



Bachelor of Science in Nursing

(Bridging Program)

Student Handbook

2025-2026

Turpanjian College of Health Sciences

American University of Armenia

Bachelor of Science in Nursing (*Bridging*) Program

August 2025

Dear BSN Students,

Welcome to the BSN class of 2028! You are among the pioneer nurses who insist on changing the face of nursing in Armenia and we are thrilled you are joining our BSN program at the Turpanjian College of Health Sciences.

This year was a very special one for our program as we celebrated the graduation of the very first class of BSN nurses from AUA. Both faculty and students were overjoyed with seeing the fruit of their hard work. In the past three inaugural years of the program, we all had to step out of our comfort zones, draw upon our skills to adjust, and overcome challenges every step of the way. The result was amazing and it was all certainly worth it!

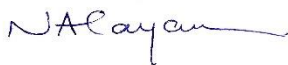
We now look forward to continue our mission while having a solid understanding of the educational needs of Armenian nurses and the determination to implement the highest quality of professional nursing education. Our program is based on core competencies published in the “Essentials” of the American Association of Colleges of Nursing, which incorporate crucial concepts of *evidence-based* and *client-centered* nursing care across the lifespan within disease prevention/promotion of health and wellbeing, acute and chronic care, rehabilitation, and palliative care.

Using the nursing process as a problem-solving framework, the BSN program will challenge you to *think critically* and acquire the necessary tools to exercise scientifically-backed clinical judgement in your day-to-day nursing practice. With courses centered around various specialties such as health informatics, nursing research and education, population health, mental health, and leadership and management, this BSN program will provide you with all the experiences and skills you need to become *Armenia’s future nurse leaders and educators*.

We have full confidence in your potentials and will offer genuine support and guidance to uphold your ‘crossover’ to professional and evidence-based nursing practice. This handbook provides considerable detail about the BSN Program and guides you through AUA’s policies. We ask you to read this document carefully and ask any questions you have. *Always remember, reaching out for help is your biggest strength.*

We look forward to witnessing your transformation into the knowledgeable and bold nurse leaders you will be!

Sincerely,



Nour Alayan, RN, PhD
Program Chair, Bachelor of Science in Nursing (Bridging program)

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Program Description

The BSN program at AUA is a *bridging program* designed for nurses who have a diploma in nursing or midwifery and seek to advance into higher education and professional nursing practice. Professional nurses must be prepared to employ evidence-based practice, integrate informatics and technology in practice, strengthen the academic-practice partnerships, and advocate for career-long learning.

The BSN Program is a three-year undergraduate program that prepares nurses to promote health and deliver nursing care to the diverse patient population across the life span and across the four spheres of care: (1) disease prevention and health promotion, (2) chronic disease care, (3) regenerative or restorative care, and (4) palliative or supportive care. AUA prepares nurses who are not only well-grounded but also well-rounded individuals, who are able to think critically and creatively, to learn on their own, to understand different kinds of thinking, to work in teams, and to deal with people from different cultures and disciplines. The program is focused on person-centered care (care of the individual, family, and important others) and provides opportunities for planning evidence-based healthcare projects amenable to implementation in a variety of clinical settings.

Degree Requirements

The BSN program requires completion of **75 credits** at AUA and transfers 45 credits from the student's nursing college training. The BSN program requires the following courses:

- **Required major core courses** (19 courses, 51 credits):
 - BSN Bridge – Nursing Skills I – 0 credit
 - Professional Nursing Practice - 3 credits
 - Health Assessment Across Age groups - 3 credits
 - Pathophysiology – 3 credits
 - Evidence-Based Maternal & Child Health Nursing - 3 credits
 - Health & Nursing Informatics - 3 credits
 - Evidence-Based Adult Gerontology Health Nursing - 3 credits
 - BSN Bridge – Nursing Skills II – 0 credit
 - Research in Nursing - 3 credits
 - Community Health Nursing, Public & Population Health - 3 credits
 - Mental Health Nursing - 3 credits
 - Care of Patients and Families with Complex Health Problems - 3 credits
 - Leading & Managing Nursing & Healthcare Services - 4 credits
 - BSN practicum – 2 credits
 - Interprofessional Education & Practice - 1 credit
 - Evidence-Based Nursing Practice / Capstone Project - 5 credits
 - Special Studies in Nursing Enhancement: Quality and Patient Safety – 3 credits
 - Special Studies in Nursing Enhancement: Nursing Ethics – 3 credits
 - Statistics for Humanities and Social Sciences – 3 credits

 - **General Education (GE) courses** (6 courses, 18 credits)
 - Foundation requirements (4 courses, 12 credits); required for all undergraduate students at AUA:
 - Freshman Seminar I – 3 credits
 - Freshman Seminar II – 3 credits
 - Armenian Language and Literature II – 3 credits (considering that Armenian Language and Literature I is waived through nursing diploma)
 - Armenian History II – 3 credits (considering that Armenian History I is waived through nursing diploma)
 - Social science requirement (1 course, 3 credits); due to nursing diploma completion.
 - Arts & Humanities requirement (1 course; 3 credits); due to nursing diploma completion.
 - Quantitative Science requirement is considered complete due to nursing diploma completion.
- Complete information about General Education requirements can be found at <http://aua.am/general-education-at-aua>*
- **Free elective courses** (2 courses, 6 credits) – These can be any courses, including general education or other courses.

BSN Program Goals and Learning Outcomes

The major specific goal is:

Advancing the preparation of nurses to be able to function professionally and competently. Nurses must be prepared to employ evidence-based practice, integrate informatics and technology in practice, strengthen the academic-practice partnerships, and advocate for career-long learning.

Program learning outcomes:

I. Integrate knowledge from the nursing science, liberal arts, humanities, and social sciences to advance the foundations of nursing practice.

The students will be able to:

- Demonstrate intellectual curiosity.
- Identify concepts derived from nursing history and theories that distinguish the practice of nursing.
- Apply knowledge of nursing science and nursing's distinct perspective that develops a foundation for nursing practice.
- Integrate theoretical knowledge from the social and basic sciences with that of nursing to inform a broad knowledge base for clinical judgment.
- Demonstrate social responsibility as a global citizen who promotes health equally among all.
- Incorporate personal values in decision-making for nursing practice.

II. Incorporate a scientific body of knowledge and inquiry skills that guide clinical judgment in practice.

The students will be able to:

- Recognize cues characterizing a clinical situation.
- Integrate nursing knowledge (theories, multiple ways of knowing, evidence) and knowledge from other disciplines to interpret the clinical situation.
- Analyze current and emerging evidence to make decisions of practice.
- Apply a systematic approach to nursing practice decisions and actions.
- Evaluate outcomes of care for the purpose of arriving at a satisfactory clinical decision and safe patient care.

III. Demonstrate competence in the planning and delivery of holistic care across time and developmental levels, including disease prevention and health promotion, chronic disease care, regeneration or restoration of health, and palliative/supportive care.

The students will be able to:

- Engage with the individual, family, or community to establish a caring relationship across the healthcare delivery continuum.
- Communicate effectively with the individual, family, and community to address health care needs using evidence-based, person-centered educational material.
- Perform a clinically relevant holistic health assessment appropriate for the context of care.
- Apply the results of the diagnosed actual or potential health problems in actions and plans of care.
- Develop a plan of care to meet the healthcare needs or problems of the individual, family, and community.
- Implement individualized plan of care using established policies and processes that promote accountability for practice.
- Evaluate outcomes of care pertinent to the individual, family, or community.
- Promote self-care management by employing educational strategies in the instruction delivered to individuals and families regarding self-care for health promotion, illness prevention, and illness management.

IV. Employ evidence-based and standardized practices to improve patient outcomes in practice settings.

The students will be able to:

- Demonstrate skills in searching the nursing literature and evaluating the appropriateness and strength of evidence.
- Utilize appropriate theories and best evidences from nursing and related fields in clinical practice.
- Participate in scholarly inquiry as a health care team member.
- Communicate appropriately different types of research findings.
- Evaluate clinical practice to generate questions that improve nursing care.
- Participate in the implementation of a practice change and evaluation of outcomes to improve nursing care.

V. Engage in effective individual, interprofessional, and team communication skills to inform person-centered care decisions.

The students will be able to:

- Communicate the nurse's roles and responsibilities clearly.
- Demonstrate therapeutic communication skills with clients.
- Communicate person-centered care decision in a professional, accurate, and timely manner using the team members' perspectives.
- Contribute to effective interprofessional working relationships using various communication techniques and principles of team dynamics to establish mutual healthcare goals for individuals, communities, or populations.
- Delegate work to team members based on their roles and competency.
- Engage in constructive communication to facilitate conflict management.

- Apply principles of team leadership and management performance to improve quality and assure safety.

VI. Collaborate with interprofessional team members to establish mutual healthcare goals for individuals, communities, and population at large.

The students will be able to:

- Recognize the need for additional expertise and knowledge in managing patient care and the community at large.
- Engage with other health care professionals to address population health issues.
- Demonstrate effective collaboration and mutual accountability with relevant stakeholders for ultimate and holistic care provision.
- Coordinate the care of individuals and families in collaboration with the multidisciplinary care team.
- Use culturally and linguistically responsive communication strategies for successful interprofessional collaboration.

VII. Apply knowledge of systems to provide safe, quality, and equitable care to diverse populations.

The students will be able to:

- Practice according to professional standards and institutional policies and procedures.
- Use and allocate resources wisely and efficiently.
- Recognize and report actual and potential workplace incidents and occupational safety risks.
- Demonstrate systems thinking when addressing workplace incidents and errors.
- Participate in monitoring, analyzing, and improving care processes and outcomes.
- Employ the evidence-based approach to solve problems and make decisions of practice.

VIII. Use information and communication technologies to provide care, manage data, and make clinical decisions to influence healthcare delivery.

The students will be able to:

- Demonstrate knowledge in the use of the EHR, including entering and/or retrieving patient information to plan safe patient care.
- Refer to the different electronic decision support tools when making clinical decisions.
- Demonstrate the appropriate use of multimedia applications in health care.
- Access reliable electronic sources and data bases that support evidence-based practice.
- Locate trustworthy mobile health, and telehealth applications that enable patient care.
- Use electronic tools to gather, generate reports, and analyze data to improve care processes.
- Demonstrate an ethical legal use of social media and communication technologies.

IX. Demonstrate professional identity, including accountability, nursing values, collaborative disposition, and ethical behaviors in practice.

The students will be able to:

- Demonstrate professional and personal honesty and integrity as core values of professional nursing identity.
- Apply principles of professional nursing ethics and human rights in patient care and professional situations.
- Reflect on one's values and actions and change behavior based on self and situational awareness.
- Safeguard privacy, confidentiality, and autonomy in all interactions.
- Engage in advocacy that promotes the best interest of the individual, community, and profession.

X. Participate in professional and community organizations to promote the nursing profession in Armenia.

The students will be able to:

- Determine ethical, social, and political factors affecting the healthcare system in Armenia and beyond.
- Demonstrate responsibility and accountability for personal and professional growth.
- Engage in different professional and community organizations to advance the nursing profession.
- Participate in national healthcare projects and campaigns.
- Communicate nursing role, competencies, and achievements through media.

General education goals and learning outcomes:

Develop articulate, conscientious leaders and problem solvers who are committed to contributing to their fields and society.

- Produce and deliver written and oral presentations, and communicate with specialists and non-specialists using appropriate media and technology.
- Think critically and creatively, conceptualizing real-world problems from different perspectives.
- Work productively in diverse teams and solve problems collaboratively.

Provide students with a broad foundation of knowledge and skills and cultivate a commitment to life-long learning

- Use common software and information technology to pursue inquiry relevant to their academic and professional fields, and personal interests.
- Weigh evidence and arguments, and appreciate and engage in diverse modes of inquiry characteristic of historical, cultural, political, economic, and quantitative disciplines.

- Properly document and synthesize existing scholarship and data, keep current with developments, conduct independent research, and discover and learn new material on their own.

Curriculum Map: Mapping Program Learning Outcomes with Course Learning Outcomes

B=Beginner; I=Intermediate; A=Advanced

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
Professional Nursing Practice	B	B	B	B	B	B	B	B	B	B
Health Assessment Across Age groups	I	I	I	I	I	I	I	I	I	
Evidence-Based Maternal and Child Health Nursing	A	A	A	A	A		A		A	
Evidence-Based Adult Gerontology Health Nursing	A	A	A	A	A		A		A	
Care of Patients and Families with Complex Health Problems	A	A	A	A	A	A	A		A	
Health and Nursing Metrics and Evaluation	I	I		I	I	I	I	I	I	
Clinical Enhancement in Special Topics	A		A		A	A	A		A	
Research in Nursing	I	I	I							
Community Health Nursing, Public & Population Health	A	A	A	A	A	A	A	A	A	A
Mental Health Nursing	A		A		A		A		A	
Interprofessional Education and Practice	I				I	I			I	
Leading and Managing Nursing and Healthcare Services	A	A	A	A	A	A	A	A	A	A
Evidence-Based Nursing Practice / Capstone Project	A	A	A	A	A	A	A	A	A	A

The matrix shows that the learning outcomes of all courses combined align with all the program learning outcomes.

Academic Calendar for 2025-2026

Available at <https://registrar.aua.am/academic-calendar-2025-2026/>

Advisory Board

- Sarah Hope Kagan, PhD, RN, FAAN, Lucy Walker Honorary Term Professor of Gerontological Nursing, University of Pennsylvania, School of Nursing
- Kathleen Dracup, RN, PhD, FAAN, Dean Emeritus and Professor Emeritus, University of California, San Francisco, School of Nursing
- Kathleen White, PhD, MS, RN, Professor, Johns Hopkins University, School of Nursing

Faculty List

Varduhi Petrosyan, MS, PhD
Professor and Dean
vpetrosi@aua.am

Nour Alayan, RN, PhD
Associate Professor and Program Chair
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Adjunct Assistant Professor
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Talin Gulgulian, RN, MSN
Adjunct Clinical Instructor
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Policies

All relevant AUA policies are presented here <https://policies.aua.am/>

Course Grading Scale

Nursing courses follow the below scale. The passing grade for all nursing courses is 60%.

Percentage	Letter Grade
100.00% - 97.00%	A+
96.99% - 93.00%	A
92.99% - 90.00%	A-
89.99% - 87.00%	B+
86.99% - 83.00%	B
82.99% - 80.00%	B-
79.99% - 77.00%	C+
76.99% - 73.00%	C
72.99% - 70.00%	C-
69.99% - 67.00%	D+
66.99% - 63.00%	D
62.99% - 60.00%	D-
59.99% - 00.00%	F

Students are encouraged to review all policies including but not limited to the following: ***Grades Policies*** policy which includes important information about the grading system, ***GPA and academic standing and probation, grade appeals***, <https://policies.aua.am/policy/11>

Add, Drop and Course Withdrawal policy, which includes information about deadlines for adding and dropping courses, <https://policies.aua.am/policy/16>

Student Records policy, which includes information about student records maintained in the Office of the Registrar, <https://policies.aua.am/policy/124>

Academic Standing

Student academic performance in courses is assessed and reported according to the grade system set forth in the Grade policy, <https://policies.aua.am/policy/11>

Based on their performance as indicated by the cumulative GPA on the academic transcript, students at AUA are classified as: “in good academic standing,” “on probationary status,” or “dismissed.”

To remain in good standing and in order to graduate, undergraduate students must maintain a cumulative GPA of at least 2.00. Any student with a cumulative GPA lower than 2.00 will be placed on probation and scholarships will be stopped until the student is off probation. Any course that is repeated is paid for by the student.

Standards for Academic Integrity

Students are required to conduct themselves in an academically responsible and ethical manner in line with AUA’s ***Student Code of Ethics***. Acts of academic dishonesty impair the academic integrity of AUA and create an unfair academic advantage for the student involved and other

member(s) of the academic community. These acts are subject to disciplinary measures as prescribed in the AUA Student Code of Ethics, <http://policies.aua.am/policy/10>

The *Student Code of Conduct* can be found at <http://policies.aua.am/policy/101>

Use of AI

“Using or referring to notes, books, devices or other sources of information, including advanced Artificial Intelligence (AI) tools, such as ChatGPT, in completing an Academic Evaluation or Assignment, when such use has not been expressly allowed by the faculty member who is conducting the examination” is a violation of the student code of ethics. **In all BSN courses, the use of AI will be evaluated through the Turn-it-in portal available on Moodle.** Any AI score of 20% or higher will not be tolerated and will result in a grade of ZERO on the related assignment.

Roles and Responsibilities of BSN Students

A *high level of professionalism and ethical integrity* is expected from BSN students. In addition to following regulations set by the AUA student code of conduct and the student code of ethics, it is the responsibility of each BSN student to meet the below expectations:

- **To attend all classes and laboratories.**
 - Students who absent themselves from any class or laboratory remain responsible for the work completed during their absence.
 - Absence from more than one fifth of the classes of any nursing course during a semester will result in automatic dropping from that course.
- **To take all quizzes and examinations.**
 - Absence from any nursing quiz or examination will result in a grade of zero on that quiz or examination. Make-up examination will only be considered for students who have a legitimate medical excuse.
- **To behave according to the ethical values, responsibilities and professional accountabilities** of nurses and nursing students as stated in the International Council of Nurses’ [Code of Ethics](#).

Special Needs

Students requiring special accommodations for learning should contact the Center for Student Success by the end of the Drop/Add period with such requests. studentsuccess@aua.am, <https://studentsuccess.aua.am/disability-support-services/>

Contact Information

Office of the Registrar
Main Building, Room 304 MB
Phone: (+374 60) 61 27 92
registrarinfo@aua.am
<https://registrar.aua.am/>

Financial Aid Office

Main Building, Room 304 Phone: (+374 60) 61 27 95

financialaid@aua.am
<https://finaid.aua.am/>

Center for Student Success

Main Building, 2nd floor

Phone: (+374 60) 61 27 57

studentsuccess@aua.am

<https://studentsuccess.aua.am/>

Disability Services

Main Building, 2nd floor

<https://studentsuccess.aua.am/disability/>

Counseling Services

Main Building, Room 418

Phone: (+374 60) 61 2519

<https://studentsuccess.aua.am/counseling-services/>