



Bachelor of Science in Nursing (RN - BSN) Student Handbook, Effective Fall 2025



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Welcome to Franklin University

Dear RN to BSN Students,

It is my pleasure to welcome you to the RN to BSN program at Franklin University's School of Nursing. As the program chair, I am committed to ensuring that you have a rewarding and successful educational experience as you continue your academic journey. You have chosen a rewarding and challenging field of study that will not only enhance your skills, knowledge and leadership abilities, but also help you make a positive impact on the lives of your patients.

The nursing program is designed to meet the needs of working nurses like you who are seeking to advance their education and expand their career opportunities while balancing other commitments. Our faculty members are highly experienced and are committed to providing you with the skills and insights you need to succeed in your career.

Throughout your time in the program, you will have the opportunity to develop your clinical judgment, leadership, and communication skills essential to advance your current nursing practice. You will integrate the best evidence from current research and technology, helping you stay up to date with the latest developments in our profession. I encourage you to take advantage of the resources and support available to you. We have extensive library services and online resources to help you achieve your academic goals.

Once again, welcome to the School of Nursing. I look forward to working with you during the pursuit of educational and career goals. Please reach out to me or any member of our team if you have any questions or concerns.

Sincerely yours,

Dr. Lori B. Wagner

Lori B. Wagner, PhD, BSN, RN, CNE

Department Chair, Program Chair,
RN to BSN Program School of
Nursing

Preface

The Franklin University Catalog/Bulletin Policies and Procedures, accessible at <https://www.franklin.edu/current-students/academic-resources/university-bulletin>, contains policies applicable to all students. The student Handbook is provided to all nursing students as a supplemental guide related to specialized topics associated with completion of their degree program. The information in this handbook should supplement, not substitute, information published in the [Franklin University Academic Bulletin](#). In any situation of unintended incongruence, the University Catalog/Bulletin takes priority.

Successful matriculation and graduation from an academic program require adherence to all policies, procedures, and regulations as stipulated by the BSN program and the university. If you have any questions regarding requirements or policies, do not hesitate to refer them to your academic advisor, program chair, or other appropriate people.

This handbook presents the policies, procedures, and general information in effect at the time of publication. Students affected by any changes to this handbook will be notified in writing and acknowledgement of receipt is required.

This handbook is not intended to state contractual terms and does not constitute a contract between the student and the University.

Mission and Purpose Statements

The mission of the College of Health and Public Administration (COHPA), which includes the School of Nursing (SON), states that the college will:

Provide a relevant, high-quality, lifelong education that will enable our students to:

1. **Enhance** the quality of healthcare and public service
2. **Advance** healthcare and public service careers
3. **Succeed** in providing leadership that improves the quality of life in communities

The Purpose of the School of Nursing:

We transform the future of healthcare through innovation, collaboration, opportunity, enthusiasm, and excellence in nursing education to benefit our students, our partners, and the communities we serve. By embracing diversity, change, and educational excellence based on the values of integrity and compassion, we nurture our students and provide them with robust learning opportunities.

School of Nursing Communication Flow Chart

The communication flow chart establishes appropriate communication channels between students and faculty. This framework ensures that issues and concerns are addressed promptly and appropriately, while promoting a safe and effective learning environment for students.



RN to BSN Program Overview

The RN to BSN program is designed to provide licensed RNs with the opportunity to further their professional nursing education in an online program designed to build on basic nursing knowledge and experience. Nurses who want to pursue advanced positions in today's challenging healthcare environments are prepared to function in leadership roles in practice. The program blends nursing theory and advanced nursing practice concepts necessary to work within various healthcare organizations or settings. The BSN is awarded upon completion of a prescribed curriculum that includes transfer and technical (advanced standing) credits from an associate's degree or diploma nursing program. For more information, please see the Franklin University Academic Bulletin. The Academic Bulletin contains program degree requirements, learning outcomes, curriculum, course listings, and descriptions.

Accreditation. The program was initially accredited by the Commission on Collegiate Nursing Education (CCNE) in the Fall of 2012 for five years, then was reaccredited in September of 2017 for 10 years. In 2014, the program was expanded internationally to include our first cohort of students from South Korea.

Program Resources. Franklin offers resources to students, including the Library, the Student Learning Center with tutoring and writing support, and academic advising. Grammarly and Turnitin are available to students for scholarly writing assistance.

Franklin Honor Society. Students who have completed the required coursework at Franklin in the RN to BSN program who are anticipating graduation with a GPA of 3.0 or higher will be invited to join the Franklin Honor Society during their final course in the program.

For more information on the BSN program, including career opportunities and program assessment, visit <https://www.franklin.edu/degrees/bachelors/nursing-rn-bsn>

General Information

BSN Curriculum

The RN to BSN curriculum was designed to meet the standards of the profession for graduate bachelor's prepared nurses. The curriculum is informed by the American Association of Colleges of Nursing, the American Nurses Association, and other professional bodies. Detailed information about the curricula is located on the Franklin University website.

Resources and Guides

Franklin University offers extensive resources to all students. Each course provides links to general and course-specific resources. Students are expected to become familiar with all resources, policies, and expectations as outlined in the Franklin University Academic Bulletin. A minimum 2.25 GPA is required in the major area for students enrolled in the bachelor's degree program, and each major course must be completed with a grade of "C" or better to count toward degree requirements.

APA Format and Writing Mechanics

Unless otherwise stated, all assignments are in APA format (American Psychological Association, 2020). Publication manual of the American Psychological Association (7th ed.). ***Students are expected to be familiar with and correctly use this format. Numerous resources are available through the Franklin University library*** (<https://www.franklin.edu/library/research-guides>).

Students are expected to use correct grammar, spelling, paragraph structure, and writing formats. Writing services and tutoring are available through Franklin University's Learning Commons. Grammarly, a writing feedback service, is also available. Students are expected to submit papers and assignments in Microsoft Word unless otherwise instructed.

Undergraduate Academic Advisor

All new BSN students will be assigned an Academic Advisor by the Admissions team as the student is registered for the first course at Franklin University. Students remain on the Advisor active rosters until the student graduates or is not enrolled for 3 consecutive trimesters.

Advisors provide administrative support and resources for students in addition to the support provided by the course faculty. Advisors also assist with course registration, convey degree requirements, set expectations related to Franklin University policies, explain the Franklin calendar, including important dates and deadlines, provide access and referrals to university resources when appropriate, and provide support, advocacy, and encouragement throughout the student's academic career.

RN TO BSN Program Learning Outcomes

The BSN program learning outcomes were created to match the American Association of Colleges of Nursing *Essentials: Core Competencies for Professional Nursing Education* (AACN, 2021).). In addition, course assignments throughout the BSN curriculum are also linked to the Quality and Safety Education for Nurses (QSEN) competencies including knowledge, skills, and attitudes and the *Healthy People 2030* and *MAPP 2.0* frameworks

By completion of the program, graduates will:

1. Integrate theories and concepts from arts, humanities, and sciences to develop a foundation for holistic nursing practice
2. Apply leadership concepts, skills, and decision-making in the provision of quality nursing care, multidisciplinary collaboration, and the oversight and accountability for care delivery.
3. Integrate current evidence including nursing and healthcare research to ground nursing practice and promote high-quality patient care outcomes.
4. Apply knowledge and skills in information management and patient care technology to improve patient care outcomes and create a safe care environment.
5. Demonstrate knowledge of the influences of healthcare policy, finance, and regulatory environments, including local, state, national, and global healthcare trends on nursing practice and the healthcare system.
6. Employ effective communication in interactions with healthcare professionals, individuals, and groups to advocate for high-quality and safe patient care.
7. Apply the principles of health promotion and disease prevention across the health-illness continuum to improve the health of individuals, families, groups, communities, and populations.
8. Incorporate professional standards, and the values of caring, ethics, integrity, altruism and social justice in the practice of nursing.
9. Assume roles in nursing practice and leadership to provide high-quality and safe care to culturally diverse individuals, families, groups, communities, and populations across the lifespan and across the continuum of healthcare environments.

RN to BSN Courses

The Franklin University RN to BSN Program prepares graduates to attain the highest level of knowledge, skills, and attitudes for BSN nursing practice and to demonstrate synthesis and application of AACN’s Core Competencies for Professional Nursing Education (2021). These core competencies will be met through direct and indirect patient care hours using clinical and simulation experiences.

The RN to BSN Program consists of seven major area courses, culminating with a nursing capstone project to share with nursing peers, faculty members and colleagues.

Nursing Course and Brief Description	Credit Hours
NURS 310 Transition to Professional Nursing. Focuses on current trends in nursing and includes alignment with AACN’s Essentials (2021) for all future courses.	4
NURS 325 Health Assessment & Promotion. Focuses on a holistic and compassionate approach to health assessment on patients across the lifespan.	4
NURS 405 Palliative and Hospice Nursing Across the Lifespan. Explores EBP tools to facilitate effective communication and physical, spiritual and emotional support for patients and families during end-of-life care. (Effective Fall 2025)	2
NURS 425 Genetics in Nursing & Healthcare. Explores genetic concepts and principles related to disease. (Content moved to NURS 445, effective Fall 2025).	2
NURS 435 Nursing Research & Evidence-based Practice. Provides overview of research processes and integration of current evidence to reduce health disparities in vulnerable populations.	4
*NURS 448 Community Health Nursing. Describes the role of nurse as a member of healthcare team delivering care across the lifespan to community members. 30 hours of direct patient care will be provided in the community. 15 indirect hours will be attained through a series of structured assignments.	4
*NURS 458 Leadership & Management for Professional Nurses. Focuses on development and refinement of leadership knowledge, skills and attitudes. 30 hours of direct patient care will be provided in healthcare setting. 15 indirect hours will be attained through a series of structured assignments.	4
*NURS 485 Nursing Informatics and Effective Communication. Uses AI and simulation to demonstrate the nurse’s role as healthcare team member in a high-tech compassionate caregiver role to provide virtual patient care. 10 indirect patient care hours will be attained through simulation. (replaces HIM 350)	4
NURS 497 Nursing Capstone. Showcases AACN Essential competencies and sub-competencies met through direct, indirect and simulation hours.	4

Courses marked with an ***Asterisk** include required direct, indirect and/or simulation hours as outlined on the next page effective Fall of 2025 for all incoming RN-BSN program students.

Direct and indirect patient care hours are required to meet The AACN Essentials' competencies and sub-competencies. Direct patient care hours are met using hands on clinical experiences in the community setting, workplace setting and/or alternate settings approved by Program Chair. Indirect patient care hours are met through course assignments and presentations to student peers, faculty and healthcare colleagues.

NURS 448 Direct and Indirect Patient Care Hours (MAPP Project)

Week	Module	Domains (AACN Essentials)	Concepts	Indirect Hours	Direct Hours
1	M1: Clinical Practice (Direct Hours)	1, 2, 3, 5, 6, 9, 10	Clinical Judgment; Communication	0.5	5
1	M1b: Community and Population Health Nursing	1, 2, 3, 5, 6, 9, 10	Compassionate Care; DEI; EBP	2.5	—
2	M2: Community Partnerships – Equitable Care	1, 2, 3, 5, 6, 7, 9, 10	Clinical Judgment; Communication; SDOH; Ethics	2.5	5
3	M3: Evidence-Based Community Tools	1, 2, 3, 4, 5, 6, 8, 9, 10	Clinical Judgment; Communication; SDOH; Ethics	2.5	5
4	M4: Epidemiology/Genetics Across the Lifespan	1, 2, 3, 5, 6, 7, 9, 10	Clinical Judgment; Communication	2.5	5
5	M5: Healthcare Literacy and Accessibility for Vulnerable Populations	1, 2, 3, 5, 6, 7, 9, 10	Compassionate Care; DEI; EBP	2.0	5
6	M6: Community Healthcare Plan	1, 2, 3, 4, 5, 6, 7, 9, 10	Clinical Judgment; Communication	2.5	5
Total			Compassionate Care; DEI; EBP	15	30

The purpose of this table is to demonstrate how **RN-BSN students** satisfy the required 45 direct/indirect hours in the NURS 448 community course. Students must acquire 30 clinical hours at a selected community site based on student and preceptor availability. Students set up direct patient care hours with community partners following approval from Program Chair and work with clinical placement team to meet all requirements including up to date immunizations and background check prior to starting direct hours. In addition, students complete the MAPP (mobilize/assess/plan/partnerships) project concurrently through a series of assignments housed within modules to acquire 15 additional hours of indirect patient care hours to meet accreditation standards.

Students are required to complete competencies related to specific domains from The Essentials. These competencies will be reviewed by preceptors and faculty members during virtual meetings to ensure that the student is on track to meet competencies for each course. Each student's clinical experience will determine the order in which the competencies will be met. Please refer to these documents, which will be updated by the student after each clinical day [NURS 448](#) and [NURS 458](#) Competencies.

Abbreviation Key

DEI: Diversity, equity and inclusion

EBP: Evidence-based practice

SDOH: Social determinants of health

The breakdown of direct and indirect patient care hours.

- NURS 448 (4 credit hours) Community Nursing: 30 direct/15 indirect patient care hours.
- NURS 458 (4 credit hours) Leadership Nursing: 30 direct/15 indirect patient care hours.
- NURS 485 Nursing Informatics: 10 indirect patient care hours through simulation.

Total Direct Hours = 60 clinical hours

Total Indirect Hours = 40 non-clinical hours

Total Hours = 100

Curriculum changes include the following:

- HIM 350 (Health Informatics) removed; replaced with NURS 485 (Nursing Informatics and Effective Communication Strategies) (4 credit hours).
- NURS 425 (Genetics in Nursing) removed; content moved to NURS 445(448); replaced with NURS 405 (Palliative and Hospice Nursing Care) – (2 credit hours).

- NURS 445(448) and NURS 455(458) added clinical hours (see above).
- NURS 498(497) removed community project hours and replaced with capstone project presentation for final review of The Essential (AACN, 2021) competencies and sub- competencies for entry level nursing professionals.

Direct and Indirect Patient Care Hours

RN to BSN students are required to complete 30 direct patient care hours and 15 indirect patient care hours in NURS 448 (Community Nursing) and NURS 458 (Leadership in Nursing). For NURS 448, students will select a site and preceptor within their own community to meet the competencies and sub-competencies of the population health domain (AACN, 2021). Sites may include but are not limited to walk-in clinics, schools, religious institutions, food banks who actively distribute food to community members among many others. For NURS 458, students may utilize their workplace as a site but note that the site cannot be the unit where you currently work and your preceptor cannot be your direct nurse manager. This is for the students' benefit, as we want students to meet the leadership and professionalism competencies that take them beyond what is already known and do not want students to get pulled into their daily role. **Please check with your employer as they may require an additional orientation for your clinical placement as a student.** Indirect patient care hours will be acquired through scaffolded assignments that result in signature projects for some of the nursing courses in the program. Students will also complete 10 indirect patient care hours by participating in a virtual telehealth simulation in NURS 485. Upon successful completion of these three courses, students will have completed a total of 60 direct patient care hours and 40 indirect patient care hours. In the final capstone course of the program (NURS 497) students will showcase how the AACN's Essentials competencies and sub-competencies were met as a final presentation.

NURS 458 Direct/Indirect Patient Care Hours and Leadership Portfolio Paper Table

The purpose of this table is to demonstrate how **RN-BSN students** satisfy the required 45 direct/indirect hours in the NURS 458 leadership course. Students attend six, 5-hour days to acquire 30 clinical hours at a selected clinical site with a nurse leader/manager preceptor. Students may choose their place of employment but may not use their specific patient care unit with their immediate supervisor. Other potential clinical sites may be community sites such as K-12 schools (with school nurses), pain clinics, and public health departments. Students shadow/work alongside a nurse leader for 30 hours. In this clinical experience, students attend meetings, observe interviews, and assist with projects alongside their preceptor. Students submit a reflective journal after each clinical experience. During the clinical experience, students **explore an issue influencing healthcare delivery which a nurse leader must manage**. Students will conduct a literature review and discuss the issue with their preceptor (to learn how the preceptor's organization has managed the issue).

Students set up direct patient care hours with nurse leaders/managers following approval from Program Chair/Lead Faculty and work with clinical placement team to meet all compliance requirements outlined in *EXXAT prior to starting direct hours. In addition, students complete the leadership/quality improvement portfolio paper concurrently through a series of staged assignments housed within modules to acquire 15 additional hours of indirect patient care hours to meet accreditation standards.

Week	Module	Domains	Concepts	Indirect Hours	Direct Hours
1	M1: Clinical Practice (Direct Hours)	1, 2, 3, 5, 6, 9, 10	Clinical judgment Communication	0.5	5
1	M1b: Community and Population Health Nursing	1, 2, 3, 5, 6, 9, 10	Compassionate care DEI EBP	2.5	
2	M2: Community Partnerships Equitable Care	1, 2, 3, 5, 6,7,8, 9, 10	Clinical judgment Communication; SDOH; Ethics	2.5	5
3	M3: Evidence-based Community Tools	1, 2, 3, 4, 5, 6, 8, 9, 10	Clinical judgment Communication SDOH Ethics	2.5	5
4	M4: Epidemiology/Genetics Across the Lifespan	1, 2, 3, 5, 6,7,8, 9, 10	Clinical judgment Communication	2.5	5
5	M5: Healthcare literacy and accessibility for vulnerable populations	1, 2, 3, 5, 6,7,8, 9, 10	Compassionate care DEI EBP	2.0	5
6	M6: Community Healthcare Plan.	1, 2, 3, 4, 5, 6,7,8, 9, 10	Clinical judgment Communication	2.5	5
Total			Compassionate care DEI EBP	15	30

Domains (AACN Essentials, 2021)

Domain 1: Knowledge for Nursing Practice

Domain 2: Person-centered care

Domain 3: Population health

Domain 4: Scholarship for nursing discipline

Domain 5: Quality and safety

Domain 6: Interprofessional partnerships

Domain 7: Systems-based practice

Domain 8: Informatics and healthcare technologies

Domain 9: Professionalism

Domain 10: Personal, Professional and Leadership Development

Abbreviation Key:

DEI: Diversity, equity and inclusion

EBP: Evidence-based practice

SDOH: Social determinants of health

***EXXAT** = is the software program used for clinical placement and compliance.

Student Requirements and Documentation Planning

Clinical Policies and Procedures

As a Franklin University student, you will participate in clinical experience(s) designed to help you meet the program outcomes and competencies. Students are responsible for searching for clinical sites and preceptors based on the course requirements and their location. The clinical placement team will carefully assess your request to ensure it meets our academic standards and submit it to the lead faculty for approval.

IMPORTANT NOTE: To be compliant with federal and state regulations related to distance education and professional licensure programs, not all professional licensure programs are open for enrollment or completion of required clinical experiences in every state or US territory. Clinical sites must be in a state where Franklin is open and authorized to host a clinical experience. To see which locations are open for Franklin’s nursing programs, please check the “Program Availability” list on your program’s web page or search by program or location through our [Program Availability by Location Tool](#).

Clinical Preparation Process

1. Students should carefully read the requirements for site and preceptor selection. **Please be aware that students are required to carry liability insurance that includes student coverage that is separate from any liability insurance carried as an employee.**
Rationale: Nursing students participate in clinical experiences that place them in real patient care -care environments. Even under supervision, they are held to professional standards and can be involved—directly or indirectly—in situations where mistakes, misunderstandings, or allegations may occur. Carrying personal liability (malpractice) insurance provides essential protection.
2. Students should consider clinical sites two to three months prior to the start of the clinical course. Students may schedule an appointment with the lead faculty as needed.
3. Students will complete a “My Request” in EXXAT once they have identified a preceptor and clinical site. Students will receive an invitation to create an account in EXXAT during NURS 310. Please be alert to these messages in Franklin.edu emails. If you need any assistance, e-mail clinical team using clinicals@franklin.edu.
4. Students will be required to complete all compliance documentation in EXXAT prior to being cleared for clinical placement.

Student Clinical Expectations

The Franklin University Undergraduate Nursing Students Clinical Practice is based on the American Nurses Association Scope and Standards of Practice (2004), principles of safe practice, agency policy, and their knowledge, skill, and development as graduate nursing students. Therefore: Students are expected to be familiar with:

1. The 6 ANA Standards of Practice and their sub-parts;
2. The 9 ANA Standards of Professional Performance;
3. The ANA Code of Ethics for Nurses;
4. Ohio Revised Code, Chapter 4723 (or applicable state BON rules);
5. The Code of Ethics of the American Nurses Association (ANA);
6. AACN’s (2021) The Essentials: Core Competencies for Professional Nursing Education
7. Essential Clinical Resources for Nursing’s Academic Mission (AACN);
8. Standards for Accreditation of Baccalaureate and Graduate Programs in Nursing from the Commission on Collegiate Nursing Education (CCNE);
9. Joint Commission for Accreditation of Healthcare Organizations (JACHO) standards and National Patient Safety Goals;

10. Centers for Disease Control (CDC) and the Ohio Department of Health (ODH) standards;
11. Nursing's Agenda for the Future created by a coalition of national nursing organizations;
12. Healthy People 2030 (US Public Health Service);
13. Agency Policies and Procedures; and
14. Course Specific Clinical Guidelines.

Students Responsibilities

1. Adhere to all Franklin University policies and procedures and state Board of Nursing rules. Failure to exhibit integrity, ethical conduct, professional standards, or any violation of the responsibilities listed herein may result in a failing grade or dismissal from the nursing program and the University. Student conduct in the clinical setting must be in a manner that demonstrates safety, adherence to professional standards and reflects positively upon Franklin University.
2. BSN nursing students **MAY NOT UNDER ANY CIRCUMSTANCES**, ride in land, sea, or air ambulances.
3. Time Logs, Preceptor Evaluations, Student Evaluations
 - a. Forms regarding specific clinical documentation, such as time logs, evaluations, etc. are housed within EXXAT and competencies will be available within the NURS 448 and NURS 458 courses.
4. Evaluation of the Preceptor and Clinical Site
 - a. Following the direct patient care hours, students will complete an evaluation of the preceptor and clinical site

Health and Safety

All students participating in clinical experiences must meet health and safety requirements. Documentation must be completed 30 days prior to the clinical course and always meet requirements. See Appendix A for all required items. Students cannot start any clinical experience until all requirements and documentation have been submitted and verified by the Lead Faculty and/or Clinical Coordinator (clinicals@franklin.edu).

Preceptors and Clinical Site Requirements

1. Students are expected to locate a prospective preceptor and clinical site and finalize approval no later than 30 days prior to the start of NURS 448 and NURS 458. Failure to plan ahead and to provide adequate time for approval and documentation may result in postponing NURS 448 and NURS 458 to a later semester.
2. If students encounter difficulty identifying a site/preceptor after multiple documented attempts, lead faculty and the clinical team may offer suggestions to help students identify the clinical experiences they need. Please contact clinicals@franklin.edu for any questions. RN to BSN students should have secured their clinical site at least 30 days prior to NURS 448 and Nursing 458. Submit the “My Request” in EXXAT as soon as possible, but ideally two to three (3) months prior to the start of NURS 448 and NURS 458.
3. **Clinical sites must be in a state where Franklin is authorized** to host a clinical experience. Please contact the clinical coordinator at clinicals@Franklin.edu if you have questions about a potential location and state approval.
4. **Student and Preceptor Contact** Frequent contact with the student and the preceptor in the clinical setting is necessary for the supervising faculty to understand how the student is performing. Frequent contact also facilitates early intervention when a student’s performance is not at the level expected for that course. A minimum of three contacts per clinical course are expected between the course faculty, student, and preceptor. These points of contact may be made by phone, video conferencing (i.e., Zoom) or in person.
5. Clinical course faculty are responsible for evaluating the student using assessment data and input from the preceptors and posting the final grade for the clinical component of the course.

Tips to Secure a Clinical Preceptor and Site

The clinical is designed to allow the student to complete a culminating experience that supports their professional growth and future career goals. Securing the ideal site requires thoughtful reflection on the professional journey. It is ideal to select a site and a preceptor that will help to bolster future professional roles.

It is essential to ensure a strong working relationship between the preceptor and student, as well as to avoid the need to travel long distances or incur travel-related expenses. Students have more success when they review the goals of the clinical course and community sites in their region that align with said goals. The clinical site may be an excellent opportunity to explore other nursing specialties and to make valuable professional connections. Students may also have professional relationships in the workplace, professional organizations, community groups, church, etc., who may be able to serve as a preceptor or personally introduce them to someone in the healthcare community.

Identifying a Preceptor

1. Students are responsible for identifying a potential preceptor(s) at least two to three (3) months prior to the start of NURS 448 and NURS 458.
2. Preceptors need to be selected based on their education, experience, and willingness to work with students.
3. The preceptor should be at least a BSN-prepared nurse or healthcare administrator with at least two years of experience in the field.
4. If the preceptor is a nurse, they must have a current unencumbered license as an RN, at least two (2) years of experience, and have at least a BSN degree.
5. Preceptors **cannot** be immediate supervisors, family, or friends.
6. Preceptors may be someone working within the student's place of work but not within their immediate department or unit or serving as their direct supervisor.
7. Students may have more than one preceptor during a single clinical course, with prior lead faculty or program chair approval.

8. Preceptors are assigned by Franklin University Nursing lead faculty/ program chair after the appropriateness of the preceptor(s) has been determined.
9. Preceptors will be provided with a Preceptor Handbook regarding the course, expectations, etc.
10. If the student has difficulty securing a preceptor, the Lead/Faculty and Clinical Coordinator (clinicals@franklin.edu) may be contacted for assistance and suggestions.

Identifying a Clinical Site

1. Students are responsible for identifying potential clinical sites at least 2-3 months prior to the start of NURS 448 and NURS 458.
2. Examples of NURS 448 and NURS 458 sites: Hospital unit or department, clinic, K-12 schools, health department, outpatient setting, or other healthcare agency.
3. The clinical site may be at the student's workplace but must not be within their own department or unit. Preceptors may be someone working within the student's place of work but not within their immediate department or unit or serving as their direct supervisor.
4. The approval of the selected sites will be the responsibility of the RN to BSN program chair/lead faculty.
5. Clinical sites are approved by Franklin University Nursing lead faculty after the appropriateness of the site and preceptor have been determined.
6. Franklin University requires an affiliation agreement to be in place prior to student attendance at the clinical site. This will be secured by the clinical coordinator.
7. If the student is having difficulty securing a site, the Clinical Coordinator (clinicals@franklin.edu) should be contacted for assistance and suggestions.

Clinical Documentation

Students must comply with all health documentation and other professional requirements of the clinical agency prior to the start of the clinical experience, including any request for a drug screen or additional background check. In addition, each site may have unique requirements which the student is responsible for fulfilling, even if already employed by an organization. This may include a separate onboarding experience.

Students who are unable to complete these requirements successfully will not be permitted to complete the NURS 448 or NURS 458 clinical courses. **The following must be completed prior to registration for NURS 448 and NURS 458 which will be done by clinical coordinator (students cannot self-register for clinical courses).**

1. Affiliation Agreement for the clinical site. The clinical coordinator is responsible for securing contracts after student has selected the site. Contracts must be signed by the designated authority at the site.
2. Preceptor documentation includes a preceptor agreement, resume or curriculum vitae (CV), and proof of licensure. The lead faculty and/or clinical coordinator will approve these. It is helpful if the student can upload the preceptor's CV in EXXAT when completing the "My Request".
3. Health and Safety Documentation
 - a. All students participating in clinical experiences must meet health and safety requirements. Documentation should be completed 30 days prior to the start of NURS 448 and NURS 458. See Appendix A for all required items. **Students will not be able to begin any clinical experience until all requirements and documentation have been submitted to the Verified Credentials site.** Contact the Lead Faculty/Clinical Coordinator with any questions (clinicals@franklin.edu).
4. Background Check
 - a. Complete background check through Verified Credentials.

Clinical Overview

Course: Patient Care hours	Direct	Indirect	Total
NURS 448 – Community Nursing	30	15	45
NURS 458 – Leadership Nursing	30	15	45
NURS 485 – Nursing Informatics	—	10	10
Program Total	60	40	100

Policies and Processes for Conduct During Clinical Experiences

Preparation for Clinical Experiences

The student should prepare for the clinical experience as recommended by the preceptor and course instructor. This preparation includes understanding and meeting course learning outcomes, conferring with faculty on areas for improvement, and seeking a variety of learning experiences that will promote self-confidence and meet AACN Essentials (2021) competencies. Part of the preparation for your clinical experience will include a virtual meeting between the course faculty, preceptor and student to review competencies to be met, as well as student goals. Additional virtual meetings between the course faculty, student and preceptor will be set up throughout the course to identify progression of competencies and suggest activities to meet any unmet competencies. The student is expected to prepare for the clinical experience by researching information that supports goal attainment.

On the first day of the clinical experience, the preceptor will orient the student to the clinical practice setting, facility policies and procedures, and required safety and learning modules.

Clinical Attire

Students must dress in accordance with OSHA standards and professional expectations. Clinical sites may require specific attire such as scrubs, depending on their policies.

Students must always:

- Wear their Franklin University badge
- Introduce themselves as Franklin undergraduate students

Scheduling Clinical Hours

Students are responsible for arranging clinical hours around the **preceptor's schedule**. Before beginning clinical work, both parties must agree on specific days and times. Students must ensure their personal commitments do not interfere with required direct patient care hours.

Important Restrictions

- Hours may **not** begin before the semester start date.
- Hours must be completed by the semester end unless a written extension is granted by faculty.
- Students may **not** be onsite on weekends, holidays, or University-closed days without faculty approval.

Student Attendance on Scheduled Clinical Days

Students must complete the **full number of required clinical hours**, even if they reach the minimum before the end of the term. Students should **not assume** they can make up missed hours without faculty approval. Extensions beyond the semester require approval from course and lead faculty.

If a student must be absent (illness or emergency), they must:

- Notify the preceptor **before** the clinical day begins
- Follow the preceptor's absence-reporting procedures established on the first day

If the preceptor is unexpectedly absent, a qualified backup preceptor may be required. The clinical coordinator and course instructor will determine credentialing needs if this lasts more than one day.

Clinical Health and Disability Policies

Student Health: Illness/Injury During Clinical

In the event of a medical emergency, hazardous materials exposure, needle stick or sharp object injury, or other clinical-related injury as defined by the clinical preceptor, the student should be sent to the nearest emergency room. The student will be responsible for any charges incurred for these events. The preceptor and student will immediately notify the course and lead faculty of any such events. In non-emergency situations, the student may verbally tell the course instructor faculty that they elect to seek care from a private health care provider/clinic. Any expenses incurred will be the responsibility of the student. The student and/or preceptor will notify the course and lead faculty of these events as soon as possible.

Procedure

1. Students should alert the Lead Faculty/Program Chair regarding a temporary or permanent disability.
2. Student must contact and register with the Office of Disability Services and provide appropriate documentation of the need for accommodation.
3. The Office of Disability Services will engage in the interactive process with the student to determine the appropriate accommodation to support the documented disability. This may involve engagement with the Faculty/Department Chair to assess the appropriate and acceptable accommodation.
4. Office of Disability Services will contact the Lead Faculty/Program Chair, officially identifying the recommended accommodation to be provided for the student.
5. The Lead Faculty/Program Chair will implement and oversee the applicable accommodation(s).

Policy Details

1. Students will be provided with the appropriate amount of time as is medically necessary to navigate their disability with required clinical coursework. Keeping this in mind, the time provided to assist the student cannot fundamentally alter the requirements of the clinical assignment.
2. Faculty will demonstrate flexibility in working with students who follow the above-mentioned procedure.
3. Standard accommodations may include but are not limited to (1) Allowance of a student to achieve a grade of Incomplete (“I”) in a course should the student have thirty-five (35) clinical hours left to complete. Students would be required to complete all clinical course hours by a date predetermined by the Lead Faculty/Program Chair. (2) Allowance of a student to withdraw from a course at no charge via an application for a Tuition Fee Waiver should it be deemed that they do not meet the hour threshold for receiving an Incomplete or are unable to complete the course due to their recorded disability.
4. All students seeking medically based extensions or accommodations to clinical requirements or coursework in the RN TO BSN program are required to obtain and provide medical clearance documentation to continue in or return to clinical coursework. A healthcare provider providing treatment for the documented disability must provide documentation.
5. Students should work with the Program Chair/Lead Faculty and Clinical preceptor to determine how to complete the remaining hours in the course. Appropriate alternatives will be explored by all parties to help the student.

Impaired Student Policy: Perception of Impairment

Should the preceptor, nursing faculty, or other individuals perceive that a student is mentally, or physically impaired, immediate action must be taken to relieve the student of his/her duties and place the student in a safe area away from the clinical setting. The immediate goal is to provide for the safety of patients, the public, other students, and the student who may be impaired.

If the student is perceived to have the odor of alcohol, or marijuana, or observed behaviors such as, but not limited to, slurred speech, unsteady gait, confusion, sharp mood swings/behavior, especially after an absence from clinical experience, lack of manual dexterity, excessive health problems, increased absenteeism, tardiness or irritability, severe weight loss, needle track marks especially in the inner elbow, carelessness in appearance and hygiene, or euphoria, which cause the preceptor to suspect the student may be impaired by a substance, the preceptor will immediately inform the student as to why actions are being taken to relieve the student of his/her duties and then notify the course faculty for further action.

The preceptor will not send the students home or permit them to leave the building. The course faculty must be contacted immediately for instructions. Please review the Franklin University policies on alcohol and drug/controlled substances on the [Drug Free Schools and Communities Act](#) web page.

Appendices

Appendix A: Clinical Required Documentation

<p>All students participating in clinical experiences must meet the following health and safety requirements prior to enrollment in NURS 448 and NURS 458. Failure to keep documents up to date may result in an administrative withdrawal from the course or prohibition from attending the clinical until the deficit is corrected.</p>	
<p style="text-align: center;">TB (tuberculosis) Testing</p> <ul style="list-style-type: none"> • Upload 2-Step PPD (time interval between step 1 and step 2 is 1-3 weeks) <li style="text-align: center;">OR • QuantiFERON Gold OR T-SPOT test. • TB blood tests are not affected by the BCG vaccine. • If 2-Step PPD skin test OR QuantiFERON Gold OR T-SPOT test is positive, please upload a negative chest x-ray result. • Enter completion date as 'date read' OR 'result date'. • For PPD Skin test and blood test - expiration date is 1 year from date read or result date 	<ul style="list-style-type: none"> • The same chest x-ray can be uploaded for the next two years with an updated known positive annual symptom check document. • Tuberculosis Chest X-Ray (valid for 3 years): required only for a first-time positive TB blood test. <p>Annually:</p> <ul style="list-style-type: none"> • After initial 2-step PPD, we annually accept 1-Step PPD OR T-SPOT OR QuantiFERON Gold (Lab report required) <li style="text-align: center;">OR • Known positive annual symptom check from health care provider is required. Please upload the Known positive annual symptom check document under TB screening form placeholder. <p>Documentation must be current through a semester to be placed in clinical</p> <p>Note: clinical/clinical facility has the right to refuse access to the site or require masks at their discretion)</p>

<p>Hepatitis B</p> <ul style="list-style-type: none"> • 3 or 2 (Heplisav B) documented vaccinations AND a Positive titer (lab report required). <p>OR</p> <ul style="list-style-type: none"> • Recent Positive Hepatitis B surface antibody titer (obtained within the last 6 months). • If titer is negative/low/equivocal, must repeat the series followed by a repeat titer. • If repeat titer is negative/low/equivocal, then a letter from an HCP is needed stating that the student is a non-responder. • Nonresponder form is accepted. 	
<p>Tdap</p> <p>(Tetanus/Diphtheria/Pertussis)</p> <ul style="list-style-type: none"> • Tdap vaccination dated within 10 years from the date of administration. 	
<p>MMR</p> <p>(Measles/Mumps/Rubella)</p> <ul style="list-style-type: none"> • Upload 2 documented vaccinations <p>OR</p> <ul style="list-style-type: none"> • Positive titer for all 3 components (lab report required). • If titer is negative/low/equivocal, must repeat the series of 2 vaccinations, separated by at least 28 days. • Repeat titer required (after the re-vaccination) in 4 weeks. • If your repeat titer is negative, please submit a non-convertor letter from your HCP 	

<p>Influenza</p> <p>Documented flu vaccination for the current flu season (Aug 1st - April 30th) annually</p> <ul style="list-style-type: none"> • (Note: The clinical site designee has the right to refuse access to the site or require masks at their discretion. • Pharmacy receipt/prescription as proof of vaccination is accepted. The document must have the manufacturer's name, lot number and the name of the pharmacist who administered the vaccine. 	
<p>Varicella</p> <ul style="list-style-type: none"> • 2 Documented vaccinations <p>OR</p> <p>Positive titer (lab report required).</p> <ul style="list-style-type: none"> • If titer is negative/low/equivocal must receive 2 doses of varicella vaccine 4 weeks apart. • Repeat Titer is not required. • History of disease is not accepted. 	

<p style="text-align: center;">CPR</p> <ul style="list-style-type: none"> • Must be American Heart Association (AHA) BLS provider OR American Red Cross (must be current through a semester to be placed in clinical/practicum). • Upload front and back of the card indicating completion of both the written and hands-on skills component. • Enter expiration date as renewal date shown on card/certificate. • Enter the expiration date as the last day of the month for that year. 	<p style="text-align: center;">Background Check: Verified Credentials</p> <p>National Criminal Background Check including excluded Provider Search on OIG and GSA.</p> <p>(clinical facility designee has the right to request additional background checks including monthly OIB & GSA and drug screens at student cost)</p>
<p style="text-align: center;">Health Insurance</p> <ul style="list-style-type: none"> • Health insurance coverage is required. • Front and back of card to be uploaded. • Student name should be on the card • Coverage must be maintained in active status throughout clinical courses. • <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> • If a student is dependent and does not have their own health insurance card, they must show documentation from Health insurance showing their dependency. 	<p style="text-align: center;">Professional Nursing Liability Insurance</p> <ul style="list-style-type: none"> • Documentation of current professional liability insurance that includes student coverage is required. • The minimum amount required is \$1 million for each claim/ \$3 million aggregate. • Renewal is based on the expiration of your policy.
<p style="text-align: center;">Authorization for Release of Record to clinical/clinical site</p>	

<p style="text-align: center;">General Waiver and Release of Liability form</p>	<p style="text-align: center;">Additional Requirements: This list may change as clinical sites may require more than our standard minimum. Changes will be communicated to you in writing within 10 days of notification to the University</p>
<p style="text-align: center;">Required Education</p> <p>Each healthcare institution will communicate to faculty and students any required educational content to be completed prior to participating in the clinical experience</p>	

RN License must be active and unencumbered in the student's primary licensing state as well as the state of clinical placement, as applicable, throughout the RN TO BSN program. Licenses will be verified prior to NURS 448 and NURS 458

*TB Screening and Testing of Health Care Personnel:

<https://www.cdc.gov/tb/topic/testing/healthcareworker>

Appendix B: NURS 448 and 458 Direct and Indirect Patient Care Hours

In NURS 448 and 458 students will complete unique clinical experiences focused on population health and leadership in nursing.

Clinical Hours

Students must complete the required number of direct/indirect patient care hours for the experience through engaging in activities with an approved preceptor.

Clinical hours are calculated using the time spent achieving the clinical/course objectives and accruing evidence of accomplishments.

Examples of activities that will count toward direct and indirect patient care hours (not all-inclusive):

- Providing direct patient care to patient populations in a variety of settings to include but not limited to community sites focused on health promotion across the lifespan.
- Meeting/following/shadowing with the preceptor (direct if patient population included)
- Developing and presenting a presentation/activity for the preceptor and patient populations that is appropriate for the clinical experience (direct patient care hours)
- Working on a project or part of a project that supports unit goals (direct patient care hours)
- Attending meetings with experts who can help support the presentation or for task team meetings that pertain to the presentation (indirect patient care hours)
- Attending seminars, workshops, or continuing education classes to have a direct relationship to course objectives (indirect patient care hours)
- Conducting a literature search, if that is one of the student's objectives and other preparatory activities that will help the student accomplish their objectives (indirect patient care hours)
- Assisting with developing and administering assessment and evaluation tools. Note: Students cannot assist if site IRB approval has not been granted (indirect patient care hours)

Activities that are not included in clinical hours:

- Driving time to and from the clinical site for the clinical
- Attending seminars or continuing education classes that do not have a direct relationship to course objectives
- Time spent printing and copying materials
- Working in the student's regular employment

Students may not receive payment for clinical hours at any time during any clinical experience. Some students may complete the required clinical hours before the semester concludes and that is acceptable.

Appendix C: School of Nursing and Faculty Responsibilities

School of Nursing and Faculty Responsibilities

1. Validates completion of student health requirements, liability insurance and licensure prior to the start of the clinical experience.
2. Acts as a liaison between preceptors and students, problem solving any difficulties that arise.
3. Guides and evaluates student achievement of course objectives and The Essentials competencies and sub-competencies as specified within NURS 448, NURS 458 and NURS 485 courses.
4. Reviews the student's feedback of the clinical preceptor and provides feedback to the preceptor as needed during virtual meetings.
5. Reviews the preceptor's feedback of the student and provides feedback to the student as needed during virtual meetings.
6. Ensures that students have met AACN Essentials' competencies and sub-competencies mapped to the course and documented all required direct/indirect patient care hours.
7. Several times during the clinical course, the course faculty will contact the preceptor. Additional virtual meetings may be necessary if there are any concerns regarding the student meeting clinical expectations. Visits will be conducted using phone or web software.

Appendix D: Preceptor Responsibilities

1. Assist the student in selecting realistic and specific clinical goals within the framework of the course learning outcomes and AACN Essentials domains, concepts and competencies.
2. Orient students to the clinical site to include policies and procedures.
3. Guide student acquisition of direct patient care skills and competencies within the framework of course objectives and The Essentials: Core Competencies for Professional Nursing Education (AACN, 2021).
4. Observe the students' interactions with clients/staff.
5. Validate clinical findings.
6. Validate all student clinical hours on the Time Log of Clinical Hours (Appendix B). Only those hours involved in on-site work or projects directly resulting from a site project may be claimed as clinical/direct/indirect patient care hours.
7. Provide ongoing feedback to the student throughout the course.
8. Notify faculty immediately of any concerns about the student's clinical performance.
9. Submit a completed Clinical Preceptor Feedback form at the end of the clinical experience. Course faculty will remind you when to complete this activity.
10. Maintain confidentiality regarding the student's progress and performance in the clinical experience to those directly involved with this experience in accordance with FERPA rules.

RN to BSN Program Contact Information

Dr. Patricia Endsley

Lead Faculty, RN to BSN Program

Email: Patricia.Endsley@franklin.edu

Dr. Lori Wagner

Department Chair, School of Nursing

Program Chair, RN-BSN Program

Email: Lori.Wagner@franklin.edu

Academic Advising

Email: Advising@Franklin.edu

Website

<https://www.franklin.edu/degrees/bachelors/nursing-rn-bsn>