. The mere reshuffling of other people's words does not constitute "original" work.
 - Unacknowledged paraphrase. It is perfectly legitimate to set forth another author's facts or ideas in one's own words, but if one is genuinely indebted to the other author for these facts or ideas, the debt must be acknowledged by footnote or reference within the text of the paper.
- Unauthorized assistance:
 - Using books, notes calculators and technological devices in an unauthorized manner to assist with quizzes, exams or lab work.
 - Copying answers to an exam.
 - Giving or receiving answers to a scheduled exam.
 - Submitting work done by another individual and portraying it as one's own.
- Providing false information:
 - Giving false reasons (in advance or after the fact) for failure to complete academic work. This includes, for example, giving false excuses for failure to attend an exam or attend clinical.
 - Falsifying the results of any laboratory or clinical work or fabricating any data or information, including patient related information.
 - Giving false information or testimony in connection with any investigation or hearing under this policy.
 - Presenting previously submitted academic work and portraying it as new material.
 - Multiple Submissions: Submitting for credit, when a student has not been given permission to do so, any work that is the same or substantially the same as work that has been submitted for credit in another course. Many professors allow reworking or building on prior work; however, multiple submissions are permitted only with the prior permission of the instructor(s), and only when the student acknowledges the multiple submission in the work itself.
- Theft:
 - Procuring unauthorized materials related to academic work such as exams, grade books, and class files.

Faculty and students share the responsibility for upholding the Academic Honesty Policy. The student is expected to report instances of academic dishonesty to the faculty. A faculty member is responsible for confronting a student who violates the code and determining the appropriate action to be taken with respect to the class. If the faculty member recommends action beyond the class, e.g., dismissal or academic probation, the faculty member presents the accusation to the Academic Integrity Board and to the Dean of the School of Nursing. A student accused of academic dishonesty by a faculty member has the right to appeal to the Academic Integrity Board.

The School of Nursing reserves the right to impose additional penalties when students have been found in violation of the Code of Academic Honesty, including dismissal from the School of Nursing. Such penalties will be imposed by the Dean in consultation with the faculty member.

Any student accused of academic dishonesty with sanctions imposed by the School of Nursing may appeal to the Academic Integrity Board. This process is outlined in the [Rhode Island College Student Handbook](#).

Repeating Courses

- a. Courses may be repeated only once. This policy applies to courses taken for undergraduate credit unless subject to restrictions within undergraduate programs. W grades count as a repeat (see [RIC Student Handbook](#)).
- b. When a course is repeated, whichever grade is higher (original or repeat) will be calculated in the cumulative grade point average. In order for the GPA to be adjusted, courses must be repeated at Rhode Island College.
- c. Nursing students who wish to repeat a nursing course for a third time, must petition to the Student Outcomes Committee ([see petition process above](#)) BEFORE submitting a petition to the Academic Standing Committee (as noted below).
- d. A student who wishes to enroll in a non-nursing course for a third time must request permission to do so via petition (<https://our.ric.edu/documents/petition-academic-standing-committee>) to the Academic Standing Committee prior to registering for the course. ** If the Academic Standing Committee approves the second repeat, the grade from the second repeat, if higher, replaces the previous attempts in calculating the GPA.

**If a student needs to repeat a nursing course for a third time, the student needs to submit a petition to the SON [Student Outcomes Committee](#) first, await response, before submitting a petition to the ASC.

Cancellation of Classes

1. The Rhode Island College web, www.our.ric.edu, will feature an announcement on the home page.
2. The message will be carried on the college's recorded telephone announcement that may be accessed by calling (401) 456-9500. Normally, the college web and the recorded telephone announcement will provide the most timely information on class cancellations.

Other sources of information include:

1. Local radio and television stations broadcast cancellation announcements through the Rhode Island Broadcasters Association consortium. These announcements may be accessed directly from most major television and am and fm radio stations in the area. Many broadcasters also post cancellation announcements on their web sites.
2. The announcement will also be carried on the college's official institutional Facebook page.
3. A campus-wide email notification will be sent to all faculty and staff as well as to the college email address of all students registered for that semester.
4. A campus-wide voicemail will be sent to every voice mailbox throughout the campus system.
5. **A text message will be sent through "RICalert," the Rhode Island College Emergency Notification System. RICalert text messages are sent to all cell phones and PDAs registered in the system. Students, faculty, and staff may register for this service through MyRIC.**
6. Anchor TV and RIC radio station WXIN will be notified by email.

For additional information please see [Manual of College Policy and Procedures](#)

Rhode Island College School of Nursing Simulation Program

The Rhode Island College School of Nursing's (RICSON) [Simulation Program](#) is accredited by the Society for Simulation in Healthcare (SSH) in the areas of Teaching and Education.

Location and Environment

The RICSON Simulation Program laboratory spaces are located in the Fogarty Life Science Building, School of Nursing and at the Rhode Island Nursing Education Center (RINEC). Both locations have several high-fidelity manikins and other specialized skill supplies in use and each space is equipped with separate simulation, observation/video/audio and debriefing rooms.

Mission

To prepare students for professional, safe, and equitable nursing practice through innovative, experiential learning in a simulation environment.

Vision

To be a regionally recognized leader of simulation-based learning, research, information and technology to improve healthcare and outcomes.

Experiential Learning using Simulation

Nursing is a profession of practitioners. Nursing faculty are committed to preparing students to practice the art and science of professional nursing. The RICSON Simulation Program plays a vital role in enhancing students' preparedness to practice through a multi-experiential approach that combines simulation educator-directed and independent learning in a simulated setting. Students experience active learning in a safe environment, the rationale for nursing actions, and correctly and safely practice many of the cognitive and psychomotor skills needed to work with patients and clients to promote, maintain and restore health. Faculty resources include simulation design assistance, multimedia access to on-line presentations, videos, models, and computers which contribute to faculty development and enhance quality outcomes using simulation pedagogy.

Simulation Guidelines for Students

What is simulation?

Simulation is a method of learning that provides the learner an opportunity to practice how to intervene in a real-life patient encounter. Simulations may occur in the classroom with peers using a problem-based case study, in the dorm/home using a computer or web-based program, or in the simulation spaces using either a low-fidelity or a high-fidelity patient simulator. Simulations provide a safe environment where mistakes can be made without causing harm to a real patient. Simulation practice promotes clinical judgement.

How can you get the most out of simulation?

- Enter into the spirit of the story act as if the patient/problem were real.
- Keep simulation details confidential- don't disclose simulation experiences. This will reinforce the importance of adhering to HIPAA and is an extension of the academic honesty policy.

What does simulation do for me?

- Provides clinical experiences that you might not have
- Decreases clinical performance anxiety
- Develops increased confidence
- Turns mistakes into an opportunity for learning
- Provides opportunities to experience challenging situations in a safe environment.
- Promotes development of professional clinical judgement

The SimMan 3G™, ALS™, and SimPad™ Simulators are designed to:

- Enhance training realism, or true “simulation” in teams
- Mimic real-life patient care in a controlled and safe environment
- Facilitate learning how to behave in a real-life emergency

The patient/simulator features, controlled by your instructor, allow you to assess and reassess patient vital signs, manifestations and feedback of your patient such as:

- speaking voice/response
- tears, sweat, drool, nasal and/or ear drainage, cyanosis, and tremors (SimMan3G™ only)
- spontaneous breathing/variable respiratory rate/visible chest rise and fall (SimMan3G™, ALS™, Sim Mom™, Sim Junior™, Laerdal© Baby Sim™ and SimPad™)
- independent right and left lung sounds
- bowel sounds
- heart sounds synchronized with ECG
- blood pressure that can be taken automatically, palpated and/or auscultated
- automatic pulses (left brachial, bilateral radial, carotid, dorsalis pedis, posterior tibial and femoral) synchronized with ECG or compressions (SimMan3™, Sim Junior™, and Laerdal © Baby)

Other activities that can be performed on simulator:

- external pacing/defibrillation/cardiac monitoring-3 lead ECG monitoring or via defibrillator paddles (SimMan3G™ only)
- insertion of urinary catheter
- injection of medications, evaluation of dose
- insertion of catheter in multi-venous IV arm (right only)
- regulating intravenous fluid administration

Partial Task Trainer Simulators

- Vascular access trainer arms (adult and pediatric)
- Arterial Arm Trainer
- SimScope® computerized stethoscope
- Surgical Models
- Pelvic Models
- Central Line Models
- Pelvic Models
- Urinary Insertion Models

You may experience some degree of stress from the experience due to

- practicing in an unfamiliar setting
- uncertainty of the experience itself
- application of recently learned skills (novice)
- possibility of patient/simulator suffering a negative outcome

What is debriefing?

Debriefing should occur immediately after the simulation. In debriefing, learners reflect on their experience, evaluate their performance and set goals for improvement. It is said that in debriefing, is where the real learning takes place.

Purpose of debrief

- A. Provide opportunity for valuable, timely feedback

- B. Provide opportunity for students to evaluate individual and team performance
- C. Provide opportunity for eye opening experience (deep learning) using video debrief
- D. Provide time for questions and answers
- E. Provide time for guidance and coaching
- F. Ensure that learning objectives have been met
- G. Ensure that simulation was a positive learning experience
- H. Handle emotional or psychological issues that arise

General Guidelines

Manikin Etiquette

- Identify with 2 patient identifiers each time.
- Wash hands prior to touching the manikin.
- Wear gloves when working with the manikin.
- Ask for help if uncertain.
- Respectfully treat the manikin as if he/she were a real person.
- Do not do mouth-to-mouth respirations on the manikin.
- Do not use a felt tipped marker, ink pen, acetone, iodine, staining ink or newsprint on the manikins.
- Do not introduce any fluids into the torso area or left (BP) arm on the manikin. However, IV medications can be given in the right arm of the 3G manikin.
- Maintain clinical dress code when working with the manikin.

Simulation and Scenario Guidelines

- Treat the scenario as if it were a real patient interaction.
- Follow quality of life, confidentiality, national patient safety goals and infection control standards.
- Please ask if you need additional equipment. The equipment and monitoring needed for the scenario should be readily available.
- Actively participate in the simulation and provide support and encouragement for those around you.
- Perform as a team. Remember to communicate clearly with one another. Use ISSBAR (Identify Self, Situation, Background, Assessment, and Requests/recommendations) to report information to team members such as providers as needed for patient care.
- Watch and learn if you are asked to play the observer. Formalized observer roles result in vicarious learning as long as the observer learner has direction.
- Fully engage in role that you are given by faculty prior to the onset of scenario.
- Confidentiality is expected of all students. Remember the maxim, "What happens in the simulation stays in the simulation."

Simulation practice and self-directed learning. Please ask your course faculty for a listing of OPEN LAB hours.

Resources

Scholarships

Students enrolled as nursing majors in the Zvart Onanian School of Nursing are eligible to apply for a number of annual scholarships. For scholarships requiring demonstrated financial need, a FAFSA must have been submitted. Information about Scholarships is available [here](#).

Work Study

The School of Nursing hires students who are eligible for work study. Students may work in the Simulation Center/Nursing Resource Lab. Students interested in this option should contact the SON Administrative Assistant at 456-8014 for information.

Financial Aid

The Office of Student [Financial Aid](#) (Building #3 East Campus) at the College administers a program of grants, loans and part-time employment opportunities for students who require financial assistance. Their phone number is 456-8033.

Communication via email

The School of Nursing [website](#) presents detailed information for students about academic programs, faculty, scholarships, student organizations, alumni, and upcoming events. Students automatically receive a Rhode Island College email account upon registering for classes. Information about how to log on to your student email account is available [here](#).

RIC email accounts will be used as an official form of notification to RIC students. Students are encouraged to check email frequently, since messages may be sent by advisers and/or instructors and other campus officials.

Bulletin Boards

The official School of Nursing bulletin boards are located in the hallway on the 100- level of the Fogarty Life Science Building near FLS 145 and at the Nursing Education Center (NEC) in the 2nd floor student lounge. Official notices of meetings and events are posted on these boards. The bulletin boards located in the FLS Student Lounge are used for notices and items of interest to students. These are allocated to the Student Advisory Committee, the Student Nurses' Association (SNA), Multicultural Student Nurse Organization (MSNO) and one is used to post local employment opportunities. Students and faculty post items at their discretion on these bulletin boards. No notices are to be posted on corridor walls. Electronic bulletin boards are also available in these locations as well.

*During remote learning situations, notices will be sent out via email by the Nursing offices at FLS and RINEC, which is a reminder for all students to check their email frequently.

Important College Resources:

[*The College Catalog 2025-2026*](#)

[*The Rhode Island College Student Handbook*](#)

[*The Rhode Island College Manual of Academic Policies & Procedures*](#)

Additional Resources:

[Academic Success Center](#)

[The Writing Lab](#)

[The Counseling Center](#)

[Learning for Life](#)

[Military Resource Center](#)

[HOPE Scholarship](#)

Adams Library, Level 1 456-8083

Adams Library, Level 1 456-8141

Browne Hall 1st floor 456-8094

Adams Library, Level 1 456-6320

Student Union, 205 456-8449

Awards

Nursing Faculty Award for Academic Excellence

The Nursing Faculty Award for Academic excellence is given to one basic baccalaureate and one graduating Registered Nurse student in each graduating class.

Nursing Faculty Award for Service Excellence

The Nursing Faculty Award for Service Excellence to the School of Nursing, the College and/or community is given to one graduate in each graduating class.

The committee overseeing awards seeks nominations from faculty and senior students. After a review of each nominee's application, the faculty selects the recipients for the Scholarly Achievement and Service Awards based on specific criteria. Award recipients receive an award at the Pinning Ceremony.

Student Organizations/Committees

Student Nurses' Association

The Rhode Island College Student Nurses' Association is a group comprised of members of the Rhode Island College Community who are interested in Nursing. The purpose of the group is to inform the student body of the nature of professional nursing, to provide a forum for investigation of issues in health care, and to speak for better health in the College community. The group functions according to provisions in its constitution and is supported by the Student Parliament of the College.

National Student Nurses' Association

The National Student Nurses' Association (NSNA) is a pre-professional student nurse organization. Rhode Island College's student nurse association (RICSNA) became an established chapter in the spring of 1987. Any student who is a Nursing IM or nursing major is eligible for membership to NSNA.

Multicultural Student Nurse Organization

The Multicultural Student Nurse Organization (MSNO) is made up of Latinx, Asian, African-American, African, and Indigenous students of color. MSNO believes that the School of Nursing, which places cultural competence as a requisite skill, will be better equipped to prepare students for real-world situations by closely working with an organization of students who live these experiences daily. MSNO's mission is to serve as student leaders, advocates and mentors for nursing students of color at Rhode Island College to ensure that they are equipped with equal opportunity and adequate resources to successfully complete the nursing program.

Sigma Theta Tau International Honor Society of Nursing

Sigma Theta Tau International Honor Society of Nursing, now known as Sigma has established Delta Upsilon at-large Chapter with the University of Rhode Island, Rhode Island College, Salve Regina University and New England Institute of Technology RN-BSN program. The purpose of Sigma is to: recognize superior achievement and scholarship; recognize the development of leadership qualities; foster high professional standards; encourage creative work; and strengthen commitment to the ideals and purposes of the profession.

Candidates shall be elected from students who have completed at least one-half of the required nursing component of the baccalaureate curriculum. Candidates shall have a grade average of at

least 3.0 on a 4.0 scale and shall rank not lower than the highest 35% of their class in scholarship. Induction takes place in the spring of each year. Students who are eligible will be notified and invited to apply for membership early in the spring semester.

School of Nursing Committee Participation

Students are invited to participate on SON committees at the beginning of each academic year.

***In addition to the content of this undergraduate handbook, as a student, you are subject to any and all agreements/contractual terms of all placements.**

APPENDIX A. HEALTH & IMMUNIZATION REQUIREMENTS

Rhode Island College
Center for Health & Wellness-Health Services
Browne Hall (401) 456-8055 Option #5

Nursing: Health & Immunization Requirements

Directions: All Nursing Students must have the following information submitted. Log into the Medica[®] Patient Portal. Log in to your MyRIC Account, external links, then Medica[®] Patient portal to input and load your documents.

Student: _____ ID # _____

_____ An Admission **Physical Exam**

_____ **COVID-19 vaccination** required (1-2 doses based on manufacturer of vaccine)

AND one Booster: ____/____/____ Select: _____ Moderna _____ Pfizer _____ J & J

OR

_____ **COVID-19 Bivalent vaccine**

_____ **One dose of Tetanus-Diphtheria-Pertussis (Tdap)** within 10 years.

_____ **Two MMR's (Measles, Mumps, Rubella) or** blood **titers** confirming immunity.

_____ **Three doses of Hepatitis B** vaccine. A **Hepatitis B Surface Antibody titer** to confirm seroconversion is recommended 1-2 months after the final dose.

_____ Provider documented proof, including date or age, of **Chicken Pox** disease **or** a **Varicella titer** confirming immunity **or** **two doses of Varicella vaccine**.

_____ Annual **QuantiFERON Gold (QTF) negative blood test**

or an initial **2-step PPD**** tuberculin skin test **and yearly PPD** updates (or Chest X-Ray if PPD positive and **yearly TB assessment form**, which is completed at Student Health Services).

_____ **Flu vaccine** each fall semester.

_____ Color Blind Testing

****2-Step PPD** – two separate TB tests planted at least one week apart but not more than a year apart prior to entering nursing clinical.

Revised
7/2023

APPENDIX B. EXPOSURE INCIDENT REPORT

RHODE ISLAND COLLEGE – ONANIAN SCHOOL OF NURSING

EXPOSURE INCIDENT REPORT

Student's Name: _____ Faculty Name: _____

Date: _____ Location of Exposure: _____

Nursing Course: _____

SUMMARY OF EXPOSURE INCIDENT (Describe circumstances of exposure incident and results of immediate follow-up, i.e. blood testing of student/source of contact):

FOLLOW-UP:

The Agency representative has informed the student of the results of the medical evaluation and told him/her of any medical conditions which may result from exposure to blood or other potentially infectious materials which require further evaluation or treatment. A copy of this document has been provided to the student.

Agency Name: _____ Date: _____

Agency Representative Name: _____ Date: _____

I have been given a copy of the CDC, US Public Health Service Guidelines for the Management of Occupational Exposure to HBV, HCV, and HIV and Recommendations for Post exposure Prophylaxis. ([May 23, 2018](#))

A copy of this document has been provided to the student and to the BSN Program Director.

SIGNATURES:

Student: _____

Date: _____

Faculty: _____

Date: _____

APPENDIX C. NON-EXPOSURE INCIDENT FORM

RHODE ISLAND COLLEGE – ONANIAN SCHOOL OF NURSING

NON-EXPOSURE INCIDENT REPORT

Student's Name: _____ Date: _____

Nursing Course: _____ Faculty Name: _____

Date of Incident: _____ Time of Incident: _____ Location of Incident: _____

SUMMARY OF INCIDENT:

Who was notified regarding the incident?

Campus Police _____

Health Services _____

Agency Security _____

Human Resources _____

Other _____

FOLLOW-UP/ACTION PLAN:

Was an incident report filed at the site of the incident? ☐ Yes ☐ No

Site Name: _____

Site Representative Name: _____

A copy of this document has been provided to the student and to the BSN Program Director, and site representative.

SIGNATURES:

(Student)

(Date)

(Faculty)

(Date)

APPENDIX D. STUDENT PERFORMANCE IMPROVEMENT PLAN



RHODE ISLAND COLLEGE
SCHOOL OF NURSING

STUDENT PERFORMANCE IMPROVEMENT PLAN (SPIP)

Date: _____ **Student:** _____ **Course/Section:** _____

Critical Behavior(s) Not Met:	Additional reason(s):
1. <input type="checkbox"/> Implements Safe and Accurate Nursing Interventions 2. <input type="checkbox"/> Applies Theory to Practice 3. <input type="checkbox"/> Reports/Records Client Information 4. <input type="checkbox"/> Conducts Client Assessment 5. <input type="checkbox"/> Demonstrates Effective Communication Skills	6. <input type="checkbox"/> Lack of Preparation/Late Submissions 7. <input type="checkbox"/> Lack of Attendance/Tardiness 8. <input type="checkbox"/> Unprofessional Behavior 9. <input type="checkbox"/> Achieved <90% on Med Calculation Competency 10. <input type="checkbox"/> Other (see explanation below)

Explanation:

Action Plan:

Student Comments:

Student Signature: _____ **Date:** _____

Faculty Signature: _____ **Date:** _____

Student signature indicates that the student has read and received a copy of the SPIP.

Original: Student File
cc: Student & BSN Program Director (Copy will be provided to Advisor.)

09.07.2022